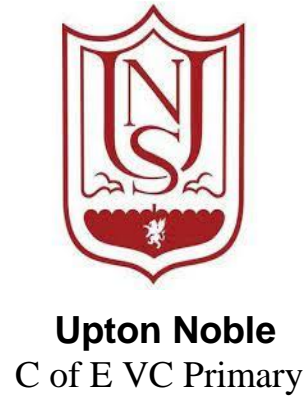


East Somerset Federation




Bruton
Primary School



Upton Noble
C of E VC Primary

Behaviour Policy

**Approved by the Governing Body of
The East Somerset Federation**

Signed 

Date: March 2026

Date for Review: September 2027

Values and beliefs:

We believe that children have the right to be safe, be treated politely and learn without disruption. Children have a responsibility to care for themselves, each other and their school within a primary school where children and adults can flourish.

At the East Somerset Federation, we feel it is important to promote a caring and supportive environment to enable all members to feel secure, respected and therefore encourage good behaviour. We believe that the development of personal qualities and social skills and the fostering of socially acceptable behaviour are an integral aspect of the life at the East Somerset Federation supported by our Personal, Social, Health and Citizenship Education curricular area. Most children will make wrong choices at some point and our intention, through this policy, is to provide our pupils with clear guidelines on how to behave well as well as knowing that they can have hope in being able to learn for the future after any mistakes have been made.

The East Somerset Federation has a positive and inclusive approach to managing behaviour. We believe in encouraging good behaviour through a range of positive behaviour management strategies. We believe that good behaviour supports enjoyment of school for pupils and staff and promotes good teaching and learning opportunities.

Through this positive approach, we aim to pre-empt inappropriate behaviour, thus enabling us to focus on good behaviour. We believe strongly in building positive and effective relationships so we can support pupils in managing their behaviour effectively and respectfully.

Our Aims:

- To encourage a calm, purposeful and happy atmosphere
- To foster positive, caring attitudes towards everyone where achievements at all levels are valued
- To encourage increasing independence and self-discipline so that each child learns to accept responsibility for their own behaviour
- To have a consistent approach to behaviour throughout the school with parental co-operation and involvement
- To interact with others in a respectful way through speech, actions and relationships
- To raise pupil self-esteem
- To provide clear boundaries for acceptable behaviour and enable them to make appropriate choices
- To ensure physical and emotional safety
- To help children, staff and parents to have a sense of direction and feeling of common purpose
- To be fair to each other, however we recognise that by treating people fairly, we may not treat everyone the same

Rights, Rules and Responsibilities

Rights

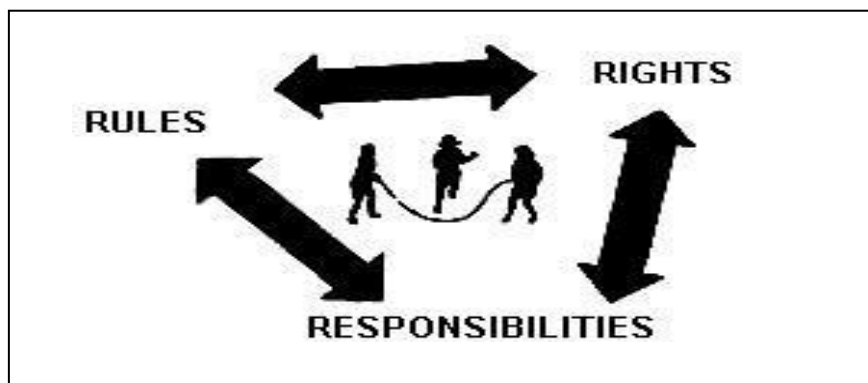
All children have the right to develop their potential and be safe and happy.

Responsibilities

For their rights to be maintained, children have to take on the responsibility of following the rules.

Rules

If children break the rules, they must understand that they have chosen to do this and therefore must accept the consequences of their actions.



The rules are essential for maintaining rights.

1. Routines

At the beginning of each year, the East Somerset Federation reflects on their school's Behaviour Policy and teachers and teaching assistants discuss age-appropriate rules with their class to provide a safe, happy and busy learning environment.

