



# BEHAVIOUR FOR LEARNING POLICY

| 2023/2024 |

**“If a child does not understand English or maths, we teach them;  
behaviour should be treated the same way.”**

This behaviour policy is underpinned by one simple principle:

If it is not good enough for my own child, then it is not good enough for any of our children.”

## OUR VISION

At Zaytouna Primary School, our vision is to create a learning environment where everyone feels safe, secure and exemplary behaviour is at the heart of productive learning. We believe that by working together and being consistent, we can establish a climate where learners work collaboratively and in partnership to ensure the quality of learning is of the highest standard.

Everyone is expected to maintain the highest standards of personal conduct, to accept responsibility for their behaviour and encourage others to do the same. Our behaviour policy guides staff to teach self-discipline not blind compliance. It echoes our core values with a heavy emphasis on respectful behaviour, a partnership approach to managing poor conduct and dynamic interventions that support staff and learners.

We recognise that each individual child is at a different stage of social learning. Only through a consistent approach to supporting their behaviour will we be able to achieve an environment in which children can learn and develop as caring and responsible people. The fair and consistent implementation of our Behaviour Policy is everyone’s responsibility.

We recognise that clear structures of predictable outcomes have the best impact on behaviour. Our school’s principles for behaviour sets out the rules, relentless routines and visible consistencies that all children and staff follow. Good behaviour is recognised sincerely rather than just rewarded. Children are praised publicly and reminded in private.

## AIMS OF THE POLICY

1. To create a culture of exceptionally good behaviour: for learning, for community and for life.
2. To create and sustain a calm, purposeful learning environment in the school.
3. To foster big relationships and to celebrate diversity so achievements in all areas are acknowledged.
4. To encourage increasing independence, self-regulation and self-discipline.
5. To ensure that excellent behaviour is a minimum expectation for all.

# ZAYTOUNA'S BEHAVIOUR BLUEPRINT

| Our Rules                                                                                          | Visible Adult Consistencies                                                                                                                                                                                                               | 'Above & Beyond' Recognition                                                                                                                                                                                                                                      | Relentless Routines                                                                    |
|----------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------|
| <ul style="list-style-type: none"> <li>Be Ready</li> <li>Be Respectful</li> <li>Be Safe</li> </ul> | <ul style="list-style-type: none"> <li>Daily meet &amp; greet</li> <li>Calm, consistent and equitable</li> <li>First attention to best conduct: catching children 'doing the right thing'</li> <li>Praise what you want to see</li> </ul> | <ul style="list-style-type: none"> <li>'Star of the week', Guiding Lamp and PE Champion certificates</li> <li>Good news postcards &amp; calls/Dojo messages to parents/carers</li> <li>Headteacher / SLT praise</li> <li>Dojo prizes for points gained</li> </ul> | <ul style="list-style-type: none"> <li>Be a STAR</li> <li>Fantastic walking</li> </ul> |
| Our Values                                                                                         |                                                                                                                                                                                                                                           |                                                                                                                                                                                                                                                                   |                                                                                        |
| <ul style="list-style-type: none"> <li>Peace</li> <li>Unity</li> <li>Equality</li> </ul>           |                                                                                                                                                                                                                                           |                                                                                                                                                                                                                                                                   |                                                                                        |

## EXPECTATIONS OF STAFF

It is the everyday habits of adults that provoke a change in pupils' behaviour.

These are the visible behaviours exhibited by staff and which are consistent, and can be expected by children. Through these consistencies, adults will build respectful relationships with pupils.

### 1. Children are greeted at the classroom door and/or in the classroom, daily by their teacher and/or teaching assistant.

This enables everyone to start the day positively and with a smile. Members of the Leadership Team and/or support staff will also meet and greet children and parents at the gate or in other areas of the school.

### 2. Staff will be calm, consistent and equitable in their treatment of children, parents and colleagues.

Adults in school will avoid shouting at children or becoming emotionally charged. They will model self-control through their calm approach and will deal with individuals fairly.

### 3. Staff will 'pay first attention to the best conduct' and will endeavour to catch children 'doing the right thing' in order to praise and recognise desired behaviours.

This encourages children to be role models and makes expectations on behaviour clear for all.

Adults apply the following principles in all interactions with pupils:

- IDENTIFY the behaviour we expect
- Explicitly TEACH behaviour
- MODEL the behaviour we are expecting
- PRACTISE behaviour
- NOTICE excellent behaviour
- CREATE conditions for excellent behaviour

See Appendices 1 & 3 for Good to Be Green behaviour strategy and Positive Rewards

The 'Good to be Green' card system is used in every classroom.

Staff received specific behaviour training during their induction. This is reviewed and refreshed on at least an annual basis.

## ESTABLISHMENT WEEK:

The first week of each academic year is Establishment Week. This provides children with the opportunity to be (re)familiarised with the rules and expectations of their new year group.

