

BISHOPSTEIGNTON PRIMARY SCHOOL BISHOPSTEIGNTON PRESCHOOL Governing Board

Positive Behaviour Management Policy

Date	09 March 2026	Responsibility	Teaching & Learning / Safeguarding	Unique I/D	5-3
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Version Control			
Version	Origin	Date	Amendments
2019	BPS	June 2019	'Exclusion' paragraph on Page 2 now cross-refers to Exclusion appendix.
2020	BPS	June 2020	COVID-19 reference added to Page 4 Policy deemed approved by T & L Committee via email response following school closure during the COVID-19 pandemic
2020	BPS	Nov 2020	This policy now meets the requirements of both Bishopsteignton Primary School and Bishopsteignton Preschool. For approved at the 27 Nov 2020 T & L meeting
2020	BPS	07/07/21	Wrap around Care note added. Approved and adopted at the FGB meeting
2021	BPS	Nov 2021	For approval at the 19 Nov 2021 T & L meeting
2021	BPS	Dec 2022	For approval at the 02 Dec 2022 T & L meeting
2021	BPS	Nov 2023	Approved at the 27 Nov 2023 T & L meeting
2021	BPS	Nov 2024	Approved at the 18 Nov 2024 T & L meeting Safeguarding Lead governor was GH
2021	BPS	March 2025	This policy now incorporates Policy 5-3a - Exclusion Appendix and Policy 5-4 - Behaviour and Principles. Reviewed and approved at the 10th March 2025 T & L meeting.
2021	BPS	March 2026	Refer to Page 6 - <i>Statement on Toddler Conflict and biting</i> added Reviewed and approved at the 9 th March 2026 T & L meeting.

This policy also applies to our Breakfast Club and After School Club which are both based on our school site for current pupils

BISHOPSTEIGNTON PRIMARY SCHOOL
BISHOPSTEIGNTON PRESCHOOL
Governing Board

CONTENTS

SECTION	SUBJECT	PAGE
1.0	EQUALITY STATEMENT	3
1.1	The Equality Act 2010	3
2.0	STATEMENT OF PRINCIPLES FOR POSITIVE BEHAVIOUR MANAGEMENT	3
2.1	Bishopsteignton Governing Board	3
2.2	Bishopsteignton Primary School	3
2.3	Bishopsteignton Preschool	5
3.0	PUPIL POSITIVE BEHAVIOUR MANAGEMENT	6
3.1	Bishopsteignton Primary School	6
3.2	Bishopsteignton Preschool	9
4.0	PUPIL EXCLUSION	12

BISHOPSTEIGNTON PRIMARY SCHOOL BISHOPSTEIGNTON PRESCHOOL Governing Board

1.0 EQUALITY STATEMENT

1.1 The Equality Act 2010

The Equality Act 2010 replaces previous anti-discrimination laws with a single Act. A key provision is a new public sector Equality Duty, which came into force on 5 April 2011. It replaces the three previous public sector equality duties for race, disability and gender, and covers age, disability, gender reassignment, pregnancy and maternity, race, religion or belief, sex and sexual orientation. The Duty has three aims. It requires public bodies to have due regard to the need to:

- Eliminate unlawful discrimination, harassment, victimisation and any other conduct prohibited by the Act;
- Advance equality of opportunity between people who share a protected characteristic and people who do not share it; and
- Foster good relations between people who share a protected characteristic and people who do not share it.

Schools are required to comply with the new Equality Duty.

2.0 STATEMENT OF PRINCIPLES FOR POSITIVE BEHAVIOUR MANAGEMENT

2.1 Bishopsteignton Governing Board

This is a statement of principles, not practice. Practical applications of these principles are the responsibility of the Headteacher.

The Governors at Bishopsteignton School believe that high standards of behaviour lie at the heart of a successful school that enable children to make the best possible progress in all aspects of their school life.

At Bishopsteignton School we value everyone as an individual, capable of growth, change and development. Our relationships are underpinned by our school values of collaboration, curiosity, empathy, high expectations, resilience and self-belief.

The purpose of this statement is to give guidance to the Head teacher / Preschool Manager in drawing up the Pupil Behaviour Policy by stating the principles that the Governors expect to be followed.

The governors expect any policy or actions to be in accordance with their responsibility under equality legislation.

