

Applecroft School



Behaviour and Discipline Policy

Person Responsible:	Headteacher
Review Cycle:	Annually
Date of Issue:	January 2026
Review Date:	January 2027

Behaviour and Discipline Policy

1) Introduction:

School Vision:

'To create a positive and inspiring community that nurtures each individual and empowers leaders for life'.

School Mission Statement:

'Nurturing Potential, Inspiring Minds, Changing Lives'.

School Values:

- Ambition and Leadership
- Kindness and Supportiveness
- Respect and Honesty
- Determination and Resilience.

Applecroft School follows government guidance from 'Behaviour in Schools' (DfE 2024) and this policy has been written based upon this and associated documents.

It should be read in conjunction with the following policies:

- Anti-Bullying
- Health and Safety
- Home School Agreement
- Online Safety
- PSHE.

2) Purpose:

The purpose of this policy is to provide clear, consistent, robust and effective procedures for promoting effort, achievement and outstanding behaviour from our pupils both in school and in the wider community.

Outstanding learning and teaching promotes outstanding behaviour and whilst at Applecroft, children will learn right from wrong and to do 'the right thing even when nobody is watching'. We support and encourage children to be leaders as part of the Leader in Me, to take responsibility for their own behaviour and to recognise and understand that all behaviours have consequences.

Applecroft School have adopted Hertfordshire's 'Therapeutic Thinking', which is the local authority's preferred approach to supporting positive behaviour management in schools and settings- We believe that every child has a right to be treated with respect and dignity, deserves to have their needs recognised and be given the right support. All school staff need to be able to safely manage behaviour and understand what a child is seeking to communicate through difficult or dangerous behaviours.

Behaviour refers to anything a person says or does. The spectrum of behaviour goes from the most prosocial (Valued Behaviours) to the most extreme antisocial (Detrimental Behaviours). Our Behaviour & Discipline policy aims to increase the 'Valued' behaviour and reduce 'Detrimental' anti-social behaviours through planned responses.

At Applecroft, all of our staff are trained with the 'Step On' therapeutic approach to behaviour to ensure consistency and continuity throughout the school.

3) Applecroft School's Expectations of Behaviour

Valued Behaviours:

Valued behaviours are those which:

- Are positive, helpful and intended to promote social acceptance - it is the behaviour that helps everyone to learn and to feel safe
- Is characterised by a concern for the rights, feelings and welfare of others,
- Benefits other people or society
- Creates helpful feelings in self and others.

At Applecroft School, when speaking with the children, we call these behaviours 'Valued Behaviours'.

We have clear 'Expectations of Behaviour' that we expect all members of our community to abide by in order to act pro-socially.

These expectations are:

- Be responsible for yourself and your actions
- Be honest, open and reflective
- Be kind and supportive
- Be respectful and well-mannered.

In addition to the overarching school's 'Expectations of Behaviour', each class creates their own Class Mission Statement at the beginning of each academic year which is displayed in the classroom and on the classroom door, forming part of the children's Leader in Me and PSHE curriculum in the first half-term and is reviewed and discussed frequently.

Some examples of valued behaviours are:

- actively listening in class and engaging in their learning,
- waiting their turn to answer questions rather than calling out,
- persevering when work feels challenging and
- being kind and considerate to peers and staff.

Supporting all Learners:

We focus on providing an inclusive setting that promotes equality of opportunity. This does not mean that all children should be treated the same, but that we recognise and value each individual's unique needs, skills and abilities, and provide them with the reasonable adjustments and/or differentiation that they need in order to be able to successfully behave in a pro-social way, which will benefit the school.

Detrimental Behaviours:

Sometimes children behave in a way that is quietly non-compliant, but does not negatively impact on other pupils' learning. Extroverts often communicate their negative feelings with high levels of interaction, whereas introverts communicate their feelings through quiet non-compliance. At Applecroft, we seek to interpret detrimental behaviour(s) as a communication of negative feelings and put in place the appropriate support and/or differentiation.

Detrimental Behaviours:

Detrimental behaviours are those which:

- Causes harm to an individual, the community or to the environment,
- Are likely to cause injury, harassment, alarm or distress,
- Violates the rights of others,
- Create unhelpful feelings in self and others.

Detrimental behaviour is behaviour that does not help us to learn and does not help us to feel safe. At Applecroft, when speaking with the children, we call these behaviours 'Detrimental Behaviours'.

Dangerous behaviours are those which will predictably result in injury or harm, such as kicking or hitting another pupil or member of staff.

Difficult behaviours are those which are detrimental but not dangerous, for example continually shouting out within a teaching activity.

We always strive to promote valued behaviours and manage any detrimental (difficult) behaviours. We use a range of strategies in order to de-escalate rather than escalate any situation and support the child/ren to make 'valued' choices and/or regulate their emotions (calm down). We take this approach as from experience we know it works better than a more confrontational approach to behaviour management.

In the appendices, we have included a list of some of the strategies that we use and which parents and carers may find useful at home (Appendix 10).

Unforeseeable Behaviour:

Unforeseeable behaviours are those which are not covered by policy, never previously experienced, or so historic we believed that they would not reoccur. In this instances, children's safety and wellbeing is always our first priority.

4) Rewards and Sanctions at Applecroft School:

Early Years:

Nursery and Reception classes use a sun, cloud and rainbow system.

The rainbow looks like this:



At the beginning of the day, all children start on the sun (each child has their own photo card). For showing valued behaviours, which is to be rewarded, children can move onto the rainbow. The rainbow will be divided into 5 different coloured bands and the children can aspire to move up the bands in recognition of their valued behaviours. These 5 bands will be the same as the 5 layers of the green triangle in Key Stages 1 and 2. If a child moves 'up the rainbow' staff and/or children can recognise this by moving their photo card onto the appropriate level of the rainbow. At the end of each day, all children are re-set to the sun again.

The bands are:

Blue - Verbal praise/recognition (e.g. well done/thumbs up)

Green - 1x class based reward (sticker)

Yellow - 1x class based reward (e.g. marble/House Tokens - *spring term in Reception*)

Orange - Deputy Award

Red - Head Award.

On entering Applecroft, all children are allocated to a 'house' (Blue - Turing, Red - Nightingale, Green - Attenborough and Yellow - Mandela).

