BEHAVIOUR

Promoting behaviour for learning

EVIDENCE INFORMED STRATEGY & PRACTICE BASED AROUND EEF RESEARCH

THE WAY WE DO THINGS AT MALVERN

KEY GUIDANCE AND INFORMATION
REVIEWED: SEPTEMBER 2025

AMBITION

At Malvern, proactive strategies are deployed, at classroom level, to promote positive behaviour choices. These strategies are planned to be sustainable and consistent.

Reactive strategies are used to support pupils to improve their behaviour.

In doing this, we aim to provide a safe, secure and supportive school where learners:

- Develop positive attitudes about themselves and others
- Nurture self-regulation and have agency over the decisions they make
- Recognise the importance of courtesy, good manners, tolerance and respect
- Are recognised and celebrated for their unique attributes and character

We understand that children must feel secure in the expectations of school and of the rewards and sanctions they can expect. Therefore, it is imperative that systems and procedures are followed consistently by all colleagues within school.

We celebrate appropriate behaviour in many ways, including:
- Praise
- Stickers
- Special responsibilities
- Star of the Week
- Kindness Award
- Celebration Award
- Post-cards, notes and certificates
- Cube Currency

#Where GREATNESS grows

ROLES & RESPONSIBILITIES

What are your responsibilities?

The Governing Board will have overall responsibility for:

- Making a statement of behaviour principles, and providing guidance for the Headteacher on promoting good behaviour where appropriate.
- Ensuring that this policy, as written, does not discriminate on any grounds, including, but not limited to, age, disability, gender reassignment, gender identity, marriage and civil partnership, race, religion or belief, sex and sexual orientation.
- Promoting a whole-school culture where calm, dignity and structure encompass every space and activity.
- Handling complaints regarding this policy, as outlined in the school's Complaints Procedures Policy.
- Ensuring this policy is published on the school website.

The Headteacher will be responsible for:

- The monitoring and implementation of this policy and of the behaviour procedures at the school. This includes monitoring the policy's effectiveness in addressing any SEMH-related drivers of poor behaviour.
- Acting in accordance with the statement of behaviour principles made by the governing board, and having any regard to guidance provided by the governing board on promoting good behaviour.
- Establishing high expectations of pupils' conduct and behaviour, and implementing measures to achieve this.
- Determining the school rules and any disciplinary sanctions for breaking the rules.
- The day-to-day implementation of this policy.
- Publicising this policy in writing to staff, parents and pupils at least once a year.
- Reporting to the governing board on the implementation of this policy, including its effectiveness in addressing any SEMH-related issues that could be driving disruptive behaviour.

The senior mental health lead will be responsible for:

- Overseeing the whole-school approach to mental health, including how this is reflected in this policy, how staff are supported with managing pupils with SEMH-related behavioural difficulties, and how the school engages pupils and parents with regards to the behaviour of pupils with SEMH difficulties.
- Supporting behaviour management in line with the SEMH Policy.

The SENCO will be responsible for:

- Collaborating with the Governing Board, Headteacher and the senior mental health lead, as part of the SLT, to determine the strategic development of behaviour and SEMH policies and provisions in the school.
- Undertaking day-to-day responsibilities for the successful operation of the behaviour and SEMH policies to support pupils with SEND, in line with the school's Special Educational Needs and Disabilities (SEND) Policy.
- Supporting teachers in the further assessment of a pupil's strengths and areas for improvement and advising on the effective implementation of support.

ROLES & RESPONSIBILITIES

What are your responsibilities?

Teaching staff will be responsible for:
- Planning and reviewing support for pupils with behavioural difficulties in collaboration with parents, the SENCO and, where appropriate, the pupils themselves.
- Aiming to teach all pupils the full curriculum, whatever their prior attainment.
- Planning lessons to address potential areas of difficulty to ensure that there are no barriers to every pupil achieving their full potential, and that every pupil with behavioural difficulties will be able to study the full national curriculum.
- Teaching and modelling expected behaviour and positive relationships, demonstrating good habits.
- Being responsible and accountable for the progress and development of the pupils in their class.
- Not tolerating disruption and taking proportionate action to restore acceptable standards of behaviour.

All members of staff, including teaching and support staff, and volunteers will be responsible for:
- Adhering to this policy and applying it consistently and fairly.
- Supporting pupils in adhering to this policy.
- Promoting a supportive and high-quality learning environment.
- Modelling high levels of behaviour.
- Being aware of the signs of behavioural difficulties.
- Setting high expectations for every pupil.
- Being aware of the needs, outcomes sought, and support provided to any pupils with specific behavioural needs.

