



**Academy** *for*  
**Collaborative**  
**Education** *of* **Brussels**

**Behaviour Management Including  
Rewards and Sanctions, No Bullying and  
Physical Restraint Policy**

**To be considered in conjunction with the  
ACE Behaviour Matrix**

Reviewed - August 2025

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## **Rationale**

ACE of BRUSSELS is a caring community, whose values are built upon mutual trust and respect for all. The school behaviour policy is designed to enable everyone to live, work and learn together in an environment where the individual is valued and respected. It provides positive rewards and role models and implements a consistent and agreed system of rewards providing a framework for developing high standards of behaviour.

All forms of physical punishment are unacceptable and could render a member of staff liable for prosecution.

## **Aims**

- To create a positive learning environment so that pupils acquire values such as honesty, sincerity and tolerance upon which to base their own behaviours.
- For pupils to take responsibility for their own behaviour so that they are able to relate well with other pupils and adults.
- For pupils to consider the consequences of their actions and to be able to make amends if their behaviour is unacceptable.

## **Code of Conduct**

The code should be prominently displayed and everyone should ensure that it is adhered to. The code of conduct is simple – Be Fair, Be Kind, Be Safe.

## **Bullying**

Everyone within the school community needs to understand what is meant by bullying and work together to ensure that bullying is not tolerated at any level. ACE of BRUSSELS has zero tolerance of bullying. (Annex 4)

## **Enabling Maximum Learning to Take Place**

Pupils should enjoy learning and see learning as a lifelong process. Annex 5 describes ways of encouraging pupils to behave appropriately and to learn effectively.

## **Managing Inappropriate Behaviour**

In order for effective teaching and learning to take place we need the security of clear boundaries and appropriate responses when those boundaries are crossed. (Annex 6).

Anger may be difficult to control within the school context and pupils may need support to identify the reasons underlying their feelings and behaviour. (Refer to Annex 11)

## **Physical Restraint**

Reasonable force may be used for self-defence, where there is risk of injury or where a pupil is behaving in a way that is compromising good order and discipline such as:-

- a pupil attacks a member of staff or another pupil;
- pupils are fighting;
- pupils are about to, or are damaging property;
- pupils are running in a way likely to cause injury;
- a pupil tries to leave the class/school;
- a pupil persistently refuses to leave the classroom when ordered to do so;
- a pupil is seriously disrupting the lesson;

Staff must be trained to 'physically restrain and complete a "Physical Restraint Form" (Annex 11) if they apply these measures. A copy of the form is put in the pupil's record file.

## **Mobile Phones**

Some parents may wish their children to have mobile phones for Health and Safety reasons e.g. when walking to and from school. Mobile phones should be switched to silent and stored in a secure place, normally in school bags or lockers. Mobile phones may be used by the students in class at the teacher's discretion. Emergency contact must be directly between the school and parents/carers and students must not call home during the school day..

Pupils and staff may use mobile phones to take photographs or videos in school or during the journey to and from school in accordance with the Consent for the Taking and Use of Images and Videos Form.

## **Annex 1: Brain Functioning and Behaviour**

The neo-cortex (top part) of the brain is responsible for higher-order thinking skills such as language, logic, pattern recognition and imagination. If the brain perceives its owner to be under threat (physical, emotional, imagined) the blood supply retreats from the neo-cortex and the limbic system to fuel the reptilian brain (brain stem) where our survival reflexes are located. This is to enable it to protect its owner. When this happens the other parts of the brain do not work effectively and our response is limited to fight, flight, freeze or flock where we act first and think later.

The limbic system is responsible for our emotional responses. If the information that this part of the brain is receiving does not match its owner's value system, it will not filter that information to the neo-cortex, or the memory. If its owner is not emotionally involved with the material, it will reject it. It is therefore essential that the school community is involved in the drawing up of this policy and that it becomes part of their beliefs and value systems.