The Department for Education requires governing bodies of maintained schools to publish a statement of behaviour principles for their school. The Governing Board therefore has a duty to produce, and review, a written statement of general principles to guide the Headteacher in determining measures to promote good behaviour and discipline amongst pupils. The document 'Behaviour and Discipline in Schools – Guidance for Governing Bodies' (DFE - January 2016) has been used as a reference in producing this Statement of Behaviour Principles.

2.2 Bishopsteignton Primary School

Right to feel safe at all times:

All young people, staff and other members of the school community have the right to feel safe whilst in school. We expect all members of the school community to behave responsibly and to treat each other with respect. They should be aware that bullying or harassment of any description is unacceptable even if it occurs outside normal school hours.

BISHOPSTEIGNTON PRIMARY SCHOOL BISHOPSTEIGNTON PRESCHOOL Governing Board

High standards of behaviour:

Good teaching and learning promote good behaviour and good behaviour promotes effective learning. Children have the right to learn and to achieve their potential in all aspects of their lives and staff have the right to teach.

Governors also believe that the expectation of high standards of behaviour which are required during the school day can have a positive effect on the life of young people outside school in encouraging them to behave appropriately and treat others with respect.

If children misbehave outside of school hours, and if this behaviour could have repercussions in school, Governors expect the Headteacher to investigate and deal with the behaviour according to agreed policies. This would apply if children were taking part in any school organised or school related activity.

School Rules:

We believe children should be at the heart of the development of the school rules and these should be reviewed regularly with them. Each class agrees a Class Charter, and these are displayed in all classrooms. We believe in consistent systems that encourage pupils to take responsibility for their actions and understand the choices and consequences they have. We expect that all staff will support rules and codes and ensure consistent application and expectations across the school day.

Rewards:

We are committed to a rewards system based on positive reinforcement. Governors expect that good behaviour will be modelled by teachers and all adults working within the school, actively encouraging and praising positive, caring behaviour which will help to promote a happy secure school environment.

The Governors expect that any rewards system is explained to others who have responsibility for young people such as extended school provision and, where applicable, home to school transport so that there is a consistent message to pupils that good behaviour reaps positive outcomes.

The Governors expect that the rewards system must be regularly monitored for consistency, fair application and effectiveness.

Sanctions:

Sanctions for unacceptable/poor behaviour should be known and understood by all staff, other adults with authority for behaviour, pupils and parents/carers including extended provision. It is important that sanctions are monitored for their proper use, consistency and effective impact.

Recording of incidents:

All incidents of poor behaviour that require a school consequence (as outlined in the schools Behaviour Policy) will be recorded using the school system. Procedures in reporting these to parents, governors and the Local Authority will be followed as outlined in the schools Behaviour and Inclusion policies.

Exclusion from school is regarded as a last resort and will be avoided as far as possible. It may be used in response to a single extreme incident or after a long series of serious misdemeanours. LEA guidance will be followed in such cases including writing a behaviour management plan for any pupil at risk of exclusion. Parents will be informed and involved in

BISHOPSTEIGNTON PRIMARY SCHOOL BISHOPSTEIGNTON PRESCHOOL Governing Board

the preparation of the plan. If exclusion becomes necessary, the statutory exclusion procedures will be followed, and parents will be informed of their right of appeal.

The power to discipline beyond the school gate

If children misbehave outside of school hours, and if this behaviour could have repercussions in school, Governors expect the Headteacher to investigate and deal with the behaviour according to agreed policies. This would apply if children are taking part in any school organised or school related activity.

The power to use reasonable force and other physical contact.

If a member of staff, ideally a senior manager, needs to use reasonable force to contain a child who may be a danger to him / herself or may be a danger to others, then reasonable force should be used. If there are children needing positive handling, the Governors would expect the Headteacher to ensure relevant staff had the appropriate training.

Home School Agreement (refer to Policy 9-11 Curriculum – Home School Agreement)

The Home/School Agreement will be an important part of communicating our approach so that parents/carers can be encouraged to support their child. Pupils should be helped to understand their responsibilities during their time at school and the wider community. The responsibilities of children, parents/carers and all school staff with respect to their and their children's behaviour should be outlined in the Home School Agreement which children, parents/carers and teachers must be asked to sign when a pupil joins the school.

