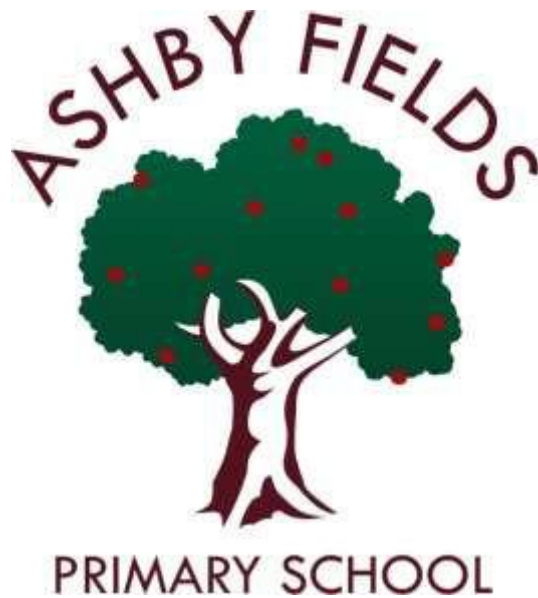# Ashby Fields Primary School

Behaviour Policy: May 2023

The aim of this policy is to create and maintain a secure environment where everyone within the school community can thrive, feel valued as individuals, develop confidence, be safe from physical and emotional harm and take responsibility for their own actions.

Prepared by:	Approved on:
Rachel Edkins	September 2023
Signed	Date of next Review:
	September 2024

1 Introduction

As a values-based school our chosen values are central to the way our school runs and the attitudes displayed by our children, staff and parents. The children learn what each value means, both to them and to the wider community, and why it is important to display these values in all that we do and say.

This policy aims to:
~ Provide a consistent approach to behaviour management
~ Define what we consider to be unacceptable behaviour, including bullying and discrimination
~ Outline how pupils are expected to behave
~ Summarise the roles and responsibilities of different people in the school community with regards to behaviour management
~ Outline our system of rewards and sanctions

We hope that by sharing our high expectations for behaviour with parents there will be a consistency between home and school and that this will have a positive impact on children's attitude to learning at home and at school.

A more directed approach to teaching behaviour through focused assemblies, PSHE and Circle Time will promote expected behaviour and lead to a clearer understanding of how to achieve it.

The children should understand that **all** staff will expect the same behaviour from them, regardless of their role, and should act accordingly.

2. General Code of Conduct

This code of conduct has been formulated with the safety and well being of the children in mind, and to enable the school to function efficiently as a place of learning and a values-based community.

As children progress through the school they will be given more responsibility and consequently will have different levels of accountability for their actions.

3. Whole School Code of Conduct

1.   We use kind words.
2.   We use kind hands.
3.   We use kind feet.

These are displayed in every classroom and around the school as a reminder of behaviour expectations at all times and in all places. The phrases are used in conversations with all children both in PSHE lessons and when talking through issues.

4. Recognition of Positive Choices

1. Verbal praise
2. Stickers
3. House points
4. Postcards home
5. Whole class cubes in a jar reward
6. Head teacher awards and postcards home
7. Awards in our weekly celebration assembly, e.g. Star of the Week and Values Ambassador.
8. Termly rewards for the house group with the most house points.

5. Recognition for making positive choices

It is essential that we establish a foundation of safety, love and happiness for our children from the very beginning - these three values are crucial if we want children to enjoy and progress well at school, behave positively and become life-long learners.

Children who may be experiencing stress will find learning difficult if not impossible. It is crucial that in school they experience fairness, empathy, encouragement and praise as well as clear and consistent boundaries that help them to learn to self-regulate. We believe explicitly in the aphorism: **'You get more of what you notice'** and take every available opportunity to praise appropriately.

We encourage an understanding of good behaviour and attitudes by promoting our 6 core values of:
Unity, resilience, respect, kindness, responsibility and honesty.