Pupils will be responsible for:
- Their own behaviour both inside school and out in the wider community.
- Reporting any unacceptable behaviour to a member of staff.

Parents will be responsible for:
- Supporting their child in adhering to the school rules and reinforcing this at home.
- Informing the school of any changes in circumstances which may affect their child's behaviour.

VOICE

What is our collective vision for behaviour at school?

Parental contribution is integral to the development of this policy. When thinking of our collective ambitions surrounding behaviour, and the attributes we wish to nurture in our young people, parents and guardians contributed the following:


Larger font is indicative of a word being contributed by a greater proportion of stakeholders.

When considering how best to nurture these attributes, families felt that the following approaches promote positive behaviour growth and choice.

The consensus from families is that praise yields the greatest impact for learners.

Indeed, when considering the impact of different approaches, in terms of influence on self-esteem and conduct, praise was considered to have maximum gains in both areas. This is followed closely by the development of mutually trusting relationships. This is reinforced by EEF research and is therefore integral to whole school intent.
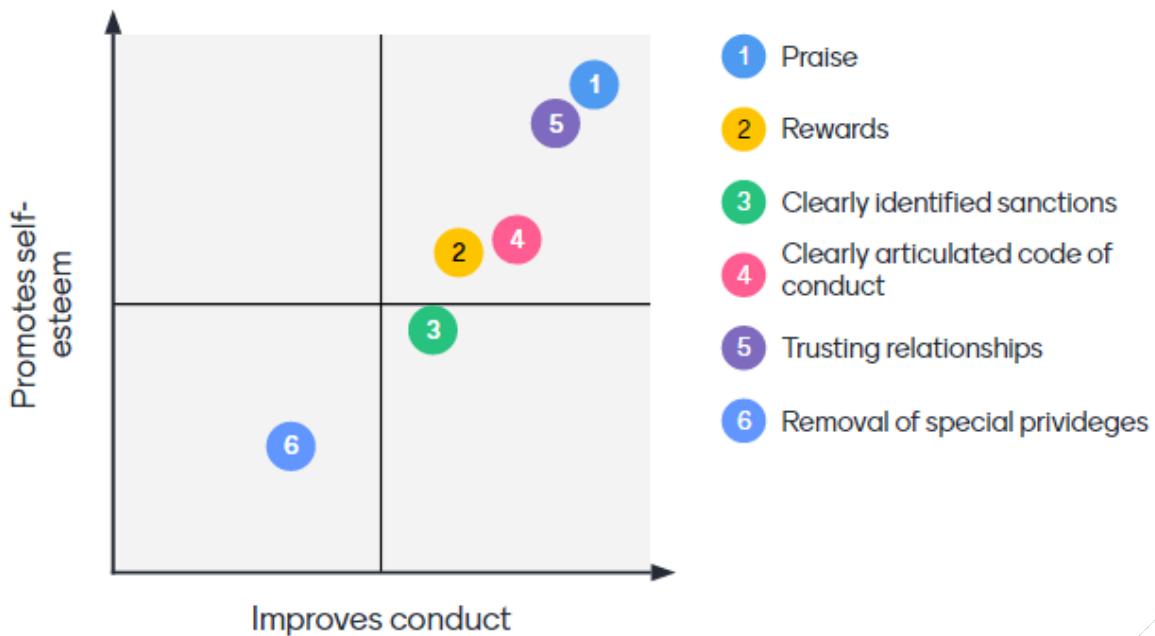
This aligns closely with the beliefs of colleagues at Malvern. As such, positive reinforcement and praise are core drivers in our intent.

In developing this policy, the following groups were consulted:
- Parents
- Governors
- Pupil Representatives
- Senior Leaders
- Class Teachers
- Learning Support Assistants
- Student Teachers

By casting the net widely, it is our belief that policy will encapsulate the collective ambitions of our community and promote the learning behaviours we wish to nurture at Malvern.

THE RESEARCH

What do we do? Why do we do it?

