

# Misson Primary School

*You already have your wings, we will help you fly*



## Behaviour Policy

<b>Date Reviewed by HT / Governors</b>	25/1/23
<b>Date of Next Review</b>	Jan 2024

### Behaviour Policy

***This policy was formulated to meet the requirements of the Equality Act 2010.***

The Governing Body recognises its legal responsibilities under the Equality Act 2010. This policy will ensure equality and fairness regardless of race, sex (gender), sexual orientation, religion or belief, gender reassignment, pregnancy and maternity, marriage and civil partnership, disability or age.

### **Mission Statement:**

At Misson Primary School, we value each child as an individual, with his or her own potential, interests and talents. We help each child to engage with their learning so that they can enjoy school life and take pride in their growth. We have high expectations for our pupils' progress and behaviour, supported by experienced, well trained, and supportive staff.

### Aims & Objectives

- We are a caring community, whose values are built on mutual trust and respect for all.
- It is a principal aim of our school is that every member of our school community feels valued and respected, and that each person is treated fairly.

- Our Behaviour Policy is written to ensure that all members of the school can work together in a supportive way; it aims to promote an environment in which everyone feels happy, safe and secure.
- The school has five simple rules to help our pupils keep safe and happy; but our Behaviour Policy is not primarily concerned with rule enforcement. It is a means of promoting good relationships, so that everyone can work together with the common purpose of helping each other learn.
- Our Behaviour Policy encourages everyone to work together effectively; we expect all members of the school community to behave in a considerate way towards others.
- We endeavour to ensure that our pupils can flourish in a safe and secure environment; and support them to become positive, self-disciplined, responsible and increasingly independent members of the school and wider community.
- At Misson Primary School we treat all children as individuals in the overall context of a fair and inclusive culture.

### The Bassetlaw Primary Behaviour Partnership (BPBP)

Misson Primary School is an active member of the **Bassetlaw Primary Behaviour Partnership (BPBP)**.

This cross-school partnership provides advice and training for local schools and specific support for children exhibiting challenging or concerning behaviours. Their over-arching aim is to reduce exclusions in Bassetlaw by recognising the underlying causes of the behaviour and implementing appropriate support and intervention promptly.

The partnership identifies **five key principles** which should underline school behaviour policies:

#### **INCLUSIVITY**

e.g. recognition of individual needs; establishing a sense of belonging; whole-school ethos; commitment from staff; flexibility; mutual respect; legal responsibility; stakeholder involvement; training

#### **PRAISE**

E.g. recognising the positive; rewards and celebrations; understanding; modelling; individual needs; parent awareness; sincerity; appropriateness

#### **INDIVIDUALITY**

E.g. personalised provision; whole-picture; recognition of individual needs; individual reward systems; adaptations to meet needs; age/stage appropriate approaches

#### **RELATIONSHIPS**

e.g. mutual respect; trust; tolerance; empathy; nurturing; whole-school ethos; home-school partnership; meaningful relationships; seeing the whole-child

#### **COMMUNICATION**

E.g. involvement of pupils; clarity of rules and procedures; transparency; multi-agency/partners; consistent terminology; staff involvement and consistency; information sharing; record keeping

The BPBP strive to ensure that Bassetlaw schools share a standard core behaviour principle, but have a deeper understanding that not all children 'fit the same box'.

In essence, this can be expressed in the phrase:

*"Everyone's journey can look different, even if the destination is the same"*

## Behaviour Principles

- Our Behaviour Policy is based on **clarity** and **consistency**. Our expectations, rewards and consequences (sanctions) are set out clearly for staff, pupils and parents to understand.
- Reward and sanctions are two methods which can modify children's behaviour. However, these two elements must be treated separately. For example, a child who has broken a school rule might also be included in a whole class reward because the incident has been dealt with using an appropriate sanction.
- We believe that children should be praised for something every day and have a 'new day, new start' approach when children make the wrong behaviour choice.
- The language we choose to use is important. We refer to children making good or better **choices** about their behaviour; we discuss the **consequences** of their behaviour, not the punishment they will receive. We never describe a child as being 'naughty'.

