



Sheep Dip Lane
Academy



Exceed Learning Partnership
• EVERY CHILD • EVERY CHANCE • EVERY DAY •

Behaviour and Positive Relationships Policy: Sheep Dip Lane Academy



Responsible Governing Board	Local Governing Board
Responsible Persons	Principal
Date of last review	March 2021
Review Date	March 2022

Rationale

At Sheep Dip Lane Academy, we fully support the rights of all members of our community to work, learn and play in a safe, supportive and stimulating environment.

Following a nationwide 'lockdown' period, following guidance from the Department for Education using the 'Re-opening of Academies and Protective Measures Guidance May 2020 and Exceed Learning Partnership's Recovery Plan May 2020 the following policy has been reviewed and amended to support some groups of pupils to return to academy and to ensure their health and safety and that of staff who support them is safe.

Introduction:

This policy takes into account information provided in:

- Ofsted Inspecting Equalities Briefing April 2014
- Equality Act 2010
- Education Act 2011
- Education and Inspections Act 2006
- “Guidance on the Use of Restrictive Physical Interventions for Staff Working with Children and Adults who Display Extreme Behaviour in Association with Learning Disability and / or Autistic Spectrum Disorders” 2002
- “DOH & DFE Guidance for Restrictive Physical Interventions” July 2002
- Use of Reasonable Force Guidance July 2013 (England)
- Behaviour and Discipline in academies February 2014
- DFE Guidance for Exclusion from Maintained Academies – September 2017
- DFE Preparing for the wider re-opening of academies and education settings May 2020
- DFE Protective measures guidance May 2020

1.0 The Three Horizons Model

Understanding of timescales and a consistent approach to the journey from response, recovery, renewal and to achieving the long-term objectives is a foundation from which we can build our strategic plans. Using the three horizons approach that set out different timescales and outlooks that are not linear but run concurrently but with different prevalence over time. It also sets out questions (example questions set out in Horizon 3), which challenge what we want to recover back to and which parts of the disruption of Covid-19 do we learn from to build the future we aspire to.

- Horizon 1 (H1): Immediate Recovery steps (June - Aug 2020) Horizon1 is the existing business as usual or the dominant way of doing things today.
- Horizon 2 (H2): Post Peak Recovery Foundations (Sept 2020 – December 2020) Horizon 2 is the part of greatest innovation and disruption where new innovative thinking and new ways of doing or being emerge. A good example is the digital transformation of the past decade i.e. smartphones.
- Horizon 3 (H3): Realising the Recovery Objectives (2021 – July 2022 onwards) Horizon 3 is the future we want, pockets of the future are already in existence and we want to see these grow and become the new future.

2.0 When Academy/Academies begin a phased wider opening March 2021

Keep cohorts together where possible and:

- ensure that children and young people are in the same small groups at all times each day, and different groups are not mixed during the day, or on subsequent days
- ensure that the same teacher(s) and other staff are assigned to each group and, as far as possible, these stay the same during the day and on subsequent days
- ensure that wherever possible children and young people use the same classroom or area of a setting throughout the day, with a thorough cleaning of the rooms at the end of the day, you may wish to consider seating students at the same desk each day if they attend on consecutive days

Social distancing within education and childcare settings with very young children will be harder to maintain. Staff should implement the above measures as far as they are able, whilst ensuring children are kept safe and well cared for within their settings.

3.0 Recovery Curriculum:

When the children return to academy we will resume again following the second national lockdown due to Covid 19 the Recovery Curriculum that we have planned in place. For most children their daily goal in going to academy is not just to learn but to see their friends and to feel a sense of self-worth that only a peer group can offer. You cannot underestimate the impact of the loss of that social interaction. It is as key to their holistic development as any lesson. Human beings are fundamentally social creatures, and the brain grows in the context meaningful human to human interaction. For many children the loss of structure will be devastating. This is why parents have been encouraged to establish clear routines in supporting home learning with their children. When most of the pupils return to academy they will need to know what they are doing now and what will come next. Daily routines for safety and learning under social distancing measures will need a lot of training time to establish safe practice within the classroom and wider academy setting.

The common thread that runs through the current lived experiences of our children, is loss. From loss emanates three significant dynamics that will impact majorly on the mental health of our children. Anxiety, trauma and bereavement are powerful forces. For them all to appear at once in an untimely and unplanned fashion is significant for the developing child. Our children are vulnerable at this time, and their mental-health fragile. And on top of that, they are witnessing a sea of adult anxiety, which they unwittingly are absorbing. There will be many children who are young carers, and this loss of freedom will be combined with a weight of responsibility that will have made academic learning feel inconsequential.

The 5 losses, of routine, structure, friendship, opportunity and freedom, can trigger the emergence emotionally of anxiety, trauma and bereavement in any child. The overall impact cannot be underestimated.

It will cause a rapid erosion of the mental health state in our children. Now is the time to return to more humane approaches concerned with the fundamental wellbeing, and secure positive development of the child. Without this there will be no results that have true meaning and deep personal value to the child in terms of their preparation for adulthood.

Lever 1: Relationships – we can't expect our children to return joyfully, and many of the relationships that were thriving, may need to be invested in and restored. We need to plan for this to happen, not assume that it will. Reach out to greet them, use the relationships we build to cushion the discomfort of returning.

Lever 2: Community – we must recognise that curriculum will have been based in the community for a long period of time. We need to listen to what has happened in this time, understand the needs of our community and engage them in the transitioning of learning back into academy.

Lever 3: Transparent Curriculum – all of our children will feel like they have lost time in learning and we must show them how we are addressing these gaps, consulting and co-constructing with our children to heal this sense of loss.

Lever 4: Metacognition – in different environments, children will have been learning in different ways. It is vital that we make the skills for learning in an academy environment explicit to our children to reskill and rebuild their confidence as learners.

Lever 5: Space – to be, to rediscover self, and to find their voice on learning in this issue. It is only natural that we all work at an incredible pace to make sure this group of learners are not disadvantaged against their peers, providing opportunity and exploration alongside the intensity of our expectations.

The Recovery Curriculum is built on the 5 Levers, as a systematic, relationships-based approach to reigniting the flame of learning in each child. Many children will return to academy disengaged. Academy may seem irrelevant after a long period of isolation, living with a background of silent fear, always wondering if the day will come when the silence speaks and your life is changed forever. Our quest, our mission as educators, should be to journey with that child through a process of re-engagement, which leads them back to their rightful status as a fully engaged, authentic learner.



4.0 The Thrive Approach

We are proud to be a Thrive Ambassador academy and all members of our community are fully committed to working together to establish a positive academy ethos and promote effective learning within an environment where all children and young people can feel safe, enjoy and achieve, be healthy, make a positive contribution and achieve future economic wellbeing.

We must ensure that at the centre of our positive relationship management practice is a knowledge and understanding of all children, their differences and similarities. Mutual respect is essential, all members of our

community must be treated fairly and sensitively acknowledging and respecting all cultural, emotional, social and spiritual differences.

Throughout academy life we are seeking to develop positive attitudes, raise the self-esteem of all children and establish academy and education as being of value. It is hoped that this will be achieved through a range of class and academy strategies that reward effort and achievement.

All members of staff accept their responsibility for establishing positive professional relationships with the children to support healthy brain stem development to meet each child's individual social and emotional needs. Staff work

with children on teaching acceptable codes of behaviour and for the use of rewards and sanctions in line with policy.

All members of our community must aim at all times to be good role models.

The positive relationships policy and procedures have been reviewed in relation to safeguarding and child protection procedures.