2. Responsibilities

2a) Teachers & Staff Responsibilities

Staff are responsible for:

- Implementing the behaviour policy consistently
- Considering their own behaviour on the school culture and how they can uphold school rules and expectations and modelling expected behaviour and positive relationships
- Listen to, and form positive relationships with parents, children and members of the school community in a respectful way
- Communicate the school's expectations, routines, values and behaviour with parents and children providing informative feedback
- Treating all children fairly and with respect showing empathy and understanding
- Challenging pupils to meet the school's expectations
- Establishing and maintaining clear boundaries of acceptable pupil behaviour
- Recognising and valuing the strengths of all children enabling them to reach their full potential
- Providing a challenging, interesting and relevant curriculum
- Creating a calm and safe environment where children can learn without interruption
- Providing a personalised approach to the specific behavioural needs of particular pupils
- Recording behaviour incidents promptly

2b) Parents' & Carers Responsibilities

Parents & carers are responsible for:

- Being aware of the East Somerset Federation Behaviour Policy, the Home School Agreement and the Responsible use of Social Media Agreement and supporting the school in implementing these policies
- Endeavouring, where possible, to take an active part in the life of the school and its culture
- Monitoring and supporting their child's behaviour both in and outside of school (including online)
- Making children aware of appropriate behaviour and model it themselves
- Encouraging independence and self-management
- Informing school of any changes in circumstances that may affect their child's behaviour and discussing any behavioural concerns with the class teacher promptly
- Working alongside the school to allow all pupils to establish trusting relationships with all adults
- Taking part in any pastoral work following misbehaviour (for example: attending reviews of specific behaviour interventions)
- Working together with the school and having honest discussions to best meet the needs of their child. Our SEND information report is on our website

- Raising any concerns about the management of behaviour with the school directly, whilst continuing to work in partnership with the schools in the Federation

The school will endeavour to build a positive relationship with parents and carers by keeping them informed about developments in their child's behaviour and the school's policy, and working in collaboration with them to tackle behavioural issues.

2c) Pupils Responsibilities

Pupils will be made aware of the following on joining the school:

- The expected standard of behaviour they should be displaying at school
- That they have a duty to follow the Behaviour Policy
- The school's key rules and routines
- The rewards they can earn for meeting the behaviour standard, and the consequences they will face if they don't meet the standard
- The pastoral support that is available to them to help them meet the behavioural standards

3. Rules

3a) Responding to Behaviour

Classroom Management

Teaching and support staff are responsible for setting the tone and context for positive behaviour within the school.

They will:

- Create and maintain a stimulating environment that encourages pupils to be engaged
- Develop a positive relationship with pupils, which may include:
- Greeting pupils in the morning/at the start of lessons
- Establishing clear routines
- Communicating expectations of behaviour in ways other than verbally
- Highlighting and promoting good behaviour
- Concluding the day positively and starting the next day afresh
- Having a plan for dealing with low-level disruption
- Using positive reinforcement

Positive Behaviour

When a pupil's behaviour meets or goes above and beyond the expected behaviour standard, staff will recognise it with positive recognition and reward. This provides an opportunity for all staff to reinforce the school's culture and ethos.

Positive reinforcements and rewards will be applied clearly and fairly to reinforce the routines, expectations and norms of the school's behaviour culture. We wish to ensure that each child has the opportunity to experience success.

Positive behaviour will be rewarded with:

- **Non-verbal praise:** a smile, thumbs up, applause
- **Verbal Praise:** This could be private or public
- **Learning Behaviour poster:** Name/picture moved to the learning behaviour poster on the behaviour chart.
- **House Points:** All children across the schools belong to one of 4 'Houses' where they can earn points towards their house. Each class has a House Points display where the children can add their points. Each week the points are collected up and shared during the Celebration Assembly on Friday
- **Stickers:** Teachers all have stickers in their classrooms which they may give out
- **Free time:** Children may be given an extra 5 minutes break time in or outside the classroom
- **Chosen for Celebration Assembly:** At the end of each week each school has a celebration assembly where certificates are awarded to pupils who are deserving of particular praise.
- **Sharing:** Showing work to another class, another teacher, an adult chosen by the child, Head of Schools, Executive Head teacher and parent/carers
- **Feedback Policy and Display:** Positive comments are used to build on successes and children's work is displayed so any visitor knows that we are proud of success

Behaviour Management

It is essential that children receive and hear lots of positive praise to feel that they are succeeding. Adults therefore will ensure that positive praise is used frequently. However, there will be occasions where children don't make the right choices at school. If a member of staff has to remind a child about inappropriate behaviour at any time, they will look for a suitable moment to make a positive comment towards the pupil should their behaviour reflect this.