At all times, we promote the development of:

**positive self-image; moral & social awareness; self-discipline; parental support; understanding and tolerance.**

## Expectations of Behaviour

We have high expectations for behaviour and discipline at school, based on **respecting** the rights of all members of our school community and having a **responsibility** to care for each other and the environment. We encourage our children to take care of:

**THEMSELVES  
EACH OTHER  
THE WORLD  
THEIR WORK**

These four aspects link closely with our **Magic Rules** which are used across the school:

Mission is 'magic' because we always:

- 1) Work hard, do our best and be resilient
- 2) Have good manners and are thoughtful
- 3) Take care of ourselves, each other and the world
- 4) Listen and follow instructions carefully
- 5) Tell the truth

These 'umbrella' rules cover every time of the school day and every area in the school, including visits offsite. The class teacher discusses and reinforces the school rules with each class to ensure that they understand how these links to their behaviour.

In addition, a teacher might find it necessary to have a specific class target linked to behaviour, for example, if there is a particular behaviour aspect that the class finds difficult. This will always be linked to the Magic Rules so that the children can see where their target fits into the school rules.

We teach our children that these rules and behaviour guidelines should be followed both in school and out of school, and reinforce them when we are off-site, such as on school trips or attending sporting events.

### **Praise & Rewards**

We encourage positive behaviour through the ethos of the school; we teach all children to value themselves and each other, and to recognise that they each have an important part to play in the school and wider community.

#### **Positive Recognition**

At Misson Primary School we believe that the most effective strategy for developing a positive school ethos is positive reinforcement. Consistent use of positive encouragement is used to:

- Create a positive school environment;
- Increase pupils' self esteem;
- Reduce the number of poor behaviour choices; and
- Promote a model for good behaviour and relationships

As a school we recognise that the most effective reinforcement we can use is verbal praise. Focusing on what pupils have done right instead of what they have done wrong will help motivate them to behave. Effective use of praise highlights good behaviour and teaches pupils that they receive attention through good behaviour choices. When praising pupils we are very specific and mention the exact behaviour liked:- e.g. Adam, thank you for putting your hand up. Lisa, I like the way you came and sat on the carpet.

#### **Rewards**

- a) Pupils in Foundation Stage are rewarded for demonstrating the Characteristics of Effective Learning with objects in a jar which accumulate to earn a whole class reward.
- b) Each class teacher will nominate a Star of the Day: recognition for great effort in any particular aspect of school life. The child will receive a certificate that day to take home.
- c) Weekly Special Mentions Assembly: each week class teachers will nominate pupils who have either produced exceptional work, shown perseverance and effort, or demonstrated great acts of kindness or cooperation. Parents are invited to these assemblies so they too can celebrate these successes.
- e) Exceptional work, effort or acts of kindness and cooperation can be brought to the attention of the School Leadership Team and stickers may be awarded. The Head Teacher may ask for colour photocopies of work to display, thus instilling a sense of real pride in the pupil's efforts.

f) 'Dojo Points' - As well as the rewards listed above the school has adopted a consistent approach for rewarding and encouraging good behaviour, effort and manners based on the collection of 'Dojo points'. These may be awarded for any actions, deeds or attitudes which demonstrate that pupils are following the school rules. A Dojo point will also be awarded each day to every child who has remained 'green' on the good to be green chart.

When awarding the 'Dojo' the member of staff will reinforce the specific good behaviour e.g. 'You can have a 'Dojo' for waiting so patiently' rather than vague praise such as 'You have been good'.

When awarding 'Dojos' for good learning behaviours staff will reinforce the effort the pupil has put in rather than the end result e.g. 'You have worked so hard on this task' rather than 'You have been so clever'. 'Dojos' are intended to help staff focus on positive rather than negative behaviour e.g. if a child is continuing to stay on task when a partner is trying to distract him, staff may choose to reward the child on task rather than apply a sanction to the child who is not.

