



Behaviour Policy 2023 – 24

Elmhurst Primary School Behaviour Policy

This policy has been written for staff at Elmhurst Primary School to set out the expectations and standards of behaviour for our pupils around the school and in the classroom.

This policy should be read alongside our teaching and learning and SEND policies.

Our school values of care, confidence, creativity, challenge and character are embedded in everyday life at Elmhurst Primary School. They enable our children to develop the personal qualities that result in a sound understanding of the essential need for an agreed code of conduct that allows all children to access a safe and happy learning environment.

The aims of this policy are:

1. To create a culture of exceptionally good behaviour for learning
2. To ensure that all learners are treated fairly, shown respect, and to promote good relationships
3. To help learners take control over their behaviour and to be responsible for the consequences of it.
4. To ensure all members of the school community are fully aware of our code of conduct and that it is consistently applied by all staff.
5. To ensure that restorative sanctions are employed wherever possible in order for children to develop an intrinsic sense of responsibility.

This policy is underpinned by the following:

- Evidence from research such as the Education Endowment Foundation: 'Improving Behaviour in schools' report.
- DFE (2018) Mental Health and behaviour in schools
- Bennett. T (2017) Creating a Culture: how school leaders can optimise behaviour
- Trauma informed practice and the effects of Adverse childhood experiences
- Paul Dix (2022) When the Adults Change Everything Changes

Our core values

These core values underpin our beliefs and our philosophy of learning and our expectations on behaviour. All staff and pupils are expected to embody and demonstrate these core values; we believe that adherence to these values will lead to a rich curriculum, achievement and excellent behaviour for all pupils.

- **Care** - We show care to ourselves, each other and in all that we do.
- **Confidence** - We believe in ourselves and work towards our own goals.
- **Creativity** - We use an imaginative and resourceful approach to our lives.
- **Challenge** - We always work our hardest and aim to achieve.
- **Character** - We value strength of character and try to be the best we can.

General principles and expectations

1. Good relationships matter

Knowing and understanding individual pupils well is the key to developing a positive behaviour environment. We believe that a focus on developing good relationships will ensure that pupils feel valued and supported and therefore will be less likely to misbehave. Staff should develop intentional practices to cultivate a positive relationship with every student in order to build confidence and trust.

2. Consistency of approach

We believe that consistency and coherence at a whole school level are paramount. We are committed to ensuring that all staff including teaching assistants, receptionists and lunchtime staff are trained in order to ensure key behaviours are applied consistently.

3. Teaching learning behaviours

"You own your own behaviour". We believe that pupils who are aware of their own behaviour, who can self regulate and deploy coping skills will be less likely to misbehave in school. It is our aim to embed the explicit teaching of learning behaviours in order to raise awareness amongst pupils of the need to recognise and manage their emotions and reactions.

4. Developing intrinsic motivation - Whilst at Elmhurst we deploy certain external influences such as certificates and Dojo points to encourage positive behaviour, we also understand that it is intrinsic motivation or self motivation that is crucial to improving resilience, achieving goals and ultimately is the key determiner to achieving success.

5. Developing restorative practice - Where misbehaviour has occurred the child should be encouraged to think through their behaviour, its consequences and what they can do to make it better. This could be a conversation between the child and "victim" or writing a letter of apology, for example.

6. Individual behaviour approach - Whilst implementing a consistent approach is paramount it is recognised that sometimes a tailored approach to support an individual's behaviour may be necessary.

Special Educational needs and disabilities/SEMH

It is our belief that children with SEND including Autism and SEMH should be given special consideration and support for their behaviour. It is essential that we have a good understanding of these children's needs.