5.0 Aims:

At Sheep Dip Lane Academy, we:

- ✓ All have the right to learn.
- ✓ Are all responsible for supporting the rights of others and ourselves.
- ✓ Have rules to support our right to learn and achieve in a safe environment.
- ✓ Have rewards to celebrate the right choices we make and our successes.
- ✓ Have consequences to help us learn to take responsibility for our actions and to support us to make the right choices in the future.
- ✓ Have a Code of Conduct by which all children and staff demonstrate they are responsible members of our community and understand our expectations.
- ✓ Build confidence among children and young people to show empathy and understanding.
- ✓ Work with members of our academy community to raise awareness and develop respect of both our own and others' behaviours.
- ✓ Use agreed methods of reporting and responding to incidents of inappropriate and positive behaviours.
- ✓ Identify a clear system to deal with inappropriate behaviour and refer children when necessary for additional support from our Thrive practitioner team or wider professionals (BOSS).
- ✓ Use Thrive screening and CPOMS incident data to improve the effectiveness of our positive relationships system and to target resources efficiently to meet individual children's needs.
- ✓ Share good practice and develop training when necessary to ensure consistency in approach and standards of expectation.
- ✓ Review the policy at least annually.

6.0 A Positive Approach to Relationship Management

An effective relationship and behaviour management policy is one that seeks to support and lead children towards high self-esteem and self-discipline. This occurs when positive, good relationships are formed and high expectations of good behaviour are clearly set.

We believe that self-esteem affects all thinking and behaviour and impacts on learning and achievement. We aim to provide positive everyday experiences that enable our children to reach their full potential.

7.0 The Core Beliefs

Behaviour can change and every child can be successful once they are equipped physically to recognise bodily sensations and feelings.

The Thrive approach helps us understand the needs being signalled by a child's behaviour and gives us targeted strategies and activities to help them re-engage.

*Helping children to **Stop, Feel, Think and Act** appropriately.*

Positive support is more likely to change behaviour than controlling and punishing.

Positive systems for rewarding good behaviour will increase children's self-esteem and in turn help children achieve. An acute awareness of every individual child's needs through our class based screening enables us to support them and act with compassion and fairly. We support children in acquiring and practicing self-discipline and the necessary skills to enable them to make the right choices in their actions. Reinforcing good behaviour helps our children feel good about themselves. We' **Believe, Achieve and Thrive together'**.

7.1 Values

Academy Motto - **Believe, Achieve and Thrive together**

Vision – Driving forward to achieve success for the children we serve.

Our core values: Inquiry, Resilience, Inspire, Nurture and Teamwork



Inquiry ask questions and explore different ideas and thoughts in our learning



Resilience never give up, share useful learning mistakes and try our best all the time



Inspire be creative and motivated to meet our learning goals



Nurture care about each other and everything around us



Teamwork learn collaboratively with each other to solve problems and learn, striving to be best we can be

During Horizon 1 and 2 of pupils returning to academy



Social Superheroes follow social distancing being responsible academy citizens



Mindfulness calm yourself, reflect on your learning, emotions and relax.

8.0 Our Academy's expectations for children and adults

Our 3 Golden Rules

- No hurts -We keep each other safe and happy;
- Stick together – We respect our environment and do as we are asked first time;
- Have fun learning

Our Code of Conduct

Our expectations are that adults and children will:

- From entry points at gates onto site, they will adhere to academy's social distancing and health and safety requirements during the Covid 19 period.
- listen to each other
- care for all people and treat them with respect and politeness
- disagree without losing their tempers
- care for their surroundings and belongings of all
- ensure that other people are not put at risk by their actions
- respect other peoples' views
- care for other peoples' property.

In the classroom we expect children will:

- Follow our Golden Rules
- Follow 2m social distancing to stay safe
- Be polite and respectful to everyone, using your manners towards adults and children.
- Follow instructions for transitioning from their learning space: for breaks/lunchtime, to use the toilets or for learning outside.
- Get on with their learning responsibly and complete the work to the best of their ability.
- Keep all classrooms tidy.
- Use their allocated materials sensibly keeping them safe in their personal learning space.
- Follow the classroom rules and routines for personal hygiene
- Let others get on with their learning.
- listen to, and follow instructions.
- raise hands to participate at appropriate times.
- help and support your friends.
- Do not distract others from learning.
- Be part of a team.
- Be a role-model to other children.

In the Corridors and Shared Areas: All academy staff will ensure that they take responsibility for behaviour on the corridors.

- Respect other classes when moving to the hall for lunchtimes and not leave their zoned area.
- Follow 2m social distancing when walking to the hall or going outside for break times.
- All members of the academy will show good manners around academy and address each other politely on the corridors.
- Walk sensibly on the left and quietly throughout academy.
- Keep shared areas & corridors tidy.

In the playground we expect children will:

- Respect the 2m social distancing and stay in their play area zone at all times.
- Be kind and friendly.
- Use their zone group's equipment safely.
- All children and staff to use appropriate language.
- Keep your hands and feet to yourself.

- Play sensibly and not put others at risk by selfish actions.
- Put all equipment away carefully in the correct place.
- Apologise if you need to.
- Look after property of the academy.
- All children to use the toilet before going out to play, following hand washing and sanitising rules before and after play outside.
- Solve problems together.
- Disagreements must be solved without losing your temper, going through what happened through questioning, without resorting to aggression / physical violence.

Lining up at the end of playtimes & lunchtime:

- Two rings on the bell will happen at the end of playtime and lunchtime breaks.
- On the first whistle everyone will stop and stand still. Staff will wait until all children are still before proceeding.
- On the second whistle all children will return their play equipment to the storage area and stand still.
- Teaching staff will transition each child back to their lining up markings and then one at a time back to class to the handwashing and sanitising stations.
- Teachers be ready at the door if not outside with the group and will meet and greet the children one at a time, remind being calm when entering class.

Responsibilities of Staff

All members are expected to model our academy ethos in their interactions with children and with other staff. We know that self-image is formed largely by how children feel they are perceived by adults and children with significance in their lives. All staff, children and visitors are expected to treat each other with respect. By doing this a calm environment is created, a place where children can feel safe, learning takes place and good behaviour is promoted. Staff should have high standards of expectations in terms of learning and behaviour. All staff are responsible for ensuring the academy's behaviour policy and procedures are fully implemented.

At Sheep Dip Lane Academy there is a whole academy commitment to positive reinforcement using the Thrive Approach. There are high expectations and the standard of behaviour exhibited by all children reflects these expectations and the overall success of the policy.

Parents/carers are expected to work in partnership with the academy's policies and guidelines for behaviour in the interests of their own children and of the whole academy community.

There is a whole academy commitment to praise; all achievements – including exemplary behaviour, politeness, kindness, tolerance, care and understanding - are acknowledged.

It is the duty and responsibility of all adults in academy to model these qualities. Every effort is made to highlight the positive aspects of children's behaviour in order to raise self-esteem and foster pride in themselves. They are encouraged to be responsible, to set examples and to improve their behaviour. We provide them with opportunities to make choices and to positively influence outcomes in order to gain rewards and experience feelings of well-being, pride and satisfaction. They will also be clear about the logical consequences of unacceptable behaviour and why the behaviour is inappropriate. Everyone in academy is treated with respect and valued as individuals who have rights, but who are also expected to accept responsibility for their own actions.

Included in this policy is clear guidance, strategies and positive relationship management techniques (see next page). All class teachers should follow academy's procedures and policy using the Thrive Approach including ensuring that a de-brief happens with children involved. For some children individual plans detailing rewards and sanctions may be necessary.

9.0 Rewards and Consequences Overview:

Within our academy we have a range of options and rewards in place to reinforce and praise good behaviour with clear sanctions for those who do not comply with the academy's behaviour policy. These are proportionate and fair responses that may vary according to the age of our pupils, and any other special circumstances that affect the pupil. We aim to develop an ethos where there is a healthy balance between rewards and logical consequences with both being clearly understood by all children and staff. Children should learn to expect fair and consistent consequences for inappropriate behaviours which are linked to the behaviour. Logical consequences are designed to teach children more appropriate behaviours. All systems are flexible and take into account individual circumstances. At the beginning of each year staff discuss expectations, reward systems and class contracts with children. The emphasis of this policy is on positive praise and reward, which should be given wherever possible for both learning and behaviour.