We aim to equip children with the knowledge and understanding of how to make positive choices and a clear appreciation of the values through which our school operates. We promote this in many different ways including through our curriculum, values assemblies termly, PSHE sessions and circle times, celebration assemblies every Friday and using Restorative Justice practices. Sometimes visitors such as the police or the NSPCC are invited to speak to the children about making positive choices in school and in the wider community.

At Ashby Fields Primary School, we have a house point system through which children can be recognised for academic and non-academic achievements, for effort and for all aspects of good work, values and behaviour. Children are awarded house points for thoughtfulness, being helpful, producing good work etc. Two children from each house group in Year 6 are voted as House Captains and are supported to lead discussions with their house team in termly house group meetings, involving all children and staff across the school. At the end of each long term, the house with the highest total of house points can achieve a chosen reward, for example extra break time, movie session, Pyjama day to name a few. Individual children earn house points towards the house group total and receive certificates at each 25 house point increment.

In the celebration assembly each week two child from each class are presented with Star of the Week. This achievement is then celebrated further through our school newsletter where the children's name and the reason they received their certificate are detailed so the wider school community can share in their success. We also celebrate achievements outside of school, such as sport trophies, volunteering in the wider community and sharing positive feedback.

Most children respond to this positive approach where their efforts are seen to be valued and contribute to their team's success. They make considerable efforts to improve their work, and, where necessary, their behaviour. In addition, each class teacher gives verbal or written praise as often as possible along with stickers.

6. Consequences

To ensure all children and staff can learn and work in a happy and supportive environment we use the structure outlined below:

1. A gentle reminder about expected behaviour.
2. A second reminder about expected behaviour.
3. A consequence – missing 10 minutes of the next break time, walking with an adult.
4. A serious* breach of behaviour expectations needs to be referred to the Inlusion Lead in the first instance or another member of SLT. The following sanctions may be considered:
   - Internal exclusion – working outside of the classroom.
   - Fixed term exclusion
   - Permanent exclusion
        * Violent or aggressive behaviour, leaving the classroom without express permission from the teacher (permission may be an arrangement between the child and teacher, in consultation with the Behaviour Lead or given as part of a behaviour support plan led by the Behaviour Lead).

7. Serious Incident

In the event of serious incidents, a child will be sent straight to a member of the Senior Leadership Team/Behaviour Lead. The Senior Leadership Team/Behaviour Lead may contact the parents and consider the following sanctions:
1. Internal exclusion – working at the back of a senior member of staff's classroom.
2. Fixed term exclusion
3. Permanent exclusion.

8. Sanctions

At Ashby Fields Primary School, we have adopted the Restorative Justice approach to managing behaviour incidents in school. The theory behind this approach is that everyone involved in an incident is able to say what their 'truth' is. They listen to each other and learn about how their actions have made others feel. Whoever has been involved in the incident work together to resolve the situation and with the support of an adult reach a satisfactory conclusion and consequence. The process allows children to reflect on an incident or their behaviour and discuss how they could have behaved differently.

Minor breaches of discipline including poor attitude and rudeness are generally dealt with by the class teacher or another member of staff in a caring, supportive and fair manner, with some flexibility regarding the age and special educational needs of the child, as far as sanctions are concerned.
Each case is treated individually. Generally, children are made aware that they are responsible for their own actions and that inappropriate behaviour will lead to sanctions.
If the class teacher feels that it is necessary, in the first instance, they may call on a member of the SLT who is not teaching or Behaviour Lead to support this process.
At all times, all staff should encourage good behaviour through praise and recognition of positive choices. No member of staff must in any way belittle a child to control behaviour.

Where children miss a break time as a sanction, parents will be informed via Seesaw and can contact the school office or their child's class teacher for further information. All incidents are recorded on our school system (My Concern). Reflection Time lasts for the entire break time/lunch time.

Major breaches of discipline include bullying, peer-on-peer abuse, physical assault, deliberate damage to property, stealing, leaving the classroom or school premises without permission, verbal abuse, refusal to work and disruptive behaviour in class.

This type of behaviour is generally rare and it is the responsibility of the Senior Leadership Team and Behaviour Lead to decide on the appropriate consequence, this will be communicated with all members of staff involved. In all cases, the individual circumstances of the child and the event will be taken into account.