During this week, children will be reintroduced to the rules, routine and procedures contained in this Behaviour Policy.

## OUR SCHOOL RULES AND EXPECTATIONS OF CHILDREN:

Our school has 3 simple rules '**Be Ready, Be Respectful and Be Safe**' which can be applied to a variety of situations and are taught and modelled explicitly. We also understand that for some children following our behaviour expectations are beyond their developmental level.

Every conversation should come back to one of the three key rules.

- ✓ **Be Ready**
- ✓ **Be Respectful**
- ✓ **Be Safe**

Our three simple school rules are further explored and explicitly taught in class, assemblies and other school experiences. For example, they might be expanded as follows:

- Be Ready - I will help myself and others to learn by being in the right place, with the right equipment and ready to listen and complete my work.
- Be Respectful - I will listen and talk politely to adults and other pupils; and look after equipment and other people's possessions.
- Be Safe - I will be kind and look after myself and others, following appropriate instructions from adults.

Children are expected to be active learners during each lesson. In order for this to be visible, we ask our children to be S.T.A.R.s:

- |          |                                                    |
|----------|----------------------------------------------------|
| <b>S</b> | Sit up straight                                    |
| <b>T</b> | Track the speaker (either by looking or listening) |
| <b>A</b> | Ask and answer questions                           |
| <b>R</b> | Respond respectfully                               |

Each classroom will display a poster titled "Are you being a S.T.A.R.?" as a visual reminder of the expectations.

## Senior Leaders

Senior leaders are not expected to deal with behaviour referrals in isolation. Rather they are to stand alongside colleagues to support, guide, model and show a unified consistency to the learners.

Senior leaders will:

- Take time to welcome children and family members at the start of the day
- Be a visible presence around the site and especially at transition times

- Support staff in returning learners to learning by sitting in on restorative meetings and supporting staff in conversations where needed
- Support staff in managing learners with more complex or entrenched negative behaviours
- Celebrate staff, leaders and learners whose effort goes above and beyond expectations
- Regularly share good practice
- Use behaviour data (recorded from ScholarPack & MyConcern) to target and assess school wide behaviour policy and practice
- Regularly review provision for learners who fall beyond the range of written policies

## **RESTORATIVE APPROACHES AT ZAYTOUNA PRIMARY SCHOOL**

Where there is a conflict between two or more children, every effort should be made to get to the root cause of the issue in order to repair the relationship and move forward. If a sanction is necessary and appropriate, then this should also be given.

- Conflicts will be investigated by a member of staff. This should initially begin with the class teacher and be escalated to Assistant Headteachers or SLT if necessary.
- Children involved are given the opportunity to share their concerns and views about the conflict.
- The member of staff acts as a negotiator between the parties involved, agreeing a contract for moving forward.
- The member of staff then acts as a facilitator to resolve the conflict, encouraging the parties involved to seek a resolution themselves.

Four key questions to ask when conducting a Restorative Approaches Conference:

1. What happened?
2. What do you think and feel about that?
3. Who has been affected and how?
4. What agreement can we reach about the future?

# SANCTIONS AT ZAYTOUNA PRIMARY SCHOOL

In addition to the sanctions listed on the levelled response page (Appendix 1), other sanctions used in school include:

- Phone calls home to parents
- Pupils being placed on a Behaviour Monitoring Report for a period of 1 week, 2 weeks or 6 weeks. This will involve daily monitoring by the Assistant Headteachers and/or SENDCO.
- Removal of responsibility.
- Playtime/lunchtime exclusions.

Should a child receive an Internal Isolation and still be in breach of this Behaviour Policy, as a step before a Fixed Term Suspension, Senior Leaders may decide an off-site Direction be an appropriate next step.

- After discussion with parents and with their consent, a child may spend up to three days at another Transform Trust school for off-site direction. (Allenton Community Primary or Pear Tree Juniors)
- The child is transported to and from the school by a suitable member of staff who then supervises them.
- If behaviour improves, the child can return to school under the terms and conditions of a Behaviour Contract.
- If behaviour does not improve, SLT will consider a formal Fixed Term Suspension.