Inappropriate behaviour can often be divided into 2 categories. Low-level behaviour and high-level behaviour.

- Low-level behaviour** refers to actions or behaviours that, individually, may not seem disruptive or harmful but can collectively disrupt the learning or working environment.
- High-level behaviour** is characterised by behaviour that undermines you as a teacher and the entire learning process. This needs to be dealt with immediately.

To make the classification of high- and low-level behaviours clear, we follow a behaviour pyramid. The pyramid is divided into 4 sections: level 1 behaviour, level 2 behaviour, level 3 behaviour and level 4 behaviour. Within each section, it is made clear which behaviours sit at that level as well as the consequences which they result in.

Behaviour Pyramid:



Progression through the pyramid

This is not an exhaustive list but gives examples of behaviours that could be seen at each level. The consequences listed at each level are not hierarchal and teachers do not need to progress through these in a linear fashion.

Level 1 behaviour is considered low-level behaviour. The vast majority of children who demonstrate these behaviours will stop these behaviours with a combination of positive reinforcement, a reminder of the school rules or a verbal warning. A minority of children will continue to demonstrate these behaviours, which often become increasingly disruptive to the learning of other children. Because of the continued nature of the disruption, a child will be given consequences seen at level 2. The same scenario applies between level 2 and level 3, whereby if the behaviours at level 2 are seen consistently, the behaviours will be elevated to level 3.

In the most serious instances of ongoing, disruptive, destructive and or violent behaviours, children will be elevated to 4 on our behaviour pyramid. This can result in reduced educational plan (REP), managed moves, alternative provision or a permanent exclusion.

At all times it is extremely important to ascertain whether the offence was intentional or accidental and who (if anyone) is at fault. Adults must talk to children and observing adults to ascertain what has happened before issuing sanctions.

Communication with parents

Informing parents of their child's behaviour at school is a very important step. It is important that children see that school and home are working together to develop positive behaviour. Any behaviours and resulting consequences seen at level 2 on the behaviour pyramid will be communicated with parents. This can take place via dojo messages, parent meetings, phone calls or a conversation at the end of the day.

Incidents where children are at level 3 of the behaviour pyramid are always communicated with parent/guardians. Ideally, parents are informed of the incident as soon as possible. However, consequences at level 3 may be communicated with parent/guardians later that day due to the involvement of SLT who will decide upon the consequences and how this impacts the child in the immediate term.

Internal suspensions

Internal suspension is a disciplinary action that temporarily removes a student from their classroom but keeps them within the school building. This often takes place in the office of a member of the SLT. Pupils will complete work prepared by their class teacher. Break times and lunch times can also be missed during internal suspensions. The length of internal suspensions can vary from 1 hour to multiple days.

If a pupil has an internal suspension, in the morning, they must report to their class. The class TA will then take the pupil to the appropriate office, where the pupil will remain for the duration of the internal suspension. The internal suspension is also an opportunity for the supporting adult to lead a restorative conversation.

Fixed Term suspensions

Fixed term suspension, also known as exclusion, is when a student is temporarily removed from school for a set period of time. During external suspensions, the child is not allowed on the school site. Work will be set by the class teacher and can be collected from the school office on the first full day of suspension. The length of fixed term suspensions can vary from 0.5 days to multiple days. The length of a fixed term suspension is dictated by a number of factors including the incident(s) and the frequency of incidents over time.

After a fixed term suspension, there is a reintegration meeting. A reintegration meeting involves a member of the leadership team, the pupil and their parent. A reintegration meeting takes place the first morning that a child returns to school. Prior to a reintegration meeting, a child must report to the school reception.

In some cases, it will be deemed more appropriate for a reintegration meeting to take place when a child has become settled in class upon their return to school. This will be communicated with parents and the reintegration meeting will take place on the first day returning to school after an external suspension.