Influenced by EEF research, our intent encompasses five key ambitions:

- To know our pupils and understand what influences and inspires them
- To teach learning behaviours alongside managing misbehaviour
- To use classroom management strategies to support appropriate classroom behaviour
- To use simple approaches consistently and sustainably as part of every day routine
- To use targeted and bespoke approaches to meet the needs of individual pupils

1

Know and understand your pupils and their influences

- Pupil behaviour has multiple influences, some of which teachers can manage directly
- Understanding a pupil's context will inform effective responses to misbehaviour
- Every pupil should have a supportive relationship with a member of school staff

2

Teach learning behaviours alongside managing misbehaviour

- Teaching learning behaviours will reduce the need to manage misbehaviour
- Teachers can provide the conditions for learning behaviours to develop by ensuring pupils can access the curriculum, engage with lesson content and participate in their learning
- Teachers should encourage pupils to be self-reflective of their own behaviours

3

Use classroom management strategies to support good classroom behaviour

- Effective classroom management can reduce challenging behaviour, pupil disengagement, bullying and aggression
- Improving classroom management usually involves intensive training with teachers reflecting on their classroom management, trying a new approach and reviewing their progress over time
- Reward systems can be effective when part of a broader classroom management strategy

4

Use simple approaches as part of your regular routine

- Some strategies that don't require complex pedagogical changes have been shown to be promising
- Breakfast clubs, use of specific behaviour-related praise and working with parents can all support good behaviour
- School leaders should ensure the school behaviour policy is clear and consistently applied

5

Use targeted approaches to meet the needs of individuals in your school

- Universal behaviour systems are unlikely to meet the needs of all your students
- For pupils with more challenging behaviour, the approach should be adapted to individual needs
- Teachers should be trained in specific strategies if supporting pupils with high behaviour needs

Implementation

6

Consistency is key

- Consistency and coherence at a whole-school level are paramount
- Whole-school changes usually take longer to embed than individually tailored or single-classroom approaches
- However, behaviour programmes are more likely to have an impact on attainment outcomes if implemented at a whole-school level

Building Relationships

KNOWING our pupils. UNDERSTANDING their needs

At Malvern, we advocate the EMR method (Establish- Maintain- Restore)
This process can be used discretely and precisely with pupils who are challenging to connect with and may therefore be most in need of a consistently positive relationship.

Establish:
Intentional practices to cultivate positive relationships, building trust, connection and understanding.

- Inquire about students interests
- Celebrate unique talents and character attributes
- Communicate positively (positive reinforcement)
- Ask open ended questions
- Use positive affirmations
- Listen reflectively
- Validate feelings, opinions and thought processes when appropriate
- Deliver constructive feedback wisely

Maintain:
Proactive efforts to prevent relationship quality from diminishing over time.

- Reinforce and celebrate positive behaviour and character consistently and relentlessly
- Praise verbally and via post cards, star of the week, kindness award etc.
- Greet students by name and be sensitive to changes in demeanour or mood
- Use 2 x 10 method to deepen positive relationships

Restore:
Intentionally repairing harm to relationships after negative interaction to rebuild connection and trust

- Reconnect, Repair, Restore…
- Establish responsibilities for negative interaction
- Be empathetic
- Let go of previous interactions and begin afresh
- Communicate care and compassion. Establish that the pupil is liked, negative behaviour is not.
- Engage in mutual problem solving

Scaffolding Behaviours

TEACHING learning behaviour

The importance of teaching learning behaviours

'A **learning behaviour** can be thought of as a behaviour that is necessary in order for a person to learn effectively in the group setting of the classroom.'[19]

Emotional
Social
Cognitive
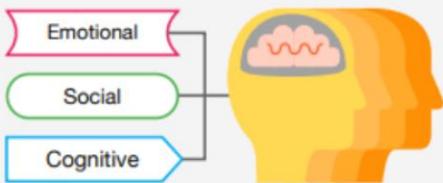
Managing a child's misbehaviour does not necessarily lead to that child learning: they may be quieter, but not necessarily engaging with the content of the lesson. Instead, research suggests that when children improve their learning behaviours, this skill set can improve both academic achievement and cognitive ability.[20]

Pupils who are aware of their own behaviour, who can self-regulate and deploy coping skills, will be less likely to misbehave in school. Once such strategies have been developed and strengthened, they turn into essential life skills and help students to become motivated and determined to succeed. Behaviour-for-learning approaches can be supported by the evidence on social and emotional learning, self-regulation, and essential life skills.

At Malvern, we understand that misbehaviour can be significantly minimised through the explicit teaching of learning behaviour. A learning behaviour is any behaviour that supports learning, such as paying attention, persevering, risk-taking, reflective listening and being resilient to setbacks etc.