## BEHAVIOUR AND SANCTIONS

| Level One:<br>Behaviours requiring a verbal reminder                                                                                                                                                                                                                                                                                                                | Response                                                                                                                                                                                                                                                                                                                                                                                                                                      |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Out of seat<br>Calling out and interrupting the teacher<br>Answering back<br>Loud noises to distract others<br>Disturbing others from learning<br>Inappropriate language (not aimed at others)<br>Refusal to complete learning or poor presentation<br>Poor attitude<br>Unkind words<br>Improper use of equipment<br>Refusal to follow instructions given by adults | <ul style="list-style-type: none"> <li>• Rule reminders.</li> <li>• Remind children of behaviours you want to see and why.</li> <li>• Praise for those children who are making the right choices and the impact this is having on learning.</li> </ul>                                                                                                                                                                                        |
| <b>Level Two:</b><br><b>Behaviours requiring the removal of a lesson credit</b><br>Repeat offence of the previous behaviours above                                                                                                                                                                                                                                  | <ul style="list-style-type: none"> <li>• Child loses the Lesson Credit for that session.</li> </ul>                                                                                                                                                                                                                                                                                                                                           |
| <b>Level Three:</b><br><b>Behaviours requiring a warning card</b>                                                                                                                                                                                                                                                                                                   | <b>Response</b>                                                                                                                                                                                                                                                                                                                                                                                                                               |
| Continued repeated offence of the previous behaviours above                                                                                                                                                                                                                                                                                                         | <ul style="list-style-type: none"> <li>• Use positive reminders.</li> <li>• Log warning on ScholarPack and reason.</li> <li>• Child misses 5 minutes of break or lunch.</li> </ul>                                                                                                                                                                                                                                                            |
| <b>Level Four:</b><br><b>Behaviours requiring a consequence card</b>                                                                                                                                                                                                                                                                                                | <b>Response</b>                                                                                                                                                                                                                                                                                                                                                                                                                               |
| Repeated offence of the previous behaviours above<br><br>Causing physical harm to others<br>Threatening language<br>Continued refusal to complete tasks.<br>Self-exiting                                                                                                                                                                                            | <ul style="list-style-type: none"> <li>• If a child needs regulation time, SLT to be called to support and reintegrate child back into class.</li> <li>• Teacher to make phone call home to inform parents of behaviour.</li> <li>• Continue to use positive reminders.</li> <li>• Log red card on ScholarPack and reason.</li> <li>• Child loses 15 minutes of break or lunch.</li> </ul>                                                    |
| <b>Level Five –</b><br><b>Behaviours requiring internal isolation</b>                                                                                                                                                                                                                                                                                               | <b>Response</b>                                                                                                                                                                                                                                                                                                                                                                                                                               |
| Causing physical harm to adults and other children.<br>Fighting<br>Highly disruptive behaviour<br>Persistent offensive / abusive language<br>Racist, religious, homophobic incident                                                                                                                                                                                 | <ul style="list-style-type: none"> <li>• Contact SLT using the Emergency Alert card or Walkie Talkie.</li> <li>• Immediate removal.</li> <li>• Phone call home by Senior Leader.</li> <li>• Record incident on ScholarPack.</li> <li>• Internal isolation (Length determined by a member of SLT).</li> <li>• This will be carried out by SLT.</li> <li>• When appropriate a Restorative Conference should take place to repair the</li> </ul> |

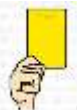
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|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|                                                                                                                                                                                                                                                                                            | <p>relationship and get the child class-ready as soon as possible.</p> <ul style="list-style-type: none"> <li>• Work set for the isolation is the <b>class teachers'</b> responsibility to organise and should be work the child can complete <b>independently</b>.</li> <li>• Child will return to class after an internal isolation allocated time.</li> </ul> <p>Class Teacher response</p> <ul style="list-style-type: none"> <li>• To talk to the class about the behaviours and how there will be a consequence put in place for that child e.g.</li> </ul> <p><i>I am aware (child's name) has (describe behaviour) they are now with (SLT name) and a consequence will be given.</i></p> <p><i>When (child's name) returns to class we must encourage them to make right choices and accept them as a member of our class.</i></p> |
| <b>Level Six – Behaviours requiring a fixed term suspension</b>                                                                                                                                                                                                                            | <b>Response</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |
| Physical harm to another child or adult<br>Extensive damage to school property<br>Being unsafe and causing others to be unsafe                                                                                                                                                             | <ul style="list-style-type: none"> <li>• Phone call home.</li> <li>• Suspension agreed by Headteacher.</li> <li>• Suspension letter sent home.</li> <li>• Record incident on ScholarPack and MyConcern.</li> <li>• Complete Transform Trust "Reporting a Suspension Form".</li> <li>• Complete LA "Suspension from School form" and send to IYFA Team.</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |
| <p><b><i>Stages may be jumped, depending upon behaviours exhibited.</i></b></p> <p><b><i>Every serious incident will be assessed individually on a case by case basis and the ultimate decision and discretion regarding the consequence lies with the Senior Leadership Team.</i></b></p> |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |

## LUNCH & PLAY TIME BEHAVIOUR SYSTEM

Teachers, support staff and MSAs are to all follow the lunch and play time behaviour policy as detailed below:

|                                                                                                                       |                                                                                                                                                                                                                                                         |                                                                                              |
|-----------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------|
| <b>Level 1- Verbal Warning</b><br> | <b><u>Behaviours requiring a verbal reminder</u></b> <ul style="list-style-type: none"> <li>• Inappropriate language/unkind words</li> <li>• Not following or listening to instructions</li> <li>• Not following rules of a game or activity</li> </ul> | <b><u>Consequence</u></b> <ul style="list-style-type: none"> <li>• Verbal warning</li> </ul> |
|-----------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------|