It is also important to remember that adult brains have the same functions as those of the pupils. When faced with difficulties the adult may also become emotional, defensive or aggressive. Even if the downward rush of blood cannot be avoided, we need strategies that can be implemented even when we are under stress, so that we can lift ourselves and our pupils to a state where behaviour is positive and learning can take place.

## **Annex 2: Code of Conduct**

### **1. Be proud of your school and help to make it a happy place in which to work.**

- a) Dress with pride and respect towards all and maintain a neat and tidy appearance at all times. Tie long hair back especially where there is a hazard e.g. science and P.E.
- b) Move around the school quietly and safely. Hold doors open for people.
- c) Clear up when leaving a room at the end of each lesson, leaving the room as you would wish to find it.
- d) If mobile phones are brought into school they must be switched to silent during the timetabled sessions in the day and stored in an agreed place.
- e) Keep the school clean and tidy, picking up any litter you see, putting away bags and belongings neatly and treating school property with respect.
- f) Leave expensive equipment, valuables and chewing gum at home.

### **2. Be proud of yourself**

- a) Work hard and always try your best.
- b) Be part of the community, be reliable and take responsibility.
- c) Be ready and on time. Have the necessary equipment.
- d) Work to be your best self. Be positive.

**3. Show kindness and patience to others. Remember younger pupils look up to you as a good example of behaviour and attitude.**

- a) Be considerate, respecting everyone else as an individual; making sure that words and actions do not cause offence.
- b) Forgive others.
- c) Treat others the way you would like to be treated.
- d) Be truthful and honest, but do not criticise.
- e) Include others. Try to make everyone happy.
- f) Treat others with respect and consideration.
- g) Be a peacemaker.

**4. Be co-operative and responsible**

- a) Act in a responsible manner when you are out of school – either on a trip or at the end of the day. Your reputation depends on the way you behave.
- b) Trust others and accept that they genuinely want to help.
- c) Negotiate. Talk to someone if you have a problem.
- d) Be part of the community contributing to school clubs and activities.

**5. Be polite, well mannered.**

- a) Be polite and helpful to staff and visitors both in speech and action, stand up and greet visitors when they enter a room, open doors, help to carry books and so on. Look visitors in the eye and greet them appropriately – offering to be of assistance if they look lost.
- b) Speak politely, do not swear or use inappropriate language.
- c) Be modest – don't boast.
- d) Be patient, kind and caring

## **Annex 3: Expectations of Behaviour at Specified Times and in Particular Places**

The school is clear about what is required at certain times of the day and in certain areas. The following are examples.

### **Start of the School Day**

Pupils should not arrive before 08.40 unless using the Garderie facilities. There is a 'wrap around' service available. Staff open the doors at 08:40. Late pupils must enter by the front door gate and be signed in. In the playground Staff meet and greet children and parents. Pupils should filter in and settle immediately to work.

Registration is an important part of the school day when pupils need to be settled and on task.

### **Classrooms**

Pupils should enter the classroom quietly and in a controlled manner and go straight to their seats.

They should behave appropriately during the lessons.

Before leaving the classroom, staff and pupils should ensure that resources are put away, chairs are tucked in, desks and tables are arranged correctly, and that the room is left clean and tidy for the next lesson. Staff should set a good example by clearing away their own resources and leaving the teacher's desk as they would wish to find it.

### **Playground**

Pupils should be reminded that they need to take the needs of others into account when playing and socialising. They must include anyone who wants to join in and invite others who seem to be on their own. However, they should also respect the wishes of pupils who wish to be quiet and by themselves.

At the end of break, all staff must go out punctually to help ensure that pupils are standing still and to help supervise an orderly return to lessons. Pupils should not be left standing unsupervised.

Pupils are not allowed at any time to use specialist equipment or facilities until the staff on duty have given permission.

All gates are to be kept closed.