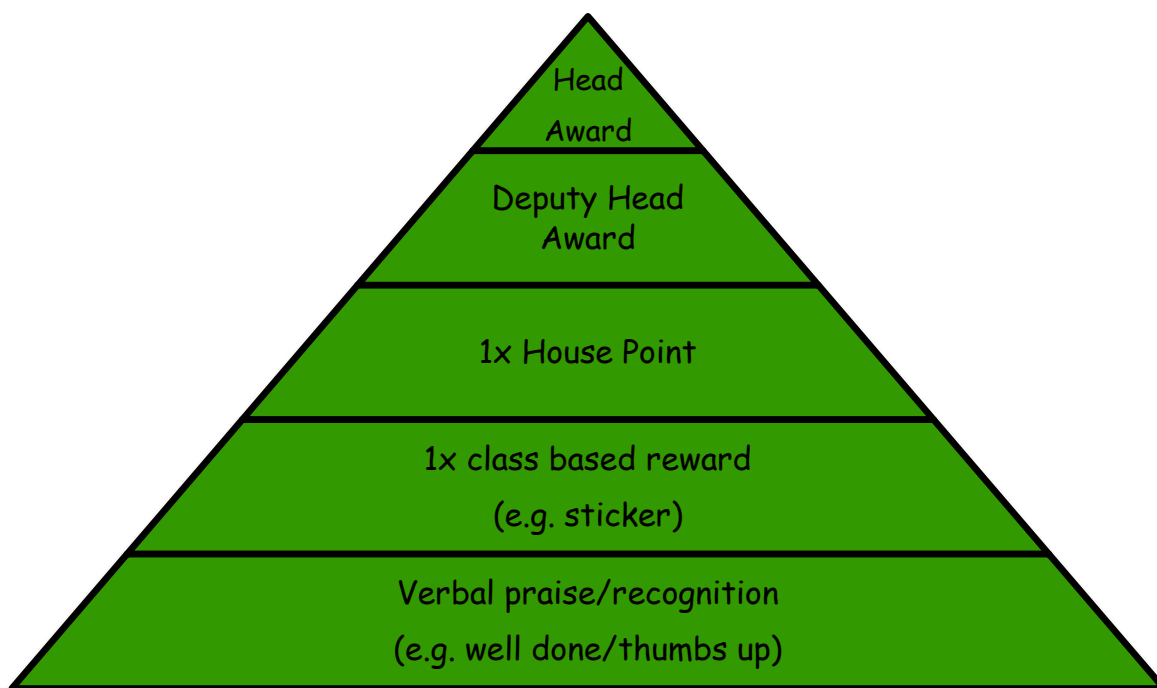
Children in Reception attend Achievement Assembly from the spring term. House tokens are collected in the classroom each week and then emptied into the whole school House Token Jars by the House Captains during Achievement Assembly on a Friday where they are added to the total.

Key Stage 1 and 2:

Applecroft School's behavior system uses a green triangle visual to represent the different levels of reward for displaying valued behaviours and a red triangle that represents the consequences for detrimental behaviours. The system has been designed not only to be highly visual for children and staff but also easy to use and clear to understand by children, staff and parents/carers. Both triangles have five levels that progress as the behaviours do.

Valued Behaviour

The green triangle (appendix 1) looks like this:



The green triangle shows the daily 5-point system used to recognise valued behaviour in school. The children are able to move up the triangle by showing valued behaviours and demonstrating the school's shared values. If a child moves 'up the green' they do so by moving their name label onto the appropriate level of the triangle. At the end of each day all children are re-set around the triangle again. If the children reach level 4 or 5 of the triangle they go to visit the Deputy Head or Headteacher for a special certificate.

Working alongside the green triangle we also have a number of other rewards to recognise and reward valued behaviors. These include the following:

Whole School Daily Rewards:

- Stickers

Stickers are rewarded to individuals by any member of staff to recognise valued behavior, effort and success and/or moving to level 2 of the green triangle

- House Points (tokens)

On entering Applecroft School, all children are allocated to a 'house' (Blue - Turing, Red - Nightingale, Green - Attenborough and Yellow - Mandela). Children can be issued with a house point token by any member of staff for demonstrating valued behavior(s), effort, success and/or the school's shared values and/or for moving to level 3 of the green triangle. Tokens are collected in the classroom each week and then emptied into the whole school House Points cylinders by the House Captains during Achievement Assembly on a Friday where they are added to the total. On the last day of the school year, the final numbers are revealed, and the House Cup is awarded to the house with the most tokens!

Whole School Weekly Rewards:

- Achievement/Effort/Kindness/Good Manners/Leadership certificates

Every week the children attend an Achievement Assembly. In this assembly, one certificate is awarded for Achievement or Effort and Kindness or Good Manners and one certificate for showing one of the 8 Habits. Each class teacher awards two certificates each week to two individual children. These certificates are then displayed on the school's 'Wall of Fame' for the week before the child takes it home to keep

- Attendance and Punctuality Awards

Each week, the Headteacher awards the class in Early Years /KS1 and the class in KS2 with the highest attendance that week with an Attendance certificate and Punctuality awards to the classes who have 100% for punctuality. These awards are displayed on the classroom doors for a week before being displayed within the classroom of the winning class

- Star of the Week

Each class teacher awards one pupil per class each week with the 'Star of the Week' certificate award. This will be given to a child who has shown valued behavior(s) throughout the week for instance particular kindness, good effort, determination or success. The child is given a certificate that they can take home to keep. Class teachers keep a list of children who have received this award to ensure all children are given the opportunity to receive the award and recognition for their efforts at least once throughout the academic year.

Whole School Half-Termly Rewards:

- Handwriting Certificates

Each half-term, every class teacher selects one child who has displayed excellent progress and/or attainment in their handwriting and presentation. They are awarded the certificate in the weekly Achievement Assembly.