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|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|                                                                                                                                                                                                                                                                                            | <ul style="list-style-type: none"> <li>Causing disruption to a game or activity</li> </ul>                                                                                                                                                    |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |
| Level 2 –<br>Removal of a Lesson Credit<br>                                                                                                                                                               | <b><u>Behaviours requiring removal of lesson credit:</u></b> <ul style="list-style-type: none"> <li>Repeated offence of the previous behaviours above</li> </ul>                                                                              | <ul style="list-style-type: none"> <li>Teacher/Midday Supervisor removes appropriate lesson credit.</li> <li>Teacher/Midday Supervisor informs class teacher at the end of lunchtime</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                |
| Level 3-<br>Time out from play<br>                                                                                                                                                                        | <b><u>Behaviours requiring a yellow warning card:</u></b> <ul style="list-style-type: none"> <li>Continued repeated offence of the previous behaviours above</li> </ul>                                                                       | <ul style="list-style-type: none"> <li>10 minutes time out on the playground bench.</li> <li>Teacher/Midday Supervisor records incident on ScholarPack</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                              |
| Level 4-<br>Red Card<br>                                                                                                                                                                                  | <b><u>Behaviours requiring a red consequence card:</u></b> <ul style="list-style-type: none"> <li>Further misbehaviour following a yellow card</li> <li>Causing physical harm to others</li> <li>Threatening language</li> </ul>              | <ul style="list-style-type: none"> <li>Child to complete a reflective sheet. Member of staff to pass this to SW.</li> <li>If incident occurs just after playtime or lunch then the consequence is carried over to the next lunch period.</li> <li>Teacher/Midday Supervisor records incident on ScholarPack</li> </ul>                                                                                                                                                                                                                                                                                         |
| Level 5 –<br>Additional support                                                                                                                                                                                                                                                            | <b><u>Behaviours requiring additional support:</u></b><br>Causing physical harm to adults and other children.<br>Fighting<br>Highly disruptive behaviour<br>Persistent offensive / abusive language<br>Racist, religious, homophobic incident | <ul style="list-style-type: none"> <li>SLT on duty to intervene.</li> <li>Immediate removal</li> <li>Phone call home by Senior Leader</li> <li>Teacher/Midday Supervisor records incident on ScholarPack</li> <li>Internal isolation (Length of time to be determined by a member of SLT.)</li> <li>This will be carried out by SLT.</li> <li>Work set for the isolation is the <b>class teachers'</b> responsibility to organise and should be work the child can complete <b>independently</b>.</li> <li>Child will return to class after an internal isolation either after play or after lunch.</li> </ul> |
| <p><b><i>Stages may be jumped, depending upon behaviours exhibited.</i></b></p> <p><b><i>Every serious incident will be assessed individually on a case by case basis and the ultimate decision and discretion regarding the consequence lies with the Senior Leadership Team.</i></b></p> |                                                                                                                                                                                                                                               |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |

## MISSING BREAKTIME OR LUNCHTIME:

If a child needs to miss their playtime or lunchtime, they should be directed to the following people:

| Children in... |                            | ...should be sent to.  |
|----------------|----------------------------|------------------------|
| Year 1         | ...missing morning play... | Assigned KS1 classroom |
| Year 2         |                            |                        |
| Year 3         |                            | Assigned KS2 classroom |
| Year 4         |                            |                        |
| Year 5         |                            |                        |
| Year 6         |                            |                        |



| Children in... |                         | ...should be sent to. |
|----------------|-------------------------|-----------------------|
| Year 1         | ...missing lunchtime... | Headteacher's Office  |
| Year 2         |                         |                       |
| Year 3         |                         |                       |
| Year 4         |                         |                       |
| Year 5         |                         |                       |
| Year 6         |                         |                       |

| Children in... |                              | ...should be sent to.  |
|----------------|------------------------------|------------------------|
| Year 1         | ...missing afternoon play... | Assigned KS1 classroom |
| Year 2         |                              |                        |

## EXPECTATIONS AROUND MISSING TIME:

- Children will miss 5-15 minutes of the specified break.
- Children should complete a reflective sheet or have a restorative conversation with a teacher or teaching assistant.
- Once the time lapses, the child(ren) should proceed to where the rest of the class are – playground, dinner hall or classroom.