## Toilet

Pupils must wait for an appropriate and discrete time to ask the teacher's permission to go to the toilet. Restrict numbers going out to the toilet (usually one at a time) Basic hygiene is required – flushing, handwashing, keeping floors and seats clean. Taps to be turned off after use. Paper towels to be placed in bins provided. Pupils must only drink from the water fountains, or from their own water bottles. Pupils' privacy is respected. Adults have a responsibility to check the toilets ensuring that pupils are not congregating and behaving inappropriately. Pupils should be encouraged to go to the toilet during break times (not the end) in order to avoid disruptions during lesson time.

## Lunchtimes

Pupils are encouraged to treat all supervisors with respect, responding to their requests. Supervisors are referred to by name. If there is a problem the lunchtime staff go to the child's teacher in the first instance. If necessary, the teacher must inform the Principal.

Pupils are expected to sit quietly for their meals in a sensible manner, supervised by a member of staff in accordance with the duty rota. Supervisory staff should ensure that the pupils choose a balanced meal and eat an appropriate amount. Wastage of food should be discouraged. Table manners particularly "Please and Thank You" are required. Pupils are not allowed to throw food on the floor or to share food. When the pupils have finished eating, they should clear and stack their plates correctly.

## Field

Pupils may play on the field at lunchtimes if a member of staff has agreed that it is not too wet/muddy. Pupils are not allowed to climb or damage trees. Pupils are not allowed to go over the fence to retrieve balls or to go into the environmental area.

## Wet break times

Staff have responsibility to ensure that appropriate activities are available for wet playtimes and lunchtimes.

A controlled and calm atmosphere must be maintained with pupils purposefully engaged in a variety of activities.

Staff are to ensure that there is a circulation of air and that windows do not get steamed up.

The rooms are to be cleared and tidied before the end of the session so that lessons begin on time in an appropriate learning atmosphere.

## Vestiaire

Coats and belongings to be on pegs – everyone picks up.

Pupils should always have named PE kit and art/dt/science overalls in school – to be washed regularly.

No books, folders or musical instruments to be left in the cloakrooms

## Libraries

There must be a quiet atmosphere where pupils are engaged in reading/studying.

The Library areas are to be kept tidy. Pupils are responsible for replacing lost or damaged books.

## Clubs

Staff running a club must take a register at the beginning of each session. If pupils leave the site e.g. for a match, a list of pupils/contact numbers and who they have gone with must be left in the office.

Pupils are required to treat external staff with the same respect as school staff. Those running clubs are expected to support the school's Behaviour Policy and to assume responsibility for the pupils until they are collected by parents or carers. The school building/property must be treated with respect, care being taken to maintain security.

## End of Day Routine

Classrooms must be left clean and tidy. (Staff must allow enough time at the end of the lesson for the pupils to clear up properly.)

Cloakroom areas must also be left tidy and should be inspected by staff before the pupils are dismissed.

The pupils should be clean and smart. (No jumpers around waists, no shoelaces undone etc)

## Leaving School

Pupils are asked to leave school in a controlled way taking care not to throw or swing bags.

Pupils are asked to speak respectfully to those collecting them leaving the site in a controlled way avoiding parked cars and flowerbeds.

No scooters, roller-blading, skate-boarding or cycling on the school site.

No football/ball games or charging around – young pupils are easily knocked over.

Pupils are not allowed to walk through the school grounds eating sweets or crisps, chewing gum, or drinking from bottles.

Infant pupils are to be collected by an identified adult (over 16 years of age). Should the person collecting change, then the school must be notified.

Pupils are to return to the entrance hall if the person collecting them is not there.

Pupils walking home to leave the site immediately and go straight home or to where their parent has arranged.

Parents are not allowed to take other peoples' pupils without permission and letting the school know.

### Educational Visits

School sweatshirts will be worn for the majority of school visits.

Pupils are to be aware that they are representing the school even when they are not in school uniform should such a trip be organised.