2.3 Bishopsteignton Preschool

Right to feel safe at all times:

All young people, staff and other members of the preschool community have the right to feel safe whilst in school. We expect all members of the preschool community to behave responsibly and to treat each other with respect. They should be aware that bullying or harassment of any description is unacceptable even if it occurs outside normal school hours.

High standards of behaviour:

Good teaching and learning promotes good behaviour and good behaviour promotes effective learning. Children have the right to learn and to achieve their potential in all aspects of their lives and staff have the right to teach.

Governors also believe that the expectation of high standards of behaviour which are required during the school day can have a positive effect on the life of young people outside school in encouraging them to behave appropriately and treat others with respect.

Preschool Rules and rewards

We believe children should be at the heart of the development of the school rules and these should be reviewed regularly with them. We believe in consistent systems that encourage children to take responsibility for their actions and understand the choices and consequences they have. We expect that all staff will support rules and codes and ensure consistent application and expectations across the school day. We are committed to positive reinforcement of good behaviour. Governors expect that good behaviour will be modelled by all the adults working within the preschool, actively encouraging and praising positive, caring behaviour which will help to promote a happy secure environment.

BISHOPSTEIGNTON PRIMARY SCHOOL BISHOPSTEIGNTON PRESCHOOL Governing Board

The Governors expect that any expectations of behaviour will be explained to others who have responsibility for young people such as extended school provision and, where applicable, home to school transport so that there is a consistent message to pupils that good behaviour reaps positive outcomes.

Sanctions:

Sanctions for unacceptable/poor behaviour should be known and understood by all staff, other adults with authority for behaviour, children and parents/carers including extended provision. It is important that sanctions are monitored for their proper use, consistency, and effective impact.

Recording of incidents:

All incidents of poor behaviour that require a consequence (as outlined in the Behaviour Policy) will be recorded using the school system. Procedures in reporting these to parents, governors and the Local Authority will be followed as outlined in the schools Behaviour and Inclusion policies.

The power to use reasonable force and other physical contact

If a member of staff, ideally a senior manager, needs to use reasonable force to contain a child who may be a danger to him / herself or may be a danger to others, then reasonable force should be used. The Governors would expect the Headteacher to ensure staff are trained in the use of reasonable force and that staff comply with the appropriate guidelines.

Statement on Toddler Conflict and Biting

At Bishopsteignton Preschool, we recognise that biting and physical conflict are often part of a normal developmental stage for two-year-olds as they navigate intense emotions and limited verbal communication. We view these incidents as a 'learning moment' rather than a disciplinary issue.

Our Approach:

- **Response:** We prioritise the well-being of the child who has been hurt, providing immediate comfort and first aid. The child who displayed the behaviour is calmly redirected with a firm, simple explanation: *"I can't let you hurt [Name], biting hurts."*
- **Observation:** If a pattern of conflict or biting emerges, we use **ABC (Antecedent-Behaviour-Consequence)** tracking to identify triggers—such as tiredness, sensory overload, or frustration over toys—and adjust the environment or routine accordingly.
- **Partnership:** We work closely with parents to ensure a consistent approach. While we inform both parties of an incident, we maintain strict **confidentiality** and will never disclose the identity of the other child involved.
- **Support:** We do not use 'naughty chairs' or labels. Instead, we support toddlers in developing 'kind hands' and 'kind teeth' through co-regulation, visual aids, and a high ratio of adult support

BISHOPSTEIGNTON PRIMARY SCHOOL BISHOPSTEIGNTON PRESCHOOL Governing Board

3.0 PUPIL POSITIVE BEHAVIOUR MANAGEMENT

3.1 Bishopsteignton Primary School

Rationale

It is a primary aim of all of the staff and Governors at Bishopsteignton Primary School that every member of the school community feels valued and respected. This is achieved by developing a culture of respect, self-discipline and good behaviour throughout our school. We have the highest expectations of our pupils not only academically but in terms of their behaviour. We are committed to preparing our pupils to be global citizens of tomorrow which requires them to be self-disciplined and respectful.

We achieve this through:

A consistent approach to behaviour management

All pupils at Bishopsteignton Primary School are treated as individuals. However, it is important that there is a shared view of behavioural expectations by all members of the community. As a result, behavioural expectations, rewards and sanctions are applied consistently and fairly to all pupils.