## TRANSITIONS AND MOVING AROUND THE SCHOOL –

### Fantastic walking.

- Teachers are responsible for the way their children move around the school when out of the classroom. Ultimately, we want children to be responsible for their own actions and movements.
- Children should move quietly and keep to the left in the corridors, on the stairwells and when moving to and from the playground, walking with their hands behind their backs.
- Teachers need to teach students appropriate behaviours for moving around the school.
- Teachers should lead their class from the front of the student line when moving about the school, including going to break and lunch, while at the same time repositioning themselves as necessary to ensure their line is moving calmly and safely around the school.
- Teaching Assistants should be positioned on the stairs or along the line after assembly and at break times to assist the smooth running of transitions times.
- If a child exhibits inappropriate behaviours when not in the classroom, it is the witnessing staff member's responsibility to apply the behaviour procedures.

Any adult moving around the building should:

- Ensure children move quickly to the right place if moving throughout the school.
- Challenge any student out of lessons.

## SERIOUS INCIDENTS:

*A serious incident is any incident which endangers children or staff, either physically or otherwise.*

We have the right to take measures to keep pupils and staff safe. These measures include:

- The legal right to confiscate inappropriate items from pupils such as mobile phones or music players.
- Statutory powers to discipline pupils who behave badly on the way to and from the school, for instance when travelling on buses or trains.
- The Headteacher has the power to search groups of pupils if they suspect one of them is carrying a knife or other offensive weapon.
- A legal duty on schools to make provision to tackle all forms of bullying.
- There is a zero tolerance of any form of serious assault on pupils or staff.

## RECORDING INCIDENTS

- Verbal reminders are not recorded as this is the opportunity provided to all children to modify their behaviour
- The loss of lesson credits is recorded in a child's planner, which details the 'code' for the reason for a lesson credit being removed.
- Incidents resulting in a Yellow Warning Card or Red Consequence Card being issued should be recorded using the school electronic system called ScholarPack with the following details logged:
  - The zone in which the incident took place
  - The incident type
  - Details of the incident including involvement of child
  - The role the child played in the incident
  - Whether parents/guardians have been informed
  - The action taken
  - The date and time of the incident
- Where behaviour incident overlap with safeguarding concerns, or where school know of external agency involvement, these should also be recorded on My Concern.
- Any persistent behavioural incidents or concerns will be flagged by the relevant Phase Leader and raised at Child Watch meetings.

## THE USE OF POSITIVE HANDLING

Please see Positive Handling Statement.

- The use of positive handling will always be the **last resort**. All other behaviour management strategies will be used before physical intervention.

## POST SERIOUS INCIDENT SUPPORT FOR PUPILS AND STAFF

- Pupils should be given time and space to calm down after an incident and when ready reintegrated back into their timetable as soon as possible.
- Staff should be offered a short break out of the classroom where possible after an incident it is important to ensure that staff and pupils are given emotional support and basic first aid treatment for any injuries.
- Immediate action should be taken to ensure that medical help is accessed for any injuries that require other than basic first aid.
- All injuries should be reported and recorded on an accident form and in the accident log book.
- In the event of an incident involving violence towards staff, this should be reported to the Transform Trust.

**If any member of staff requires urgent assistance, they should send a responsible child to the office with the EMERGENCY ALERT card. A member of SLT will be alerted and will offer assistance. This should only be used in the event of a Level 5 behaviour that cannot be dealt with by the adults in the room.**

## RE-TIMETABLED PLAY TIME OR LUNCH TIME:

For children whose behaviour patterns are more apparent at playtime or lunchtime, the following steps may be taken to improve behaviour:

1. Removal of playtime or lunchtime for a fixed period of time determined by SLT
2. Adjustments to the timing of playtime/lunchtime – i.e. the child goes out at a different time to their peers.
3. Alternate playtime/lunchtime – in the event that an issue is between two children, it may be necessary to alternate outdoor provision between the two.
4. The Ark may be used as an alternative provision after consultation with the Inclusion Team

In the event that the above steps are unsuccessful, the school reserve the right to ask parents/carers to collect children for lunchtime offsite. This will be recorded as a Fixed Term Suspension.

## OFF-SITE DIRECTION TO ANOTHER SCHOOL:

After discussion with parents/carers and with their consent, a pupil may spend up to three days at another school within the Derby Partnership in seclusion.

This is not a Fixed Term Suspension and does not need to be reported as such. The primary aim of this step is to provide the school with time to make adjustments to provision and to allow the child to reflect on their behaviour without internal influences.

In the event of any off-site direction to another school:

- The pupil will be transported to and from the receiving school by their parents.
- The pupil will be supervised throughout their period of time at the receiving school by a member of Zaytouna staff.
- The pupil will return to Zaytouna with a behaviour contract in place. This will be agreed by a Senior Leader, parent/carer and the child.
- The child will be on a Red Report Card for a period of two weeks.

This step is not statutory and will only be used for children whom the school feel it is appropriate.

## **FIXED TERM SUSPENSIONS:**

**Please see Addendum for further information.**

Suspension is a sanction used by the school only in cases deemed as serious breaches of the School Behaviour Policy.