Emotional Learning Behaviour Strategies:
Create a culture where pupils are proud to find work difficult and are unafraid of challenge
In feedback, celebrate setbacks and overcoming challenge
Facilitate opportunities for perseverance that will ultimately result in success.
Prioritise mental wellbeing
Scaffold understanding of self-worth (specifically via Jigsaw Curriculum)

Social Learning Behaviour Strategies:
Promote mutually respectful relationships between teachers and learners
Facilitate collaboration
Teach explicitly celebration of each other and praise
Be mindful of external influences influencing peer relationships

Cognitive Learning Behaviour Strategies:
Model desirable learning behaviour
Promote a growth mind-set
Remain mindful of cognitive load and working memory (plan for this)
Encourage improvement through dialogue and feedback / feedforward.

STAFF TRAINING

Cultivating a CULTURE for learning behaviour

Induction
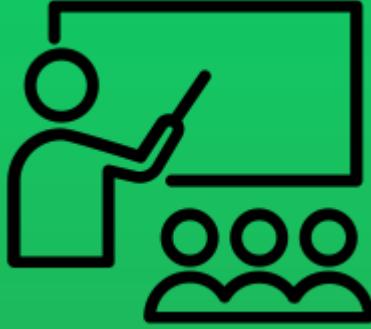
All new staff will be inducted clearly into the school's behaviour culture to ensure they understand its rules and routines and how best to support all pupils to participate in creating the culture of the school. Staff will be provided with bespoke training, where necessary, on the needs of pupils at the school to enable behaviour to be managed consistently.

Training

The Senior Leadership Team will consider any appropriate training which is required for staff to meet their duties and functions in accordance with this policy, including on understanding matters which may affect a pupil's behaviour, e.g. SEND and mental health needs.

Members of staff who have, or are aspiring to have, responsibilities for leading behaviour or supporting pupil wellbeing will be supported to undertake any relevant training or qualifications.

Continual Professional Development

The Senior Leadership Team will review staff training needs annually, and in response to any serious or persistent behaviour issues disrupting the running of the school.

Classroom Management

Cultivating a CULTURE for learning behaviour

At Malvern, we understand the value of positively reinforcing desirable behaviours. Using our bespoke, whole school reward system, pupils are celebrated for their individual achievements. We use a system titled CUBE. This is an acronym for:

Catch us being…
- Exceptional
- Enthusiastic
- Excellent
- Empathetic
- Empowered
- Eager
- Earnest
- Efficient
- Eloquent
- Encouraging
- Enduring
- Explorative
- Expressive

Pupils are awarded one cube coin by school colleagues. 2 cube coins can be awarded by a member of SLT.

Pupils can exchange their cube currency in 'The Cube'. If deemed appropriate, a child may access 'The Cube' with adult support more frequently than the rest of their cohort.

 If desired, cube currency can be cumulated so that pupils can work towards increasingly more significant awards. This, we believe, can encourage perseverance and resilience in working towards more long term ambitions.

Each house in school is led by a member of the senior management team and all pupils in school belong to a house.

Where possible, siblings will also belong to the same house team:

Phase One Lead   (Kindness)
Phase Two Lead   (Integrity)
Phase Three Lead   (Nurture)
Assistant Headteacher   (Daring)

THE SANCTION SYSTEM

CONSISTENT AND SUSTAINABLE IMPLEMENTATION

Stage 1
Class Teacher

- Eye contact / non-verbal cue to alert pupil
- Verbal warning x2 (for the morning or afternoon session)
- Restorative reflection time: 5 minutes during playtime with class teacher
- If reflection time is implemented 2 times during any 5 day period, class teacher makes **contact with parents** to discuss support / sanctions.
- Move to stage 2

Stage 2
Phase Leader

- 30 minute reflection time (during lunch break) alongside phase leader. This time will be spent considering the consequences of behaviour choices, Pupils may write a letter of apology, devise their own behaviour targets or discuss support strategies etc.
- Phase leader **contacts parents** to discuss support / sanctions.
- 3x phase leader reflection time sessions in any 1 half term= move to stage 3.

Stage 3
SLT

- Member of SLT to contact parents and discuss strategies for improvement
- Potential removal of privileges for a set period of time
- Refer to SENDCO / Learning mentor- Is there a need for an IBP? Behaviour support card? Deeper pastoral support?
- Day spend out of class, working alongside SLT / Learning mentor to consider consequences of behaviour choices and strategies for improvement.
- 2x SLT days in any 1 term will trigger a meeting between parents and HT / AHT.