All class teachers should follow the academy's procedures and policy and for some children individual plans detailing rewards and sanctions may be necessary.

9.1 Rewards:

All members of staff will recognise and celebrate appropriate behaviour at all times around the academy through informal praise. Wherever appropriate, children's best efforts will be celebrated.

Teachers should work on the principle of a 4:1 praise to sanction ratio.

Rewards may include:

- Verbal praise and smiling at children
- Verbal praise to parents about their children
- **Post it on the 3 R's board (Ref Paul Dix 'When Adults Change Everything Changes') Respect, Recognition, Rewards**
- Stickers and stamps in our books
- Positive phone call home or messages sent out via our digital learning platforms of Tapestry for EYFS and Seesaw for KS1-2.
- Star of the day in each class celebrates daily achievements
- Sending good work to other staff members for reward or praise
- Special responsibility jobs – Academy Champions.
- Weekly golden time for each class for 30 mins on a Friday.
- Principal awards leading to Truly Trusted badge, Ambassador Badge and Prefect badge.
- Learners of the week postcard home for pupils in academy or those home learning during re-opening Horizon 1 phase of the recovery period.

9.2 Principal Awards

As part of our academy weekly **Celebration of Achievement Assembly (virtually during Horizon 1 period)** children whose behaviour has been good are highlighted and rewarded, taking home a Principal certificate describing their achievement. The awards are linked to our behaviours for learning – super learning powers we look for and reward are for: resilience, collaboration, good communication, inquiry, nurturing each other and teamwork and respectful manners.

This strategy is to promote that **all** children understand that if they are sensible, try their best and follow academy expectations for behaviour they will be rewarded for their efforts.

9.3 Academy Trips and Events: during the current returning to school period all visits/visitors will not take place until wider restrictions change.

10.0 Support using the Thrive Approach:

The procedures outlined in the following section are to help deal effectively with inappropriate behaviour. All class teachers are responsible for maintaining the high standards of behaviour in academy. If a child exhibits inappropriate behaviour, staff should initially calmly attune and validate with the child using observation and saying what you see as well as unpicking when appropriate using 'I'm wondering if' strategy to ask a child what has happened. Safe spaces are available in each classroom and in open spaces for a child to be directed to, where they can calm with support if appropriate to the individual child's needs.

10.1 Consequences:

This policy is designed to empower both teaching and support staff in our mutual desire to create a safe, fair, secure and happy learning environment. When dealing with all forms of inappropriate behaviour, teachers should follow these over-riding rules:

Be calm – Children should be dealt with calmly, firmly but fairly referring to what the action is and why the action is being taken.

Logical consequences – A logical consequence is a sanction that should "fit" the offence and be linked to the behaviour. Logical Consequences should be designed to teach pupils at Sheep Dip Lane more appropriate behaviour

Unacceptable Behaviour

Includes but is not limited to:

- Disobedience
- Biting, spitting, hitting and kicking
- Foul language and swearing
- Making unkind remarks or Racist/Homophobic comments.
- Damaging property
- Answering back, rudeness or aggression to adults
- Stealing
- Walking away from members of staff
- Being rude to members of staff
- Failure to follow protective measures in place during Covid-19, i.e. Social distancing, hygiene methods
- Inappropriate use of Social Media or On-line technology
- Truancy
- Forming gangs and bullying

Temper tantrums and physical disputes must be dealt with and pupils restrained if necessary (see Additional Guidelines).

***NOTE** – The use of safeholds/restraints are NOT to be used during Covid-19 restrictions unless absolutely necessary where a child/adult is endangered.

Pupils will be removed from class to avoid disrupting the learning of other pupils.

Under no circumstances is violence tolerated towards a member of staff.

Each class will follow the academy based reminders when the appropriate behaviour is not displayed by children. Personalised provision (where necessary) along with personal behaviour plans done with key staff for pupils who may persistently show high level concerns, ensure support is put in place.

Every child starts each day being greeted into academy by staff at the gate and classroom door. Every day is a fresh start and every lesson. If staff note a child is showing signs of worry, struggling to separate from carers or any inappropriate behaviours a 1-1 feeling session adhering to social distancing will be done to address any concerns and initiate appropriate support for the child that day/lesson.

10.2 Routines

As an Academy we understand for some pupils additional supportive plans are needed to help them to successfully reintegrate back into school following lockdowns. These are done with inclusion staff, teachers and parents. They are developed to prevent exclusion wherever possible and to support a pupils social, emotional and mental health needs.

Upon the wider re-opening of schools, at our academy staff will have additional training, they will then work with children establishing the new routines in order that all health and safety requirements are fully met. Short videos by children will be used to reinforce the routines and key messages that the children in every classroom zone will watch to help support their understanding of new routines and rules.

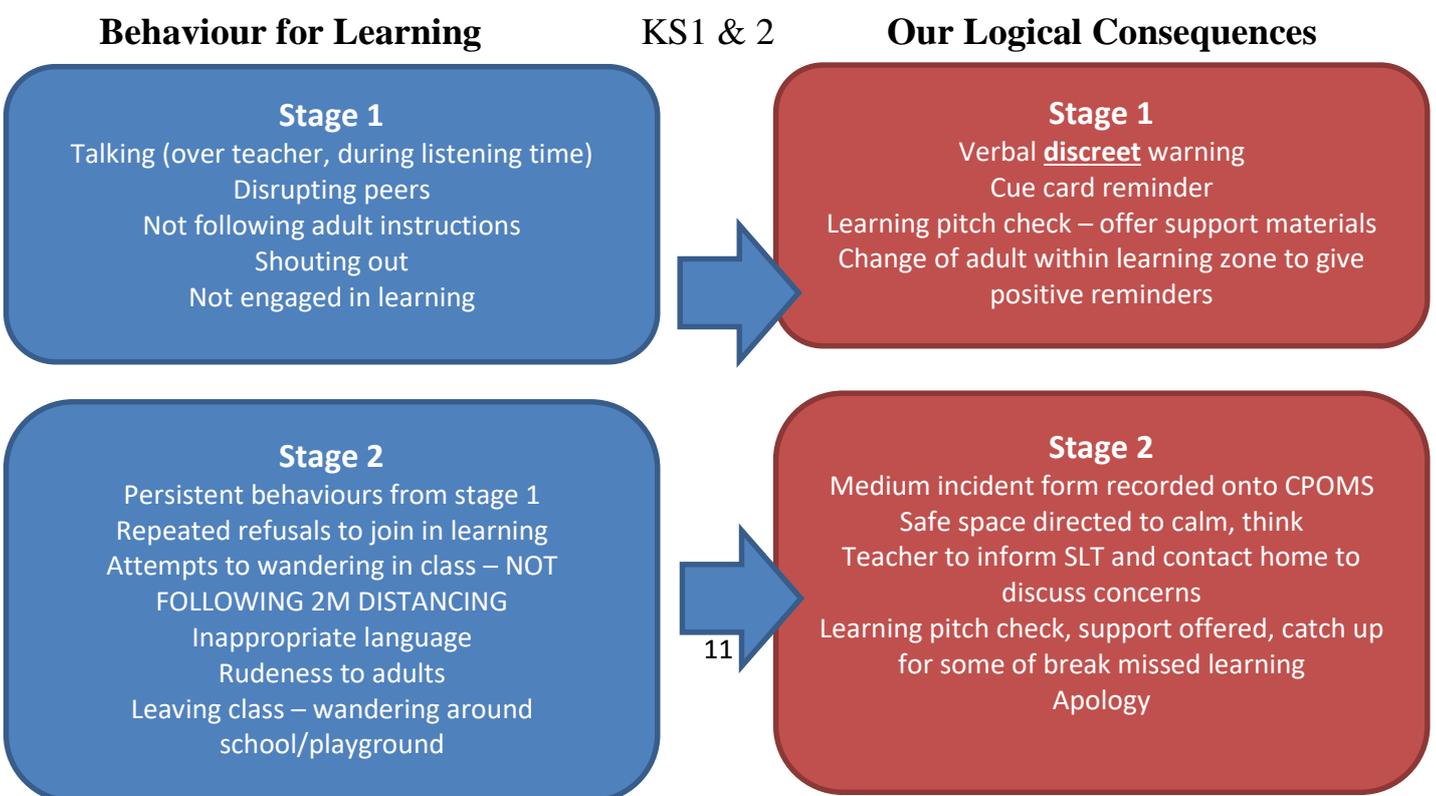
We have a set of expectations for staff to follow to ensure consistency and help children understand in our academy we have rules and clear routines to help us work and learn together safely and positively. As part of de-escalating children’s behaviour every child is greeted into academy. This helps staff to identify any environmental issues or individual worries. Academy will put appropriate support in place to ensure the child has a successful day in academy. This ensures the child feels supported to manage their emotions and feelings and reduces the likelihood of behaviour escalating.