Permanent exclusion

As defined by the *department for education (DfE)*:

A permanent exclusion is when a pupil is no longer allowed to attend a school. The decision to exclude a pupil permanently should only be taken:

- in response to a serious breach or persistent breaches of the school's behaviour policy; and
- where allowing the pupil to remain in school would seriously harm the education or welfare of the pupil or others such as staff or pupils in the school.

Suspension and permanent exclusion are sometimes a necessary part of a functioning system, where it is accepted that not all pupil behaviour can be amended or remedied by pastoral processes, or consequences within the school.

Extra-Curricular Events

Pupil's behaviour which reaches level 3 or 4 of the behaviour pyramid and results in internal suspension or fixed term suspension will result in the pupil not being able to attend extra-curricular events such as after-school clubs and events run by the school such as discos, bingo and seasonal events. This is to ensure that all pupils who take part in these events can enjoy them in a positive, safe and respectful environment. Pupils will not be able to attend future events until the desired improvement in behaviour has been seen in school. It is important to add that if the behaviour of any child during one of these events falls below our expectations, they may be asked to leave during the event and will not be able to attend subsequent event(s). Future attendance is at the discretion of the headteacher.

Behaviour and SEN

Children on a Pastoral Support Plan and/or EHCP:

In a few instances, some children with challenging behaviour will require a de-escalation plan and/or EHCP. This will be tailored to the needs of the individual and will involve working closely with teachers, the SENCO and parents. The aim of the plan will be to help the child take responsibility of managing their behaviour in school. Reasonable adjustments will be made for children with SEN as it is recognised that a one size fits all approach may not be appropriate for all children: a more personalised or contextualised approach for some children might be needed.

If a child is repeatedly demonstrating inappropriate behaviours, this is a sign they need further support. In the first instance, class teachers will discuss this with parents and mutually agree behaviour related targets to be reviewed and adjusted. These may be in the form of an **ILP** (Individual learning Plan). The class teacher may also consult the Head Teacher/SENCO and/or Family Support Advisor.

Recording & Storing of Inappropriate behaviour

All incidents at level 2 and above on our behaviour pyramid are recorded by the adult involved. These are stored centrally.

Restorative Justice

Whilst we recognise that consequences are an important aspect of behaviour management because they help students learn the difference between right and wrong, we also recognise the importance of restorative justice conversations. Restorative justice is a process that allows children who demonstrate inappropriate behaviours to communicate and work together to repair the harm and move forward.

Restorative justice conversations take place after a pupil has demonstrated inappropriate behaviours at any stage of the behaviour pyramid.

Restorative conversation may include the following questions:

- What happened?
- What were you thinking at the time?
- What have you thought since?
- How did this make people feel?
- Who has been affected? (What about...?)
- How have they been affected?
- What can we do to put things right?
- How can we do things differently in the future?

For some children, we may use pictures to support answering these questions.

Use of reasonable force

This section of the policy applies to any person authorised by the Head teacher to have control or charge of pupils, to use force as is reasonable in the circumstances to prevent a pupil from doing, or continue doing any of the following:

- injuring themselves or others
- causing damage to property
- engaging in any behaviour that is unacceptable in the classroom or outside.

'There are circumstances when it is appropriate for staff in schools to use reasonable force to safeguard children. The term 'reasonable force' covers the broad range of actions used by staff that involve a degree of physical contact to control or restrain children. 'Reasonable' in these circumstances means 'using no more force than is needed'.

(DFE's Behaviour in schools. Advice for headteachers and school staff)

All restraint is in the best interests of the child and must use the minimum amount of force for the minimum amount of time. It must not involve anything that might reasonably be expected to cause injury. These are not to be seen necessarily as failure of professional technique but as a regrettable and infrequent side effect of ensuring that the pupil remains safe.

Examples of situations are:

- A pupil hurting a member of staff or another pupil
- Pupils are fighting
- Pupil is at risk of causing injury to themselves or others or damage to property

Recording incidents

Behaviour incidents are recorded through internal systems in each school.