Pupils must sit on coach seats (seat belts on) and behave in a controlled way in accordance with the School Behaviour Policy. Care must be taken that there is no damage or litter and that staff /members of the public are treated with respect.

As well as thanking staff at educational venues, the pupils should also thank parent helpers, coach drivers and other support staff. 'Thank you letters' should be written at the discretion of the teaching staff.

### Sports Fixtures

Pupils are expected to represent the school in an appropriate manner.

They should be well turned out, in the correct kit and should greet the opposing team in a polite and friendly manner.

Teams and their supporters should display sportsmanlike behaviour at all times.

Pupils should give three cheers and shake hands with the opposing team at the end of the game.

Pupils are expected to mix with opposing teams during 'match teas'.

If pupils are to miss lessons because of a sports match, as a courtesy they must let the appropriate staff know beforehand.

### Treatment of School Property

Pupils should treat school property with respect and should understand the consequences if they do not (e.g. replacing damaged books, cleaning off graffiti etc.)  
No graffiti on desks, doors or walls.

No doodling on, or in, exercise books or text books.

Books and resources are to be returned to the correct storage areas after use.

#### Annex 4: Recognising and Preventing Bullying

Bullying may be a single incident. A bully is a person who targets and habitually dominates, intimidates or hurts others.

Bullying is the wilful, conscious desire to hurt, threaten or frighten others. It ranges from teasing to serious physical and/or psychological harm. It can be physical and/or verbal. The victim feels threatened, frightened, isolated, lonely and powerless.

## Appendix 4 Recognising and Preventing Bullying

The instigator of the bullying often mobilises a group of supporters. The achievement and progress of both bullies and the bullied may be adversely affected. Bullying can go on for long periods of time if undetected and aggressive pupils may grow up to be violent parents and citizens unless interventions are put in place to support them.

### Aims

- To inform pupils, parents and the school community that bullying is completely unacceptable and must be stopped.
- To train staff so that they are able to implement the policy.
- To act immediately when bullying takes place.
- To listen to pupils and support them when they need help.
- To make all pupils know that they must not bully, tolerate bullies or stand by and allow bullying to take place.
- To train pupils so that they are able to be peer mediators.

### Early signs of distress:

- deterioration of work;
- continual reporting of illness;
- isolation;
- desire to remain with adults;
- erratic attendance.

### Preventing Bullying

Staff should be familiar with the school's no bullying policy promoting positive behaviour through the school, in class, assemblies, displays, stories etc. Members of the school community should be encouraged to report instances of bullying straight away. Pupils may also be used to support other pupils e.g. circle of friends, peer mediation.

Staff should be alert to the fact that a change in behaviour and/or standards of work may be linked to bullying. Places where bullying may take place e.g. hidden corners, toilets, on line etc. must be closely supervised.

The following are basic guidelines when dealing with behaviour incidents:

- make a record using a "Behaviour Incident Form" (Annex 7) copy to SMT and in pupil files (instigator and victim), this enables staff to see if there is a pattern of bullying emerging and to decide whether parents should be informed;
- hear what the victim and perpetrator have to say, really listening and allowing them to express their feelings at length;
- convene a meeting of those involved in the bullying, including the instigators and some observers (the victim can be absent if s/he prefers);
- explain that there is a problem for the victim and recount his/her story in a clear way so that the feelings of distress are described;
- state that you know members of the group are responsible people and can do something about it;
- ask group members for suggestions about ways in which they might help and ensure that these are put into place. Follow-up to ensure that the matter has been resolved.

## Managing Bullying

It is important to listen and take action when a pupil feels that they are being bullied or if a parent or other person informs the school that bullying is taking place. The Principal (or nominated senior member of staff) is responsible for conducting an investigation.

Where it is found that a pupil is bullying, the Principal (or nominated senior member of staff) will arrange a separate meeting with the parents of both the bully and the victim. A pastoral support plan (Annex 9) is drawn up that includes monitoring procedures and review dates. Both the victim and the bully may be offered counselling and support.