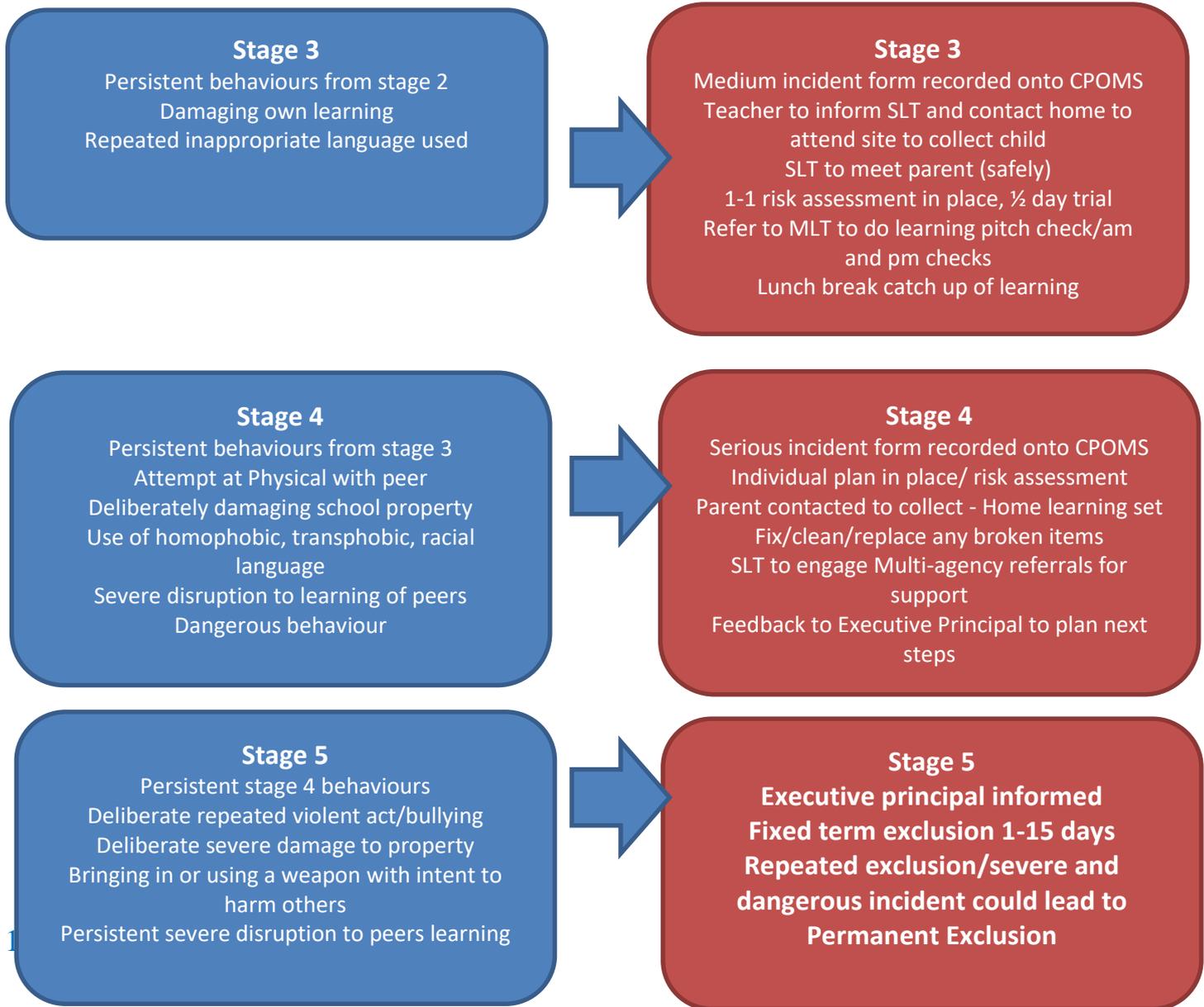
[See appendix 1\) Academy Values and Expectations for Routines –](#)

11.0 Academy based reminders/warnings and logical consequences:

In our academy all adults are expected to model our academy values and expectations all of the time, as research shows this trains and supports children’s own social and emotional development. We also recognise staff and children who show these excellent behaviours on our respect, recognition and rewards boards in every classroom and around academy. Positive comments are recorded as affirmations and shared weekly at our achievement and celebration assembly. In this way we create the climate and culture in academy of mutual respect. We use a logical consequence method to act immediately and re-address an unacceptable behaviour, discreetly, through modelling and supporting children.

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For children who have individual and personalised behaviour plans: These need to be adhered to by all members of staff.

12.0 Violent Conduct:

Some behaviour is regarded as totally unacceptable such as physical violence and bringing offensive weapons into academy or making objects into weapons with the intent to cause harm to others. The health and safety of all children and staff is paramount. During the re-opening period all staff and children must adhere to 2m social distancing from peers and each other, they must also remain in their learning personal space and classroom zone.

High level violent acts by a child towards other children or staff will result in fixed term exclusion. (1-5 days) and during these times in consultation with the Executive Principle a carefully constructed multi agency plan of support constructed in full liaison with parents/carers if there is any concern about the pupil being on site and not adhering to social distancing rules. An individual risk assessment and behaviour plan set up to limit and reduce risks/hazards established for the pupil.

Any child bringing in an offensive weapon into academy, such as a knife or when a child breaks equipment or makes a weapon with the intent to cause harm to others will be excluded. (Up to 15 days)

Damage to property has to be put right by the child wherever possible. In the circumstances of extreme damage parents/carers will be contacted, shown the level of damage and may be asked to contribute or pay for the damage.

Before a possible reintegration meeting can take place a clear plan must be developed with advice and support from multi agency teams sought. This will be used alongside Doncaster's Behaviour Threshold documentation to put into place a specific behaviour support plan, an individualised risk assessment and support package carefully considering whether the child, other children and staff can be kept safe.

The plan and package of support will be reviewed regularly and after any high level incidents with members of the academy's inclusion team.

3 Repeated Fixed Term Exclusions

This stage could be deemed appropriate for school for permanent exclusion.

Extreme violent conduct

This stage could be deemed appropriate for school for permanent exclusion.

Some behaviour is regarded as totally unacceptable such as physical violence and bringing offensive weapons into academy or making objects into weapons with the intent to cause harm to others. The health and safety of all children and staff is paramount. High level violent acts by a child towards other children or staff will result in fixed term exclusion. (1-5 days). Any child bringing in an offensive weapon into academy, such as a knife or when a child breaks equipment or makes a weapon with the intent to cause harm to others will be excluded. (Up to 15 days) Damage to property has to be put right by the child wherever possible. In the circumstances of extreme damage parents/carers will be contacted, shown the level of damage and may be asked to contribute or pay for the damage. Before a possible reintegration meeting can take place a clear plan must be developed with advice and support from multi agency teams sought. This will be used alongside Doncaster's Behaviour Threshold documentation to put into place a specific behaviour support plan, an individualised risk assessment and support package carefully considering whether the child, other children and staff can be kept safe. The plan and package of support will be reviewed regularly and after any high level incidents with members of the academy's inclusion team.