<u>Consequences of a major breach of discipline include:</u>
- A verbal warning by the Headteacher or Deputy Head Teacher as to future conduct;
- Classroom/internal exclusion – The child will be withdrawn from class and will work within another classroom.
- A letter to parents informing them of the problem;
- A meeting with parents;
- Temporary exclusion (known as Fixed Term Exclusion);
- Preventative action to stop the behaviour occurring again. A discussion between all relevant parties to identify trigger points and strategies for coping with them. This may involve a Behaviour Support Plan being created for the individual child and may include a reduced timetable if deemed necessary. Advice from external agencies will be sought if required and a meeting between all relevant parties arranged to facilitate this.
- Permanent suspension, only used in extreme cases or after all other courses of action have failed; (See Appendix A). Parents have the right of appeal to the Governing Body against any decision to exclude.

In extreme circumstances, physical restraint or physical intervention to move a child to another area might be necessary. This will only be carried out by members of staff who have undergone Team Teach Training. If restraint techniques have been used this will be logged in the Team Teach Log Book which is then signed by the Head teacher. If these methods are needed regularly for a child to be safe then a Safe Handling Plan will be created and agreed upon.

9. Lunchtime Supervision

Lunchtime Supervisors provide the supervision of children during lunch times. The remaining teachers are not on duty at lunchtime, but class teachers and first-aiders may be called upon for advice if necessary. A member of the Senior Leadership Team will always be available to discuss any inappropriate behaviour with the children if they are asked to support. All Lunchtime Supervisors will follow the same systems of rewards and sanctions within the hour break.

Nurture lunch provision is available for all children, including those who may need redirecting to regulate their behaviour. Two members of staff provide nurture time, one facilitating drop in sessions and the other working with specific children on social, emotional and behaviour support programs.

11. Role of Parents

Ashby Fields Primary School strives to create a climate where all staff work in partnership with parents. We try to achieve this by supporting and involving them wherever possible. This policy of shared partnership facilitates the best possible provision for each child. Concerns expressed by parents are valued, discussed and acted upon, with appropriate steps being ta ken to alleviate these concerns.

Parents have an important role in encouraging their children to recognise good behaviour. Parents can help by:

- Recognising that an effective school behaviour policy requires close partnership between school and home;

- Discussing the school and classroom expectations with their child, emphasising their support of them and assisting when possible with their enforcement;
- Attending Parents' Evenings, functions and developing informal contacts with school;

- Understanding that all staff deal with behaviour problems in a patient and positive manner;

- Impressing on children that they should respect all adults in school;

- Not openly criticising school in front of their children;

- Encouraging their children to talk to adults in school if anything goes wrong;

- Displaying and upholding our 'School Values' both inside and outside of school.

- Communicating with staff in a warm and respectful manner.

- Parents can also adopt the Restorative Justice approach at home to show consistency in managing behaviour incidents.

If children have a problem in school, parents are welcome to come in and discuss it with staff. Parents should not approach other children or other parents directly about any incidents and understand as a school we are unable to discuss other children.

12. Supporting children with behaviour difficulties

If a child is identified as having behavioural, social and emotional needs, there are a number of programmes available to support them.

- Individual programmes may be used for a child where appropriate and these are managed by the Inclusion Leader and SENDco. Parents will be made aware of the interventions that are taking place in school by the child's class teacher. Records of these programmes are kept by the Inclusion Leader and SENDco and progress is monitored and shared with parents and appropriate agencies where necessary.
- Some children may need individual behaviour support plans which will be written and maintained by the class teacher, in consultation with Inclusion/Behaviour Lead.

Some of the interventions we use are listed below:
- Drawing and Talking
- Anger Alphabet
- Volcano in my tummy
- The Red Beast
- Managing anxiety and stresses interventions
- Zones of regulation

13. Record-Keeping

It may often be necessary to log a child's behaviour so that this information can be used to inform any decisions that are made relating to the management of the child's behaviour in the future.