It may be necessary to exclude the bully if s/he does not stop bullying.

## Annex 5: Promoting Positive Behaviour

If we want others to behave appropriately we must provide a positive role model helping our pupils to:

- be committed with a positive attitude to learning, contributing whenever possible;
- enter school/the classroom with the right equipment, ready to learn;
- stay on task organising themselves for learning;
- work with and learn from others as part of a team;

The following are ways to maintain pupils' attention and involvement:

- have a seating plan, using the classroom layout and organisation to foster a sense of security;
- teach pupils the routines necessary for the smooth running of the classroom;
- be welcoming, friendly and interested;
- organise lessons so that they have a clear structure ensuring the start of the lesson attracts interest;
- give the 'big picture' sharing the lesson objectives;
- break the learning up into 'chunks' structuring it to include work in pairs and groups (pupils to be taught how to work effectively in groups – turn-taking, listening, discussing contributions, agreeing tasks and roles);
- use physical exercise or 'brain breaks';
- vary the teaching methods ensuring you cater for visual, auditory and kinaesthetic learning;
- use emotions to enrich and strengthen the learning e.g. by using "I " messages; previous positive experiences;
- be sensitive to the values of others, reinforce shared values being alert to those who lead opinion;
- move around the classroom to maintain your visibility;
- present at a lively and brisk pace (show you mean business);
- be concise and do not talk for long periods of time without the pupils being actively engaged;
- vary your tone of voice, avoid monotone;

- use higher-level questioning techniques – open-ended e.g. What do you think might happen?
  - praise verbally being specific e.g. I like the way you are sitting up and looking at the board;
  - agree the behaviours we want being specific e.g. What do we mean by positive body language? What is good lining up? (Standing still, facing the front with a gap in between).
  - turn negatives into positives e.g. instead of, "Don't run" say "Always walk."
  - show pupils we value them as people as well as learners;
  - separate inappropriate behaviour from the person and criticise the behaviour;
  - re-direct before there is a problem, transferring focus away from challenging behaviour and on to learning;
  - consult with colleagues and take advice;
  - be prepared to admit mistakes and to apologise;
  - recognise and encourage dialogue about learning;
  - reward good behaviour – do not take it for granted;
  - help pupils to relax and grow in confidence in their learning;
  - adopt a coaching approach - analysing difficulties and providing support;
  - take a positive view of ourselves, our pupils and our colleagues;
- The following are ways to support inattentive/distractible pupils:
- provide seating near the teacher and away from doors, windows and moving displays;
  - ensure well-focussed pupils who are good role models are facing and nearby
  - make direct eye contact;
  - negotiate an 'on-task' behaviour contract with positive incentives;
  - use private signals and cues that have been arranged with the pupil to focus attention;
  - make use of non-verbal signals e.g. music to cue pupils prior to transitions, or to stop all activity and focus on the teacher;
  - praise at least four times more than you reprimand;
  - have pupils clear the desk of distractions (allowing only items essential to the task on the desk) - if pupils with Attention Deficit Hyperactivity Disorder (ADHD) need to touch objects for stimulation to keep alert and focused allow them a small, appropriate object;
  - use a timer to complete certain tasks and then reward;
  - break up the learning into small steps;
  - colour highlight instructions and important words;
  - reward pupils who ask others for help;
  - teach pupils strategies to support their learning e.g. use a word bank, ask a friend and to self-monitor setting their own targets.

## Rewards

A great deal of praise does not involve tangible rewards – a quick word, written comment, visit to another member of staff etc. are very effective ways of promoting appropriate behaviour.

Rewards may be given for any commendable activity e.g.

- effort;
- high results;
- quality work;
- helping in class;
- punctuality;
- sport;
- kindness.

Celebrate success widely e.g. visit to the Principal for a sticker, in assembly, newsletters, website, telephone calls home.