Stage 6: Fixed-term and permanent exclusions:

Only the Principal (or the acting Principal) has the power to exclude a child from academy and a procedure is in place, see Appendix 5.

The Principal may exclude a child for one or more fixed periods, for up to 45 days in any one academy year. The Principal may also exclude a child permanently. It is also possible for the Principal to convert a fixed-term exclusion into a permanent exclusion, if the circumstances warrant this.

A child can be excluded for the following: (Ref: DFE **Exclusion from maintained academies, academies and pupil referral units in England** guidance 2017)

Acts of violence towards other children or staff.

Bringing an offensive weapon to academy or breaking equipment and using this as a weapon with intent to harm others.

Severe damage to property

Persistent high level disruptive behaviour.

If the Principal excludes a child, they inform the parents/carers immediately, giving reasons for the exclusion. At the same time, the Principal makes it clear to the parents that they can appeal against the decision to the governing body. The academy informs the parents how to make any such appeal.

The Principal informs the Local Authority (LA) and the governing body about any permanent exclusion, and about any fixed-term exclusions beyond five days in any one term.

The governing body has a discipline committee whose role is set out in strict guidelines whenever a child is excluded from academy. Any exclusion of more than 15 days in any term results in a Governors Disciplinary Committee Meeting.

Lunchtime Exclusion

Children whose behaviour at lunchtimes is disruptive may be excluded from the academy premises for the duration of the lunchtime period.

Permanent Exclusion

The Principal may wish to permanently exclude a child if there have been repeated fixed term exclusions and reintegration plans are not supporting the child to de-escalate unsafe/disruptive behaviour. A decision to exclude a pupil permanently may be taken:

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

The Governing Body will meet to review this decision. Parents/carers may appeal against a permanent exclusion in accordance with Local Authority procedures.

Managed Moves

If a child is not able to accept the support given consistently then it may be more appropriate to hold an emergency review meeting or professionals meeting to request a change of academy/placement. It may be necessary to involve other agencies and the Local Authority.

13.0 The use of positive handling to support children:

Central to this policy is the understanding that any Physical Intervention used by staff should be in accordance with the idea of “Reasonable Force” and used only as a last resort once all other strategies have been exhausted.

There is no legal definition of reasonable force. The use of force can only be regarded as reasonable if the circumstances of the particular incident warrant it and the degree of force employed is proportionate to the level of challenging behaviour presented or the consequences it is intended to prevent.

It is essential that any discussion of Physical intervention is set in the wider context of education and behaviour management; it should not be seen as an isolated technique. 95% of the time there will be no need for physical intervention and other methods can be used.

During current wider re-opening of school's phase Horizon 1 no positive handling can take place on site as 2m social distancing cannot be adhered to safely.

Any pupil who has required positive handling prior to school closure in March 2020 and Jan-Feb 2021 should have an individual behaviour plan and risk assessment put into place with the class teacher, SENDCO and in consultation with the child's parent/carer and SLT.

Use of a safe space

The use of a safe space can be trialled in a carefully staged plan to train the pupil when they need to use this space and how they should use this. This may require staggered start and end times initially and an additional member of staff to help the child recognise when they require space, or to enable the child to follow adult directed instruction safely when requiring the use of a safe space. The use of individual equipment that can be sanitised after use can be used to support the pupil to stop, think and calm. Items that may help are wipeable cushions/floor mats that can be used for safe dispersal of anger, an individual pot of modelling dough/fiddle, headphones to limit noise, right brain activity e.g. sorting multilink, straws again materials that can be sanitised or sterilised after use.

Staff who are supporting a pupil who has reached stage 3 or 4 and has a 1-1 timetable and plan in place will have PPE equipment to wear within the classroom zone learning space to ensure if in emergency circumstances the pupil required guiding to a safe space until the parent could attend site they can support the pupil safely.

Normal procedures:

Key inclusion staff and the Principal have been trained by Team Teach who are DfE recognised providers.

Team Teach reiterates academy's philosophy that the use of physical handling techniques should only be used as a last resort.

Academy is committed to ensuring that staff deal professionally with all incidents involving aggressive behaviour and only use physical handling as a last resort.

Prior to this, every strategy will be used to de-escalate the situation.

Children who require physical handling must be treated with respect and handled according to Team Teach guidelines to ensure minimal risk to injury.

Staff must understand and follow academy procedures by listening and observing the child whilst attempting to keep calm and supportive. This is important especially when facing challenging behaviour. They must assess the situation and risk to the child, peers and themselves.

It may be necessary for the staff member to escort the child to a quiet safe space in order to try to de-escalate the situation.

All staff must understand the importance of responding to the emotions and feelings of the child which lie beneath the behaviours being exhibited.

Staff should only positively handle a child if the child is:

- Injuring themselves or others.
- Assaulting another child or staff member.
- Engaged in deliberate damage or vandalism to property.
- Engaged in any behaviour prejudicial to maintaining good order and discipline at the academy or among any of its children, whether that behaviour occurs in a classroom during a teaching session or elsewhere.

A member of staff who recognises that the behaviour is beginning to escalate towards a point where positive handling may be needed must seek assistance from another member of staff. A member of staff who observes a child's inappropriate behaviour may require positive handling by a member of staff has a responsibility to offer support and assistance.

Thrive workers, staff with team teach accreditation, the Principal or Inclusion Manager should be called to support any incident where positive handling is required to support a child.

Staff should explain to the child being physically handled the reason why they need that level of support to keep them and other children safe in a calm voice. Staff must explain to the child that as soon as he/she calms down the physical handling will stop.

All incidents where positive handling has been required must be recorded on Academy's Serious Incident Form. After any incident of this nature the child and member of staff afterwards must be checked for injury and if injured must immediately seek medical treatment from a first aider. Following this an ACRASS form must be completed and Corporate Health and Safety Team contacted for advice.

After the incident the child must be given time to calm with two members of staff. The parent/carer must be contacted and told about the incident and if appropriate will be asked to come to support or collect their child.

The members of staff who dealt with the incident must be offered a short break followed by a discussion with an SLT member to begin the analysis of the incident.

After the incident if the child is calm and able to remain in academy safely, they must talk through the underlying reasons for the incident.

Children identified as likely to have high level incidents that may require positive physical handling will have a personal behaviour plan in place done with the child, staff and shared with parents/carers.

14.0 Complaints re the use of physical handling:

Any complaint will be made formally to the Principal.

The Principal will fully investigate the complaint and report her findings to the parents/carers. A record of her findings will be written on the designated pro-forma.

Where the parents are not satisfied they will be able to make representations to the governing body. An initial meeting with the Chair or Vice Chair will be held. Information will be collected with a second meeting arranged with the parents to report and discuss the findings. If after this, parents are still dissatisfied with the outcome they have the right to make representations to the Chief Education Officer at Civic Centre.

15.0 Parental Involvement:

When and how do we involve parents?

Please refer to the academy consequences. Parents/carers will be contacted following a child moving onto stage 3 or higher levels. The academy has standards of behaviour which both the children and their parents are made aware of. This will ensure that everyone in academy is working towards the same standards and fully understands them.

Home / Academy Agreement:

The academy's behaviour policy will be supported by a Home /Academy Agreement. All parents will be encouraged to sign the agreement. One copy will be retained by the parent, another copy in academy.

The agreement will be reviewed and signed. Children can only sign the Child's Declaration in their parent's presence. The parent and child's copy will be kept in the child's reading diary.

16.0 Working with Other agencies:

As part of the academy's inclusive ethos we will make every attempt to work with other agencies to safeguard the welfare of a child from an early stage and ensure that a child receives as much support as possible.

The academy believes that often behaviour results from social and emotional issues and therefore other agencies are needed to stop the escalation of these issues.