A pupil may be at risk of suspension from school for:

- Verbal or physical assault of a pupil or adult;
- Persistent and repetitive disruption of lessons and other pupils' learning;
- Extreme misbehaviour which is deemed outside the remit of the normal range of sanctions.

## **COMMUNICATION WITH PARENTS:**

We give high priority to clear communication within the school and to a positive partnership with parents since these are crucial in promoting and maintaining high standards of behaviour and conduct.

Where the behaviour of a child is giving cause for concern it is important that all those working with the child in school are aware of issues as relevant. If there are issues at home (e.g. change/loss of job or the loss of a family member or pet) parents should inform the class teacher, who is the key professional in this process of communication. Early warning of concerns should be communicated to the Headteacher so that strategies can be discussed and agreed before more formal steps are required.

Where behaviour is causing concern in school, parents will be informed at an early stage, and given an opportunity to discuss the situation.

If the school is concerned about a child's behaviour, parents will be informed:

- In EYFS and KS1 any cause for concern will be communicated verbally at the end of a school day on the same day of the concern. Where this is not possible, a telephone call or Class Dojo message will be sent.
- In KS2 any cause for concern will be communicated verbally at the end of a school day or via a phone call from Class Teacher or Phase Leader on the same day as the concern
- A meeting at parents' evening
- A progress meeting
- A phone call or letter to arrange a meeting to discuss general concerns or patterns in behaviour

Any reported matter is normally dealt with through a series of interviews, including pupil and staff accounts that were relevant. If a parent wishes the pupil not to be interviewed, then parents must accept that the matter may only be able to be noted and not actioned.

School may contact parents to seek support when dealing with behaviour and if a satisfactory outcome is not reached, the issue will be escalated through this policy and possibly to the governors, who will decide on next steps. This may include a letter to invite parents to meet in person or online with staff and governors so that everyone can work together.

If a monitoring period is set at a meeting, this will be clearly communicated with all stakeholders and will include how the period will be reviewed, by whom and when. The outcome of any monitoring period will be communicated to parents by either telephone call or face-to-face meeting.

## **TRANSITION:**

Times of transition can see an increase in the level of behavioural need, particularly for vulnerable children or children with SEND.

We support transition through regular meetings between key stakeholders: current teaching staff, new teaching staff, Inclusion Team, SLT and parents.

Regular conversations about children through the established weekly ChildWatch meetings feed back into this process.

For children moving between Phases, Assistant Headteachers facilitate detailed Transition Meetings.

## **MALICIOUS ALLEGATIONS:**

If a pupil makes an allegation against a member of staff, this will be thoroughly investigated and, where appropriate, referred to the LADO.

If the allegation is found to be malicious, support for the pupil will be put in place through the Inclusion Team. If appropriate, a sanction may be given.

Support for the member of staff will be given through the Health & Wellbeing Team.

## **APPLICATION OF THIS POLICY OUTSIDE OF SCHOOL HOURS OR OFF SCHOOL SITE:**

This policy, and the principles contained herein, apply to children when in school but also in other circumstances, such as:

- When travelling to and from school
- When on a school trip
- When representing the school by wearing school uniform.

If behavioural incidents that happen outside of school are reported to the school, we will endeavour to investigate as far as practical. This could mean that a referral to external agencies such as Derby Children's Social Care or the police via 101 is made.

## **LEGAL DUTIES:**

The school has a legal duty under the Equality Act (2010) and those in respect of safeguarding and supporting all children, particularly those with SEND.

This policy should be supplemented with guidance from the SEND Code of Practice (2015) and other documents which promotes the safeguarding of children, such as Keeping Children Safe in Education (2019).

## **APPENDICES:**

1. School procedures for encouraging good behaviour: "Good to be Green" & sanctions
2. Motivating appropriate behaviour
3. Positive rewards
4. School rules poster.
5. Lesson Credits record sheet (taken from Pupil Planner).
6. "Good to be Green" information link: <https://www.youtube.com/watch?v=hwhTCrCHxho>
7. Reflection Sheet.
8. Crib sheet for recording a behaviour event on ScholarPack.
9. Report Card template.
10. Class Dojo "Getting Started" Sheet.
11. "Are you being a S.T.A.R.?" Poster
12. Transform Trust Exclusion Policy



# **Transform Trust Exclusions Policy – Addendum to Schools Behaviour Policy**

| <b>Policy Number</b> | <b>Author</b>           | <b>Publication Date</b> | <b>Review Cycle</b> |
|----------------------|-------------------------|-------------------------|---------------------|
| 210                  | Chief Operating Officer | V1 September 2022       | Annual              |



## Exclusions Policy Addendum to School's Behaviour Policy

### Introduction

Transform Trust's exclusion policy aims to set out the process that will be followed and the additional considerations around suspensions and exclusions that the school will apply. Good behaviour and self-discipline lead to effective learning and help prepare children for life beyond the school gate.