## **Annex 6: Managing Inappropriate Behaviour**

### **To be managed in conjunction with the ACE Behaviour Matrix**

#### A Stepped Approach

The stepped approach gives behaviour a score from 1 – 10 and appropriate consequences. It is not possible to detail every behaviour but when dealing with inappropriate behaviour it is useful to consider what it might score and what sort of consequences this score warrants. Opinions frequently vary widely but these are some examples.

It may be that one incident means a low score e.g. not doing homework, but repeated behaviour results in a higher score.

Score Examples of Behaviour Consequence 1 - 3 Dropped litter

Failure to complete work set in lesson Drawing on cover of books Verbal

Loss of privilege 4 - 6 Challenging teacher instruction

Late to lesson on a regular basis Repeated failure to complete work in lesson or homework Swearing in playground

Parent Meeting Incident form Detention Letter home Loss of privilege

7 - 8 Truancing from lesson

Vandalism/graffiti Verbal/Physical Bullying

Parent Meeting Principal Detention Loss of privilege Withdrawal from class 9 - 10 In possession of drugs/alcohol

Failure to attend school detention Abusive behaviour towards a member of staff

Parent Meeting Pastoral Support Programme Report Exclusion

Everyone is responsible for implementing the Behaviour Policy. The ultimate goal is for a shared understanding of appropriate behaviour and self-discipline. A caring, positive and happy school environment enables maximum learning to take place reducing the need for consequences to a minimum. It is important that parents support the school's Behaviour Policy and are involved if the child's behaviour is giving cause for concern. All the information should be recorded on a "Behaviour Incident Form" (Annex 7).

If a pupil's behaviour is giving cause for concern, the parents should be invited to a meeting. The meeting should be held in private, comfortable surroundings. A Consultation Form should be completed (Annex 8) and if appropriate a pastoral support programme instigated so that parents, the pupil, staff and appropriate professionals work together.(Annex 9).

Helping the pupil to change his or her behaviour usually requires a balance of support e.g. discussion and praise and clear consequences. It is often helpful to go back prior to the start of an incident, draw a time line and help the pupil to see where they could have behaved differently in order to avoid the behaviour that has caused the problem.

Staff should be mindful of any possible special needs such as pupils on the autistic spectrum and those with ADHD. If it is thought that the behaviour may be related to a special need then arrangements are made for an appropriate assessment and if appropriate an Individual Education Plan.

## Consequences

Although positive behaviour should be rewarded, inappropriate behaviour should not be ignored. The adult should remain calm and objective:

- avoid making snap judgements – assess the situation and ascertain the facts;
- remove the pupil from the situation and any onlookers;
- talk with the pupil about his/her behaviour and why it is inappropriate;
- get the pupil to take responsibility for his/her behaviour and to appreciate things from other peoples' perspectives– frequently an apology is all that is required, followed by an agreement not to repeat the behaviour.

The responsible adult has to make a professional judgement about whether further action is necessary.

Consider the range of consequences that are available and their appropriate use ensuring that the pupil is clear about why the action is being taken. Always carry out the action promised.

## Verbal

The most effective and frequently used sanction is when a teacher discusses the pupil's behaviour with them, helps them to get back on track and to put things right:

- respond constructively rather than reacting instinctively;
- value the person giving positive cues such as smiling;
- separate the behaviour from the person;
- discuss with colleagues and take advice;
- if a pupil is aggressive, be calm, look relaxed, stand still, look at the pupil, use his or her name, acknowledge feelings, offer choices, agree to tackle the problem, give a quiet order and repeat it, use humour, send for help if necessary, move on;
- if a pupil is defiant – look at the pupil, use his or her name, be positive, express dissatisfaction with the behaviour and remind him or her of the consequences, defuse with humour, re-direct e.g. focus on work by moving to another pupil, stay friendly and praise for settling back to work.