POSITIVE ROUTINES

Cultivating a CULTURE for learning behaviour

Greeting Pupils:

By intentionally promoting and practising successful transitions into the classroom, teachers are empowered to help pupils be ready to learn. Consistently greeting pupils helps pupils positively and personally connect with colleagues. It is also an opportunity to offer 'pre-corrective' statements to remind pupils of class expectations and deliver behaviour-specific praise. Senior leaders make an effort to greet pupils as they enter school in the morning to reinforce this approach.

5:1 Ratio:

Behaviour specific praise is important in scaffolding pupil understanding of their positive learning behaviour. Knowing what is being done well will help pupils to ensure that such behaviours are repeated. Education Endowment Fund research suggests educators are mindful that pupils are praised more frequently than they are offered constructive criticism. The 5:1 ratio theory suggests that for every constructive criticism offered, a teacher should strive to provide 5 specific compliments, approval statements, positive comments or non-verbal gestures. At Malvern, we are mindful of this guidance and aim to ensure that, wherever possible, pupils are celebrated.

Working with parents:

We understand the power of working alongside parents to promote appropriate learning behaviours. At Malvern, we strive to nurture mutually trusting relationships with families and promote open and honest dialogue regarding behaviour. Teachers share successes with families and seek out opportunities to celebrate positive behaviour choices. Children understand the partnership that exists between home and school and we capitalise on this to bring about improvements when necessary. At times, this may involve setting specific goals for individual children and agreeing and implementing strategies used consistently between home and school.

Charlie Taylor's Checklist:

Charlie Taylor is an expert government advisor for behaviour. He advocates an approach whereby school follow simple systems with consistency. He refers to these systems as 'The Menu'. (See Appendix 1 / 1b)

Targeted Approaches
Meeting the needs of the individual

At Malvern, we understand that universal behaviour systems are unlikely to meet the needs of all learners. For pupils who require more bespoke and intensive support with their behaviour, a personalised approach will we adopted. These approaches will be designed to support learners to reach the high standards of behaviour expected at Malvern without allowing 'expectancy effects' to detrimentally effect pupils' achievements.

Class- Based	Reward chart Daily Report Card Home / School diary Enhanced parental communication Visual timetable Task Planners Now / Next board Part- time timetable Daily Mile 2x10 model (2 minutes of non- educational talk for 10 days) Targeted Withdrawal Intervention School Nurse drop- ins
SENDCO	Sensory Support Functional Behaviour Assessment – Behaviour Support Plan Behaviour Plan Seedlings
Learning Mentor	Lunch Bunch Drawing & Talking One page profile Early Help Nurture Groups Self- Regulation support DESTY
SLT	Breakfast club place Wake Up Shake Up Intensive Scaffolding
External	NSPCC Young Carers CAHMS CP CI N Women's Refuge Young Carers EP Behaviour Outreach Team Butterflies / Listening Ear Inclusion Support Worker Alternative Provision and Employment Coordinator ASC Specialist Teacher

SEMH NEEDS

To help reduce the likelihood of behavioural issues related to SEMH needs, the school will create a safe and calm environment in which positive mental health and wellbeing are promoted and pupils are taught to be resilient. The school will promote resilience as part of a whole-school approach using the following methods:

Culture, ethos and environment
The health and wellbeing of pupils and staff is promoted through the informal curriculum, including leadership practice, policies, values and attitudes, alongside the social and physical environment

Teaching
The curriculum is used to develop pupils' knowledge about health and wellbeing

Community Engagement
The school proactively engages with parents, outside agencies and the wider community to promote consistent support for pupils' health and wellbeing

All staff will be made aware of how potentially traumatic adverse childhood experiences, including abuse and neglect, can impact on a pupil's mental health, behaviour, and education. Where vulnerable pupils or groups are identified, provision will be made to support and promote their positive mental health. The school's SEMH Policy outlines the specific procedures that will be used to assess these pupils for any SEMH-related difficulties that could affect their behaviour.

LEGAL FRAMEWORK

What are our statutory duties?