Whole School Termly Rewards:

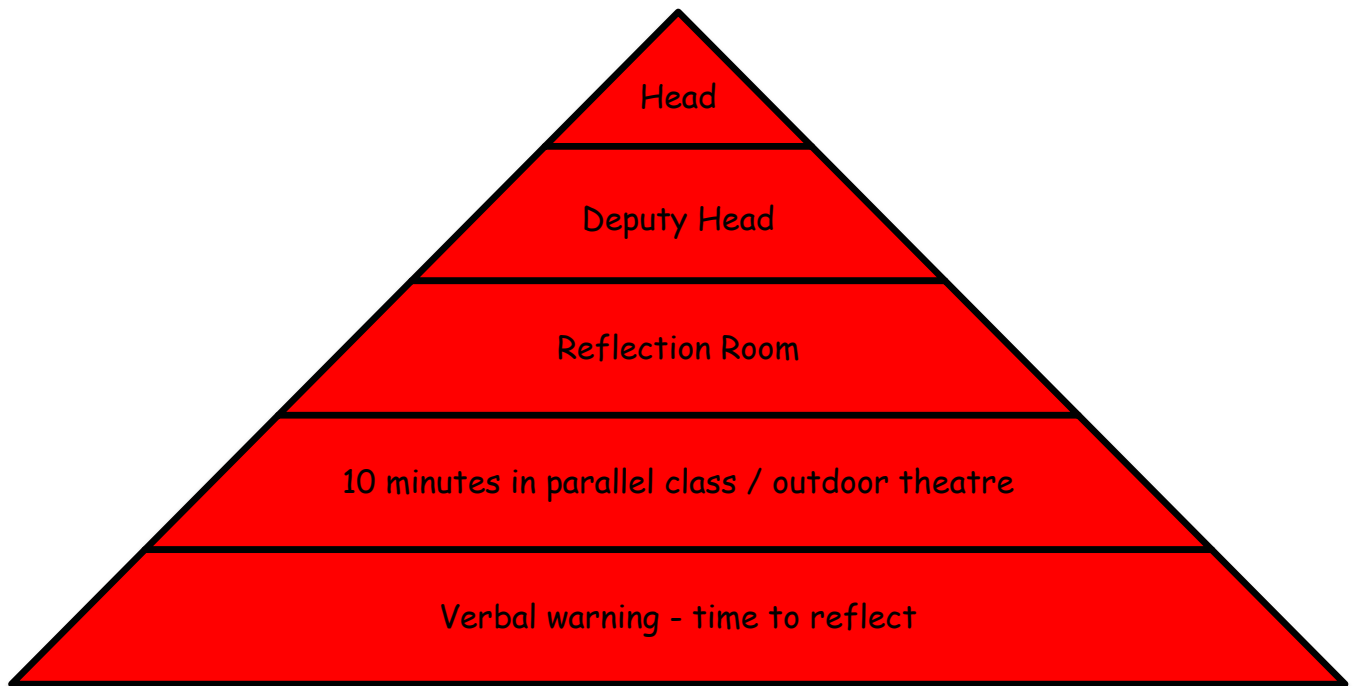
- Sporting Excellence Awards

Each term, one child from each class is chosen to receive the 'Sporting Excellence Award'. This award isn't necessarily given to the child who is the best sportsman/woman but will often be given to a child

who has persevered to master a particular skill, shown excellent sportsmanship, shown support for others etc. These children are presented with an engraved trophy that they are allowed to take home and keep.

Detrimental Behaviour:

The red triangle (appendix 2) looks like this:



The red triangle works in partnership with the 'good to be green chart'.

The good to be green chart looks like this:



At the beginning of each day every child is 'on green' i.e., they have the green card showing behind their name. Should a child not meet our 'Expectations of Behaviour' and/or display detrimental behavior(s) they will be given a verbal reminder of what they should be doing e.g., "Daniel, I need you to be respectful and listen so that you know what to do". The child should be told what to do (pro-social language) rather than what not to do (anti-social language) and where possible this should be linked back to the school's 'Expectations of Behaviour' e.g. "I need you to be respectful".

If the child should display additional detrimental behavior(s) the same message should be repeated and this time the child should have their green card turned 90°- this is the child's second verbal warning.

If a further detrimental behaviour is displayed the child will be asked to spend 10 minutes in the parallel class or sit in the outdoor theatre for 10 minutes if the behaviour should happen during break times (play or lunchtime). This will then result in the child's card turning to orange (the child is no longer 'on green').

Following this, if the detrimental behaviour(s) continues the child will move to level 3 of the triangle and their card will turn to red. Once a child is on red they will then miss their lunchtime play and attend the 'Reflection Room' that day (if incident happens in the morning) or the next day (if the incident happens in the afternoon).

At no time is a child's image displayed on the red triangle. Rather it is used as a visual aide.

Reflection Room (RR):

The Reflection Room will be open every lunchtime and will be supervised by a member of the senior leadership team (SLT) or the pastoral lead. If a child has moved 'to red' they must be taken to the Reflection Room by the member of staff who put them 'on red'. Before a member of staff can send a child to the Reflection Room they must have fully investigated the incident and all 'sides'. Where necessary, this must be recorded on an Incident Form (appendix 7) or CPOMs. This member of staff must complete a 'Serious Incident Form (appendix 3) and hand this over to the Pastoral Lead/member of SLT on duty along with any completed 'Incident Forms'. They must also speak to the child's parent/carer by the end of the day (either in person or on the phone) to inform them that they were sent to the Reflection Room and why to enable the parent/carer and child to discuss the incident at home and for the school's messages to be reinforced and for the home and school to work together to prevent the detrimental behaviour(s) from reoccurring.

During their time in the Reflection Room, the child will discuss the incident with the staff member including:

- any triggers
- what expectations of behaviour have they not met
- consequences of the detrimental behaviour for those impacted as well as themselves
- any harm that may have been caused and how they can repair the harm.

Following the discussion, the child will complete a Reflection Form (appendix 4) and then repair any harm caused.

Both the Serious Incident Form and Reflection Form will be retained in the Reflection Room file that will be monitored weekly. If a child attends the Reflection Room more than three times in any one term, the child's class teacher and/or the pastoral lead will invite the child's parents/carers into school for a meeting regarding how home and school can work together to support the child to improve their behaviour.

A child may be put into 'Reflection' for up to 5 lunchtimes at a time depending upon the severity of the incident.

At the end of each day, every child is returned back to green on the 'good to be green' ensuring a fresh start is made the next day.

If a child is absent on a day they should be visiting the Reflection Room, this day will be rolled-over and they will come to Reflection Room for the number of days necessary when they return. If a child deliberately refuses or 'forgets' to come this may result in the number of days that child is expected to visit the Reflection Room increasing.

In addition to the red triangle, there may be times when other consequences to detrimental behaviour(s) are given.