Strong School Leadership

At Bishopsteignton Primary School all members of our community are encouraged and given the opportunity to take on responsibility. The Governors, Headteacher and leadership team model and adhere to the behavioural and discipline expectations and in turn disseminate this to all other members of the school community including pupils. We have the highest expectations for our pupils in terms of their behaviour and collectively take responsibility for this. We have a philosophy of 'never turn a blind eye'.

Rewards and Sanctions

Rewards - At Bishopsteignton Primary School we develop intrinsic motivation for learning and good behaviour through our daily interactions with children. Rewards are therefore used as a genuine celebration of a child's achievement that often goes above and beyond the expected.

Rewards are given:

- For pupils who demonstrate positive behaviours shared in the weekly whole school assembly
- For pupils whose effort in learning goes above and beyond the expected
- For pupils who demonstrate the school values of team curiosity, high expectations, resilience, collaboration, empathy, self-belief

Rewards can include:

- Verbal/non-verbal praise
- House points which contribute to a weekly total and celebration in assemblies. This demonstrates a clear collective message
- Being sent to another member of staff or Headteacher for praise
- A telephone call home to parents

Sanctions

Sanctions are issued by members of staff when behaviour is unacceptable either in school or off school premises. For example, where their behaviour:

- Stops the child him/herself learning
- Disrupts the learning of others
- Disrupts teaching
- Is insulting/abusive/repeatedly rude and impolite
- Affects the Health and Safety of others

BISHOPSTEIGNTON PRIMARY SCHOOL BISHOPSTEIGNTON PRESCHOOL Governing Board

Sanctions reflect the seriousness of the misdemeanour and take into account the pupil's age and individual needs and include:

- Warning
- Being asked to move to a different space within the classroom
- Being sent to another classroom and finally the Headteacher
- Child's own time used to catch up on missed learning- playtime and lunchtime. On these occasions a playtime ticket will be completed by the child in order to reflect on their actions and consider what would be done differently in the future.
- Under the Education Act 2011 the school has the right to confiscate electronic devices and to search for and delete information if necessary

As children are treated as individuals, consideration will be made to each child's needs and in some cases where a child is experiencing prolonged or significant difficulties in managing behaviour an Individual Behaviour Plan will be drawn up in partnership with parents, the child and the school. Where necessary the school will liaise with parents to access support from external agencies such as Parental Support, Child and Family Guidance, the School Nurse or Child and Adolescent mental Health. At times it may be necessary to use reasonable force to prevent pupils from injuring themselves or others, damaging property and to maintain good order and discipline in the classroom

Exclusion

Only in extreme cases would a child be excluded, and this would be in consultation with parents, Governors and the Local Authority.

For full details exclusion policies, refer to Section 4.0.

Behaviour strategies and the teaching of good behaviour

Pupils who enter the Foundation Stage have a bespoke behavioural system which enables the Early Years team to positively reinforce behavioural expectations and lay the foundations for the rest of the pupils' time at Bishopsteignton Primary School. Older pupils act as role models for younger pupils through assembly responsibilities and leading clubs. Good behaviour is taught and modelled by all adults in the community.

Staff development and support

Regular meetings enable a dialogue between adults in the community to share improvements that are required in behaviour as well as positives. This is fed back to pupils during whole school and team assemblies.

Pupil Support Systems

The close Partnership that exists between parents and school is the key mechanism for supporting pupils at Bishopsteignton Primary School. As a school we also offer:

- Class teachers and Learning Support Assistants who are vigilant and reflect back pupils' feelings to help them move forwards
- A lunch time club for pupils who may find these less structured times daunting
- Play Leaders who are not substitutes for adults but can act to resolve minor issues at playtimes and lunchtimes

Liaison with parents and other agencies

At Bishopsteignton Primary School we work in partnership with parents to address the needs of our pupils. We have an 'open door policy' which enables parents to talk to class teachers, senior leaders and the Headteacher as deemed necessary. Similarly, teachers and members of the leadership team contact parents to keep an open dialogue about their child. If it is deemed necessary for external agencies to become involved with a pupil to address behavioural issues, then this will be done in consultation with parents. We believe in the working in partnership with parents and external agencies to benefit children.