This policy has due regard to all relevant legislation and statutory guidance including, but not limited to, the following:

- Education Act 1996
- Education Act 2002
- Education and Inspections Act 2006
- Health Act 2006
- The School Information (England) Regulations 2008
- Equality Act 2010
- Voyeurism (Offences) Act 2019
- DfE (2013) 'Use of reasonable force'
- DfE (2015) 'Special educational needs and disability code of practice: 0 to 25 years'
- DfE (2018) 'Mental health and behaviour in schools'
- DfE (2024) 'Keeping children safe in education 2024'
- DfE (2022) 'Searching, Screening and Confiscation: Advice for schools'
- DfE (2023) 'Suspension and Permanent Exclusion from maintained schools, academies and pupil referral units in England, including pupil movement'
- DfE (2024) 'Behaviour in schools: Advice for headteachers and school
- DfE (2024) 'Mobile phones in schools'
- DfE (2024) 'Creating a school behaviour culture: audit and action planning tools'

This policy operates in conjunction with the following school policies:

- Pupil Code of Conduct
- Social, Emotional and Mental Health (SEMH) Policy
- Complaints Procedures Policy
- Special Educational Needs and Disabilities (SEND) Policy
- Suspension and Exclusion Policy
- Physical Intervention Policy
- Child-on-child Abuse Policy
- Child Protection and Safeguarding Policy
- Smoke-free Policy
- Pupil Drug and Alcohol Policy
- Searching, Screening and Confiscation Policy
- Anti-bullying Policy

PHYSICAL INTERVENTION

In line with the school's Physical Intervention Policy, staff will have the legal right to use reasonable force to prevent pupils from committing an offence, injuring themselves or others, or damaging school property, and to maintain good order and discipline in the classroom.

Physical intervention will only be used as a last resort and as a method of restraint. Staff members will use their professional judgement of the incident to decide whether physical intervention is necessary. The situations in which physical restraint may be appropriate are detailed in the Physical Intervention Policy. Wherever possible, staff will ensure that a second member of staff is present to witness the physical intervention used.

After an instance of physical intervention, the incident will be reported a member of the Senior Management Team and the pupil's parent will be informed. Where appropriate, the Headteacher may decide to temporarily remove the pupil from the school via a suspension. Where suspension is carried out, the pupil's parent will be asked to collect the pupil and take them home for the rest of the day.

Any violent or threatening behaviour will not be tolerated by the school and may result in a suspension in the first instance. It is at the discretion of the headteacher to determine what behaviour necessitates an exclusion, in line with the Suspension and Exclusion Policy.

When using reasonable force in response to risks presented by incidents involving pupils with SEND or medical conditions, staff will recognise and consider the vulnerability of these groups.

The school will promote and enforce a zero-tolerance approach to all forms of sexual abuse and harassment, including sexual harassment, gender-based bullying and sexual violence. The school's procedures for handling child-on-child sexual abuse and harassment are detailed in the Child-on-child Abuse Policy.

The school will respond promptly and appropriately to any sexual harassment complaints in line with the Child Protection and Safeguarding Policy; appropriate steps will be taken to stop the harassment and prevent any reoccurrence. Disciplinary sanctions for incidents of sexual harassment will be determined based on the nature of the case, the ages of those involved and any previous related incidents.

Where the school is responding to a report of sexual violence, the school will take immediate steps to ensure the victim and other pupils are protected. The DSL will work closely with the police, and any other agencies as required, to ensure that any action the school takes, e.g. disciplinary sanctions, will not jeopardise the police investigation.

#Where GREATNESS grows

Emergency Procedures

Violence cannot be tolerated and must be dealt with quickly and effectively.

In cases of extreme behaviour, such as deliberate physical or verbal attacks on others, the child will be withdrawn from the classroom immediately.

If required, the teacher should contact a colleague for support using the telephone located in each classroom. Contact should be made immediately with the Headteacher or an Assistant Headteacher. If the Headteacher is unavailable, a member of the senior leadership team must be contacted for support.

Remain calm and use assertive verbal language to try and stop the violence. Clearly and calmly state what needs to happen. E.g. 'Alan, stop pushing!' Repeat if necessary, keeping the instruction the same.

If this has no effect, consider use of physical restraint using Positive Handling techniques to prevent harm to themselves or others. Every effort should be made to ensure that there is another adult present in situations where restraint is a possible outcome.

All incidents of physical restraint must be reported the Headteacher and recorded. The person who carried out the restraint must create a written account of events using CPOMS as soon as possible. Staff who witnessed the incident should also be noted on the record.

The incident will be reported to parents as soon as practicable.

Links with other policies:
- Anti-bullying Policy
- Child Protection Policy
- Physical Intervention Policy

#Where GREATNESS grows

SMOKING & CONTROLLED SUBSTANCES

The school will follow the procedures outlined in its Smoke-free Policy and Pupil Drug and Alcohol Policy when managing behaviour in regard to smoking and nicotine products, legal and illegal drugs, and alcohol.