Where our approaches towards behaviour management have been exhausted, then suspensions and permanent exclusions will sometimes be necessary as a last resort. This is to ensure that other pupils and teaching staff are protected from disruption and can learn in safe, calm, and supportive environments.

We will always have regard to the Statutory Guidance on Suspensions and Exclusions (July 2022) when making decisions on suspensions and exclusions and will follow the law, as set out in the relevant School Discipline (Pupil Exclusions and Reviews) (England) Regulation 2012 (as amended).

This policy should be read in conjunction with the Behaviour Policy and the SEND Policy.

### Application of policy

This policy applies to all members of the school community. We will apply suspensions and exclusions in accordance with this policy and ensure that its contents are relayed to all staff, parents and pupils.

### Types of Exclusion

Suspensions and permanent exclusions are different:

- a. **Suspensions** (previously called fixed-term exclusions) are where a pupil is prevented from attending the school for a fixed period. At the end of the period, they are expected to return to school following a reintegration meeting. A pupil may receive a maximum 45 days of suspension in an academic year before being permanently excluded.
- b. **Permanent exclusions** are where, subject to a decision of the governing body to reinstate the pupil, the pupil is prevented from attending the school again. A decision to permanently exclude will 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.

### Roles and Responsibilities

All members of the school community are expected to follow this policy. Roles, responsibilities and expectations of each section of the school community are set out in detail below.

#### a. The Headteacher

All decisions to suspend or permanently exclude a pupil will be taken by the Headteacher after considering all the circumstances. Every decision made will be proportionate to the seriousness of the behaviour with reference to the school's behaviour policy.

#### b. The Governing Body

The governing body is responsible for forming committees to review exclusions and suspensions when it is required to do so, it is requested by parents, or it is, in its view, prudent to review an individual decision. In each case, the decision of the relevant committee formed by the governing board will be to decide whether to uphold the exclusion or suspension, or instead to reinstate the pupil to the school.

### **c. Parents**

Parents will be informed without delay of any suspension or exclusion and there is an ability to make representations in regard to any suspension or exclusion decision. Details will be provided on the rights parents have with every letter that is sent from the Headteacher.

### **d. Pupils**

All pupils of the school are expected to follow the expectations regarding their behaviour to ensure that all pupils can learn and participate in school life effectively. Where those expectations are breached, the behaviour policy will apply.

## **CCTV, Witness Evidence and Pupil Views**

The school uses Close Circuit Television (**CCTV**) within its premises. This is to provide a safe and secure environment for pupils, staff and visitors. If behavioural incidents are recorded on CCTV, the footage may be viewed as part of the investigation and the content considered before imposing a sanction. If CCTV is relied upon for a decision on a suspension or exclusion, then it will be shown in some format (redacted as necessary) at any Governor review meeting. Please see the schools CCTV policy and privacy notices for more information.

Where witness evidence is relied upon, whether that be from a pupil or a staff member, the statement(s) will be provided at any governor review meeting. All statements will be signed and dated unless the Headteacher has good reason to protect the anonymity of the relevant witness. Reasons may include threats of reprisals.

Before taking a decision to suspend or exclude and where appropriate, the Headteacher will take the pupil's views into account, considering these in light of their age and understanding, and inform the pupil about how their views have been factored into any decision made. Where relevant, the pupil will be given support to express their view, including through advocates such as parents or, if the pupil has one, a social worker. The Headteacher will also take account of any contributing factors identified after an incident of misbehaviour has occurred.

## **Reintegration Strategy Meetings following Suspension or Off-Site Direction**

Where a pupil is suspended or is directed to be educated off-site, upon return to the school both the pupil and parents will be invited to a reintegration strategy meeting. The purpose of the meeting is to:

- offer the pupil a fresh start;
- help them understand the impact of their behaviour on themselves and others;
- teach them to how meet the high expectations of behaviour in line with the school culture;
- foster a renewed sense of belonging within the school community; and
- build engagement with learning.

So that further suspensions are not needed. School staff will work with the pupil to understand what led to the behaviour and to establish if any changes can be made or further support implemented from a pastoral of practical perspective that might reduce the chance of repeat behaviours. Previous behaviour is not seen as an obstacle to future success.

Zaytouna Primary used various measures to support a pupil's successful reintegration including:

- daily contact with a designated pastoral professional in-school;
- use of a report card with personalised targets leading to personalised rewards;
- ensuring the pupil receives academic support upon return to catch up on any lost progress;
- planned pastoral interventions;

- mentoring by a trusted adult or a local mentoring charity;
- regular reviews with the pupil and parents to praise progress being made and raise and address any concerns at an early stage; and
- informing the pupil, parents and staff of potential external support.

Whilst reintegration meetings are highly encouraged by the school and the Trust, pupils will not be prevented from being admitted to the school or being put in mainstream classes because a meeting has not taken place.