Reflection Time:

The 'Reflection Time' log is regularly monitored by all members of the Behaviour Team.

14. Extreme Behaviours

If a child uses racist, homophobic or sexist language towards members of our school community, this will be logged on the school's database system which is fed back to the Trust. Parents of the perpetrator and the victim will be informed and supported where appropriate and necessary sanctions will be used.

If physical intervention is necessary, the appropriate form should be completed by the member of staff who intervened and a positive handling plan created. If this occurs both the perpetrator and victim will be supported, parents will be informed and necessary sanctions will be used.
If an assault is made on a member of staff (either verbal or physical) the appropriate form will be completed and both the perpetrator and victim will be supported with the necessary sanctions used and parents will be informed.

15. Anti-bullying

Definition of Bullying

Bullying is a continuous pattern of behaviour by one person or a group of persons towards another person which is designed to hurt, injure, embarrass, upset or discomfort that person . It is premeditated and persistent. There is an imbalance of power making it hard for those who are being bullied to defend themselves.

Forms of bullying

- Physical – punching, pushing, kicking, hurting; demanding money or property; damaging property; forcing a person to do things against their will

- Verbal – malicious teasing; insults about race, religion or culture; offensive name calling or comments
- Indirect – spreading rumours or stories about a person; being left out, ignored or excluded from groups
- Electronic/cyber bullying – via text;via social media sites; via email; via images/videos posted on the internet or spread by mobile phone

Types of bullying

Although anyone can be bullied for almost any reason or difference, some children may be more vulnerable to bullying than others. Research has identified various different types of bullying experienced by particular vulnerable groups of children.

These include bullying related to:

- ethnic, cultural and religious backgrounds
- gender
- gender identity
- sexual identity
- special educational needs and disabilities
- being gifted or talented
- appearance or health conditions
- home circumstances e.g. young carers or looked–after children

Bullying is a complex type of behaviour occurring between individuals and groups.
Different roles within bullying situations can be identified and include:
- The ring-leader, who through their position of power can direct bullying activity
- Assistants/associates, who actively join in the bullying (sometimes because they are afraid of the ring-leader)
- Reinforcers, who give positive feedback to those who are bullying, perhaps by smiling or laughing
- Outsiders/bystanders, who stay back or stay silent and thereby appear to condone or collude with the bullying behaviour
- Defenders, who try and intervene to stop the bullying or comfort pupils who experience bullying.

Some children can adopt different roles simultaneously or at different times e.g. a bullied child might be bullying another child at the same time, or a 'reinforcer' might become a 'defender' when the ringleader is not around.

Recognising Signs and Symptoms

Some children are more vulnerable to bullying than others and our staff are sensitive to the changes of behaviour that may indicate that a child is being bullied.

Children who are being bullied may demonstrate physical, emotional and behavioural problems. The following physical signs and behaviour could indicate other problems but bullying will be considered as a possibility:

- Being frightened of walking to or from school
- Losing self confidence and self-esteem
- Being frightened to say what is wrong
- Developing unexplained cuts, bruises and other injuries
- Unwilling to go to school, development of school phobia and unusual patterns of non-attendance
- Failing to achieve potential in school work
- Becoming withdrawn, nervous and losing concentration
- Becoming isolated and disengaged from other children
- Developing changes in physical behaviour such as stammering and nervous ticks
- Regularly having books or clothes destroyed
- Having possessions go 'missing' or 'lost' including packed lunch and money
- Starting to steal money (to pay the perpetrator)
- Becoming easily distressed, disruptive or aggressive
- Developing problems with eating and food
- Running away
- Developing sleep problems and having nightmares
- Developing suicidal thoughts or attempting suicide.

Where children are exhibiting extreme signs of distress and changes in behaviour, the school will liaise with parents/carers and where appropriate, relevant health professionals and agencies.

Recognising Why Children Might Bully Others

Children may bully for a variety of reasons. Recognising why children bully supports the school in identifying children who are at risk of engaging with this type of behaviour. This enables the school to intervene at an early stage to prevent the likelihood of bullying occurring and to respond promptly to incidents of bullying as they occur.

