



PARK PRIMARY ACADEMY

Behaviour, Exclusions and Engagement Policy

Approved: June 2025
Next Review: June 2027

Contents

1. The Role of Adults in School
2. Classroom Rules
3. Rewards
4. Going for gold
5. Park Primary Excellence Award
6. Respect
7. Playground procedures
8. Lunchtime Procedures
9. Silent Transition
10. Exclusions
11. Racist and Discriminatory Incidents
12. Challenging Behaviour
13. Individual Pastoral Support Plans
14. Pupils with Special Educational Needs
15. Pupils with Disabilities
16. Race Relations
17. Pupils in Public Care
18. Procedures for Review and Appeal
19. Physical Restraint

Appendix I – Serious Incident Report

Rationale

This policy aims to increase pupil's ability to take responsibility for the management of his or her own behaviour. It should be read in conjunction with school's anti-bullying policy.

1. The Role of Adults in School

All adults working or helping in school have a duty to ensure the highest standards of behaviour by their management and supervision of all pupils and by acting as a role model. Adults can promote good behaviour:

- a) Ensuring that pupils are properly supervised at all times, being aware of specific times or situations when unacceptable behaviour may occur such as wet playtime, transitions or on educational visits
- b) Dealing appropriately with breaches of the school rules from pupils in all areas of the school
- c) Being consistent and fair in their management of behaviour and the awarding of rewards and sanctions by following the school's behaviour systems
- d) Recognising that each pupil is an individual with individual needs
- e) Responding rapidly to incidents of violence, bullying or racism, malicious damage
- f) Working towards raising the self-esteem of all pupils
- g) Encouraging and recognising pupils' achievements in a variety of ways as described in the rewards and awards section
- h) Providing opportunities for pupils to discuss behaviour and express opinions as to what is and what is not acceptable
- i) Demonstrating tidiness and encouraging pupils to take a pride in their school building and school resources
- j) Encouraging pupils to appreciate the work of everyone employed in the school
- k) Modelling the behaviour that is expected from the pupils
- l) Ensuring pupils are aware that low-level disruption will not be tolerated.
- m) Ensuring the use of positive language when acknowledging poor behaviour.

2. Classroom Rules

For learning to take place there must be a sense of order and as well as school rules, each class teacher should involve the 5 core classroom rules and an additional 2 classroom rules. Each class teacher should involve the pupils in drawing up the additional rules to promote positive behaviours, the rules should be written in a positive language. The agreed classroom rules must be displayed in each classroom by the second week of term and these will be consistently reinforced. When communicating the policy to pupils, class teachers should ensure that pupils are aware of the different methods of resolving and airing their views. This may be through discussion with the teacher, a senior teacher, support assistants or a note in the 'Worry box', located in the corridor or in the classroom.

Core Classroom Rules:

- We will treat others with respect.
- We will be kind to each other.
- We will always try our best.
- We will learn from our mistakes.
- We will help others.

3. Rewards

The emphasis in behaviour management should always focus on seeking out and drawing attention to the behaviour, which we wish to develop. There should be consistent and public praise of good behaviour in order to reward the person who is doing well and encourage others to emulate that behaviour. It is much better to give public, positive praise to one pupil, "Well done Asia, I can see you are ready and listening", rather than give negative attention to another "Sarah you're not listening to me". In addition to praise, pupils appreciate visible signs of recognition and will work towards achieving a reward. The reward system at Park Primary Academy will be based on:

Going for gold and the Park Primary Excellence Award

4. Going for Gold

This functions in each of the classes. Pupil's name cards are located on a green background at the start of each day. This represents a 'fresh start' for all. Staff can use their discretion in moving pupils to silver and Gold for exceptional behaviour. Pupils who reach Gold by the end of the day are awarded with a sticker respectively.

If a pupil is not choosing to follow the classroom rules then they will be moved to orange. Once on orange, pupils have the opportunity to redeem themselves by making good choices and being moved back onto green. However, if pupils are on orange and their negative behaviour continues, they will move their name onto red. Serious incidents will result in immediate transition to red if pupils display any of these behaviours and they will go to the Reflection Room (Time out for EYFS) at lunchtime either on the same day or, if the incident happens after lunch, they will attend the Reflection Room (Time out for EYFS) the following lunchtime. Pupils who are still on red at lunch time will be sent to the Reflection Room (Time out for EYFS) the same day and if they are still on red at the end of the day they will be then sent to the Reflection Room (Time out for EYFS) the following lunch time. In addition to this, the senior member of staff taking reflection time (time out) will update the behaviour tracking sheet and an email will be sent to parents informing them of their child's behaviour.