Please consider the following:

- All behaviour is a communication of needs and it is important to consider factors which have contributed in the environment, in order that change can be affected over time.
- Trauma affects the brain and may lead to 'Fight, flight or freeze' behaviours which are not under the child's control. These behaviours must be given attuned and sensitive support and cannot be addressed until the child is calm.
- Emotional dysregulation can affect children's behaviour and must be supported by an adult according to their specific needs. Individual strategies should be used where appropriate, such as 'social stories' and the 'PALM model'.
- The environment should support a child's needs, including sensory needs eg visuals, work stations, buddy systems, zones of regulation strategies, calming areas in the classroom etc.
- **The key is in the relationship with the child and their family and in the partnership that we have.**

Our Expectations

In the Classroom

- The learning environment in the classroom should be calm, supportive and focussed at all times
- An appropriate, calm noise level should be maintained at all times.
- Children should be sitting with good posture at their tables
- A clear reward system should be explicit within the classroom (Dojo points)
- Use of recognition boards in every classroom
- The silent signals should be used consistently by teachers to ensure a purposeful learning environment (see appendix 1 'Silent signals')
- Behaviour which does not fit in with our 5Cs expectations will be dealt with on an individual basis and not publicly. A graduated and appropriate action should be taken and followed up with a restorative conversation, which will be followed up with a logical consequence where needed.
- Consistent use of language and agreed scripts will support teachers in responding appropriately.

Clear routines for the following should be taught at the beginning of the year with reinforcements throughout the year. (see **appendix 8)**

Transitions across the school

- In order to maintain a calm and safe environment across the school children should walk sensibly and quietly at all times.
- Pupils to treat all areas of school respectfully, e.g. library, ICT suite, toilets.

Start of the school day

Gates will be open from 8.40

- It is not necessary for pupils to line up.* They should go directly to their classrooms in a calm and sensible manner. Adults on duty outside will support the children in doing this.
- Classrooms must be opened by the class teacher at 8.45.
- Registers should start from 8.50 and be completed by 9am

*In KS1 Class 4 and Class 8 will need to line up and will be collected by their teachers at 8.45

Playground

- We expect all pupils to continue to follow the school's core values in the playground
- Pupils should not enter the main building for any reason, unless instructed to/given permission by a member of staff.
- At the end of break, the whistle should be blown on time. At the first whistle, pupils must stop playing. At the second whistle, pupils must walk calmly and quietly back to their classrooms in KS2 playground and line up to wait for their teachers in the KS2 playground.

In the lunch halls

- An appropriate, calm noise level must be maintained at all times.
- When queuing for their food, pupils must wait sensibly in line.
- Pupils must show good manners towards the kitchen staff and MDAs serving them.
- Pupils must remain seated and show polite table manners
- There must be calm walking at all times to keep everyone safe
- Children should be encouraged to eat their food and not be wasteful

Assemblies

- Children are expected to enter and leave assemblies in silence.
- Pupils should not talk to each other during the assembly unless asked to talk to their partner.
- Pupils should be active listeners, and engage with the content of the assembly.

Good manners

Good manners are important in our school. This helps us to create an environment in which all individuals feel valued and respected. We should role model this to the pupils and teach it explicitly.

Pupils should:

- Be encouraged to greet adults and one another politely and show behaviours such as holding doors open.
- be encouraged to say please and thank you in different contexts
- Understand the importance of gratitude and an individual's responsibilities as well as their rights.

Use of consistent scripts and mantras

Having a shared script helps adults to remain calm and regulated, particularly in times of pressure. It does not require thought, it is at hand for us to use and it provides consistency for the children. Try to focus on the behaviour rather than the child.

This takes 'emotional management' and self control.

For example try:

- 'I notice that you are...(struggling to listen, to sit in your seat, to focus on the lesson etc)'
- 'The rule that you broke was (running, shouting out, not sharing etc)'
- 'We don't do that (specify behaviour) because..... I'm sure that next time you will.....'
- 'Would you like some quiet time/to go to the calming space?'
- Were you following the 5Cs?

Remember to always catch the desirable behaviours too and explicitly comment publicly on them.

Use the Zones of Regulation if appropriate to help children to identify and regulate their own emotions (see appendix 9)

Rewards and sanctions

Rewards

Where pupils are meeting the school's expectations for behaviour and exemplifying the school's five values, staff can reward them using the following school reward systems:

Recognition Boards

All classrooms should have these in place at the start of the year. A class rule can be chosen at the beginning of the week and names will go onto the board as the rules are well followed by individual children.

The principals are:

- Chosen rules should be phrased in a positive way eg 'good listening' rather than 'no shouting out'.
- That good behaviour is advertised and celebrated.
- That unacceptable behaviour is dealt with on an individual basis, is not public and is proportionate.