A 'Dojo' can be awarded by any staff member to any child at any time. This reinforces our philosophy that **the care of all our children is the responsibility of all adults in school.**

All 'Dojos' awarded will be recorded on a class Dojo chart. The top scoring pupil will be awarded a certificate each week during the Special Mentions Assembly. Also each week there will be a 'Top Dojo scoring class of the week' and a class certificate be awarded during the whole school assembly. All pupils will be included in this reward regardless of how many 'Dojos' they have contributed. Once awarded a 'Dojo' this can never be deducted.

Class rewards will be chosen by the teacher in discussion with the class and will be short fun activities e.g. class game, extra minutes playtime.

g) Some children might need to have an individualised reward system that recognises personal behaviour. This will be discussed and agreed with parents if we feel it is necessary.

## Sanctions

When pupils choose not to follow the rules, all staff are expected to deal with them in a calm and consistent manner. Reference to rules or consequences must be made in a matter of fact manner and voice and be consistent for all pupils. The adult should not enter into dialogue/conflict with the pupil.

Instructions should be given in a calm 'parrot' fashion.

It is important that consequences of poor behaviour are presented to pupils as a choice. This places responsibility for behaviour on the child. The pupil themselves should always be positively acknowledged; it is their behaviour choices that are inappropriate.

Sanctions and consequences should not be seen as punishment rather a natural outcome of poor behaviour choices. After a pupil receives a consequence, it is important to find the first opportunity to praise behaviour and so reduce the attention away from bad behaviour.

Each class has a 'Good to be Green' chart which stores a green card for every pupil. The chart is used to monitor sanctions given and is displayed so it is accessible to pupils.

The following sanctions generally follow on from each other. However, it may be necessary to move rapidly down the list, omitting some sanctions, if poor behaviour persists or is deemed severely inappropriate.

Sanctions will be applied as follows by the adult dealing with inappropriate behaviour.

If unacceptable behaviour occurs:

**Use behaviour management strategies:**

e.g. Polite but firm requests, verbal warnings (no more than three). Consider repositioning, separating etc.

**Step 1 - Give a final warning:**

Use the agreed phrase, 'This is your final warning. Do you understand?'

Pupil is given a Yellow 'Warning' card to place in their slot on class behaviour chart.

Pupils should be fully aware of what this means and the possible consequences of continuing with the behaviour.

**FROM NOW ON NO MORE WARNINGS. TAKE ACTION****Step 2 - Time Out (A)**

- Pupil is given a Red 'Consequence' card to place in their slot on class behaviour chart.
- Pupil sent to designated chair/area of classroom.
- 5-10 minutes sitting alone in order to reflect, calm down etc without causing disturbance.
- During any 'Time Out' given the pupil must be asked to consider the following:
  - What I did
  - Which rule (or right) I broke or infringed
  - Why I did it
  - What I think I should do to make this situation better

This process allows the pupil to reflect upon the behaviour choices that they have made and how they can make the situation better. At the discretion of the adult a consequence of the wrong choice may include:

- Missing part or all of play time and catching up on learning missed
- Repeating unsatisfactory work until it meets the required standard
- Imposition of an appropriate task e.g. picking up litter, tidying a classroom, removing graffiti

**If a child reaches Step 2 Parents/ carers are informed.**

*If behaviour improves return to lesson and once child is demonstrating acceptable behaviour the Red and the Yellow cards are removed from the chart. If not or if child refuses, move to **Step 3***

**Step 3 - Time Out (B) –**

- Child escorted to designated colleague.
- Up to 1 hour/session working alone without causing disturbance.
- Possible removal of a treats / playtime.
- Child to reflect on choices.

**If a child reaches Step 3 Parents/ carers are informed.**

*If behaviour improves return to lesson and once child is demonstrating acceptable behaviour the Red and the Yellow cards are removed from the chart. If not or if child refuses, move to **Step 4***

**Step 4: (Key Stage Leader/ Senior Leadership Team (SLT) -Time Out (C)**

- Child escorted to Key Stage Leader/SLT.
- Up to half a day working alone without causing disturbance.
- Possible removal of a treats / playtime.
- Child to reflect on choices.