Understanding the emotional health and wellbeing of children who bully is key to selecting the right responsive strategies and to engaging the right external support.

Possible reasons why some children may engage in bullying include:

- Struggling to cope with a difficult personal situation e.g. bereavement, changes in family circumstances
- Liking the feeling of power and using bullying behaviour to get their own way
- Having a temperament that may be aggressive, quick tempered or jealous
- Having been abused or bullied in some way
- Feeling frustrated, insecure, inadequate, humiliated
- Finding it difficult to socialise and make friends
- Being overly self-orientated (possibly displaying good self-esteem) and finding it difficult to empathise with the needs of others
- Being unable to resist negative peer pressure
- Being under pressure to succeed at all costs.

9

Our Aims

Our aim is to involve the whole school community in developing and promoting whole school anti- bullying ethos and culture. We work hard to create and ensure a friendly and secure environment in our school; a climate where children can tell others how they feel.

Children are taught to know that they have the right to respect, to safety and to their own space and that if they feel threatened or 'unsafe' they must tell someone.

We strive to:

make clear to everyone within our whole school community that no form of bullying is acceptable and to prevent, de-escalate and /or stop any continuation of harmful behaviour

- encourage and equip the whole school community to report all incidents of bullying, including those who have experienced being bullied and bystanders who have witnessed an incident

- respond quickly and effectively to incidents of bullying using a restorative approach and /or sanctions where necessary

- apply reasonable and proportionate disciplinary sanctions to children causing the bullying

- support children who are bullying in recognising the seriousness of their behaviour and to offer support and counselling to help them to readjust their behaviour

- safeguard and offer support and comfort to children who have been bullied and provide longer term support where necessary to reduce the likelihood of negative effectives on their behaviour and self-esteem

- address the emotional and behavioural needs of children who bully others to reduce the likelihood of repeated incidents of bullying

- ensure all staff are trained and supported to enable them to model positive relationships

- regularly monitor incidents of bullying and harassment and report to responsible bodies e.g. governors

- provide a curriculum framework for Personal Social and Health Education and Citizenship that includes learning about bullying, diversity, discrimination and personal safety.

School Action/Procedures

All incidents, which are reported to school staff, will always be dealt with and recorded. Each incident must be handled individually once the problem and the children have been identified.

- All appropriate staff to be informed

- All action to be recorded

- Full investigation including monitoring to be carried out

- Reported to the parents of the children involved

- Persistent occurrence will necessitate the involvement of outside agencies

Responding to Incidents of Bullying

The procedure and stages in responding effectively to bullying at our school are:

Monitoring and recording behaviour and relationship issues

The school follows a clear behaviour management system, which enables challenging behaviour and relationship problems to be identified, recorded and addressed. This process is part of the school's overall Behaviour Policy. It supports the detection of bullying and allows for intervention at an early stage.

Making sure the person being bullied is safe and feels safe

When a child reports being bullied, the school will acknowledge their concerns and the incident will be taken seriously. Incidents of bullying reported by witnesses are treated in the same manner and will always lead to a conversation with the targeted child.

Establishing and recording what happened by listening to the targeted child

After listening to the views and feelings of the targeted child and their account of what has happened to them, the school will record the incident.

Deciding upon a response

After listening to the account of the targeted child, the school will discuss an appropriate course of action with them. All incidents of bullying will be responded to seriously and the behaviour of those who have been bullying will be challenged. Parents will be consulted.

A Restorative Approach

Where appropriate and in most cases of bullying the school will initially consider the use of the Restorative Justice Approach to resolve the situation.

We believe that all bullying is unacceptable but that many children who display anti-social behaviour and lack empathy for others can be helped to understand the consequences of their actions and change their behaviour for the long term.

Sanctions

In certain cases of bullying, the use of sanctions will be considered e.g. in cases of serious bullying such as where violence has been used or where a restorative approach has been unsuccessful in preventing further incidents of bullying.