Full use will be made of such agencies as Educational Welfare, Social Services, Health Services, CAMHS, Family Support Worker (Children's Centre), IFFS, Primary Learning Centres, SEND LA team, ASD LA team and the Educational Psychological Service when appropriate.

Police

Value is placed on good relationship with the police and good liaison is encouraged. The community police support officers regularly run come into academy and attend meetings where they can support the outside issues affecting a child's behaviour.

Sharing of Information

The academy will keep up to date records of a child and ensure that in relation to the policies on safeguarding & child protection that they will in accordance with guidance on information sharing follow the correct procedures. All conversations regarding a child with a multi-agency team will be recorded on the (pink) multi agency form and kept with the child's safeguarding file separate from their other records, in accordance with Doncaster model protocol.

17.0 Care of academy premises and sites:

- Everyone in the academy is responsible for the care of the academy premises. Children and staff are encouraged to feel a sense of ownership for the academy and its environment.
- Staff will display children's work to a high standard.
- The building will be kept clean and tidy.
- The grounds will be kept clear of litter.
- The plants will be well maintained.

18.0 Equal Opportunities & Disability Discrimination:

All children will be treated equally and fair within the academy. There will be no discrimination regardless of age, sex, race and gender, disability, religion, belief or in line with the Equality Act 2010.

The academy endeavours to make reasonable adjustments in relation to children's needs to ensure that all children are treated fairly in line with this policy – this may include improving physical environment or improving the accessibility of information to disabled pupils and their parents/carers.

Staff ensure children know all issues of discrimination and prejudice including the use of derogatory language will be addressed by staff.

Behaviour is monitored on a half-termly basis by the Inclusion Team. A report is passed to the Inclusion Team to ensure that all children in academy are reviewed on an individual basis. Support programmes will be identified for children causing concern in academy to modify inappropriate behaviour as soon as it arising. This is to prevent an escalation of the behaviour pattern.

Academy data analysis of behaviour looks at groups including any trends e.g. class, gender, disability and ethnicity. Any incident with a concern showing harassment, oppressive behaviour, acts of discrimination it is followed up by the Senior Leadership Team and logged on the academy's/CPOMS system. These records and analysis are reported to the safeguarding and inclusion local governing body each term.

19.0 Policy Review:

All procedures follow a stage system to ensure that pupils are treated in a fair manner. This system can be viewed in appendices of this document. These systems are reviewed on an annual basis or more regularly if appropriate to address any concerns/complaints.

The policy is updated by the Principal and the inclusion team. This will be presented to Governors to ensure they agree the systems of behaviour.

Date of Policy March 2021

To be reviewed March 2022

Signed: Principal



Signed: Governor



K Holland
Chair of Governors

Complete staff fire register on SharePoint by 9:00

Review classroom layout, cross check against classroom map to ensure pupils' provision/tables are set ready.

Welcome activity ready in pupil packs and names on tables for easy access. Have copy of classroom map displayed or to hand to refer to as children come in.

Visual timetable on board displayed for pupils. Include hourly tidying of learning spaces, toilet and handwashing/sanitising routines. Build in outdoor learning where this is suitable. Include time to practice routines and build in some mindfulness activities.

Daily timetable in room to refer to.

Transitions between activities planned, check all pathways are clear within class to aid safe transition to the toilet space, cloakroom for break and hall for lunch.

Ensure class phone is working or radio is checked with team in admin before pupils come in.

Ensure password file is to hand for end of day handover safeguarding procedures to be kept.

Collect water bottles from Cook that have been sterilised, wash hands and sanitise and put out on desks, check names are still on and visible. Check you have cups as back up to be ready for use, add name with sharpie marker.

Music on for entry and handwashing song on to ensure as pupils come into the cloakroom area one at a time they go straight to wash their hands and sanitise before going to their table.

Children can choose a reading book on a Friday by looking with their eyes and only selecting the one they want from the shelf, this book is returned the following Friday placed in a basket, then a staff member will wipe the books and put away on a Monday.

Check Ipads/Laptops are charged and ready for use. I-pads – x3 for EYFS (provision to label which child is using) wiped down daily to be rotated charged in staffroom.

Ipads -one per child in Y1, these will be labelled so each child has the same one. Wash hands before use and then child puts own i-pad away then washes hands. (I-pad cabinet is stored in the spare classroom blue zone).

KWV 1 laptop per child, wash hands before use. Child puts own laptop away in numbered shelf for charging at end of day. Spare key from the office will be needed so that both staff members have a key each and must remain responsible for this throughout. Charging trolley kept in I lounge green zone. Staff will unlock the cabinet and wipe after use.

Y6 1 laptop per child, wash hands before use. Child puts own laptop away in numbered shelf for charging at end of day in classroom base.

Ensure any learning is copied ready and in children's packs either before you leave or at the start before children come into the academy building.

Gate and playground duty staff out ready before first staggered group – see gate staff rota plan.

Pupils in Y6 to walk in through orange zone gate and directed straight to staff on door entry. Line up on 11 spots 2m distanced before and on the ramp at start of day, end of breaks and end of lunch.

Children enter the cloakroom area 1 at a time, Y6 put items in their locker.

Y6 – children wash their hands and sanitise before entering the base. Cloakroom toilet a and b and sanitiser station.

Children enter class and stand behind their chair ready to fill their water bottle up. Water bottles (sterilised overnight) to be on desk ready to fill – named for each child. Children not to bring in flavoured water/drinks from home. Y6 Sink in classroom to be used

Each child seated in their named place. Children are to remain at the desk throughout.

Mobile phones switched off and stored in the child's named lidded box. Child puts box in cupboard in named space on shelf.

Children to use equipment in their learning pack only and this to remain on their desk space only.

Register taken by teacher and rang/radio into admin.

Toilet use – Try to remind children to use the toilet before break, before lunch to limit need to move around class. If a child asks to use the toilet, teacher to ensure that they leave their seat and use the pathway marked in class. This allows for 2m distancing at all times.

Handwashing before break times and before re-entering class the cloakroom area needs to be used. For Y6 Row A dismissed first nearest entry door to allow for 2m distancing, 1 child at a time to wash their hands and line up outside on the 2m distance markers. Row B middle row dismissed next. Row C row nearest teacher desk dismissed last.

In the event of fire procedures children immediately dismissed with Row C, then B, then A to leave via the fire exit. Follow fire procedures.

Children will be walked to their break time zone on the main field with an adult leading walking backwards and an adult following at the back to ensure children follow the pathway and stay 2m distanced. Play equipment to be taken out of the lockup storage near the field Y6 labelled only.

Transition to lunch – 1 child dismissed starting with row A at a time to go to the toilet and hand wash/sanitise. Children line up outside on the 2m distance markers LSA to oversee. Children will be walked to the Hall and enter via class 3 with an adult leading walking backwards and an adult following at the back to ensure children follow the pathway and stay 2m distanced. Children to not touch surfaces on route and to sanitise hands at the station near the hall door.

Children follow hall routines teacher to support as additional adult and collect their lunch. SLT to oversee hall.

Gate and playground duty staff out ready before first staggered group – see gate staff rota plan.

Pupils in KWV to walk in through Green zone Broadwater Drive gate 1 parent only to accompany KS1 pupils. Staff on gate to direct straight to staff on door entry for group A and Group B. Group A (Inc Grp C child) stand on markers on 2nd step and x16 2m distanced feet markers at start of day, end of breaks and end of lunch.

Group B stand on 1 marker on ramp and on the x12 2m distanced feet markers at start of day, end of breaks and end of lunch. **LSA to hold door from behind on ramp and call 1 child at a time in to keep 2m distancing but oversee entry.**

Children enter the cloakroom area 1 at a time, **(4 on left side and 4 on the back and 3 on the right, evenly spaced 3 pegs between). Only one child in the cloak room at a time.**

KWV – children wash their hands and sanitise before entering the classroom. Cloakroom toilet sink and sanitiser station to be used.