**If a child reaches Step 4 Parents/ carers are informed by letter.**

*If behaviour improves return to lesson and once child is demonstrating acceptable behaviour the Red and the Yellow cards are removed from the chart. If not or if child refuses, strategies for persistent poor behaviour to be implemented.*

**Severe Misbehaviour**

In cases of severe misbehaviour (e.g. fighting, vandalism, defying an adult, bullying, inappropriate challenge, threat of violence towards another pupil or adult, intimidation, violence or disrupting the class from function), the pupil would not receive a warning but would jump to an appropriate stage. In these cases the parents will be notified of the incident and informed as to what action was taken.

**Playtime Supervision**

Pupils should be supervised into and out of the classroom area before school, at playtime, at lunchtime and at the end of the school day.

Pupils should be reminded of how to move around, enter and leave the school building in a safe and sensible manner.

During morning and afternoon playtimes, teaching staff and learning support assistants will be on duty on a rota basis. The duty teacher will be responsible for deciding if it is indoor or outdoor play, dependant on weather conditions.

If pupils are kept in at break or lunchtimes, an adult will remain with the pupil/pupils. No pupil will be left unsupervised.

Verbal praise and positive recognition should be used as a routine part of playtime supervision.

‘Dojo points’ can be awarded to pupils by all adults to recognise positive behaviour choices.

If a pupil chooses to behave inappropriately at playtime the following sanctions apply:

- a) Give a general reminder of positive behaviour expected or comment on positive behaviour of a child in close proximity
- b) Give a non-verbal signal to alert disruptive pupil
- c) Continued disruption – quiet reminder of rules/verbal warning using the language of choice
- d) Two minutes timeout walking at side of adult – reiterate good behaviour choice quickly at end of two minutes
- e) Repeat two minutes timeout on the reflection bench
- f) Child escorted inside to class teacher or School Leadership Team.

Incident of a more serious nature to be recorded on our online child protection recording system (CPOMs)

**Behaviour monitoring and record keeping:**

Misson Primary will record all appropriate incidents on the school CPOMs system. Additionally, pupils on an Individual Behaviour Plan will have additional ‘Chronologies’ of their behaviour recorded using the BPBP Blue File.

## **Lunchtime**

We want all children to feel safe and happy at lunchtime. We use the same Magic 5 rules for playtime and lunchtime to ensure that this is possible. These are regularly discussed and explained to the children.

During lunchtime the Midday Supervisors are responsible for monitoring and maintaining good behaviour and manners. Agreed expectations for lunchtime behaviour are discussed with children and reinforced. Children who are being disruptive in the lunch hall may be moved away from other children. If necessary, the Midday Supervisor will refer a child to the Class Teacher, Deputy Head or Head Teacher.

Children who show good manners and behaviour in the dining hall might be awarded a DoJo (linked to our Magic 5 rules) by a member of lunchtime staff. This will be communicated to the class teacher and will contribute to the 'Top Dojo Scorer of the Week' award for each pupil and/or class.

We recognise that some children find lunch and playtime particularly challenging. We run a variety of playground activities during morning break to allow these children structured social times with adult supervision.



## **Individual Behaviour Plans**

Children who find it difficult to control/regulate their behaviour and repeatedly disrupt the teaching and learning of their class, may need to have an **INDIVIDUAL BEHAVIOUR PLAN**. This will be shared with the parents /carers, and will support the child to make the right choices in school.

Children who have Individual Behaviour Plans will receive additional support to help manage their behaviour. A classroom environment audit and use of a behaviour screening tool (the Boxall Profile), form part of a 'graduated response' that identifies a child's negative behaviours and their triggers.

On some occasions these children might have adapted/reduced timetables or different routines from other children to avoid places or times of day that they find difficult, such as playtimes or lunchtimes. They might also require access to our Nurture Room and the opportunity to discuss their thoughts and feelings with an adult.