Gold: Sticker	When a pupil shows consistent and continued demonstration of the silver values they can move to gold.
Silver	Demonstrating how to treat others with respect. Demonstrating how to be kind to each other. Demonstrating trying our best throughout the day. Demonstrating how to learn from our mistakes. Demonstrating how to help others.
Green	Continuously doing the right thing without reminders.
Orange	Currently choosing not to treat others with respect. Currently choosing not to be kind to each other. Currently choosing not to try my best. Currently choosing not to learn from my mistakes. Currently choosing not to help others. For example: • Calling out • Talking when the teacher is talking • Difficulties in waiting their turn • Tale telling • Inability to share • Other low level disruptive behaviours • Rudeness to other pupils • Taking other people's property • Refusal to work or follow adult instruction This is not an exhaustive list.
Red: Letter sent home to parent.	Continuously choosing not to follow the classroom rules. Children will be moved directly to red if they display any of these behaviours and they will be given a red letter. • Aggressive behaviour: hitting, kicking, swearing and spitting • Racist and Discriminative behaviour/language • Bullying behaviour (persistent pattern of behaviour) • Damaging classroom equipment (deliberate attempt) • Continually disrespecting adults • The child persists to display disrupting behaviour

5. Park Primary Excellence Award

At the end of the day, pupils that have continuously demonstrated excellent behaviours throughout will be rewarded by their class teacher with a token of excellence. At the end of each half term the 2 pupils with the most tokens from each class will be participating in a reward afternoon.

The excellence tokens should not be used in place of the behaviour chart but in conjunction with the behaviour chart. A maximum of 3 tokens can be issued in one day.

6. RESPECT

Pupils will be encouraged to follow the following school values within the school:

- Resilience
- Empathy
- Self – belief
- Perseverance
- Effort
- Courageous
- Tolerance

These will be highlighted in the weekly assembly to reinforce and remind pupils of the school values.

7. Playground procedures

To support this policy and to improve behaviour in the playground the following procedures should be followed:

- Listen to and respect all adults and each other.
- Play together by sharing in a kind and polite way.
- Walk away and speak to an adult if you are upset.
- Keep hands, feet and unkind words to yourself.
- Make your own decisions and allow others to make theirs.
- Report problems to an adult, do not involve yourself.

Lunchtime Procedures

Staff carry red and yellow cards at lunchtime. Pupils are aware they will be issued with a yellow card if they choose to make the wrong choice. Pupils are also aware they will receive a red card and go to the Reflection Room should they continue to make the wrong behaviour choice after receiving the yellow card or if they have hurt someone either physically, verbally or emotionally.

To support this policy and to improve behaviour at lunchtime the following procedures should be followed:

- Pupils that are not following the playground procedures to be issued with a yellow card.
- If the poor behaviour continues or is observed to be extreme, the pupil is to be issued with a red card and sent to reflection time/time out if it is before 12.55pm or the following day if it is after 12.55pm to reflect on their behaviour choices in the playground.

- Ms Coull (Mrs Kinnaird in absence) is to be informed of all cards issued. The yellow and red cards will be recorded by Ms Coull every day. An email will be sent home to parents informing them of the red card. Should a pupil receive 3 red cards in a week or a pattern emerges through the gathering of data, a meeting will be held between the Head of School and the parent/carer of the pupil.

8. Quiet Transition

All pupils are expected to transition around the building quietly whilst walking. Pupils should observe quiet transition not only at lunchtime but throughout other times of the day including lunchtime and home time. Any pupil not following the quiet transition rules will be issued with a yellow card initially, a red card if they continue to make a high level of noise, and sent to the reflection room.

9. Exclusions

Serious Incidents

Serious incidents should be dealt with as quickly as possible. Any incident involving physical aggression or serious verbal abuse (e.g. swearing, sexist, homophobic or racist abuse) to a pupil or a member of staff must be reported to a member of SLT immediately in addition to taking whatever immediate action seems appropriate. Serious incidents including racist comments will be logged.

Persistent or serious infractions of the School Behaviour Policy may result in pupils, along with their parents/carers, being requested to appear before the appropriate Governing Board Committee.

All members of staff witnessing a serious incident should make a written report as quickly as possible and send it to the person dealing with the incident or if that is not known to a member of SLT.

No teacher may send a pupil home for disciplinary reasons without the permission of the Executive Headteacher.

The school recognises that exclusion from school is a serious matter, particularly in an area where many pupils have already experienced significant disadvantage in their lives. We avoid excluding pupils where possible and try to achieve the correct balance between the needs of the pupil and the needs of the school community.