## Loss of Privilege/Break time

This should never be a curriculum area e.g. PE. Use “golden time” for good behaviour, where pupils have a special time where they can choose something that they enjoy. Pupils may lose some of their golden time for inappropriate behaviour. Pupils need a break and it is more effective if they lose part of the break time rather than the whole period. Work set during break time should be meaningful. Activities such as lines should not be set.

Points, Classcraft points etc should not be removed for inappropriate behaviour as these have been fairly earned.

## Reports

For younger pupils this may mean a daily chart with smiley faces etc. For older pupils there may be staged reports e.g.

- green report issued by any member of staff;
- amber report issued by Senior Staff;
- red report issued by The Principal;

Pupils on report must be monitored and the appropriate staff e.g. class teacher and parents informed.

## Time Out

Sometimes the behaviour of one child means that the learning of the whole class is disrupted. Staff should know where to get support in such instances.

Sometimes this role is shared with senior staff being on “Fire Brigade” duty for a period of time. In this instance, another child is sent to the senior member of staff who removes the child from the lesson and supports their learning for that period. A time is arranged to talk through the incident with the teacher, child and senior

member of staff in order to put matters right. Parents are informed and if necessary involved in the pastoral plan.

Removal of a pupil from their teaching group

This is an option to avoid going straight to exclusion. This is a temporary measure, usually only for one day. A meeting with parents and the pupil is arranged.

Appropriate work must be set and supervised by a senior member of staff. Pupils also lose break and lunch privileges and must be supervised by a member of staff. Parents should be informed of the system on joining the school.

#### Fixed-term and Permanent Exclusions

It is illegal to arrange “informal” exclusions whereby parents agree to keep pupils at home thereby avoiding the formal recording of the exclusion. This includes the lunchtime period.

Only the Principal (or the acting Principal) has the power to exclude a pupil from school. The Principal may exclude a pupil for one or more fixed periods, for up to 45 days in any one school year. The Principal may also exclude a pupil permanently. It is also possible for the Principal to convert a fixed-term exclusion into a permanent exclusion, if the circumstances warrant this.

Exclusion is an extreme measure and should not be used for:

- minor incidents such as failure to do homework;
- poor academic performance;
- lateness or truancy;
- breaching of school uniform policy;
- punishing pupils for the behaviour of their parents;

Unless there is an immediate threat to the safety of others, or the pupil concerned, exclusion should not be imposed in the heat of the moment. Before an exclusion is imposed, the Principal should:

- ensure sufficient information has been gathered to determine the potential seriousness of the incident taking account of the school’s behaviour and equal opportunities policies;
- allow the pupil to give his/her version of the event;
- check whether the incident may have been provoked, for example, by bullying, or by racial or sexual harassment;
- consult others if necessary;

If the Principal excludes a pupil, he or she informs the parents immediately verbally and in writing, giving reasons for the exclusion. Following exclusion, a parent/guardian must accompany the pupil on the first day of return.

In the case of permanent exclusion, at the same time, the Principal makes it clear to the parents that they can, if they wish, appeal against the decision to the school governors. The school informs the parents how to make any such appeal.

The appeals panel must consist of three people with no direct involvement or knowledge of the incident. The panel considers the circumstances in which the pupil

was excluded, any representation by parents, and whether the pupil should be reinstated.

If the appeals panel decides that a pupil should be reinstated, the Principal must comply with this ruling.

### **Annex 7: Behaviour Incident Form**

Name(s) of Staff

Date

Name of Pupil

Class

Incident

Action (Include review date(s))

Copies of this form to pupil record files.

### **Annex 8: Consultation Form**

Date

Name

of Pupil

Class

Present at Meeting

Reason for Meeting

Action

Date of Next Meeting if Required

Signature.....(Parent)

Signature.....(School)

Copies of this form to pupil record files.

### **Annex 9 – Exclusion Form**

Name of pupil:

Date:

Type of exclusion: Fixed Term or Permanent

Reason for exclusion: (Ensure all other steps have been followed correctly)

Period of exclusion:

Work set during exclusion if fixed term:

Arrangements for pupil return and monitoring.