All incidents of physical restraint will be recorded in the red bound and numbered book produced by Somerset County Council. Parents will be informed of all incidents and these will be recorded through Arbor MIS

Search & Confiscation

The policy will be read in line with guidance set out by the Department for Education: Searching, Screening and Confiscation. Advice for schools - July 2022:

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1091132/Searching_Screening_and_Confiscation_guidance_July_2022.pdf

Principles for Searching

At the East Somerset Federation, we ask parents and pupils to ensure that any inappropriate and dangerous items are not brought into school in the interest of health and safety of the school community. Prohibited items include, but are not restricted to:

- Knives or weapons including a pen knife, razor, catapult, guns of any kind (including replicas and BB guns, Laser pens and LED torches), knuckle dusters and studded arm bands, bracelets or similar items such as long chains
- Alcohol
- Drugs, smoking equipment including vapes
- Stolen items
- Fire lighting equipment, matches, lighters, etc.
- Pornographic images
- Any article that a staff member suspects has been, or is likely to be, used to commit an offence or cause personnel injury to, or damage to the property of, any person including the pupil themselves
- Cameras (please note the East Somerset Federation reserves the right to confiscate cameras and to delete any unauthorised pictures or video recordings of pupils or staff). If you are aware of any photos or video footage please report this to a member of the senior leadership team immediately.

Searching with or without consent

If it is suspected that the student has prohibited items, it may be deemed necessary to search a pupil or their possessions. The school has statutory powers to search pupils, with or without consent and detailed advice for staff that may be searching, is contained in the above DfE guidance. This advice should be considered before a search is undertaken.

Before any search is carried out, we will endeavour to contact a parent to gain permission at which point confiscation of an item maybe necessary until parental consent has been obtained.

The following principles apply:

- The Executive Headteacher, Head of Schools & Deputy Head of Schools and staff authorised can search a pupil for any item if they agree
- The Executive Headteacher, Head of Schools & Deputy Head of Schools and staff authorised by them have a statutory power to search pupils or their possessions, without consent, where they have reasonable grounds for suspecting that the student may have a prohibited item.

School staff will ensure the pupil understands the reason for the search and how it will be conducted. When searching takes place, staff will undertake this in pairs with, where possible, the student being present.

Confiscation

School staff can seize any prohibited item found as a result of a search. They can also seize any item, however found, which they consider harmful to members of the school community. Where the confiscated item is drugs or weapons, the Police will be contacted and asked to collect the substances from the school or a parent if it is any other prohibited item.

Protective Characteristics

Under the UK Equality Act 2010, nine protected characteristics are legally shielded from discrimination, harassment, and victimization in employment, education, and services. These include age, disability, gender reassignment, marriage/civil partnership, pregnancy/maternity, race, religion/belief, sex, and sexual orientation. These, alongside association protection, ensure equal treatment.

www.gov.uk/discrimination-your-rights

Recording & Storing of Misbehaviours

On Arbor by the person who is dealing with the situation and written up on an ABC form (see *appendix 6*) and handed to/put on desk of the member of the SLT in that day. Report Cards are to be filed in the school office in the correct file.

Conclusion

The Behaviour policy has been written in order that we can manage behaviour in the schools within the East Somerset Federation in the best possible way and for the good of all who work in the East Somerset Federation whether staff or pupils. If it is to be effective, everyone must use it with confidence and consistency. Throughout, it is the principle of always promoting good behaviour that will apply.

Bruton Primary - Learning Behaviours

At Bruton Primary School, our five 'Learning Behaviours' underpin our attitude to teaching and learning and are represented by the roots of a tree. Whilst all pupils are encouraged to show the different Learning Behaviours as often as possible, each half-term we focus on a different Learning Behaviour as a way of exploring the type of behaviour in more depth.

Each half-term starts with a 'Learning Behaviour Day' where the whole school spend the day exploring that term's focus and each individual Learning Behaviour is celebrated during the weekly Celebration Assembly.