Managing pupil transition

BISHOPSTEIGNTON PRIMARY SCHOOL BISHOPSTEIGNTON PRESCHOOL Governing Board

Transition times can be a time of great stress and uncertainty for both pupils and their parents. Bishopsteignton Primary School work to ensure that needs are met as follows:

- Close liaison with pre-school providers before pupils join. This along with a clear transition program ensures that individual needs are met.
- For those pupils who transfer mid-phase the team at Bishopsteignton liaise with parents/carers and the previous school and offer 'taster sessions' to ensure that the transfer is successful for both parties
- Close contact exists with all the feeder secondary schools to ensure that pupils leaving Bishopsteignton have best start possible as they move to secondary school

The school's legal duties under the Equality Act 2010, in respect of safeguarding and in respect of pupils with special educational needs (SEN)

At Bishopsteignton Primary School we are committed to securing an inclusive learning environment that personalises provision for all children and specifically pupils who belong to the following groups:

- Pupils with Special Educational Needs
- Pupils with disabilities
- Pupils with English as an additional language
- Pupils who are gifted and talented
- Pupils who are at key times of transition, induction, and transfer
- Pupils who are looked after or privately fostered
- Pupils who are from an ethnic minority

Disciplinary action that will be taken against pupils who are found to have made malicious accusations against school staff

Individual consideration to pupils who are found to have made malicious accusations against a member of school staff will be taken. If necessary, Governors will follow the appropriate Appeal procedures.

3.2 Bishopsteignton Preschool

We believe that children flourish best when their personal, social and emotional needs are understood, supported and met and where there are clear, fair and developmentally appropriate expectations for their behaviour.

As children develop, they learn about boundaries, the difference between right and wrong, and to consider the views and feelings, and needs and rights, of others and the impact that their behaviour has on people, places and objects. The development of these skills requires adult guidance to help encourage and model appropriate behaviours and to offer intervention and support when children struggle with conflict and emotional situations. In these types of situations key staff can help identify and address triggers for the behaviour and help children reflect, regulate and manage their actions.

Procedures

In order to manage children's behaviour in an appropriate way we will:

- attend relevant training to help understand and guide appropriate models of behaviour
- implement the setting's behaviour procedures including the stepped approach
- have the necessary skills to support other staff with behaviour issues and to access expert advice, if necessary

Stepped approach

Step 1

- We will ensure that EYFS guidance relating to 'behaviour management' is incorporated into relevant policy and procedures

BISHOPSTEIGNTON PRIMARY SCHOOL BISHOPSTEIGNTON PRESCHOOL Governing Board

- We will be knowledgeable with, and apply the setting's procedures on Promoting Positive Behaviour
- We will undertake an annual audit of the provision to ensure the environment and practices supports healthy social and emotional development. Findings from the audit are considered by management and relevant adjustments applied.
- ensure that all staff are supported to address issues relating to behaviour including applying initial and focused intervention approaches (see below).

Step 2

- We address unwanted behaviours using the agreed and consistently applied initial intervention approach. If the unwanted behaviour does not reoccur or cause concern, then normal monitoring will resume.
- Behaviours that result in concern for the child and/or others will be discussed between the key person, the behaviour coordinator and Special Educational Needs Coordinator (SENDCo) – or/and manager. During the meeting, the key person will use their knowledge and assessments of the child to share any known influencing factors (new baby, additional needs, illness etc.) in order to place the behaviour into context. Appropriate adjustments to practice will be agreed and, if successful, normal monitoring resumed.
- If the behaviour continues to reoccur and remains a concern, then the key person and SENDCo should liaise with parents to discuss possible reasons for the behaviour and to agree next steps. If relevant and appropriate, the views of the child relating to their behaviour should be sought and considered to help identify a cause. If a cause for the behaviour is not known or only occurs whilst in the setting, then the behaviour coordinator will suggest using a focused intervention approach to identify a trigger for the behaviour.
- If a trigger is identified, then the SENDCo and key person will meet with the parents to plan support for the child through developing an action plan. If relevant, recommended actions for dealing with the behaviour at home should be agreed with the parent/s and incorporated into the plan. Other members of the staff team should be informed of the agreed actions in the action plan and help implement the actions. The plan should be monitored and reviewed regularly by the key person and SENDCo until improvement is noticed.