These include:

- Loss of playtime

If a child has not completed their work as requested by staff either in quality or quantity, the member of staff may keep the child in at playtime and/or lunchtime to complete or re-do the work. If this does happen the member of staff supervising will ensure they get a drink of water and the opportunity to eat their snack/lunch

- Loss of football

If there is an incident during football and 10 minutes in the outdoor theatre and/or the Reflection Room is not deemed a suitable consequence then loss of football for a given number of days may be used

- Time out of the class/playground

As in all schools, there may be times when an individual child needs to spend some time away from the classroom/playground environment to ensure that learning can continue for everyone and to keep everyone safe. This only happens in rare circumstances and for a limited amount of time. When this is necessary the child will be taken to a calmer room until they are able to return back to the classroom/playground environment.

Behaviour and Consequences Overview:

Appendix 8 displays the school's 'Behaviour and Consequences Overview' sheet. This should be used as a reference guide when deciding appropriate consequences of certain behaviours and to ensure a consistent approach across the school. The overview is divided into low, middle and high-level incidents

Higher Level Incidents

Some behaviours (mid-level) on the overview may result in a child being put onto 'red' straight away if this is deemed appropriate.

High level or repetitive mid-level behavior may see the child being either internally excluded or suspended. An internal exclusion will result in the child completing work outside of the classroom on a 1:1 basis. A suspension will result in the child staying at home and completing work until the suspension is completed. External suspensions are recorded on the child's record. We have a separate exclusions policy which can be found on our school website, and which details the procedures regarding exclusions in more detail.

Strategies for repairing harm done:

At Applecroft School, we believe that children should be expected, and supported to, repair any harm caused as a consequence of detrimental behavior(s). This may be harm to other people, the environment, resources and/or feelings. This ensures that all children reflect upon, and learn that behaviors, whether valued or detrimental have consequences.

We encourage all members of the school community to apply strategies that help to repair relationships and reduce further incidents. Children are held to account for their actions and are

encouraged to repair the harm caused. Strategies include:

- Saying sorry and/or writing letters of apology
- Replacing damaged school equipment
- Repair/help to repair any damage caused to learning environment/personal property e.g., if a child knocks over resources they will need to put them back or if a child damages school property with graffiti the expectation is that they will clean it
- Re-organise/'tidy-up' any resources involved in detrimental incident
- Problem-solving meetings - child to child - child to adult
- Restorative Approaches to transforming conflict
- Informal and formal parent/carer-teacher meetings
- Home-school books
- Individual Predict, Prevent & Progress Plans (PPPs) or Risk Reduction Plans (RRPs)
- Individual Learning Plans (ILP)
- Circle time discussions (whole class issues)
- School assembly topics
- Referral to Educational Support Services and/or other outside agency support.

5) Vulnerable Pupils:

Within our school community there are a number of children who are regarded as 'vulnerable' whose particular needs are clarified on their 'Predict, Prevent & Progress Plans' (P&Ps), 'Risk Reduction Plan' (RRPs) or 'Individual Learning Plans' (ILP). Staff must support these children according to their plan. The plan may include reference to other people and agencies.

All Predict, Prevent & Progress Plans and Risk Reduction Plans are attached to their child's profile on Arbor as a 'Pastoral Note' and Individual Learning Plans are saved in the SEND area of the staff Google Drive, and as such, accessible to all staff. Copies are also kept in the staffroom and in the child's classroom. Staff should make sure they are familiar with the plans for children in all year groups.

6) Reporting of Inappropriate Behaviour:

Behaviours which result in Reflection Room are recorded on CPOMs. In addition, any Serious Incident Forms and Reflection Forms will be filed in the Reflection Room folder along with a record of any suspensions. The folder is kept in the fitted cupboard in Meeting Room 1.

7) Expectations of behaviour outside of school:

Government guidance states that schools should set out what they will do in response to non-criminal, bad behavior and bullying which occurs off the school premises and which is witnessed by a member of staff or reported to the school, including the consequences that will be imposed on pupils.

Staff may give a consequence for misbehavior, as they would if the child was in school, when a child is:

- taking part in any school organised or school related activity
- travelling to or from school
- wearing school uniform
- in some other way identifiable as a pupil at Applecroft School
- engaging in remote/online learning.

8) Online Safety:

Online Safety incidents will be dealt with in accordance with the Online Safety policy and logged on CPOMs.

9) Contact with Parents/Carers:

We welcome feedback on the wording of the policy and its impact. We will inform parents/carers promptly about any concerns we may have regarding their child and would appreciate parents/carers contacting us with any of their concerns, so that we can work together to resolve any issues.

If we cannot resolve the problem the school has a formal complaints procedure which can be obtained from the school's website.