### **Suspensions before a Permanent Exclusion**

In exceptional circumstances, pupils may receive a suspension prior to a permanent exclusion. For each decision, the Headteacher will send the relevant letter setting out the rights of parents. A suspension cannot be converted into a permanent exclusion and so any subsequent permanent exclusion would be a fresh decision due to commence immediately after the suspension had ended. Exceptional circumstances may include where further evidence has come to light or where the incident was serious and time is required to fully investigate the circumstances and consider alternatives.

### **Directing Off-Site and Managed Moves**

Before taking any decision to permanently exclude a pupil, the Headteacher will consider whether a direction to attend alternative provision and/or a managed move as part of a planned intervention would be a reasonable alternative that should be considered.

In the case of directing a pupil off-site to alternative provision, the aim of any direction is for it to be used as a short-term measure as part of the school's behaviour management strategy to improve a pupil's behaviour where in-school interventions and/or outreach have been unsuccessful or are deemed inappropriate. While parental consent is not needed, discussions would take place with parents to feed in their views about the options.

For a managed move to take place there needs to be agreement between the school, the parents and the new school that a managed move should occur. Before a managed move is agreed to, the pupil will attend the new school for a trial period to ensure that the new school would be suitable for them. We will share relevant information with the new school and check that they have an integration strategy. At the end of this period, the relevant parties (including the parents) will review the placement before a decision is taken about whether the move becomes permanent.

### **Independent review panels (IRPs)**

Our school and/or the Trust arranges its own IRPs, and requests for an IRP where a permanent exclusion has been upheld should be made to the Headteacher within 15 school days.

Further details on the role and powers of IRPs can be found in Part Ten of the Statutory Guidance on Exclusions.

### **Reconsideration by the Governing Body**

Where an IRP either recommends reconsideration or quashes the initial decision of the governing body, the decision will be considered within 10 school days. This may involve a rehearing with oral evidence given by the school and parents or may be a reconsideration with only the governing body members and the Governance Professional present.

### **Complaints**

If parents have any concerns or complaints over the application or implementation of this policy or feels that they are being pressured into a managed move, they should raise their concerns with a staff member or the Headteacher in accordance with the Trust's Complaints policy. If the concern relates to an exclusion, the statutory procedure set out in the exclusions statutory guidance will be followed.

## Equality impact

The school does all it can to ensure that its policies do not discriminate against pupils or others, either directly or indirectly, in line with any Equality Act 2010 protected characteristics. This includes race, religion, disability, sexual orientation, and sex.

## Monitoring arrangements

Our Local Governing Body and the Trustees of the Trust review data on suspensions and exclusions to ensure that the use of suspensions and exclusions is appropriate. The following are monitored by the school to ensure the processes and support for pupils are appropriate:

- the interventions put in place for pupils at risk of suspension and permanent exclusion;
- the processes in place for determining and reviewing directions to alternative provision and that such placements are reviewed at sufficient intervals to assure that the education is achieving its objectives and that pupils are benefiting from it;
- the full-time educational provision for pupils of compulsory school age from the sixth consecutive school day of a suspension, in particular checking the provision is suitable and quality-assured to ensure that:
  - any previous placements have been evaluated, including support for any applicable SEND;
  - there is a process in place to monitor the pupil's attendance and behaviour at the provision;
  - the correct attendance code is being used;
  - the pupil's child protection file and any other information relevant to the pupil's safeguarding and welfare has been securely transferred to their new setting as early as possible;
- whether there is any variation within the year on suspensions and permanent exclusions and the characteristics of pupils;
- the cost implications of directing children to be educated off-site in alternative provision and whether there are any patterns to the reasons or timing of moves;
- whether the school register and absence codes have been recorded correctly;
- how the behaviour policy is applied and specifically its consistency;
- the circumstances in which pupils receive repeat suspensions;
- whether Personal Education Plans for looked after children have been reviewed on a termly basis.

## Monitoring and Review of this Policy

This policy may be amended at any time to take account of changes in legislation. The normal cycle of review for this policy will be annual.

## LINKED GUIDANCE OR POLICIES:

- Anti-bullying Policy.
- Equality Policy.
- Safeguarding Policy.
- SEND Policy.
- [https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/1101597/Behaviour in schools guidance sept 22.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1101597/Behaviour_in_schools_guidance_sept_22.pdf)
- [https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/641418/20170831 Exclusion Stat guidance Web version.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/641418/20170831_Exclusion_Stat_guidance_Web_version.pdf)

| ADOPTION OF POLICY AND AUDIT TRAIL  |             |
|-------------------------------------|-------------|
| Policy agreed by Governing Body on: | Summer 2022 |
| Policy shared with staff on:        | Autumn 2022 |
| Policy to be reviewed again on:     | Summer 2023 |

This policy has been reviewed against the DfE Guidance: Behaviour in Schools (July 2022)