Points System

The school will use the Dojo online reward system across all classes.

Pupils may be awarded Dojo points by their teacher when they are demonstrating one or more of the five core values. This could be for their written work, attitude towards a lesson, group work, progress etc.

As pupils accrue Dojo points, their class teacher must award badges at the following stages:

- 100 points for a 100 dojo badge 1
- 200 points for a 200 dojo badge 2
- 300 for the head teacher Award- 300 dojo badge 3

There must be consistency in how the points are awarded across all classes. Points should be offered for particular successes, rather than awarding them for behaviours that should be a matter of routine.

Teachers should not take away a point that has been earned.

Certificates

Once per week, during certificate assembly, teachers should award certificates. There are a range of certificates that may be given:

- **Merit awards:** teachers may give these to any of their pupils for showing good behaviour and demonstrating one or more of the five values. The award should be personalised and celebrate the pupils' successes.
- **Dojo badges:** teachers must give these to pupils who have reached the relevant number of Dojo points. As with the merit awards, it should be personalised and detail how the pupil has earned the award.
- **Battle of the Books certificates:** teachers should award these to pupils who have produced good reviews on the BotB padlet
- **Pen license certificates:** teachers may choose to award pen licences through giving a certificate in assembly
- **Miscellaneous certificates for music, reading, sports, debating, etc.:** on occasion, certificates may be awarded to show achievements in competitions or as recognition from an external organisation.

Sharing with parents and headteacher

Teachers can, at their own discretion, share work with parents at any time.

If a child has produced especially impressive work, then teachers can send the child with their work to the relevant phase leader or the HT to share their work.

Optional reward systems

Teachers may choose to adopt additional reward systems on a class by class basis, such as table points or whole class marble jar or reward/golden time (KS1 only not KS2) If this is the case, these systems must not interfere with or override whole school reward systems, such as Dojo points and certificates.

Eg Marbles, Star of the Day. Golden time may be used as a reward in KS1 only and should be limited to 15 minutes on a Friday afternoon.

Sanctions

In cases where pupils are not meeting the school's expectations for behaviour or disregarding the school's five values, staff must follow the school's sanction system. Teachers should take a measured approach and will privately record the child's name and note any further actions to be taken.

Sanctions should be applied with fair warning and compassion and discussion should take place with pupils about what emotions their behaviour is communicating.

- Shouting at pupils or shaming them is not acceptable.
- Adults should remain calm and regulated at all times.
- Discussions should take place away from peers.
- Under no circumstance should pupils be made to stand outside in the corridor, facing against walls or outside the classroom.

Teachers should use professional judgement when deciding on sanctions, but a consistent approach must be adopted for certain behaviours. **For swearing or fighting parents must be informed either by letter or in person.**

The graduated approach to behaviour management:

Noted behaviours	Graduated response
If you notice a pupil struggling to meet the behaviour expectations	A quiet word, which may include a check in with the pupil about their emotional well being.
After a check-in if a pupil fails to meet the school's behaviour expectations, then their name can be privately recorded by the teacher	Verbal warning (privately) Focusing on the expected behaviours
If the pupil continues to misbehave	5 minutes of break time missed where there is an individual restorative conversation
If the pupil then continues to misbehave further or where a serious misdemeanour occurs	10 minutes of break time missed A restorative conversation and a logical consequence agreed with the child
Continued or worsening behaviour observed	The year head may become involved, followed by parents and possibly SLT depending on the nature of the behaviour

If a child regularly misses playtime or lunchtime, the child should also be referred to the year head or the phase leader (SLT). If the phase leader has been informed of repeated low-level behaviour issues, this should then be recorded on Safeguard.

Time out

Time out can be used within the classroom at the teacher's discretion either in a designated area or elsewhere in the classroom, where the child can still access the teaching. If the negative behaviour persists then it may be necessary to send the pupil to the head of year

- Children must not be physically removed by an adult unless they are posing a danger to themselves or others, in which case guidance from the 'Safer Handling Policy' must be followed.
- It is unacceptable to shame children by shouting at them. We should not, for example, make them face the wall or stand in corridors.