All incidents and intervention relating to unwanted and challenging behaviour by children should be clearly and appropriately logged by use of our incident form

Step 3

- If, despite applying the initial intervention and focused intervention approaches, the behaviour continues to occur and/or is of significant concern, then the behaviour coordinator and SENDCo will invite the parents to a meeting to discuss external referral and next steps for supporting the child in the setting.
- It may be agreed that the Common Assessment Framework (CAF) or Early Help process should begin, and that specialist help be sought for the child – this support may address either developmental or welfare needs. If the child's behaviour is part of a range of welfare concerns that also include a concern that the child may be suffering or likely to suffer significant harm, follow the Safeguarding and Children and Child Protection Policy. (4.2). It may also be agreed that the child should be referred for an Education, Health and Care assessment.
- Advice provided by external agencies should be incorporated into the child's action plan and regular multi-disciplinary meetings held to review the child's progress.

Initial intervention approach

BISHOPSTEIGNTON PRIMARY SCHOOL BISHOPSTEIGNTON PRESCHOOL Governing Board

- We use an initial problem-solving intervention for all situations in which a child or children are distressed or in conflict. All staff use this intervention consistently.
- This type of approach involves an adult approaching the situation calmly, stopping any hurtful actions, acknowledging the feelings of those involved, gathering information, restating the issue to help children reflect, regain control of the situation and resolve the situation themselves.

Focused intervention approach

- The reasons for some types of behaviour are not always apparent, despite the knowledge and input from key staff and parents.
- Where we have considered all possible reasons, then a focused intervention approach should then be applied.
- This approach allows staff members to observe, reflect, and identify causes and functions of unwanted behaviour in the wider context of other known influences on the child.
- We follow the ABC method which uses key observations to identify a) an event or activity (antecedent) that occurred immediately before a particular behaviour, b) what behaviour was observed and recorded at the time of the incident, and c) what the consequences were following the behaviour. Once analysed, the focused intervention should help determine the cause (e.g. ownership of a toy or fear of a situation) and function of the behaviour (to obtain the toy or avoid a situation) and suitable support will be applied.

Use of rewards and sanctions

- All children need consistent messages, clear boundaries and guidance to intrinsically manage their behaviour through self-reflection and control.
- Children should never be labelled, criticised, humiliated, punished, shouted at or isolated. However, if necessary, children can be accompanied and removed from the group in order to calm down and if appropriate helped to reflect on what has happened. We encourage children to apologise for unacceptable behaviour; sometimes a child may require some reflection time before this can be accomplished.

Use of physical intervention

- The term physical intervention is used to describe any forceful physical contact by an adult to a child such as grabbing, pulling, dragging, or any form of restraint of a child such as holding down. Where a child is upset or angry, staff will speak to them calmly, encouraging them to vent their frustration in other ways by diverting the child's attention.
- Staff should not use physical intervention – or the threat of physical intervention, to manage a child's behaviour unless it is necessary to use 'reasonable force in order to prevent children from injuring themselves or others or damage property' (EYFS).
- If 'reasonable force' has been used for any of the reasons shown above, parents are to be informed on the same day that it occurs. The intervention will be recorded as soon as possible within the child's file, which states clearly when and how parents were informed.
- Corporal (physical) punishment of any kind should never be used or threatened.

Challenging Behaviour/Aggression by children towards other children

- Any aggressive behaviour by children towards other children will result in a staff member intervening immediately to challenge and prevent escalation.
- If the behaviour has been significant or may potentially have a detrimental effect on the child, the parents of the child who has been the victim of behaviour and the parents of the child who has been the perpetrator should be informed.

BISHOPSTEIGNTON PRIMARY SCHOOL BISHOPSTEIGNTON PRESCHOOL Governing Board

- The designated person will contact children's social services if appropriate, i.e., if a child has been seriously injured, or if there is reason to believe that a child's challenging behaviour is an indication that they themselves are being abused.
- A written record of the incident will be recorded and kept within a locked filing cabinet
- The designated person should complete a risk assessment related to the child's challenging behaviour to avoid any further instances.
- The designated person should meet with the parents of the child who has been affected by the behaviour to advise them of the incident and the setting's response to the incident.
- Ofsted should be notified if appropriate, i.e., if a child has been seriously injured.
- Relevant health and safety procedures and procedures for dealing with concerns and complaints should be followed.
- Parents should also be asked to sign risk assessments where the risk assessment relates to managing the behaviour of a specific child.