Children enter class and **stand behind their chair** ready to fill their water bottle up. Water bottles (sterilised overnight) to be on desk ready to fill – named for each child. Children not to bring in flavoured water/drinks from home. KWV group A/C Sink 1 in green zone kitchen and KWV Group B Sink 2 and 3 in green zone kitchen to be used.

Each child seated in their named place. Children are to remain at the desk throughout.

Children to use equipment in their learning pack only and this to remain on their desk space only.



Toilet use – Try to remind children to use the toilet before break, before lunch to limit need to move around class. If a child asks to use the toilet, teacher to ensure that they leave their seat and use the pathway marked in class. This allows for 2m distancing at all times.

Handwashing before break times and before re-entering class the cloakroom area needs to be used. For KWV groups Row C dismissed first nearest entry door to allow for 2m distancing LSA to oversee, 1 child at a time to wash their hands and line up outside on the 2m distance markers. Row B middle row dismissed next. Row A row nearest teacher desk with Row D from quiet area space dismissed last.

In the event of fire procedures children immediately dismissed with Row C, then B, then A, then D to leave via the fire exit. Follow fire procedures.

Children will be walked to their break time Green zone on the top playground with an adult leading walking backwards and an adult following at the back to ensure children follow the pathway and stay 2m distanced. Play equipment to be taken out from the classroom KWV group A or group B labelled only.

Transition to lunch – 1 child dismissed starting with row A at a time to go to the toilet and hand wash/sanitise. Children in row A to walk on the pathway marked to the hall, LSA to oversee. Teacher to stagger dismissing to ensure no large queues in the hall.

Children will be walked to the Hall and enter via main entrance/admin area with an adult leading walking backwards and an adult following at the back to ensure children follow the pathway and stay 2m distanced. Children to not touch surfaces on route and to sanitise hands at the station near the hall door.

Children follow hall routines teacher to support as additional adult and collect their lunch. SLT to oversee hall.

Gate and playground duty staff out ready before first staggered group – see gate staff rota plan.

Y1 pupils to be accompanied by 1 parent only with no other siblings not due onto site in through Blue zone Broadwater Drive gate 2. Staff on gate to direct straight to staff on door entry for Y1 group. Child and parent to stand on x11 markers 2m distanced feet markers at start of day, end of breaks and end of lunch. Parents to be directed by staff on the main playground to follow the exit pathway off site.

Children enter the cloakroom area 1 at a time, **(3 on left, 4 on back wall and 3 on right evenly spaced with 3 pegs gaps between)**. **Only one child in the cloak room at a time.**

Y1 Group – children wash their hands and sanitise before entering the classroom. Cloakroom toilet sink and sanitiser station to be used.

Children enter class and stand behind their chair ready to fill their water bottle up. Water bottles (sterilised overnight) to be on desk ready to fill – named for each child. Children not to bring in flavoured water/drinks from home. Year 1 group wet area sink to be used.

Each child seated in their named place. Children are to remain at the desk throughout.

Children to use equipment in their learning pack only and this to remain on their desk space only.

Register taken by teacher and rang/radio into admin.

Toilet use – Try to remind children to use the toilet before break, before lunch to limit need to move around class. If a child asks to use the toilet, teacher to ensure that they leave their seat and use the pathway marked in class. This allows for 2m distancing at all times.

Handwashing before break times and before re-entering class the cloakroom area needs to be used. For Year 1 group Row C dismissed first nearest exterior door to allow for 2m distancing LSA to oversee, 1 child at a time to wash their hands and line up outside on the 2m distance markers. Row B middle row dismissed next. Row A row nearest teacher desk dismissed last.

In the event of fire procedures children immediately dismissed with Row C, then B, then A to leave via the fire exit. Follow fire procedures.

Children will be walked to their break time Blue zone on the top playground with an adult leading walking backwards and an adult following at the back to ensure children follow the pathway and stay 2m distanced. Play equipment to be taken out from the classroom Year 1 group labelled only. Transition to lunch – 1 child dismissed starting with row A at a time to go to the toilet and hand wash/sanitise. Children LSA to oversee. Children in row A to walk on the pathway marked to the hall, LSA to oversee. Teacher to stagger dismissing to ensure no large queues in the hall. Children will be walked to the Hall and enter via west blue zone corridor with an adult leading walking backwards and an adult following at the back to ensure children follow the pathway and stay 2m distanced. Children to not touch surfaces on route and to sanitise hands at the station near the hall door.

Children follow hall routines teacher to support as additional adult and collect their lunch. SLT to oversee hall.

Academy Values and Expectations for Routines Reception/Nursery Group

ENTRY INTO SCHOOL AND TRANSITION IN CLASSROOMS

Gate and playground duty staff out ready before first staggered group – see gate staff rota plan.

Rec pupils to be accompanied by 1 parent only with no other siblings not due onto site in through Red zone EYFS gate. Staff on gate to direct straight to staff on door entry for Rec group. Child and parent to stand on x11 markers 2m distanced feet markers at start of day, end of breaks and end of lunch. To help children to separate and enter, an activity is set up that helps them engage and cross the threshold. The equipment to be wiped down and sprayed for each child. Parents to be directed by staff to follow the exit pathway off site to allow flow and social distancing.

Children enter the cloakroom area 1 at a time, **(evenly spaced with 3 pegs gaps between). Only one child in the cloak room at a time.**

Reception Group – children wash their hands and sanitise before entering the classroom. Cloakroom toilet sink and sanitiser station to be used.

Children enter class and staff direct them to group A and B places name cards to show these and be fixed. Water bottles (sterilised overnight) to be on desk ready to fill – named for each child. Children not to bring in flavoured water/drinks from home. Atrium sink to be used.

Each child seated in their named place. Children are to remain in small provision group at all times.

Children to use equipment in their learning pack only and provision linked to their choices or small group time.



Toilet use – Try to remind children to use the toilet before going to outdoor provision time, or when coming back inside and before lunch, to limit need to move around class if a child asks to use the toilet. Teacher to ensure that 1 child at a time uses both toilet areas to allow for 2m distancing at all times.

Handwashing before going outside for provision time and before re-entering class the cloakroom area needs to be used. 1 child at a time to wash their hands and line up outside on the 2m distance markers.

In the event of fire procedures children immediately dismissed with staff supervising. Follow fire procedures.

Transition to lunch – 1 child dismissed a time to go to the toilet and hand wash/sanitise. Children LSA to oversee. Teacher to lead children on the pathway marked to the hall, LSA to oversee. Teacher to stagger dismissing to ensure no large queues in the hall. Children will be walked to the Hall and enter via music room red zone with an adult leading walking backwards and an adult following at the back to ensure children follow the pathway and stay 2m distanced. Children to not touch surfaces on route and to sanitise hands at the station near the hall door.

Children follow hall routines teacher to support as additional adult and collect their lunch. SLT to oversee hall.

After eating, children to be taken back to Red Zone EYFS unit to do toilet, handwashing and sanitising before going outside for play.

- All assemblies will be done in the classroom using teams or a PowerPoint daily by the Principal or Deputy Principal. These will follow our values and embed the recovery curriculum to support transition back into school for children.
- The teacher can plan this session into their small session timetable the best time to ensure this is done each day would be after registration, flexibility to suit the plan for the day can be used.
- Once a week a focus on PSED will be included to embed the key focus learning happening within classes using the Jigsaw materials.
- Mindfulness sessions will also be planned into the daily routine activities will be planned so that a clear, consistent approach is used within KS1 and 2.
- For routines, training will need to be built into the daily routine timetable intensively at first and then to embed these systems to ensure health and safety on site is adhered to for pupils and staff at all times. A simple video made with the KWV children is to be used to help this process. Each hour the children will need to tidy their desk and learning space, put their equipment in their zip bag and clean their table using wipes within the class. Following this the handwashing and sanitising will be needed. Follow the transition plan to ensure a row at a time with 1 child in the cloakroom only is adhered to.
- Refer to the classroom values board, also use your 3 R's post it board (Paul Dix method) and recognise, reward the routines met and positive learning behaviours exhibited by pupils and adults.