Children on Individual Behaviour Plans might also have the involvement of outside support to help the pupil and family manage the behaviour. These will be regularly reviewed in meetings with staff, parents and external agencies / partners (e.g. BPBP, Child & Adolescent Mental Health Service (CAMHS), Healthy Families, Team Educational Psychologist, and Nottinghamshire County Council (NCC) Support Services).

We will always be mindful of wider issues (e.g. Special Educational Needs & Disabilities (SEND), medical diagnosis, family circumstances, Social Care involvement) which impact on a child's behaviour to ensure that appropriate plans are written for each individual child. Staff at Misson Primary School will work with colleagues and wider professionals to support children with behaviour difficulties and their families.

The teacher/s who liaises with the Partnership are the Behaviour Leads:
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<b>Mr Birch, and Mrs Reynolds</b>
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## **Responsibilities**

The school recognises that all adults in school are responsible for maintaining high expectations for good behaviour and for managing pupil behaviour around school. All adults in school, including volunteers and visiting governors, are expected to model positive behaviour such as good manners.

The Governing Body publishes a '*Statement of Behaviour Principles*' which informs school policy and procedures and underpins the school ethos.

The Behaviour Leads will also support colleagues working directly with pupils with challenging behaviours, and ensure that additional training is provided if necessary. In particular, the school accesses training provided by BPBP and specialist support teams in NCC; particularly for new staff such as Newly Qualified Teachers (NQTs).

- Mrs Reynolds, as Special Educational Needs Coordinator (SENCo), can provide further guidance with regard to SEND pupils with behaviour needs and ensuring all children – including those exhibiting challenging behaviours – have access to the school curriculum.
- Mr Birch, the head teacher, works closely with a range of outside agencies and can sign-post parents / carers to additional support available and ensures that school policy and procedure is followed by staff.

Class teachers are responsible for promoting good behaviour in class and managing negative behaviour following the school policy. Concerns about long-term behavioural issues and / or sudden changes in behaviour should be discussed with the Behaviour Lead/s so that appropriate support can be provided. Class teachers will reinforce the school policy through the classroom ethos and curriculum (e.g. Personal, Social & Health Education (PSHE) / Sex & Relationships Education (SRE)). They are also expected to liaise regularly with parents when behaviour becomes a barrier to learning in class.

As a small school it is important that all staff develop positive relationships with all pupils; this is particularly important for transitions (e.g. between classes). Children with specific behavioural needs might need additional support at these times. This might include: extra transition time in a new class; 1:1 time with a new teacher / member of staff; the use of social stories to discuss and explore new situations and / or interventions about transition.

The Behaviour Leads will liaise with colleagues at Secondary Schools to ensure children with behavioural difficulties receive the support they need and have a smooth transition. This will include a handover meeting / phone-call between relevant staff and additional transition sessions / access to Secondary Summer School etc. Any relevant paperwork will also be passed onto the new school setting; this might include a child's behaviour file, Individual Behaviour Plans and / or a Support file.

### **Bullying**

Misson Primary School has a **zero-tolerance** attitude to bullying and follows a robust procedure when children feel bullied.

- We endeavour to ensure children are clear that bullying is: **REGULAR** (not a one off), **PROLONGED** (over a long period of time), **DELIBERATE** (to hurt someone) and usually involves an imbalance of **POWER**. We have a pro-active approach to anti-bullying and talk about bullying with the children (e.g. in PSHE lessons and assemblies) to help them recognise how their behaviour might make other children feel.
- If we believe or discover that bullying/intimidation has taken place, we act **immediately** to stop any further occurrences of such behaviour. We do everything in our power to ensure that all children attend school free from fear.
- We encourage children, parents and other adults to speak to a member of staff if they are concerned that a child may be being bullied at school.
- Parents of children that we find are repeatedly hurting, frightening or being unkind to another child will be informed and invited to a meeting with Mr Birch to discuss how we want to address the behaviour. We expect full parental support in these situations.