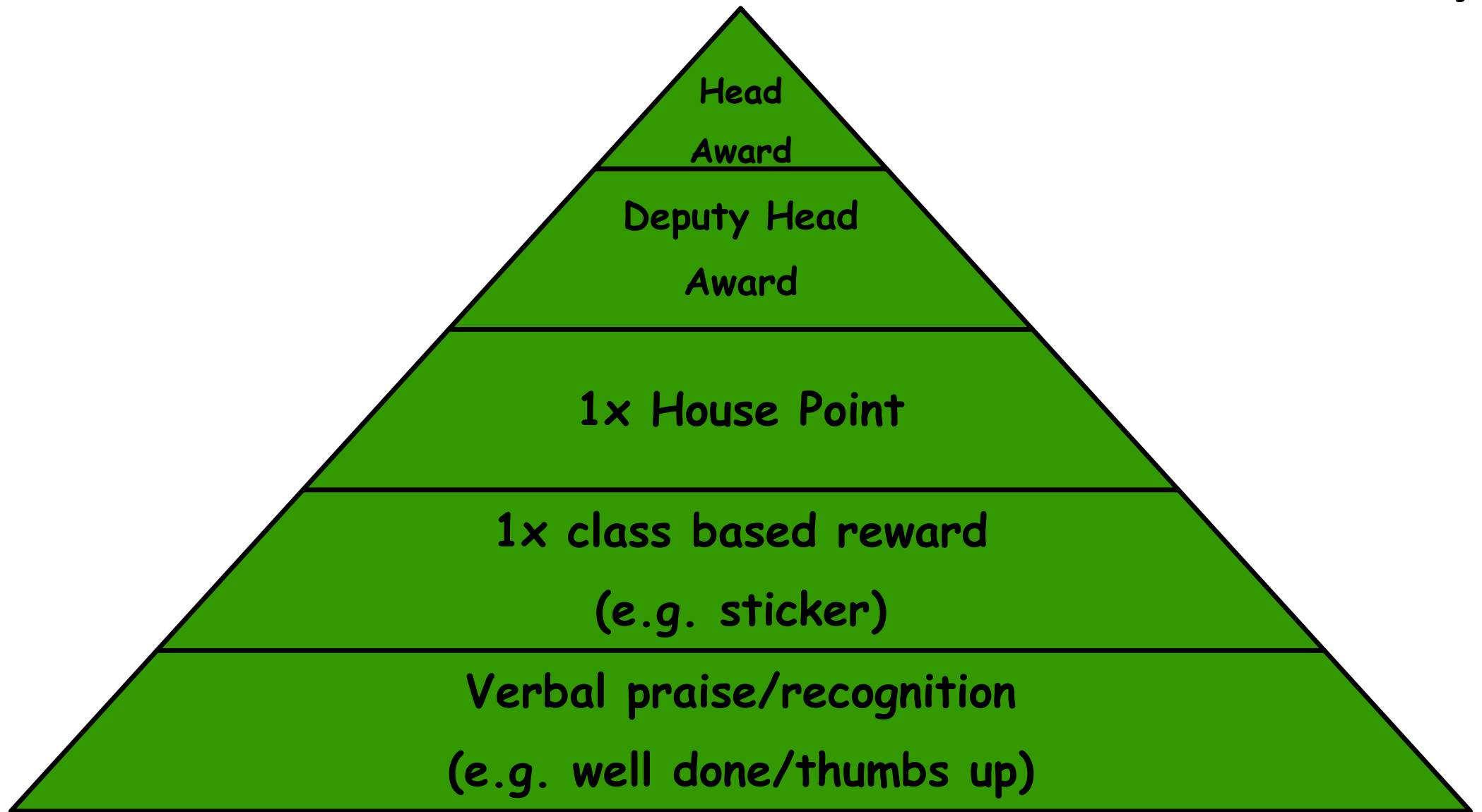
10) Monitoring and Evaluation:

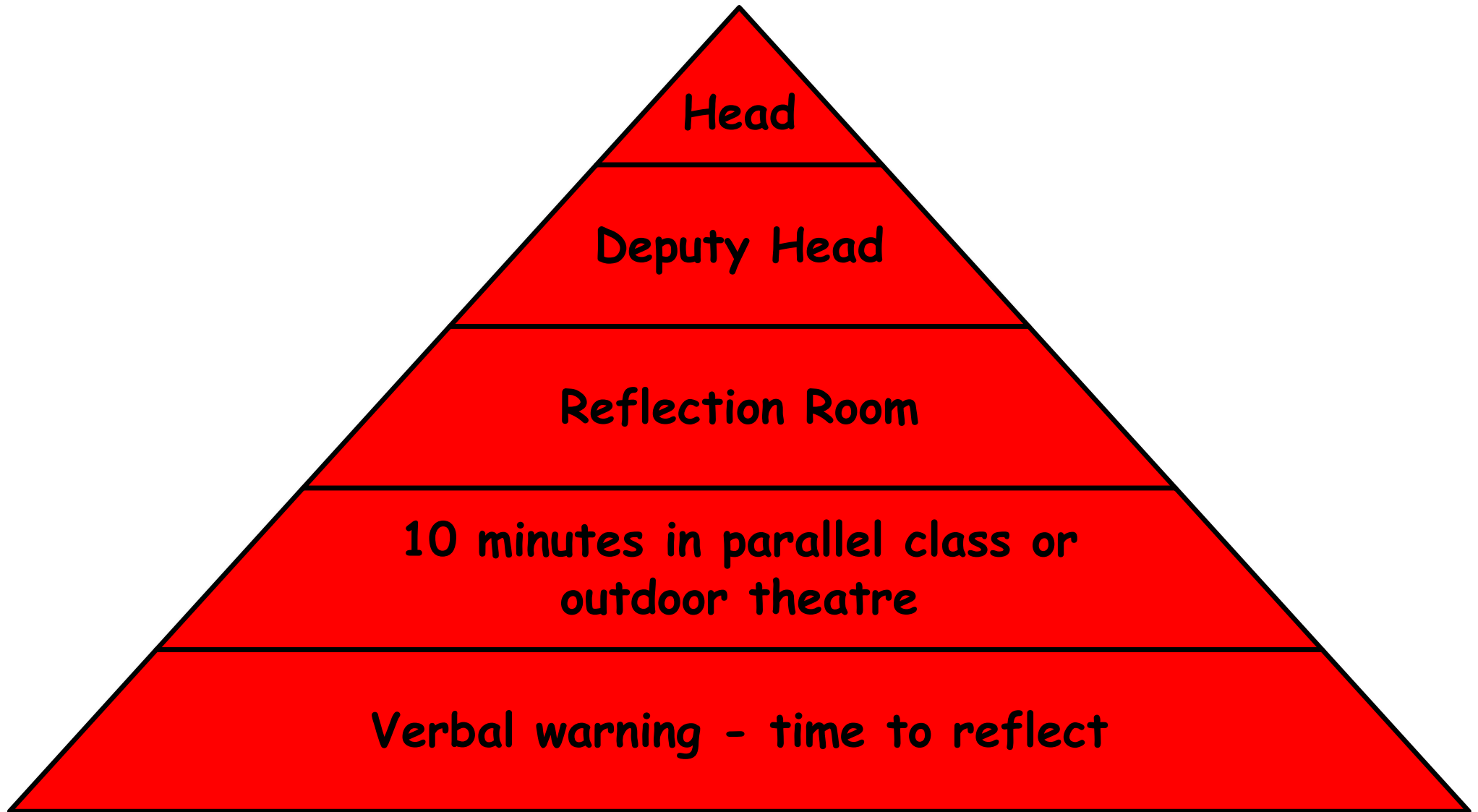
It is the responsibility of the Headteacher together with the Senior Leadership Team and Board of Trustees, to monitor the impact of this policy. The results from monitoring will be shared with the Board of Trustees and used to inform future practice and policy review where appropriate.

The school will monitor the effectiveness and the impact of the policy with regard to equality of opportunity, SEND provision, gender, religious needs, cultural differences, ethnicity and disability and vulnerable pupils by reviewing the following:

- The number of any suspensions or permanent exclusions
- Number of visits to the Reflection Room and analysis of detrimental behavior(s) & visitor profiles
- Any incidents of bullying, racial and/or homophobic behavior(s)
- Number of Individual Predict, Prevent & Progress Plans and/or Risk Reduction Plans.