Signature of pupil ..... Date .....

Signature of parent(s) ..... Date.....

.....

Signature of Principal ..... Date .....  
Copies of this form to SMT and pupil record files.

### **Annex 10: Pastoral Support Plan**

Name of Pupil  
Class  
Present at the Meeting  
Context (School)  
Context Home

The Way Forward - Pupil  
The Way Forward - Home  
The Way Forward - School

Communication/Liaison Date of Next Meeting  
Signature.....(Parent  
Signature.....(School)

### **Annex 11: Withdrawal from Class**

Name Date Class Teacher Lesson  
Reason(s) for withdrawal  
Action Plan

### **Annex 12: Reporting the Use of Physical Restraint/Reasonable**

Force  
Name of pupil  
Pupil Year Group  
Name(s) of staff directly involved  
Witnesses  
Date of incident  
Place of incident  
Details of the incident, restraint used, pupil's response, outcome  
Follow up action to include meeting with parents

## **Annex 13: Advice for Parents**

When children go to school they have to manage many different tasks without the support of their parents/carers. Making friends and playing with other children is an important part of learning and by the age of seven, friends often assume more importance than the family.

Children should not need their parents or other adults to manage their friendships for them. Indeed, over-organised pupils find it difficult to develop the social skills required to make and sustain friendships.

The underlying needs driving the way we relate to one another are power, recognition and connection. As children struggle to fulfil these needs they often come into conflict with others.

Nearly all children experiment with having power over others and nearly all children have enough social acceptance and strategies so that they can deal with the hundreds of potentially negative exchanges that occur in and out of school.

However, it is difficult to know as a parent/carer how to react when their child comes home from school saying such things as:

“She wouldn’t let me play and called me names.”

“ I had no-one to play with today.”

“ So and so has taken my best friend away from me.”

“The teacher told me not to tell tales.”

The following strategies may help parents to respond in a way that takes into account how pupils socialise, disagree and make friends.

Empathise and keep things in perspective

Recognise the difference between friendship and popularity. Not all children can be popular and it is friendship that enables pupils to cope with the tough times. Pupils have strengths and resources to deal with situations in a way that they may not display when they are at home.

Do not be too quick to use the label “bullying”. Children’s moods change rapidly and they bounce back from social upsets that might leave an adult feeling resentful and determined to take action. We can unwittingly undermine children’s friendships by imposing adult standards of “justice” instead of the child’s usual standard of quickly “forgive, forget and move on”.

Do not overreact when your child shares some incident with you. Often if you ask a child about the same incident the next day they have forgotten it or it is no longer important to them.

Bear in mind that children can be very good at putting a spin on a story so that they are shown in the best light, frequently missing out crucial details. Empathise and pay attention, do not jump to conclusions and try not to get involved in your child’s social

ups and downs. Face up to the fact that your child may also have said or done something to hurt another child.

Have realistic expectations and help your child to develop the skills necessary to play with others.

Watch your child in a play situation. Observe if they:

- are mostly happy and able to deal with any disagreements without running straight to an adult or telling tales ;
- whether they engage in reciprocal play;
- whether they are able to take each other's feelings into account;
- whether they can play a game creatively without resorting to pretend or real fighting /hyperactive purposeless chasing around /damage;

Some children are strong leaders and are looked up to by the rest. Most pupils move in and out of the popular groups with a few pupils having one or two close friends.

Sometimes a child is at risk of being isolated/alienated. If your child is one of these you may need to liaise with the teacher in order to devise strategies at home and at school to enable them to at least make one or two supportive friends.

Encourage your child to have more than one friend and to mix as widely as possible. This avoids the pain of falling out with a best friend and having no-one else to play with.

Liaise with the Teacher

Liaise with the teacher and work with the school to deal with any situation.

Many parents have fallen out over an incident on the playground only to find that the pupils have made up and are the best of friends.