- We will always look at providing support for both the victim and perpetrator of bullying, and try to look at the reasons for children targeting other children.
- The school will always address prejudice-based bullying with parents. This is when a child is being targeted because of a protected characteristic (e.g. gender, ethnicity, religion or sexuality). The staff have received Training to be able to address LGBT+ bullying / prejudicial language.

If parents report incidences of bullying between our pupils but outside of school time (e.g. cyber-bullying via internet gaming platforms or mobile phones), we will follow the same procedures as for in-school incidents and address this with pupils and parents.

**For additional information, please refer to our School Anti-Bullying Policy.**

### **Staff & Pupil Safety**

The safety of the children is paramount in all situations. If a child's behaviour endangers the safety of themselves or others, the class teacher will stop the activity and appropriate further action will be taken. Additional adult support can be summoned using a 'Red Card'. On rare occasions the rest of the class might be removed from the location while staff respond to a specific incident.

If a child threatens or deliberately hurts another child, the member of staff refers the child to the Head teacher or Deputy Head if this is deemed appropriate for that individual child and circumstances.

If a child repeatedly acts in a way that disrupts or upsets others, the school will contact the child's parents or carers and seeks an appointment in order to discuss how we can improve the behaviour of the child.

### **Use of Physical Restraint**

The majority of the staff have received NCC Physical Intervention training Controlling Risky Behaviours (CRB) to ensure that any use of physical restraint follows government guidelines. This training focuses on **de-escalation** techniques that can be used to diffuse volatile situations with children and teaches staff how to intervene when a child could potentially hurt himself, herself, or another child/adult. This is only ever used as a last resort and always has pupil / staff safety as a priority.

### **Parents & Carers**

Parental involvement is crucial to reinforce behaviour in positive ways; as such, we expect parents/carers to support our school rules and Behaviour Policy.

The school collaborates actively with parents / carers so that children receive consistent messages about how to behave at home and at school.

We expect parents / carers to support their child's learning and to cooperate with the school, as set out in the **Home-School Agreement**.

We try to build a supportive dialogue between the home and the school, and we will promptly inform parents and carers if we have concerns about their child's welfare or behaviour.

If parents/carers have any concerns about an incident at school or the way that their child has been treated, they should initially contact the class teacher. If their concern remain, they should contact the Head teacher.

We expect parents / carers to model acceptable behaviour to their children. Misson Primary School will not tolerate verbal abuse, threats of violence or actual violence towards staff from parents or carers. Please see our **Parent Code of Conduct** for further information.

### **Fixed-term & Permanent Exclusions**

We do not wish to exclude any child from school, but this may be necessary when there has been a serious incident or ongoing issues involving, for example, aggressive behaviour and violence.

We refer to current NCC guidance in any decision to exclude a child from school.

- Only the Head teacher (or an acting Head teacher) has the power to exclude a child from school. The Head teacher may exclude a child for a fixed-period determined by the individual circumstances in an incident. In extreme and exceptional circumstances, the Head teacher may exclude a child permanently.
- If the Head teacher excludes a child, he informs the parents or carers immediately, giving clear reasons for the exclusion. At the same time, the Head teacher makes it clear to the parents or carers that they can appeal against the decision to the Governing Body, if they wish. The school informs the parents or carers how to do this.
- The Head teacher informs NCC and the Governing Body about any fixed-term or permanent exclusion.
- The Governing Body itself cannot either exclude a child or extend the exclusion period made by the Head teacher.
- In the event of an appeal against exclusion, the Governing Body must convene a committee. This committee considers any exclusion appeals on behalf of the Governors. They will follow the latest DfE guidance for this procedure.

We will always consult with the Bassetlaw Primary Behaviour Partnership if we feel an exclusion is appropriate. They will provide support and guidance for both school staff and parents, and be involved in the child's re-integration after the exclusion, as well as in the development of an action plan to reduce the risk of any further exclusions.

We will always try to put additional support in place for a child with behavioural difficulties. This might include increasing 1:1 TA support, social / emotional interventions, and use of the Nurture Room or other time out of class, individualised curriculum, and / or a personalised reward / behaviour system. On rare occasions, we might feel that a child requires a short-term reduced timetable as part of a reintegration programme. This will always be agreed with the BPBP team and the parent, and will be reported to NCC following their guidelines. Reduced timetables will be regularly reviewed in order to limit any impact on a child's education.