Further information about the specific roles and responsibilities of the Headteacher, other staff and Trustees can be found in Appendix 11.





APPLECROFT SCHOOL
Serious Incident Form

<u>Name:</u>		<u>Date:</u>	<u>Time of Incident:</u>
<u>Class:</u>		<u>Adult(s) Reporting Incident:</u>	
<u>Pupil(s) Involved:</u>			
<u>Summary of Incident(s):</u>			
(Continue on additional page if necessary and attach)			
<u>Other Adults Involved:</u>			
<u>Action Taken:</u>		<u>Action Decided By:</u>	
<u>Actions:</u>	<u>Please Tick:</u>	<u>Monitored By:</u>	
<u>Perpetrator's Parent(s) Contacted?</u>	<input type="checkbox"/>	<input type="checkbox"/>	
<u>Victim's Parent(s) Contacted?</u>	<input type="checkbox"/>	<input type="checkbox"/>	
<u>Witness Statements Attached?</u>	<input type="checkbox"/>	<input type="checkbox"/>	
<u>Follow Up?</u>			

APPLECROFT SCHOOL
Reflection Form

<u>Name:</u>	<u>Date:</u>
<u>Class:</u>	<u>Adult on Reflection Room Duty:</u>
<u>What happened:</u>	
<u>What 'Expectations of Behaviour' did you not meet?</u>	
<u>Why did it happen?</u>	

What have I learnt and what could I do differently next time?

How it made me feel?

How might it have made the other person/people feel?

What can I do to make things better and repair the harm caused

Signed:



Applecroft School

Nurturing Potential, Inspiring Minds, Changing Lives

Dear Parent/Carer,

Re: Reflection Room

Your child was in/is due to be in reflection for _____ days because

During this time they will be asked to think about the incident, explaining what happened and how it made them, and any other children involved feel. They will also decide if and how they can rectify their actions either by a verbal apology or a sorry card.

If there is any time left they will write out their times tables and the school mission statement in order to practise their handwriting or read. If support is needed for this it will be provided.

This will be their first reflection this term.

Should you wish to discuss this please contact their class teacher, Mr. Wyatt or myself.

Yours sincerely,

Mrs Lisa Withe
Headteacher

.....
I have received the letter about my child's need to attend reflection.

Comments:

Child's Name:

Signed:

Dated:



Applecroft School

Nurturing Potential, Inspiring Minds, Changing Lives

Dear Parent/Carer,

Re: Reflection Room

Your child was in/is due to be in reflection for _____ days because

During this time, they will be asked to think about the incident, explaining what happened and how it made them, and any other children involved feel. They will also decide if and how they can rectify their actions either by a verbal apology or a sorry card.

If there is any time left they will write out their times tables and the school mission statement in order to practise their handwriting or read. If support is needed for this it will be provided.

This will be their second reflection should they be put into reflection again during this term we will ask you to come into school to discuss how we can work together to support improvement in behaviours seen.

Should you wish to discuss this please contact their class teacher, Mr. Wyatt or myself.

Yours sincerely,

Mrs Lisa Withe
Headteacher

.....
I have received the letter about my child's need to attend reflection.

Comments:

Child's Name:

Signed:

Dated:

Date of incident:	Time of incident:
Children's account (If more than one child is involved please indicate clearly who the recount belongs to):	
Consequences of incident:	
Action needed to be taken (e.g., outside advice sought, parents contacted):	
Reported by:	
SLT member:	

Examples of Types of Behaviour		
<ul style="list-style-type: none"> - Not complying with the agreed class rules - Talking inappropriately - Making silly noises - Inappropriately calling out - Not lining up safely - Refusing to work or follow instructions - Annoying other children - Chewing gum - Moving around the school in a manner likely to cause injury to self or others - Play fighting - Not completing Home Learning 	<ul style="list-style-type: none"> - Consistently not listening to an adult - Persistently annoying other children and stopping them from learning - Being rude/disrespectful to an adult - Stealing - Damaging property, e.g. vandalism or graffiti (family may be asked to contribute to cost of damage) - Swearing - Leaving class without permission - High level one off or repeated/ongoing E-safety/online incident(s)/breach(es) of AUP 	<ul style="list-style-type: none"> - Extreme danger/violence to another child or adult - Serious challenge to authority - Running out of school (police to be informed immediately) - Bullying - Fighting - Discrimination that is racist, sexist, homophobic, of a religious nature or against someone who has a disability - Inappropriate sexual behaviour - Bringing offensive weapons or drugs to school - Serious e-safety/online incident/breach of AUP
Consequences	Consequences	Consequences
<ul style="list-style-type: none"> - Told to stop, by using language that says what the child should be doing e.g. 'You need to be finishing your work' - Verbal warning issued and visual sign in class for child to see e.g. move to cloud/rotate green card 90° - Time out in class for 10 minutes if appropriate or - Time out in parallel class for 10 minutes with appropriate work or - Miss 10 minutes of playtime (if behaviour happens at playtime) - Non-attendance by child results in doubling of sanction - Informal conversation with parents/carers, when necessary, to alert them to the behaviour 	<p>N.B. At least 2 members of staff including one from SLT must come to an agreement as to the appropriate sanction</p> <ul style="list-style-type: none"> - Child to attend 'Reflection Room' and Adult sending child and dealing with the issue to complete a 'Serious Incident Form' and "Reflection Letter' (if appropriate) - Child to write a letter of apology/say sorry to victim if appropriate - Missed playtime if appropriate - Member of staff on 'Reflection Duty' to help child to think about their actions, find other solutions and fill in a 'reflection' form. - Class Teacher or relevant staff member must inform the parents/carers of the children involved at the end of the day in person or by phone and send Reflection letter home - Class Teacher or relevant member of staff informs a member of the SLT that day - this could be when the child is brought to the 'Reflection Room' - If necessary a home /school behaviour book will be set up 	<ul style="list-style-type: none"> - Member of SLT involved immediately - Discussions with member of staff involved sanctions agreed - minimum of 2 missed playtimes/half day exclusion - Reflective form and letters of apology written - Records made of event - Class teacher/LSA's involved - Contact parent/carer immediately to arrange meeting - Contact parent of victim to inform them of the incident - Contact relevant agencies if necessary [e.g. police, child protection] - Suspension to be agreed between at least 2 members of SLT
	RISK OF INTERNAL EXCLUSION	INTERNAL / EXTERNAL SUSPENSION

N.B. There may be exceptions to this guidance taking into account the development stage of the individual child.