Types of behaviour and sanctions

Behaviours	Appropriate sanctions
Low level classroom disruption e.g calling out, not following expectations, not following management signals, talking over teacher	Follow graduated approach to behaviour management consistently (do not escalate too soon)
Fighting (KS1)	Sent to year head or if very serious to SLT overseeing year group, talk to parents
Hitting (KS2)	Immediate escalation to missed break/lunch including a restorative conversation and logical consequence, record as a behaviour incident on safeguard and report to line manager, meeting with parents
Swearing at others (KS1)	Immediate escalation to missed break/lunch including a restorative conversation and logical consequence, and involve parent and phase lead, record on safeguard
Swearing at others and name calling (with intent) KS2	Immediate escalation to missed break/lunch including a restorative conversation and logical consequence, letter home and involve parent and phase lead, record on safeguard
Racist, homophobic or sexist language	Ensure there's a restorative conversation and a logical consequence. Record as a racist or homophobic incident on safeguard and report to line manager. Parents must be informed.
Sexual misconduct/use of sexualised language	Ensure there's a restorative conversation and a logical consequence to be decided. Report to SLT member and record on safeguard

Use of sanctions

Children can be asked to stay in at playtime or lunchtime. If a child misbehaves while staying in at playtime their names are recorded on safeguard and they repeat this sanction. Children who are missing their playtimes should stay inside and be supervised by either the class teacher or year head (decided by year group team). Where behaviour is more serious then a member of SLT may supervise missed play.

Restorative practice (see appendix 3)

Children should be supported to reflect on their behaviour, this may include a restorative conversation, or a logical consequence (e.g. a letter of apology). Restorative questions should be used as a prompt to encourage children to reflect upon their actions. These could include questions such as

- What happened?
- What were you thinking of at the time?
- What have you thought about since?
- Who has been affected by what you have done?
- In what way have they been affected?
- What do you think you need to do to make things right?

Sanctions at lunch times

From 12.50pm Mr Ben and Mr Tish will continue to support behaviour in the playground and use the Enrichment room for restorative conversations.

Peer mediators will support restorative conversations and apologies between pupils.

Recording of low level behaviour incidents

Any minor incidents of behaviour do not necessarily need to be recorded, particularly when these incidences involve younger pupils who are still learning the rules. For persistent incidences of low level behaviour, particularly for KS1 pupils, teachers should keep a dated record of behaviour patterns. This may be recorded on Safeguard.

Serious incidents of behaviour

The school uses a software called 'Safeguard' to record all serious incidents of inappropriate behaviour including racism, swearing, homophobic language, threats and violent actions. This is a central electronic record where teachers can log incidences and alert senior members of staff. Incidents of a homophobic or racist nature should be referred directly to SLT. Any attack on a member of staff should be dealt with by the Head teacher.

If behaviour does not improve:

- The child may be put on an Elmhurst home school behaviour book (appendix 5). (Behaviour targets are set and rewards and sanctions are made clear). This is to ensure that the behaviour is closely monitored and that the child, their parents and the school are working together.
- If behaviour still does not improve the SLT should be informed. A behaviour support plan is put in place (appendix b3). This is to ensure that the correct supports are in place and that all of the named staff are part of the policy.

Internal exclusions

Class teachers should not send children to another classroom as a sanction as this is likely to have a negative affect on their learning. On the rare occasion that this sanction is needed, it should be decided by an SLT member and recorded on Safeguard. Appropriate work will be set for the child by the class teacher. The child will also be excluded from the playground.

Should a child be of 'continuing or special concern' then the following actions should be carried out:

- Teachers need to keep a dated record of behaviour patterns. This is now kept electronically on 'Safeguard' software.
- The parent should be informed of concerns in person and a behaviour letter sent home (see appendix 2)

Fixed Term exclusion

At Elmhurst Primary School we see fixed term or permanent exclusion as an absolute last resort, when all other strategies have been exhausted, including providing Early Help or school counselling sessions and receiving help from BSS or CAMHs.

There are incidents or circumstances where a fixed term exclusion will be the only appropriate step. The Head Teacher and Senior Leaders make the final decision about the length of the exclusion. A fixed term exclusion occurs after consultation with staff and an investigation into the behaviour breach (which includes talking to staff, children and the child). The length of the exclusion depends on the severity of the incident and individual pupil circumstances.