Our Learning Behaviours include, being:

- Responsible
- Reflective
- Creative
- Resilient
- Ambitious

Our Behaviour Charts are displayed around the school and in the front of classrooms

- Reception - At the start of the year, the teachers create a chart suitable for the children in their class and their different age. Rewards for children who reach different levels is at the discretion of the teacher
- KS1 & 2 - Each class will have a chart that consists of a circle, our Learning Behaviours and House Point Chart:
 - It is shared with the whole class at the start of the year and applied daily
 - Each child is represented by a label with their name (KS2) on it or picture (KS1)
 - All children start with either their name label or picture on the green outer circle. If they demonstrate a Learning Behaviour, their name/picture will be moved to that behavior they have demonstrated and they will automatically receive a House Point for their House. Throughout the day, children can move between Learning Behaviours as and when they demonstrate one. Each move will accrue a further House Point.
 - At the end of the day, the behavior chart will be reset with all names/pictures moved back to the green outer circle.



Ditcheat Primary - Learning Behaviours

At Ditcheat Primary School, our five 'Learning Behaviours' underpin our attitude to teaching and learning. Whilst all pupils are encouraged to show the different Learning Behaviours as often as possible, each half-term we focus on a different Learning Behaviour as a way of exploring the type of behaviour in more depth.

Each half-term there is a 'Learning Behaviour Day' where the whole school spend the day exploring a focus learning behaviour area.

Our Learning Behaviours include, being:

- Kind
- Respectful
- Collaborative
- Tolerant
- Aspirational
- Risk taking

Rewards - Whole School Systems

Team Points:

1. In all classes, children's names will be displayed in their teams
2. If a child demonstrates the positive learning for the lesson, the ongoing learning behaviours or produces good work (this includes answering questions or performing well in groups or individually), they are given a team point against their name.
3. At the end of the week, the team points are added up and announced in Star assembly for each colour team. The winning colour team each half term gets a mufti day treat.
4. If a child has produced an excellent piece of work or has demonstrated excellent learning, they can be sent to the headteacher for a headteachers award.
5. In house meetings, children will talk about what they have received team points for this week, which learning behaviours they are still struggling with or doing really well with.

Ditcheat Stars:

- Each week members of staff select children who are deserving of particular praise. They are presented with a Ditcheat Star Certificate and sticker in our Friday assembly. On the certificate the reason the child has been chosen will be recorded.
- Certificates are also awarded to the mathematician of the week and the writer of the week in each class.
- Reading certificates are awarded in recognition of effort made in reading but in class not in assembly.
- There is a Headteacher's cup which is awarded to one child each week.

Reflection Time:

If appropriate learning behaviours are not being kept then a child's name may be put on the yellow card, visible in each classroom. If the yellow card is used 3 times, then the child will receive reflection time. They miss 10 mins (KS2) and 5 mins 9 (KS1) of their break to reflect on what they would do better next time with the teacher. This hopefully prevents this action happening again. The reflections are recorded and kept in a Reflection folder.

Upton Noble C of E Primary – Christian Values

At Upton Noble C of E VC Primary, our six Christian Values underpin our attitude and way of school life. Throughout the curriculum and in Collective Worship each half term we focus on each Christian value and explore the depth including how to demonstrate these values in school.

Each Christian value is celebrated during the weekly Celebration Assembly.

Our Christian Values are:

- Resilience
- Love
- Friendship
- Respect
- Trust
- Honesty

Rewards - Whole School Systems

Values certificates:

During celebration assembly, one pupil in each class is selected for demonstrating one of our Christian values

House Points:

- In all classes, children's names will be displayed in their houses
- If a child demonstrates positive learning or behaviour befitting of a house point, they are given a house against their name.
- At the end of the week, the house points are added up and announced in celebration assembly for each house. The winning house each half term gets a treat organised by the member of staff who leads the house in consultation with the pupils in that house.
- Pupils individual house points are also recorded and they will receive certificates at each multiple of 50 milestone they reach

Headteacher Awards:

- If a pupil produces an exemplary piece of work or puts in exemplary effort, they can be sent to the Headteacher of Head of School to receive a Headteacher Award sticker – these are sought after by the children
- During the final celebration assembly of each half term, class teachers nominate one child per class to receive a Headteacher Award certificate. These are awarded to pupils who consistently demonstrate the highest standards of behaviour, effort and attitudes to their learning

Hot Chocolate with the Head:

- Weekly or bi-weekly, children from across the school are selected by their class teachers to have a hot chocolate with the head of school and their peers. This is a recognition for excellent behaviour and being aligned with our school values. Pupils received head teacher awards during this celebration

Appendix 1

Exclusions

Exclusions can take three forms. Internal (the pupil remains in school but works away from other pupils or some members of staff), fixed term (the pupil is not allowed to access school or any public space during school hours for the duration of the fixed period) or permanent (the pupil is no longer allowed to attend The East Somerset Federation and will be removed from the roll). We recognise that nationally, exclusions are less frequent when parents support the school; therefore, we aim to work collaboratively with families to support pupils in their continued full time education.