Pupil Disciplinary Committee - Terms of Reference

Membership and Chairing

The committee will consist of three trustees; the Chair of Trustees and the Headteacher are **not** ex-officio members of this committee. The committee is required by the regulations to have a clerk. The committee's clerk will be appointed by the committee or Board of Trustees.

The Clerk of the Board of Trustees holds a list of trustees willing to serve on this committee, who will be called upon in alphabetical order until a quorum of three is reached. The committee will elect a chair from amongst the three trustees present. The Committee may invite non-trustees to attend but in a non-voting capacity.

Voting and Quorums

Only trustees can vote. The committee quorum is three trustees.

Minutes and Meetings

Minutes of meetings will record those present, the date and any decisions, action points or recommendations. Any recommendations must be written in such a way as to offer the Board of Trustees a clear proposal or alternatives to debate and decide upon. Minutes will be circulated to all members of the committee as soon as possible after the meeting. The committee will meet on an as-needed basis.

Functions

The committee will consider matters as set out in its terms of reference or as requested by the Board of Trustees, taking advice as appropriate. The Board of Trustees will modify and approve the powers delegated to the committee as it sees fit and the delegated powers will then form part of the terms of reference for the committee.

The function of this committee is to consider the actions of the Headteacher in excluding a pupil, to consider representations made by parents/carers, and to determine whether the pupil is to be reinstated, in accordance with statutory requirements. The committee will convene meetings in accordance with the guidance in "School Suspensions and Permanent Exclusion" (DFE 2024).

The statutory regulations governing pupil exclusions and reinstatement are determined by The School Discipline (Pupil Exclusions and Reviews) (England) Regulations 2012.

In the case of an exclusion, if the Pupil Discipline Committee decides that a pupil should be reinstated they will give the appropriate direction to the Headteacher (who is under a duty to comply with it) and inform the parent/carers and LA of their decision.

If they decide that a pupil should not be reinstated, they will inform the parent/carer, the Headteacher and the LA of their decision. In the case of a permanent exclusion they will notify the parents/carers in writing of their decision and the reasons for it within one day. The letter will advise the parent/carer of his or her right to appeal against their decision, whom they should contact to lodge an appeal, the final date for this, and that the notice of appeal should set out the grounds of appeal.

Procedures and Training

The normal procedures and regulations of the Board of Trustees also apply to this committee. All members will have undertaken training on exclusions within the last two years.

Example Strategies Used

THE LEAST INTRUSIVE INTERVENTION

When managing someone's behaviour we may try to do it in a way that creates the least amount of fuss. E.g. If the young people are listening to a speaker, except for a small group who continue to talk /mess about, casually walk up to them and quietly ask them to stop.

This has a more pro-social effect than standing at the front and shouting at them!

CATCHING THEM BEING GOOD/DESCRIPTIVE PRAISE

Commenting on valued behaviour is a way of building self-esteem and promoting pro-social behaviour. These appreciative statements deposit goodwill in 'emotional bank account' of the individual. It is worth aiming for at least 5 pro-social comments for every correction. Comments should be genuine and not gushing, quiet and private is better for many students to start with.

Our tone of voice, eye-contact etc. need to be congruent with the words.

Using the person's name first makes this most effective.

E.g. "Zoe, you've included four examples of plants, well done."

ADDING THANKS

When speaking to young people adding simple words like 'please' and 'thanks' is being a good role model. Used carefully, 'thanks' can convey an expectation.

"Pick up that piece of paper" could lead to a No, I didn't drop it." Whereas if we were to say "Jerome, could you pick up that piece of paper?" short pause "Thanks." It shows that we expect it to happen and is more likely to lead to a "Yes".

AVOIDING THE SMOKE SCREEN

When dealing with unacceptable behaviour remember to stay with the primary behaviour, and not be distracted by the secondary behaviour. "Joe, Ketan, remember to walk in the corridors. Thanks."

"We weren't the only ones running. What about the others?" (The smoke screen or secondary behaviour)

"You know the rules. Always walk in the corridors." (Staying with the primary behaviour.)

Repeating this several times ('the broken record technique') will usually get the focus back on the primary behaviour.

SPLIT ATTENTION/SCANNING

If we are engaged with a single student or a group of young people (e.g. small groups working on an exercise) it is important to keep scanning the other groups.

If we hear or see detrimental behaviour(s) in another group we can indicate that it is inappropriate and must stop, without interrupting the activity. This could be done by a simple signal: see 'Non-verbal cues'.

DISTRACTION AND DIVERSION

This is useful for low-level inappropriate behaviour. A young person trying to spoil your teaching can be distracted with a question about something routine e.g. "Aaron, have you got your reading book with you?"

Or a diversion could be suggested, "Tanya, could you take this (memo, book, pen etc.) to Mrs. Smith in the office please." or "How about joining Sam's group? You usually get good results with them"

GIVE THEM SPACE AND TIME / TAKE-UP TIME

After giving someone directions or instructions, it is better NOT to stand and stare at them, waiting for them to comply. Giving them some 'time and space' to follow the request is often more effective. We can turn our body/eyes away from them as if we expect it to happen and carry on with the main activity. (Some young people will see the staring as a challenge and take you up on it!)

"Ariel, Etan, re-focus on your work. Thanks," then turn to something else.

This enables them to choose to comply, thus 'saving face.' Then you can praise them for working well.

GIVE A CHOICE

If a young person continues to display detrimental behaviour(s) we can show them that they have a choice about their behaviour, and incidentally a 'choice' about how people treat them. Try using 'if' and 'then'.

"Sara, if you choose to keep talking when I'm teaching then you will have to stay in with me through break."

Giving some choice in the learning activities can prevent disruptive, detrimental behaviour(s).

e.g. "Your information can be presented as written statements, pictures or a flow chart. You can choose."

PARTIAL AGREEMENT

Partial agreement is agreeing with an element of what the person is saying but still sticking to your original request. E.g. you have asked children to go outside and they want to stay indoors, complaining about the cold.