ZERO TOLERANCE

In accordance with the Health Act 2006, the school is a smoke-free environment. Parents, visitors, staff and pupils will be instructed not to smoke on school grounds. Pupils will not be permitted to bring smoking materials or nicotine products to school.

ZERO TOLERANCE

The school will have a zero-tolerance policy on illegal drugs, legal highs and other controlled substances. Where incidents with pupils related to controlled substances occur, the school will follow the procedures outlined in the Pupil Drug and Alcohol Policy and Child Protection and Safeguarding Policy.

ZERO TOLERANCE

#Where GREATNESS grows

PROHIBITED ITEMS
SEARCHING PUPILS & CONFISCATION

Headteachers and staff authorised by them will have 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.

Authorised members of staff will be permitted to use reasonable force when conducting a search without consent for the prohibited items listed below, in line with the school's Physical Intervention Policy.

The prohibited items are:
- Mobile Phones
- Knives and weapons
- Alcohol
- Illegal drugs
- Stolen items
- Tobacco and cigarette papers
- E-cigerette and vapes
- Lighters
- Aerosols
- Fireworks
- Pornographic images
- Any article that the member of staff reasonably suspects has been, or is likely to be, used: to commit an offence; or to cause personal injury to any person, including the pupil themselves; or to damage the property of any person, including the pupil themselves.

All members of staff can use their power to search without consent for any of the items listed above. Staff will follow the provisions outlined in the school's Searching, Screening and Confiscation Policy when conducting searches and confiscating items.

#where GREATNESS grows

Exclusions

A pupil is usually excluded from school when the child's behaviour is unacceptable and they need some time out of school.

Exclusions can take place immediately and the headteacher decides if it is a fixed term or permanent exclusion.

There is a process the school must follow. Parents and carers also have a number of legal responsibilities.

Fixed Period Exclusion

Children can be excluded from school for up to 45 days in a school year. A child can be excluded from lunch time, which counts as a half day exclusion.

Exclusion Periods:
Work will be provided for the child to do at home if the exclusion is less than five days.
The child may be placed in another school if the exclusion is over five days.

For exclusions of more that 15 days, a Governors' meeting will be held to review the exclusion. A meeting can also be requested for exclusions of less than 15 days.

After a period of exclusion, a meeting will be held to discuss the child's return to school.

Permanent Exclusions
The school will provide work to do at home for days one to five. A Governors' meeting will be held to discuss the decision within 15 school days of the exclusion. Parents / carers will be invited to attend. The child may also attend the meeting if desired.

Parental Responsibilities:
If a child is excluded from school, parents must:
- Ensure that the child is not in a public place during school hours- failure to comply could result in prosecution or issue of a fixed penalty notice.
- Ensure that the child does not enter the school premises during the exclusion- parents will be asked why the child is not at home.
- Make arrangements to collect and return school work for days 1-5 of exclusion.

Knowsley School Admissions can support families through the process, including finding an alternative school place for a child.

#Where GREATNESS grows

Exclusions

Following a permanent exclusion You can request an independent review of the decision of the school governors to permanently exclude your child:

• A meeting must be held within 15 school days, at which the governors will review the headteachers decision to permanently exclude your child
• You may request an independent review of the Governors' decision within 15 school days of the Governors' meeting
• You will receive a letter confirming the exclusion. This letter will also include a form for completion if you would like the exclusion to be reviewed, this needs to be returned to the named contact. As well as the form, you can submit additional papers / reports for consideration
• An independent panel will then be arranged, normally within three school weeks of receiving the request
• You can attend the panel meeting, together with your child. A Special Educational Needs (SEN) expert will attend if you have requested this
• You will be notified of the date, time and venue for the meeting and you will be sent copies of school reports which detail the decision they have taken
• At the meeting, you can state your views and ask the panel members questions. You can also ask the school representative questions about their decision
• The panel members will make their decision in private and you will be notified in writing of their decision
• The panel can uphold the exclusion, recommend the governing body to reconsider or quash the exclusion and ask the governing body to consider the exclusion again.

Your child's return to school:

If your child can return to school, you will be contacted by the school to plan for this. If your child cannot return to school, the council will continue to provide their education and this will be discussed with you. Independent advice regarding school exclusions can be obtained from the Coram Children's Legal Centre on 0345 345345.