Some behaviour which warrants a formal fixed term or permanent exclusion:

1. If a child has physically attacked a member of staff but this excludes pupils with SEND who require different approaches.
2. The school will follow the MAT's policy of a 5 day external exclusion for bringing an offensive weapon to school.

If an external exclusion is deemed appropriate, the school will follow Statutory and LEA guidelines for time limited exclusions. The letter (Appendix 5) which is issued when a child is excluded explains clearly the responsibility that a child should not be in a public place during the period of the exclusion.

If the pupil is a 'vulnerable child', then they have the opportunity to spend their exclusion period at the Re-Integration Into Education Team (RIET) provision. This is a Newham provision specialising in supporting pupils who have been excluded or are in danger of being so. Attendance at RIET also provides the opportunity for pupils to explore the events that led to the exclusion and identify different choices which could have been made. If the exclusion is longer than 5 school days, the school will arrange suitable full-time education from the sixth school day, eg Attending RIET.

Procedures

- If an incident is deemed serious enough to involve fixed term exclusion, the school will endeavour to contact the parents on the day of the incident. If parents are separated, then both parents are informed of the exclusion.
- A letter (Appendix 5)will be sent home within 24 hours, outlining the reasons for the exclusion and the measures parents can take in relation to them.

- Work will always be provided for the length of the exclusion. It is expected all work will be completed to a good standard and that it is returned to be marked.
- Parents must meet with a member of the Leadership Team for a reintegration meeting on the day that the child returns to school to ensure such events don't reoccur. Procedures to appeal against a decision are also clearly outlined in the letter.

Permanent exclusion

Permanent exclusion can only be granted by the Governors and usually follows a period of fixed term exclusions. The procedures for exclusions operate within the DfE guidelines at:

<https://www.gov.uk/school-discipline-exclusions/exclusions>

Use of reasonable force

This section of the document has been written according to DfE guidance on reasonable force, last updated July 2013. The quotations/extracts that follow have been taken from this guidance document.

Definition of reasonable force

- Elmhurst Primary School understands 'reasonable force' to mean: *'the broad range of actions used by most teachers at some point in their career that involve a degree of physical contact with pupils.'*
- The circumstances in which force might be used vary; it may be required for either **control** or **restraint**, and the severity or urgency of the circumstances will be dependent on the context.
- We consider control to mean: *'either passive physical contact, such as standing between pupils or blocking a pupil's path, or active physical contact such as leading a pupil by the arm out of a classroom.'*
- We consider restraint to mean: *'to hold back physically or to bring a pupil under control. It is typically used in more extreme circumstances, for example when two pupils are fighting and refuse to separate without physical intervention.'*

Reasonable force – who, when, why?

- **All** members of school staff are legally permitted to use reasonable force where necessary. This may include additional members of staff placed in charge by the headteacher, e.g. a parent volunteer.
- Reasonable force is to be used to either control or restrain a pupil, and is solely for the purpose of preventing *'pupils from hurting themselves or others, from damaging property, or from causing disorder.'* The responsibility of deciding whether reasonable force is necessary resides with the professional judgement of the staff member(s) present.
- Reasonable force **may** be required to:
 - *'remove disruptive children from the classroom where they have refused to follow an instruction to do so;*
 - *prevent a pupil behaving in a way that disrupts a school event or a school trip or visit;*
 - *prevent a pupil leaving the classroom where allowing the pupil to leave would risk their safety or lead to behaviour that disrupts the behaviour of others;*
 - *prevent a pupil from attacking a member of staff or another pupil, or to stop a fight in the playground; and*
 - *restrain a pupil at risk of harming themselves through physical outbursts.'*
- It is **unlawful** for schools to use force as a punishment in any form.

Further guidance and information on the use of reasonable force can be found on the DfE website.

Reasonable force and SEN

As a school we have a legal duty to make reasonable adjustments for disabled children and children with SEN. Please speak to the SENCO about any concerns you have regarding the behaviour management of children with

SEN, who will consider specialist training where appropriate.

The behaviour policy was updated and reviewed by the senior leadership team in July 2023.