In most cases exclusion will be the last resort after a range of measures have been tried to improve the pupil's behaviour. Exclusion will only be considered where the educational entitlement and the well-being and safety of the pupil concerned, the staff and the rest of the pupils in the class/school is jeopardised. The formal reasons whereby the school may consider the exclusion of a pupil would be:

- In response to serious breaches of the Behaviour and Engagement Policy

- If, by allowing the pupil to remain in school, the education or welfare of the pupil or others in the school would be seriously harmed.
- Where exclusion is necessary we refer to "Improving Behaviour and Attendance: Guidance on Exclusion from Schools and Pupil Referral Units" (DCSF 2017).

Factors to consider before making a decision to exclude:

- Ensure that a thorough investigation has been carried out.
- Consider all the evidence available to support the allegations, taking account of the school's Behaviour and Engagement policy, where applicable, the Race Relations Act 1976 as amended and the Disability Discrimination Act 1995 as amended.
- Allow the pupil to give his or her version of events.
- Check whether the incident may have been provoked, for example by bullying, including homophobic or other prejudiced based bullying, or by racial or sexual harassment.
- If necessary, consult others, but not anyone who may later have a role in reviewing the Executive Headteacher's decision, for example a member of the Governing Body.

The following alternatives to exclusion are used by the school:

- Fixed-term Internal Exclusion – This can be between 1-4 days and takes place in school. The pupils sit outside the SLT office where they will complete work provided to them by their class teacher. Only SLT can set a fixed-term Internal Exclusion.
- Off-site Respite – pupils who are at serious risk of exclusion and for whom the full range of interventions may not have been effective will spend an agreed period of time at Respite. This is an off-site provision. Students return from this provision to a supported approach to mainstream lessons.
- Managed Transfer – Park Primary participates in the managed transfer process in Havering which involves pupils transferring to another LBH school on a trial basis, either as an alternative to permanent exclusion or where there has been a serious breakdown in the relationship between a pupil and the school. The school also receives pupils under this scheme.
- Alternative Provision – when a pupil is at serious risk of exclusion or consistently failing to engage with the Academy, alternative provision is considered. This may be in the form of an alternative education provider. This may be a flexible part-time provision or a full-time one depending on the needs of the pupil. Where possible, this will be done with the support of parents, but under the DFE Alternative Provision Guidance 2013, the Academy may send a pupil without parental agreement, where it is in the best interests of the student.

Sparing use will be made of short fixed-term exclusions for serious breaches of school discipline such as participating in a fight or refusal to accept authority. Fixed term exclusions of up to 5 days will take place

at the pupil's home, with work provided by the school. Park Primary School buys into the support services of the Local Authority's Student Referral Unit for cases of fixed-term exclusions over 5 days, when students will attend the Referral Unit.

The school expects not to use permanent exclusion, except in the unlikely event of an unexpected, exceptional and one-off serious incident or repeated refusal to accept the authority of the school.

There are two categories of exclusion:

- Fixed-term Exclusion – Only the Executive Headteacher can set a Fixed-term Exclusion. Ratification of these exclusions has to be done by the Governing Board if in excess of 15 days per pupil per term. If the exclusion is for 5 days or more the pupil will attend the Local Authority's Student Referral Unit from day 6.
- Permanent Exclusion – This is when the Executive Headteacher has made a decision that a pupil may not return to school. This decision is only taken in response to 'serious breaches of school's behaviour policy' and if allowing the pupil to remain in school would seriously harm the education or welfare of the pupil or of other pupils, staff or members of the wider community. Following the permanent exclusion hearing, the parents have 15 days in which to appeal against the decision. Until this time period elapses the pupil remains the responsibility of the school.
- When a decision to fixed-term or permanently exclude has been made, parents are notified as quickly as possible. This may initially be by telephone call followed by a letter. If the pupil is being looked after by the Local Authority, the Social Services department should be informed.

The exclusion notification should state the reason for the exclusion, its duration and the date of the post exclusion meeting. It must also inform parents/carers of their right to appeal on the grounds of discrimination.

(further details in the exclusion policy)

The DFE have produced their own parental guidance to suspensions and exclusions which can be found here:

<https://www.gov.uk/government/publications/school-exclusions-guide-for-parents>

10. Racist and Discriminatory Incidents

In accordance with the borough procedures all racist and discriminatory incidents should be reported to a senior member of staff. This includes verbal and physical insults related to race or religion. These are then reported to the borough.

11. Challenging Behaviour

Pupils with emotional, social and behavioural difficulties will often persistently challenge class and playground rules to such an extent that in serious cases a Pastoral Support Plan may be required and a behaviour action plan completed and shared with members of staff.