At all times the Executive Headteacher or a member of staff acting on their behalf will follow the DfE Suspension and Permanent Exclusion guidance –

[School suspensions and permanent exclusions - GOV.UK \(www.gov.uk\)](http://www.gov.uk)

Principles

The school may need to consider exclusion when:

- A serious breach or persistent breaches of the behaviour policy has taken place **or** where a pupil's behaviour is detrimental to the education or welfare of the pupil or others in the school
- An internal or fixed term exclusion from the school can only be authorised by the Executive Headteacher or a member of senior staff acting on their behalf. If none are available to authorise the exclusion, a decision should be deferred until the opportunity for authorisation is available
- In the case of a permanent exclusion, this can only be authorised by the Executive headteacher or anyone acting on her behalf
- The school regularly monitors the number of exclusions to ensure that no group of pupils is unfairly disadvantaged through their use and that any underlying needs of individual are being fully met

The East Somerset Federation uses its best endeavours to inform parents of exclusion by telephone or through a face-to-face meeting and the exclusion is confirmed in writing. The pupil is informed of an exclusion in the most appropriate manner given the circumstance.

If we are not able to make contact or there is refusal from the parent/guardian to collect their child without a viable reason, the Executive Headteacher or a member of senior staff acting on their behalf will make the decision to contact Somerset Children's Social Care and or the Police within 1 hour from the decision made to exclude the child.

Where applicable, on return to school, a Pastoral Support Plan will be written to support the child.

The governing body is informed of the number of exclusions at termly meetings.

Permanent Exclusions

The school can use suspension and permanent exclusion in response to serious incidents or in response to persistent poor behaviour, which has not improved following in-school sanctions and interventions.

The decision to suspend or exclude will be made by the Executive Head teacher and only as a last resort. The East Somerset Federation will usually only permanently exclude a pupil as

a last resort, after trying to support the child to change their behaviour through other means. However, there are exceptional circumstances in which the Executive Headteacher may decide to permanently exclude a pupil because of ongoing issues or for a 'one-off' incident.

If your child East Somerset Federation has been permanently excluded be aware that:

- The East Somerset Federation's governing body is required to review the Executive Head teacher's decision and you may meet with them to explain your views on the exclusion
- If the governing body confirms the exclusion, you can appeal to an independent appeal panel organised by the local authority
- The East Somerset Federation will explain in a letter to you how to lodge an appeal
- The local authority must provide full-time education from the sixth day of a permanent exclusion

East Somerset Federation – Pupil Reintegration template

Pupil Details		
Name		
Address		
Date of Birth		
Year group		
Name of parent/guardian		
Contact Details		
Pupil Details		
Is the pupil subject to a Child Protection Plan?		
Is the pupil looked after or previously looked after?		
Is the pupil looked after or previously looked after?		
Does the pupil have an EHCP?		
Details of Suspension		
Date of suspension	Date of return	No. of days suspended
Reason and details of the suspension		
Details of previous suspensions		Total no. of suspensions this term
Review of current attendance		
Attendance this term		Attendance this year
Targets for behaviour and learning		
Area for development	How will we achieve this?	Timescale
Area for development	How will we achieve this?	Timescale



Appendix 2

School Report Card

Name: _____



SS	Session 1 8:45 – 9:45	Session 2 9:45 – 10:45	Break 10:45 - 11	Session 3 11 - 12	Lunch 12 - 1	Session 4 1 – 2:15	Session 5 2:15 – 3:30
Monday							
Tuesday							
Wednesday							
Thursday							
Friday							

I _____ agree by the rules of this report and accept the consequences should I fail to follow the rules

Signed: _____

*adult to comment if conditions are not met.