Partial agreement would be "Simon, I know it's cold outside but the rule is no waiting inside the building after closing time - it's time to go home." Or perhaps during a sports session when a girl following a football, pushes through a group of other young people "Dina, please don't push past people like that."

"I was just getting my ball."

"I know you were just getting your ball, but I still don't want you to push other people like that."

RULE REMINDER

If a young person tries to interrupt when we are talking with someone else we could hold up a hand in a 'stop' sign saying "Netitia, remember our rule about taking turns. I'll talk to you next". Or if someone has logged onto an inappropriate website we can refer to the rules clearly displayed on the wall e.g. "Kevin, you need to stick to the Internet use rule or log off".

'I' STATEMENTS

There are occasions that it may be useful to make "I" statements such as

"Miah, I am upset that you've torn Adam's sweatshirt and I'll need to see you to talk about it". Or perhaps it could be "Becky, I feel disappointed by you speaking so rudely to our new teacher and you need to wait there so that we can talk about it."

The 'I' indicates to the young person that we are affected by their actions. The emphasis is on their detrimental behaviour, not their personality.

DEFERRED CONSEQUENCES

Setting a time in the near future to deal properly with a problem has several useful effects. Firstly, it allows 'cooling - off' time so that both people are more likely to be able to talk effectively.

Secondly it removes the audience - though another teacher/adult around is often a good idea.

The certainty that a consequence will result from detrimental behaviour is more important than the severity of the intervention. It is essential to follow up.

ASK CLOSED QUESTIONS

Try to avoid the "Why are you doing that?" type of question.

We don't get the answer we were hoping for and run the risk of getting side - tracked.

Try "Charlie, what are you supposed to be doing?" "Beth, which question have you got to?" "Ian, what ideas have you got so far?" and focus on the valued behaviour(s). We may need to repeat this question, ignoring the smoke screen, before receiving an appropriate response.

WHEN AND THEN

We often say things like "No, you can't go out to break. You haven't cleaned up your paint and paper." This does not help to maintain the working alliance between teacher and student and is in an 'anti-social' voice.

If we try the 'When' and 'Then' approach it may get the paints cleaned up and keep the working alliance intact. E.g., Paul, when you clean up your paints then you can go for break."

This helps to show the way forward for the young person and ensures we use a 'pro-social' voice.

TACTICAL IGNORING

Some children find it preferable to keep getting into trouble rather than feel invisible. Ignoring the detrimental behaviour and praising valued behaviour(s) you can, may eventually help them to change their behaviour.

If a child has complied with your request it can be useful to ignore comments like "It's not fair". You might even be able to prevent them by saying 'Thanks' as soon as they show any sign of following the instruction.

REDIRECT BEHAVIOUR

Getting young people to refocus on the purpose of their activity can avoid getting involved in discussions about what they may be doing wrong. It is a useful way to bring a group back from a distraction and also to avoid build-up of tension which may flare into disputes. E.g." OK, Kelly, Chris, let's get back to the main question of how we can find the angles inside a square".

CONSEQUENCES AND SANCTIONS

This would follow on from reminders of the school's 'Expectations of Behaviour'. "Danielle, you've broken the rule about bringing your reading folder despite a reminder earlier this week. You know the consequence for that is staying in at lunchtime".

"Ben, you've forgotten your P.E. kit twice and you know that now I'll have to talk to your mum - that's the rule."

DON'T ADD DISCLAIMERS OR 'PUT-DOWNS'

They don't add anything to what we're saying and often act as a 'wind-up.' "Walk up the stairs." Leave off "I'm sick and tired of telling you, you never listen".

Perhaps it is even worse when tagged onto the end of praise. "Well done for keeping your temper when James pushed you. Leave off "If you did that all the time you wouldn't get into trouble like you usually do would you?"

PRIVATELY UNDERSTOOD SIGNALS / NON-VERBAL CUES

Clear, preferably amusing signals keep the focus on learning - it's too important to interrupt! E.g., If some people are talking across someone else in a group discussion we can try pretending to zip our own mouth to ask them to keep quiet. Other examples include a nod or headshake, a smile, thumb up or down, hand beckoning, 'stop' hand, pointing at eyes then at book, miming writing, tapping an ear, hand lowering for sitting, hand lifting for standing etc. Try watching a conductor or a puppy trainer!

Roles and Responsibilities of Headteacher and other staff:

The Headteacher, along with members of the Senior Leadership Team, will be responsible for ensuring that this policy is implemented. The Headteacher is responsible for reporting to trustees on its impact and therefore will:

- Inform the pupil's parent(s) or carer of serious indiscipline and the sanctions, the period of any internal exclusion/suspension and when permanent exclusion is judged to be necessary
- Carry out an investigation to identify the reasons for the suspension
- Advise the parent/carers that they may make representations about the exclusion to the Board of Trustees's Pupil Discipline Committee
- Advise the parent/carers how representations may be made, that they are responsible to ensure their child is not found in a public place, and on what alternative education will be provided
- Notify the Chair of Trustees of the details of the exclusion, including the reasons for it, in the case of
 - (a) A permanent exclusion or a suspension converted to a permanent exclusion
 - (b) A suspension of more than five days or which brings the days the pupil has been excluded in one term to more than five
 - (c) A suspension that would result in the pupil losing the opportunity to take a public exam.
- Ensure that any incidents of racial, homophobic or bullying are recorded and reported to Trustees on a termly basis (this is included in the Headteacher's report termly)
- Accident and violent incidences are recorded electronically on the local authority incident forms, accessible via Solero (further information found in the health and safety folder).

Role and Responsibilities of Trustees:

It is the responsibility the Pupil and Personnel Welfare (PPW) committee to ensure the Trustees fulfil their role within this policy. Their role is to:

- Ensure the school carries out both the letter and the spirit of the legislation and statutory duties, and observes national and local guidance
- Ensure the development, implementation and regular review of the Behaviour and Discipline Policy
- Ensure any incidents of racial, homophobic and bullying are reported termly at Trustee meetings
- Establish a Pupil Discipline Committee - (See Terms of Reference Appendix 9).

A Pupil Discipline Committee will be established to consider the actions of the Headteacher in excluding a pupil, to consider representations made by parents/carers, and to determine whether the pupil is to be reinstated, in accordance with statutory requirements. The committee will convene meetings in accordance with the guidance in "School Suspensions and Permanent Exclusion" (DFE 2024).