Appendices

1	Silent signals
2.	Behaviour letter
3	Restorative conversations
4	Swearing letter
5	Behaviour book
6	Behaviour support plan
7	Fixed term exclusion letter
8	Routines to be taught
9	Zones of Regulation guidance

Appendix 1: Silent Signals

Silent Signals

We need children's minds to be free to learn to read and write. The silent signals should be used throughout the day by all members of staff. Once embedded the silent signals ensure that children respond quickly to instructions with the minimal amount of fuss. It also

Team stop signal

The team stop signal helps us stop children in a calm manner, ready for what's next. It replaces all other stopping techniques: clapping, clicking, singing rhymes, shaking a maraca, shouting, shushing, singing, dance routines, counting back. The stop signal is used at playtime, in assembly, in lessons, during transitions, at lunchtime, on trips and in staff meetings. Use this signal to gain attention. Practise until children respond in under five seconds and in silence.

1. Hold one hand in the air with a flat palm. Do not clap or talk.
2. Scan the room to check every child has responded. Every child: - Raises one hand in response; - Checks their partner and others at their table have also raised their hands – gently tapping an arm if necessary; - Looks attentively at you – eyes locked into yours to show they are ready to listen; - Sits up tall, beside their partners.
3. Lower your hand and scan to check everyone is looking at you attentively, ready to listen. Do not start talking until you have their attention.

Turn to your partner (TTYP) signal

Partner work should be used consistently in all lessons. Hold both hands pointing forward as if they are two open gates. Close the gates as soon as you have finished asking the question. Practise this signal until children turn automatically to their partners to answer the question. Avoid saying the words 'turn to your partner'. Children should turn their heads towards their partners, not their whole body or chair.

Perfect Partner signal

Run one hand down the outside of the opposite arm, to remind children to: • Sit up straight beside their partner • Be ready to turn and talk to their partner.

My Turn, Your Turn (MTYT) signal

Use this silent signal when you want the children to repeat something after you. My turn: gesture towards yourself with one or two hands. Your turn: gesture towards the children with one or two open palms. Explain to the children that this signal is yours and not theirs.

Magnet eyes

When you want to be sure the children are listening, point to your eyes with two fingers. This indicates that their eyes should be on yours and their bodies still.

1, 2, 3 signal

Move the children silently from carpet to table in under 15 seconds. • Hold up one finger: children stand • Hold up two fingers: children walk and stand behind their chairs • Hold up three fingers: children sit down and prepare to read or write.

Appendix 2: Behaviour Letter

Date: _____

Dear Parent/Carer of _____.

Your childin class..... has been behaving badly in school,
.....
.....
.....

..... has been told that this is wrong and that any further incident may lead to you being asked to attend school to discuss this poor behaviour.

Please speak to your child to explain that this sort of behaviour is not acceptable.

Please sign and return the slip below to let me know you have acted upon this letter.

Yours sincerely,

Mrs S. Samra
Head Teacher

I have received your letter regarding my child’s behaviour and spoken to
(Class:.....) about this.

Parent/Carer
Signature.....Date.....

Appendix 3 Restorative Practice



Appendix 4: Swearing Letter

Date: _____

Dear Parent/Carer,

Unfortunately your child _____ has been swearing in school.

We have told..... that this is wrong and that any further incident may lead to you being asked to attend school to discuss this poor behaviour.

Please speak to your child to explain that this sort of behaviour is not acceptable.

Please sign and return the form below to let me know you have acted upon this letter.

Yours sincerely

Mrs S. Samra
Head Teacher

I have received your letter regarding my child's behaviour and have spoken to _____ about this.

Signed: _____

Child's Name: _____ Class: _____

Appendix 5: Behaviour Book

Name: _____

Week Beginning: _____

Good Behaviour



Unsatisfactory Behaviour



Time	Monday	Tuesday	Wednesday	Thursday	Friday
Before school and lining up					
Register					
1 st Session					
Play					
2 nd Session					
Lunch					
Afternoon					
End of the day					

<u>Targets for the week:</u> To get _____ happy faces every day this week	1.	2.
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Pupil Comment:
Teacher Comment:
Parent Comment:

Appendix 6: Behaviour Support Plan

Who is supporting this plan?

What supports are in place?