** blank sessions mean conditions have been met

Conditions – failure to follow these rules results in immediate implementation of our behaviour policy.

Appendix 3

Restorative Justice Questions

- What happened?
- What were you thinking of at the time?
- What have you thought about since?
- Who has been affected by what you have done?
- In what way have they been affected?
- What do you think you need to do to make things right?

Appendix 4

Dear

RE: Inappropriate language

I am writing to inform you that was using inappropriate language in school today. He/she was reported by an adult to who has discussed the issue with him/her.

We recognise that children hear offensive language from a variety of sources, but want to give a very clear message that in school, it is totally unacceptable. We always inform parents, as we recognise that most wish to support the school in helping children to realise that using offensive or inappropriate language is considered anti-social behaviour.

We would ask you to talk to your child about the incident and apply any sanction you think appropriate. A letter of apology to the child or adult concerned is often a good idea.

Please do not hesitate to contact us if you wish to discuss the matter further.

Yours sincerely,



*A Foundation School & Member of the
East Somerset Federation*



BRITISH COUNCIL
International School Award

Appendix 5

Somerset Pastoral Support Plan

Name of child/young person:		School / Setting:	
DOB:			
Present at meeting:		Date:	

Checklist of Pre-meeting Information Gathering	Done?
STAR Chart Information	
Information about SEND	
Parent/carer views	
Child / Young Person Views	
Relevant historic information, including ACEs, traumas or developmental factors that may be influencing behaviour.	

What behaviour is being seen and what is our understanding of this behaviour? (i.e. use the information gathered above to agree key functions of the behaviour)

What is going well and what are the strengths that can be built upon?

As adults, what strategies, approaches and actions can we take that are likely to have a positive impact? (with consideration to the functions of behaviour identified).

What specific skills does the CYP need to develop and how can we teach / support them to develop these?



Agreed Actions and how they will be achieved:

Action	Who ?	By when?

Date of Review

Somerset Pastoral Support Plan - Review Meeting

What has been happening since the previous meeting ?	Successes:	
	Challenges:	
Have we learnt anything new during this period that is relevant?		
Impact of the action plan?	What needs to continue :	
	What needs to change:	

Actions	Who ?	By when?



Appendix 6

Procedures in place when there is concern about a child's behaviour

1. The class teacher supports the child and encourages them to develop strategies which will assist them to resolve their own difficulties. E.g. pupils are encouraged to use the language 'please don't do that I don't like it' and then tell a teacher if this is unsuccessful.

If there is no improvement the child should be informed that parental contact will be made by a member of staff (e.g. the class teacher) and the reasons should be made clear.

2. Joint intervention by the class teacher and parents. The pupil should be included in discussions as appropriate

If there is no improvement the class teacher should inform the parents and child that the matter will be referred to a senior member of staff stating the reasons why.

- Discussions between a senior member of staff / Head of School and parents involving the child as appropriate, to try and resolve the problem.
- A contract or PSP (pastoral support programme) may be agreed between school and home.
- A PHP (personal handling plan) may be agreed between school and home (ref policy on the use of force to control or restrain pupils)
- Outside agencies may be asked to support the school and home e.g. educational psychologist
- An EHA (Early Help Assessment) may be undertaken
- Review behaviours and interventions with all parties (cross reference the schools graduated response)
- Depending on the severity of the incident, and after consideration of individual circumstances, the school may access this procedure at any stage.

During discussions between parents and school staff we find out if there are any factors that might be affecting the child (for example family breakdown, bereavement or if the child is unhappy in school). The teacher will then discuss how the school and home might help to support the pupils and help them to improve their behaviour. This might involve extra encouragement or a short chat with parents and/or the child each week.

The East Somerset Federation appreciates that some pupils have SEND needs and in line with the Special Educational Needs Code of Practice the school will use their best endeavours to ensure the pupil receives the support they need. This will be taken into consideration when applying the Behaviour Policy. The school will endeavour to ensure that vulnerable children – such as those with special educational needs, physical or mental health needs, migrant and refugee children, and looked-after children – receive sensitive and well-matched behavioural support matched to their needs.