Bullying

Please refer to Policy 9-8 Safeguarding - Anti-bullying

Encouraging Positive Behaviour

We aim to encourage positive behaviour by:

- Giving praise specifically related to the child's actions or behaviour
- Helping children develop their emotional intelligence: Encouraging children to express their thoughts and feelings; teaching them how to manage conflict amongst their peers; accepting expressions of emotion, articulating that and listening to them.
- Helping children to understand the implications of their actions on others
- Use structured play to encourage positive and respectful relationships.
- Encouraging sharing, negotiation and co-operation through play and by use of stories and props i.e. puppets
- Demonstrating that a child is still valued even if their actions or behaviour are unacceptable
- Helping children to feel that they play a valuable role within the pre-school environment by assisting with routine jobs
- Promote the importance of caring for others and our environment

Further guidance

- Special Educational Needs and Disability Code of Practice (DfE 2022)
- Behaviour Matters (Pre-school Learning Alliance 2016)
- CIF Summary Record (Pre-school Learning Alliance 2016)

4.0 PUPIL EXCLUSION

Supporting Pupils to Succeed

We aim to include, not exclude, and we approach all challenging behaviour in a supportive and positive way. We recognise that such behaviour can sometimes be symptomatic of a real, deeper need for our support and understanding. We recognise that each person has a unique contribution to make to school life and we want to support them to achieve this.

We will use behaviour data to assess patterns of challenging behaviour in pupils. Where patterns emerge, we will systematically intervene, and where necessary, we will draw up a behaviour action plan with the child, parent and teacher.

No exclusion will be initiated without first attempting other strategies or, in the case of a serious single incident, a proper investigation. The decision to exclude will be made by the Headteacher.

Reasons for Suspension – internal or fixed term

BISHOPSTEIGNTON PRIMARY SCHOOL BISHOPSTEIGNTON PRESCHOOL Governing Board

A decision to exclude a pupil, either internally, or for a fixed period is not taken lightly. A pupil will be excluded for a:

- serious breach of the school's rules or policies;
- serious risk of harm to the education or welfare of the pupil or others in the school.

This can either be a very serious incident or the repetition of serious incidents.

Reasons for Exclusion - permanent

A decision to exclude a pupil permanently is seen as a last resort by the school. The physical and emotional health of our children and staff is our primary concern, and we therefore accept, that in some serious situations, exclusion may be necessary, if all other strategies have been exhausted. A pupil will be permanently excluded for:

- Violence towards adults
- Violence towards other pupils
- Repeated failure to follow academic instruction
- 'Failure to complete a behavioural sanction e.g. not following adult instruction.

'Internal Suspension

Space is an issue at the school but where possible and if appropriate, a pupil is excluded from the rest of the school and must work away from their class for a fixed amount of time.

An internal suspension is a discretionary measure, where a pupil's behaviour is escalating, and more serious measures need to be taken but there are not yet grounds for a fixed-term exclusion.

E.g. Typically, a child receiving a consequence of this level should be receiving additional support for their behaviour, intended to help them to avoid their behaviour escalating to a point where a fixed term exclusion is necessary (examples: agreed behaviour care plan, behaviour chart to address specific behaviours causing a problem; support from a TA, Thrive provision).

Temporary / Fixed-Term suspension

A temporary / fixed term suspension is when a child is excluded from school and must remain home for a fixed amount of time. This should be for the shortest time necessary to ensure minimal disruption to the child's education, whilst mindful of the seriousness of the breach of policy.

Permanent exclusion

A permanent exclusion is when a child is permanently excluded from school and not allowed to return. This is a very serious decision and the Headteacher will consult with senior leaders and Chair of the Governing Board as soon as possible in such a case.

- The decision to exclude will usually follow a range of strategies and be seen as a last resort, or it will be in response to a very serious breach of school rules and policies or a disciplinary offence such as:
- Serious actual or threatened violence against another pupil or a member of staff;
- Persistent bullying;
- Repeated failure to follow academic instruction

Exclusion may be the result of persistently poor behaviour or a serious single incident.

Persistent or cumulative problems

Internal and temporary/fixed-term suspensions may be used in response to a persistent poor behaviour which breaches school rules and policies. In the most serious cases where the problem persists and there is no improvement a permanent exclusion may be necessary.