Name: _____ Class: _____

What I need to do:	Reward	Consequence
IN CLASS: Examples of targets: <i>1. I will focus on my work for at least 30 minutes at a time</i> <i>2. Follow instructions the first time I am asked by an adult</i> <i>3. I will let others respond in class and not interrupt my peers and teacher.</i> Who will support me: What will support me:		
IN THE PLAYGROUND: Who will support me: What will support me:		

Signed and agreed by:

Pupil: _____

Teachers: _____/_____

Parents/Guardians _____

AHT _____

Head Teacher _____

Appendix 7 Fixed Term Exclusion Letter

Date _____

Dear Parents/Carers of _____

I am writing to inform you of my decision to exclude _____ for a fixed period of one day.

I realise that this exclusion may be upsetting for you and your family, but the decision to exclude _____ has not been taken lightly. The reason for this fixed term exclusion is because _____ has used violence against a member of staff.

A fixed term exclusion means that she/he will not be allowed in school for this period. The exclusion begins on _____ and ends on _____, which means _____ must return to school on _____ unless you are advised of any change. Please ensure x completes the learning work agreed.

You have a duty to ensure that _____ is not present in a public place in school hours during this exclusion otherwise you may receive a Penalty Notice from the Local Authority unless there is reasonable justification for doing so.

You have the right to make representations (the opportunity to present your case) about this decision to the governing board. If you wish to make representations, please contact Ms Yasmin Begum at Elmhurst Primary School, as soon as possible and your email/letter will be forwarded to the chair of governors. The governing board must consider any representations made by you but it cannot direct reinstatement and is not required to arrange a meeting with you. [Normally your contact would either be the Chair of Governors, Clerk of Governors or staff member responsible for exclusion administration]

Please advise if you have a disability or special needs which would affect your ability to attend or take part in a meeting with the governing board. Also, please inform Ms Begum if it would be helpful for you to have an interpreter present at the meeting.

You should also be aware that if you think the exclusion occurred as a result of discrimination you can make a claim under the Equality Act 2010 to the First-tier Tribunal (Special Educational Needs and Disability). In the case of other forms of discrimination, you can make a claim to the County Court. Please follow this link to guidance on making a claim of discrimination to the First-tier

Tribunal <http://www.justice.gov.uk/tribunals/send/appeals>. Any claim of discrimination should be lodged within six months of the date on which discrimination is alleged to have taken place.

You and _____ are requested to attend a reintegration meeting with me at Elmhurst Primary School on _____ at 9am. The purpose of the reintegration meeting is to discuss the best way to manage _____ return to school. Failure to attend this reintegration meeting will result in an unauthorised absence and further action may be taken.

If you wish to receive advice, you can contact Peter Sullivan from the Local Authority by ringing 0203 373 6910 or by emailing exclusions@newham.gov.uk.

In addition, for free and impartial information, go to:

- The statutory guidance on 'Exclusion from maintained schools, Academies and pupil referral units in England' at www.education.gov.uk.
- The Coram Children's Legal Centre www.childlawadvice.org.uk or ring 0300 330 5485. Monday – Friday between 8am to 6pm. Calls cost the same as calling a standard landline number - even from a mobile.
- ACE Education www.ace-ed.org.uk or ring their advice line service on 03000 115 142. Monday to Wednesday from 10 am to 1 pm during term time. Calls cost the same as calling a standard landline number - even from a mobile.

Yours Sincerely



Sukwinder Samra
Head teacher

Appendix 8: Checklist for Teaching of Routines

	Tick
In the classroom:	
Establish clear routines for the start of the school day. Consider where the children put their belongings (e.g. water bottles), settling activities e.g. silent reading in KS2 /problem solving activity etc.	
The silent signals should be used consistently by teachers to ensure a purposeful learning environment (see appendix 1 'Silent signals')	
Children should be aware of the resources available and access them independently	
Children should treat the classroom respectfully and be trained on how to store and access resources to maintain a tidy environment	
Children should have clear roles and responsibilities to aid classroom management (e.g. book monitor, stationery monitor etc.)	
Children should be sitting with good posture at their tables and not swinging on chairs	
Children should be taught to transition round the classroom in a calm and sensible manner (e.g. walking)	
Where there is a carpet area, children should sit smartly with their legs crossed	
When children are stuck with their work they should be taught routines in order to support them, e.g. to refer to the board, working wall, ask a partner, use the resources etc.	
Children should ask permission if they want to go to the toilet by putting their hand up	
Establish clear routines for the end of the school day. Ensure pupils are sat at their seats/on the carpet and understand the expectations for dismissal (e.g. being quiet, waiting for their name to be called, saying goodbye etc)	
In the dinner hall:	
Children must line up and enter the hall quietly	
Children need to queue sensibly for their food	
Children should ask for their food politely, using please and thank you	
Children should be taught to remain seated until they have finished their lunch	