#where GREATNESS grows

This policy will be reviewed by the Governing Board, Headteacher and Senior Mental Health Lead on an annual basis. They will make any necessary changes and communicate these to all members of staff and relevant stakeholders.

This policy will be made available for Ofsted inspections and reviews by the lead inspector, upon request.

The next scheduled review date for this policy is September 2025.

#Where GREATNESS grows

DEFINITIONS

What is our collective vision for behaviour at school?

For the purposes of this policy, the school will define "serious unacceptable behaviour" as any behaviour which may cause harm to oneself or others, damage the reputation of the school within the wider community, and/or any illegal behaviour. This will include, but is not limited to, the following:

- Discrimination: not giving equal respect to an individual on the basis of age, disability, gender identity, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex, and sexual orientation
- Harassment: behaviour towards others which is unwanted, offensive and affects the dignity of the individual or group of individuals
- Vexatious behaviour: deliberately acting in a manner so as to cause annoyance or irritation
- Bullying: a type of harassment which involves personal abuse or persistent actions which humiliate, intimidate, frighten or demean the individual being bullied
- Cyberbullying: the use of electronic communication to bully a person, typically by sending messages of an intimidating or threatening nature
- Possession of legal or illegal drugs, alcohol or tobacco
- Possession of banned items
- Truancy and running away from school
- Refusing to comply with disciplinary sanctions
- Theft
- Verbal abuse, including swearing, racist remarks and threatening language
- Fighting and aggression
- Persistent disobedience or disruptive behaviour
- Extreme behaviour, such as violence and serious vandalism
- Any behaviour that threatens safety or presents a serious danger
- Any behaviour that seriously inhibits the learning of pupils
- Any behaviour that requires the immediate attention of a staff member

For the purposes of this policy, the school will define "low-level unacceptable behaviour" as any behaviour which may disrupt the education of the perpetrator and/or other pupils, including, but not limited to, the following:

- Disobedience or disruptive behaviour
- Failure to complete directed tasks or classwork
- Graffiti
- Any behaviour that inhibits the learning of pupils
- Any behaviour that requires the attention of a staff member

Low-level unacceptable behaviour may be escalated to serious unacceptable behaviour, depending on the severity of the behaviour.

For senior leadership team:

Policy:
Ensure absolute clarity about the expected standard of pupils' behaviour.

Ensure that behaviour policy is clearly understood by all staff, parents, and pupils.

Display school rules clearly in classes and around the building; staff and pupils should
know what they are.

Display the tariff of sanctions and rewards in each class.

Have a system in place for ensuring that children never miss out on sanctions or rewards.

Leadership:
Model the behaviour you want to see from your staff.

Building:
Visit the lunch hall and playground, and be around at the beginning and the end of the school day

Ensure that other Senior Leadership Team members are a visible presence around the school

Check that pupils come in from the playground and move around the school in an orderly manner.

Check up on behaviour outside the school.

Check the building is clean and well-maintained.

Staff:
Know the names of all staff.

Praise the good performance of staff.

Take action to deal with poor teaching or staff who fail to follow the behaviour policy.

Children:
Praise good behaviour.

Celebrate successes.

Teaching:
Monitor the amount of praise, rewards, and punishments given by individual staff.

Ensure that staff praise good behaviour and work.

Ensure that staff understand special needs of pupils.

Individual pupils:
Have clear plans for pupils likely to misbehave and ensure staff are aware of them.

Put in place suitable support for pupils with behavioural difficulties.

Build positive relationships, particularly with parents of pupils with behaviour difficulties.

For teachers:	
Classroom:	*Know the names and roles of any adults in class.*
	Meet and greet pupils when they come into the classroom.
	Display rules in the class—and ensure that the pupils and staff know what they are.
	Display the tariff of sanctions in class.
	Have a system in place to follow through with all sanctions.
	Display the tariff of rewards in class.
	Have a system in place to follow through with all rewards.
	Have a visual timetable on the wall.
	Follow the school behaviour policy.
Pupils:	*Know the names of children.*
	Have a plan for children who are likely to misbehave.
	Ensure other adults in the class know the plan.
	Understand pupils' special needs.
Teaching:	*Ensure that all resources are prepared in advance.*
	Praise the behaviour you want to see more of.
	Praise children doing the right thing more than criticising those who are doing the wrong thing (parallel praise).
	Differentiate.
	Stay calm.
	Have clear routines for transitions and for stopping the class.
	Teach children the class routines.
Parents:	*Give feedback to parents about their child's behaviour—let them know about the good days as well as the bad ones.*