Sanctions will be applied fairly and proportionately in accordance with the school's Behaviour Policy, taking account of any special educational needs or disabilities that children may have and taking into consideration the needs of vulnerable children. Bullying by children with disabilities or SEN is no more acceptable than bullying by other children. However, for a sanction to be reasonable and lawful the school will take account of the nature of the children's SEND and the extent to which they understand and are in control of what they are doing.

Disciplinary sanctions are intended to:

- Impress on the perpetrator that what he/she has done is unacceptable

- Deter him/her from repeating that behaviour

- Signal to other children that the behaviour is unacceptable and deter them from doing it.

The consequences of bullying should reflect the seriousness of the incident. The school takes verbal and indirect bullying as seriously as physical bullying. When deciding upon appropriate sanctions for bullying the school will ensure that the sanctions address bullying behaviour in a way which does not lead to an escalation of the behaviour but instead supports a resolution to the problem.

Responding to incidents of cyberbullying

The school will follow the above procedures alongside the school's E-Safety policy which provides guidance on responding to different forms of cyberbullying and the safe and responsible use of technology.

Prevention

Our whole school community works together to reduce bullying as part of our efforts to promote a positive and inclusive whole school ethos and create a safe, healthy and stimulating environment. Alongside responsive strategies for dealing with incidents of bullying, we promote a whole school approach to implementing proactive and preventative interventions to reduce bullying. These interventions are implemented at a school, class and individual level.

Our approaches include:

- Implementing an effective school leadership that promotes an open and honest anti - bullying ethos

- Adopting positive behaviour management strategies as part of the school's Behaviour Policy

- Implementing a whole school approach to the teaching of PSHE

- Ensuring that the school's anti-bullying stance is actively promoted in assemblies and other formal occasions, as well as displayed around the school

- Providing a school council and regular Circle Time, enabling children to talk about their feelings and concerns in a safe environment and to enable them to share concerns about bullying

- Providing peer support systems such as playground buddies/Friendship Benches and peer mentors

- Reviewing the development and supervision of the school inside and outside including the outdoor areas and playground to ensure provision is safe, inclusive and supports children's emotional wellbeing.

- Providing confidential communication systems such as Worry Monsters and Time to Talk

- Working with children to identify key individuals with whom they can confide

- Providing social skills groups for vulnerable individuals and groups as appropriate

- Providing mixed age house systems to allow children from different age groups to socialise and support each other

- Providing a transition programme to support children moving across year groups and key stages

- Providing information on support agencies such as ChildLine including telephone numbers for help lines and addresses for supportive websites

Delivering the Curriculum for Positive Relationships and Anti-Bullying

The PSHE curriculum plays a valuable role in preventative work on bullying and supports the development of children's self-esteem and their emotional resilience and ability to empathise with others. The curriculum provides opportunities for children to learn and develop the skills to identify manage and challenge incidents of bullying as well as providing opportunities for children to learn about bullying in relation to the wider context of diversity and inclusion.

Work on bullying as part of the PSHE curriculum is taught through:

- Designated lessons

- Other curriculum areas such as Religious Education and History

- Enrichment activities such as visits from drama groups / outside agencies

- Work on British Values which includes focus on tolerance, diversity and respect

Children's Consultation and Participation

We consider listening to the voices of children and actively seeking their views and opinions regarding bullying as an important part of our preventative work. Ways in which we audit how bullying is being addressed include, listening to children and ensuring they are given the opportunity to speak out, and have their voices heard on their experiences of bullying. Children are actively encouraged to participate in identifying both the problems and solutions to bullying; reviewing and developing the school's Behaviour Policy and practice and engaging in initiatives to support an anti- bullying ethos in school.

Monitoring and Evaluating the Behaviour Policy

The school's Behaviour Policy and practice is regularly monitored and evaluated to ensure its effectiveness. This process includes reviewing the school's definition of bullying and identifying new types and forms of bullying as they emerge. The Policy review involves monitoring and evaluating anti-bullying preventative and responsive strategies to ensure the school's practice is effective and successful in fostering an ethos that inhibits bullying and promotes inclusion and respect for diversity.