Appendix 3 Classroom signage and layouts for social distancing COVID 19

It is important that the layout of the classroom is mapped out and a copy of this displayed in class for reference. Class bases must include 2m distancing between seated positions at tables.



Have a clear path for entry from outside and internal doorway pathway so that as each row/child is dismissed to go out to break or go for lunch the 2m distancing is adhered to.



Entry signage to direct to cloakroom first then handwashing. Sanitising station and rules

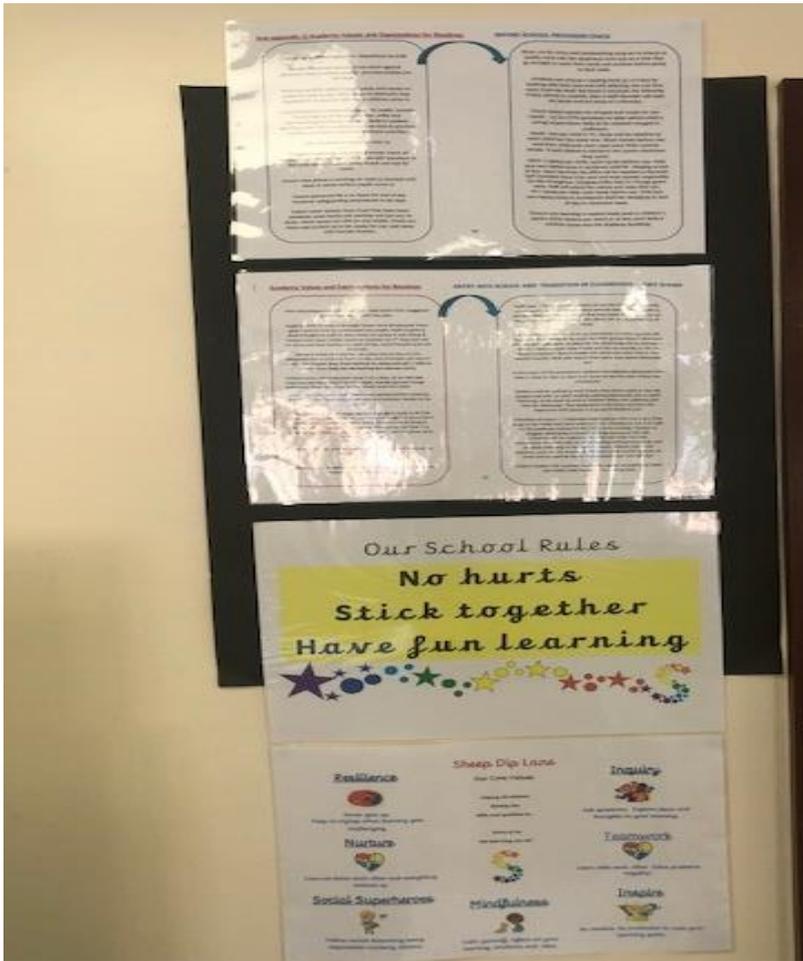


An additional tissue lidded bin area with signage and near handwashing.

Labels to show each row to help with entering and being dismissed from their individual learning space.



At a central point the school values, motto and rules displayed to refer to when teaching and rewarding success.



Centrally displayed a copy of the appendix routines for the class so that this can be referred to helping training with the children.

Clearly visible signs for entry from the playground or internally displayed on doors and windows to show the zone and group.

Clear zone end signage to remind pupils and staff to not allow cross contamination points in school.



Appendix 4 Academy Procedures for dealing with aggressive adults

The academy's Positive Relationship Policy and Code of Conduct clearly states that adults and children will:

- Care for all people and treat them with respect and politeness
- Disagree without losing their tempers

In the event of staff having to deal with an aggressive adult, the following procedures will be adopted:

- Staff will do their best to remain calm and deal with the query but make it clear that the individual's behaviour is unacceptable and against the academy's ethos.
- Encourage the adult to discuss the query away from the main thoroughfare. In the case of aggression over the phone, encourage the adult to come to academy to meet senior staff.
- Ensure another member of staff is present to act as witness. In the case of aggression over the phone the admin office manager will be present as a witness and the call put on speaker.
- If the adult becomes abusive or in any way threatens a member of staff, the member of staff should withdraw giving the adult time to regain their composure. Line of sight should be maintained. In the case of threats made over the phone, the member of staff should explain the phone will be put down to stop further distress and allow the member of staff to regain their composure.

If the adult continues to be aggressive they will be asked to leave the premises. The Principal, Deputy Principal or Assistant Headteacher or site manager will be informed immediately.

- The adult will be escorted from the premises.
- The Principal will formally write to the adult. A copy will be sent to the Chair of Governors.
- If the adult continues to refuse to leave, the police will be called.
- Once removed from the premises it is vital that staff involved in the incident write down exactly what happened. They should base their report on what they actually saw and heard and not on third party information. This should be signed and dated. A copy should be kept by the member of staff. Copies should be given to the Principal and Chair of Governors.
- The Principal will investigate the incident and write to the adult outlining their course of action. The adult could be banned from the premises.
- The Principal will contact the legal department.

In the event of aggression between parents on the academy premises, the Principal will be immediately informed. She will then proceed with a similar course of action as described above.

Exclusions

This procedure has been updated to include Covid-19 guidance, Summer 2020 & Spring 2021

As an Academy we understand for some pupils, additional supportive plans are needed to help them to successfully reintegrate back into school following lockdowns. These are done with inclusion staff, teachers and parents. They are developed to prevent exclusion wherever possible and to support a pupils social, emotional and mental health needs.

Sheep Dip Lane Academy follow Government and Local Authority guidelines with regard to excluding a pupil from school.

Full Statutory Guidance, for those with legal responsibilities, September 2017, and changes to the school exclusion process during Covid-19 outbreak are retained in the exclusion file in the school office.

There are 2 types of exclusion fixed term and permanent:

Fixed period exclusion

A fixed period exclusion is where a child is temporarily removed from school. They can only be removed for up to 45 school days in one school year, even if they've changed school.

If a child has been excluded for a fixed period, schools should set and mark work for the first 5 school days.

If the exclusion is longer than 5 school days, the school must arrange suitable full-time education from the sixth school day, eg at a pupil referral unit.

Permanent exclusion

Permanent exclusion means a child is expelled. The local council must arrange full-time education from the sixth school day.

The decision to exclude a child is made by the Principal, or in their absence a member of the Senior Leadership Team (SLT). If a child is excluded:

1. Member of SLT to contact parent/carer for immediate collection and give verbal update.
2. Member of SLT to action a letter with admin for parents/carers & a copy to Chair of Governors, to include:
 - a. Reason for Exclusion
 - b. Length of Exclusion
 - c. Date of Re-Integration Meeting
3. Guidance & Information for parent/carer to be included with letter (1-5 days/ 6-15 days / 16-45 days)
4. Pupil Exclusion form to be completed by admin, signed by the principal and a copy sent to the Local Authority.
5. Exclusion to be entered into child record in SIMs.
6. New reasons to exclude during Covid-19 Pandemic and Remote Education include:
 - a. Wilful and repeated transgression of protective measures in place to protect Public Health.
 - b. Inappropriate use of Social Media or On-Line Technology.
7. Staff involved with the exclusion to record the incident and pass to SLT to be added to CPOMs.
8. Class Teacher and Pastoral Staff to support with preparation of:
 - a. Re-Integration Plan
 - b. Risk Assessment (if appropriate)
 - c. Personal Education Plan (if appropriate)
9. A reintegration meeting must be held before a child can return to school.
10. The re-integration plan to be agreed with all attendees during the meeting. Plan to be:
 - a. Shared with and signed by all staff working with the child.
 - b. Followed by all staff working with the child.
 - c. Uploaded to CPOMs.
11. A copy of all paperwork to be passed to admin for the exclusion file.