When moving in the hall, children must walk and not run	
Children can talk quietly to their peers nearby but must not shout across the hall, including when they see their favourite member of staff.	
Children should be encouraged to show good table manners, e.g. using knife and fork appropriately, not talking with their mouth full and tidying up after themselves if they make a mess)	
Children should independently take their plates and cups to the clearing station	
Transitioning around the school:	
Children should line up and <u>walk</u> around the school in silence	
Children should hold doors open for adults and others	
Children should be trained on how to greet adults when they meet them in the corridor	
When entering another classroom, children should knock and address the teacher politely (e.g. 'I'm sorry to interrupt...')	
In the playground:	
Children should be taught the whistle system for the end of play. In KS2, on the 1st whistle, children freeze and on the 2nd whistle children walk sensibly into their class. Once they are in the school building they should be silent. (KS1 line up on the second whistle and are collected by their teacher).	
Children should display the same respectful behaviour in the playground as they would in the classroom	
In assembly:	
Children should line up in preparation for assembly, enter the hall and sit down in silence	
Children should remain silent throughout the assembly, unless instructed otherwise	
Children should leave the assembly in the same manner they entered	

Zones of Regulation

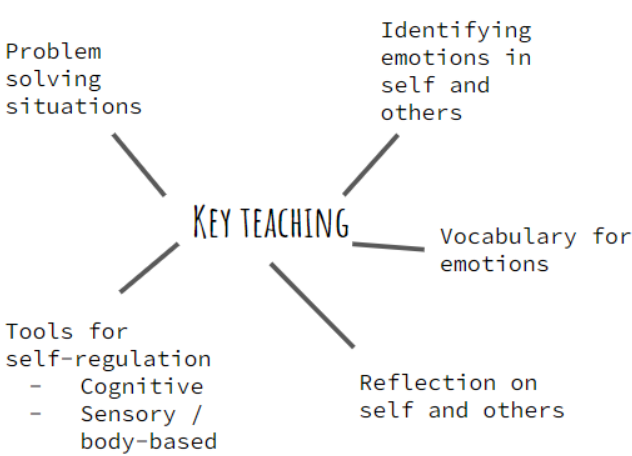
Key principles

Blue Zone Sad Bored Tired Sick	Green Zone Happy Focused Calm Proud	Yellow Zone Worried Frustrated Silly Excited	Red Zone overjoyed/Elated Panicked Angry Terrified

- Non-judgmental curriculum
- Designed to teach self-regulation strategies and to help pupils understand their emotional regulation
- Created by Occupational Therapists and Speech and Language Therapists
- Different zones are helpful for different situations. For example, being sleepy (blue zone) is useful when you're in bed, but not helpful during a maths lesson.
- Groups teach skills in isolation, but they need to be modeled and practised throughout the day.
- Shared between school and home.
- Designed with autism in mind, however has a useful application more widely

Zones of Regulation

- Two strands: cognitive tools (eg: size of the problem) and sensory/body-based tools (breathing, movement).



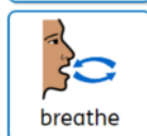
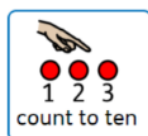
Blue Zone Sad Bored Tired Sick	Green Zone Happy Focused Calm Proud	Yellow Zone Worried Frustrated Silly Excited	Red Zone overjoyed/Elated Panicked Angry Terrified

Zones of Regulation

Teach how to identify emotions in self and others via facial/non-verbal/verbal clues.



Teach and practice a range of cognitive & sensory/body-based tools for self-regulation.



Over time, build a personalised toolbox to use with confidence.



Continue to problem solve, role play, practice. Evolve with the child.