### **Prohibited Items**

- The Head teacher is responsible for the health, safety and welfare of all children / staff in the school.
- The Head teacher has a statutory power to search pupils or their possessions without consent where they have reasonable grounds for suspecting that the pupil may have a prohibited item.
- Prohibited items include knives, weapons, alcohol, illegal drugs, tobacco/cigarettes, fireworks, pornographic material, and/or stolen items.
- It also includes any item that the Headteacher reasonably suspects has been or is likely to be used to commit an offence or cause personal injury or damage of property.
- The Head teacher will adhere to the latest Department for Education (DfE) guidance regarding screening, searching and confiscation.

### **Allegations of Staff Misconduct**

The school follows NCC procedures for allegations of misconduct against staff and would be supported by the NCC HR team to investigate an allegation made. This includes providing pastoral care for staff accused of misconduct during an investigation.

If an allegation is found to be malicious, appropriate action will be taken against the pupil making the allegation. This would be decided on an individual-case basis, but would include working in partnership with parents / carers and outside agencies (e.g. BPBP, Healthy Family Team, CAMHS, Social Services) to identify the reason for the allegation and provide appropriate support for the pupil.

### **Monitoring & Review**

- The Head teacher monitors the effectiveness of this policy on a regular basis. He reports to the Governors on the effectiveness of the policy and, if necessary, makes recommendations for further improvements.
- The school keeps a variety of records concerning incidents of behaviour. These are kept following GDPR guidelines for this type of school records.

- It is the responsibility of the Governing Body to monitor the rate of pupil exclusions, and to ensure that the school policy is administered fairly and consistently.
- The Governing Body will pay particular attention to matters of equality; it will seek to ensure that the school abides by Government statutory and non-statutory guidance, and that no child is treated unfairly because of a protected characteristic.

**The staff and Governing Body will review this policy every year to ensure it is still relevant and effective, and continues to meet latest DfE guidelines / requirements.**

## Appendix:

Link to BPBP website with individual behaviour plans, risk assessments, resources and chronologies (Blue record keeping file):

<http://www.bpbp.uk/community/bassetlaw-primary-behaviour-partnership-12871/home/>

Link to Social & emotional learning (SEL) guidelines:

[https://www.eif.org.uk/resource/supporting-childrens-social-and-emotional-wellbeing-as-they-return-to-school?mc\\_cid=0b60deef4e&mc\\_eid=bca4a93aaf](https://www.eif.org.uk/resource/supporting-childrens-social-and-emotional-wellbeing-as-they-return-to-school?mc_cid=0b60deef4e&mc_eid=bca4a93aaf)

Link to form for exclusions:

[https://forms.nottinghamshire.gov.uk/AchieveForms/?mode=fill&consentMessage=yes&form\\_uri=sandbox-publish://AF-Process-7d50f6bc-2f6b-40d6-9bcf-3d40309438f6/AF-Stage-f221f4d0-9ccf-415b-ab85-27b0442df0b8/definition.json&process=1&process\\_uri=sandbox-processes://AF-Process-7d50f6bc-2f6b-40d6-9bcf-3d40309438f6&process\\_id=AF-Process-7d50f6bc-2f6b-40d6-9bcf-3d40309438f6](https://forms.nottinghamshire.gov.uk/AchieveForms/?mode=fill&consentMessage=yes&form_uri=sandbox-publish://AF-Process-7d50f6bc-2f6b-40d6-9bcf-3d40309438f6/AF-Stage-f221f4d0-9ccf-415b-ab85-27b0442df0b8/definition.json&process=1&process_uri=sandbox-processes://AF-Process-7d50f6bc-2f6b-40d6-9bcf-3d40309438f6&process_id=AF-Process-7d50f6bc-2f6b-40d6-9bcf-3d40309438f6)