BISHOPSTEIGNTON PRIMARY SCHOOL BISHOPSTEIGNTON PRESCHOOL Governing Board

These would be imposed only when the school had already offered and implemented a range of support and management strategies.

E.g. These could be joint behaviour care plans with parents, child and school, behaviour intervention with another adult, Thrive intervention, reward strategies

The length of ~~an~~ a suspension will depend upon a number of factors, such as the severity of the incident, and the likely impact on the child's learning and ability to succeed on returning to school. Such decisions will be made in the best interests of the child, whilst also mindful of the need to maintain order and reinforce the rules and expectations of the school in a clear and consistent way.

Single incident

Internal and temporary/fixed-term suspensions may be used in response to a very serious breach of school rules and policies or a disciplinary offence. In the most serious cases where the problem persists and there is no improvement a permanent exclusion may be necessary.

In such cases the Headteacher or a senior leader will investigate the incident and consider all evidence to support the allegation, taking account of the school's policies. The pupil will be encouraged to give his/her version of events and the Headteacher will check whether the incident may have been provoked, for example by bullying.

The Governing Board will be informed of all suspensions and exclusions on a termly basis; and additional consultation may also take place about key incidents with the Chair of Governors.

The decision to suspend or exclude

If the Headteacher decides to exclude a pupil, he/she will:

- ensure that there is sufficient recorded evidence to support the decision;
- explain the decision to the pupil if the pupil is in the state of mind to listen to the decision
- contact the parents, explain the decision and ask that the child be collected;
- send a letter to the parents confirming the reasons for the action, whether it is a permanent exclusion or temporary suspension;
- the length of the suspension and any terms or conditions agreed for the pupil's return;
- in cases of more than a day's suspension, ensure that appropriate work is set and that arrangements are in place for it to be marked;
- plan how to address the pupil's needs and integration back into their class on his/her return;
- plan a meeting with parents and pupil on his/her return to be conducted with the Headteacher or senior leader.

Safeguarding

An exclusion will not be enforced if doing so may put the safety of the pupil at risk. In cases where parents will not comply by, for example, refusing to collect the child, the child's welfare is the priority. In this situation, depending on the reason for exclusion, the school may consider an internal suspension until the end of the day, implementing the original exclusion decision from the time the child is collected from school, or, in more severe circumstances the school may contact Social Services and/or the Police to safely take the pupil off site.

Re-integration

After a fixed term suspension, the pupil and parent will be requested to attend a reintegration meeting with the Headteacher or senior member of staff. At this meeting, the behaviour leading to suspension will be discussed and targets will be set for improvement. Support around behaviour will be also be discussed.

Work Set

BISHOPSTEIGNTON PRIMARY SCHOOL BISHOPSTEIGNTON PRESCHOOL Governing Board

When a pupil is suspended for more than one day, work should be set by the school within a reasonable time-scale and this should be returned to the school when the suspension is over. If a child is suspended at the end of a school day, then it may not be possible to arrange for work to be set until the following morning. A pupil can be excluded for up to 5 continuous days on a fixed term basis. On the 6th continuous day, the school is responsible for providing education for the pupil, which could be at another local school, the pupil referral unit or by providing home education.

Behaviour outside school

Pupils' behaviour outside school e.g. on school trips, at sports events, is subject to the school's behaviour policy. Unacceptable behaviour in such circumstances will be dealt with as if it had taken place in school; and additionally, this includes the any serious breach of policy which could 'bring the school into disrepute'.

Pupils with special educational needs and disabled pupils

The school must take account of any special educational needs when considering whether or not to exclude a pupil. The Headteacher should ensure that reasonable steps, in line with the Discrimination Disability Act, have been taken by the school to respond to a pupil's disability so the pupil is not treated less favourably for reasons related to the disability.

Managed move

In cases where the Headteacher and parents agree that the progress of the pupil has been unsatisfactory and the pupil is unwilling or unable to profit from the educational opportunities offered, or if a parents failure to engage in strategies implemented by the school are resulting in a continuing pattern of poor behaviour or lack of improvement in behaviour, the Headteacher may consult with the Local Authority and propose a managed move to another school. This is not exclusion and, in such cases, the Headteacher may assist the parents in placing the pupil in another school.

Procedure for appeal

If parents wish to appeal the decision to exclude, the matter will be referred to the Governing Board and handled through the school and LA appeal procedure.