The review process involves collecting data on the prevalence of bullying at the school and gathering the views and different perceptions of the whole school community including staff, governors, children and parents/carers using a range of methods such as:

- Surveys and questionnaires

- Focus groups and interviews

- Whole school audit tools. The head teacher regularly analyses behaviour records and records of bullying incidents to identify patterns of behaviour regarding individuals and groups of children, and places and times where bullying may be occurring.

16. External Agencies

Our SENDCo/Inclusion Leader has links with local external agencies and will use the appropriate ones whenrequired.

On rare occasions, the police might request information about a pupil, because of events in or out of school. On these occasions, the parents may or may not be informed, depending on the circumstances.

There are occasions when it might be necessary to disclose information to Social Services about a child. On these occasions, the parents will not be informed, in accordance with the child protection guidelines issued by Northamptonshire County Council.

17. Governors

The Governors have important duties towards pupils with behavioural needs.

The Headteacher will report any exclusions or behavioural issues to Governors by direct contact with the Chair of Governors and through the Governors' meetings.

The governors' policy on the use of exclusion is included in this policy as Appendix A.

Governors' policy on the use of exclusion

In any situation where exclusion is being considered, the DfE guidance contained in Circular 10/99 and later advice will be carefully followed.

Exclusion of a pupil for any period will normally be used only after all other available strategies to improve the pupil's behaviour have been conscientiously employed. However, as the legislation recognises, there are situations which arise suddenly and are of a particularly serious nature where exclusion will be appropriate, even though the usual procedures prior to exclusion have not been in place. This guidance tries to indicate what these situations might be and to make clear, for the benefit of the Headteacher, staff, parents and pupils, the circumstances in which the Governing Body would support the exclusion of a pupil.

Before deciding to exclude a child, the Headteacher will give careful consideration to the child's intention in the specific incident or incidents leading to the possibility of exclusion.

Whenever a child is temporarily excluded, a plan will be agreed with parents, the pupil and the staff concerned for the return of the child after the period of exclusion. The aim will always be to help the child improve his or her behaviour. If a child is excluded from school 'for more than 6 days, full time educational support arrangements must be made' by the school to ensure the pupil is on track.

- **Immediate exclusion** can be used where there is a threat to the safety of others in the school or to the pupil concerned. Such exclusion would usually be temporary, but in the most extreme circumstances permanent exclusion may be the appropriate response. A permanent exclusion would only be made after the Headteacher has had further opportunity to consider the incident in question.

- In the case of exclusion where witnesses are involved statements will be recorded, dated and signed. If this process is likely to cause undue stress or anxiety to the witness a third party may be used at the discretion of the Headteacher.

- A signed and dated statement from the excluded pupil will also be taken.

Exclusion as a final sanction: Where other strategies for improving the child's behaviour have failed and the behaviour is repeated or sustained, the following may also be grounds for exclusion:

- bullying of another child, in the form of physical attack, emotional abuse or through racist, sexual or other forms of verbal abuse

- verbal or physical abuse of a member of staff

- damage to or destruction of property

- Persistent disruption or disobedience which prevents other children from learning.

Exclusion at lunchtime

This may be used in response to incidents during the lunch break as well as incidents during the school day. Intentional violence against a lunchtime supervisor will result in immediate exclusion.

Exclusion will also be considered when other strategies have failed and unacceptable behaviour such as that outlined in the previous section repeatedly occurs at lunchtime.

APPENDIX B – Restorative Justice

At Ashby Fields Primary School, we aim to approach incidents in a safe and fair manner. We do this using the Restorative Justice process.

Parents can also use this at home to help the children to understand what happened, how it made them feel, the effects on others and encourage them to work as part of a team to resolve the situation, in a fair manner.

The process involves sitting down with all of those involved in the incident and gathering their 'truth' of what happened. The following steps are followed:

1. What is your truth?

2. What were you thinking?

3. How were/ are you feeling?

4. Who has been affected by this?

1. What happened? What is your truth?

2. What were you thinking at the time?

3. What have been your thoughts since the incident?

4. Who do you think has been affected by your actions? In what way?

5. What do you think the outcome should be?