If a pupil's behaviour is not improved by the consistent use of rewards and sanctions listed in the school Behaviour and Engagement policy, then it is possible they have a special need.

Consultation with the Leadership Team can lead to advice on the use of more specific techniques. If little or no progress is made, then an individual education plan will be required (see SEND Policy).

12. Individual Pastoral Support Plans

Where a pupils' behaviour is consistently challenging to the extent that the educational entitlement and/or health and safety of the pupil themselves or their peers is jeopardised, the Senco and class teacher will develop a Pastoral Support Plan in consultation with parents/carers. The plan is set for a fixed period of no more than 16 school weeks at the end of which a review is held and a decision is made as to whether the plan has been successful. If the Pastoral Support Plan is not successful it is possible that the pupil may be excluded.

13. Pupils with Special Educational Needs

Other than in the most exceptional circumstances SEND pupils should not be permanently excluded.

14. Pupils with Disabilities

We have a legal duty under the Disability Discrimination Act 1995 not to discriminate against disabled pupils by excluding them from school because of behaviour caused by their disability.

15. Race Relations

We have a legal duty to take steps to ensure that we will not discriminate against pupils on racial grounds when making a decision about whether to exclude a pupil.

16. Pupils in Public Care

We should try every practicable means to maintain pupils in Public Care in school.

17. Procedures for Review and Appeal

The Governing Body must review all permanent exclusions and fixed period exclusions that result in a pupil being excluded for more than 15 school days in any one term. They must decide whether or not to reinstate the pupil, if appropriate, or whether the Executive Headteacher's decision to exclude the pupil was justified.

At all times we wish to reinforce positive behaviour in our pupils.

Where inappropriate behaviour recurs repeatedly and records show no improvement, a programme of behaviour management strategies will be devised in conjunction with the SENDCo team, the pupil and the pupils' parents/carers. If deemed necessary, outside agencies will be invited to contribute.

18. Physical Restraint

Where physical restraint is necessary, we refer to the School's Positive Handling Policy.

This policy is brought to the attention of all parents annually.

A Positive Handling plan will be made after the first physical restraint incident.

APPENDIX I – Serious Incident Report Form at Park Primary

Serious Incident Report Form

Reported by:

Role:

Date of incident:

Time of incident:

Locations of incident: school trip

Details of people involved

Name	Year Group	Religion	Ethnic Origin	Asylum Seeker	Refugee	SEN/LAC (Please circle)	Role	Level of involvement

Staff completing this form **MUST** include **ALL** information regarding the incident and who was involved.

State what level of involvement each person had (Insert No.)

- 1: Heavily involved
- 2: Involved
- 3: Slightly involved
- 4: Indirectly involved

State what role they played (insert No.::

1. Perpetrator
2. Victim
3. Assisted victim
4. Assisted perpetrator
5. Witness

ATTACH ADDITIONAL SHEET IF REQUIRED

Incident related to: tick all that apply

Race

SEN/Disabilities

Religion or culture

☐
☐
☐

Appearance/health condition

Sexual orientation (Homophobia)

Other (Please state) bullying not related to any specific category.

☐
☐
☐

Forms of bullying used: tick all that apply

Physical aggression

Deliberately excluding

Verbal threats

☐
☐
☐

Extortion

Name calling/teasing

Spreading rumours

☐
☐
☐

Threatening

Cyber bullying

Other (define)

☐
☐
☐

Frequency and duration of bullying behaviour:

Once or twice

Several times a week

☐
☐

Persisting over two months

Persisting for more than a term

☐
☐

Full details of incident:

Next steps:

Victim interviewed:

☐

Perpetrator interviewed:

☐

Parents informed:

☐

Parent meeting arranged:

☐

Follow-up meeting arranged:

☐

Referral for mentoring:

☐

Other actions:

First aid administered:

☐

Referral to other agencies:

☐

Police involvement:

☐

Reported to SLT/Proprietor/Governors:

☐

Other:

☐

Exclusion *(Fixed/Perm)*:

☐

Details of actions agreed with everyone involved - including parents and carers where appropriate:

Yes

☐

No

☐

Outcome of follow up/further actions:

Follow up review dates and interventions:

To be reviewed on:

Has the victim received support?

Yes

☐

No

☐

Has the bullying stopped?

Yes

☐

No

☐

Have the parents been updated informed of the outcome? If so, when:

Yes

☐

No

☐

Any other relevant information:

Completed by: (Sign)

(Print)

Role:

Date:

Checked by:

(Sign)

Print/

Role:

Date:

Incident logged onto system

Yes

☐

No

☐

By whom:

