

Bishop Chavasse Primary School

BEHAVIOUR POLICY

Approval Arrangements

All statutory policies in the Trust are ultimately the responsibility of the Trust Board. To enable it to discharge this responsibility appropriately and in collaboration with the constituent schools, the Trust Board will:

1. set a full Trust wide policy,
2. set a 'policy principles' document (a framework within which Headteachers develop a full and appropriately customised policy),
3. or delegate to Headteachers or LGBs the power to develop their own policy.

This is a Level 2 Policy against the Trust Governance Plan.

Review Body:	LGB
Approved:	February 2023
Next review:	February 2024
Review Period:	1 year

This policy was approved by the LGB for implementation on the date above and supersedes any previous behaviour policy.

Rationale

It is the aim of Bishop Chavasse Primary School that every member of the school community feels valued and respected, and that each person is treated equitably and well. We are a caring, Christian community; our values are built on mutual trust and respect for all and good relationships. The school behaviour policy is therefore designed to support the way in which all members of the school can live and work together in a supportive way. It aims to promote an environment where everyone feels happy, safe and secure, living out our school vision.

School vision

Bishop Chavasse Church of England School Policies are all underpinned by respect and our school parable 'The Wise and the Foolish Builder', which forms the basis of our whole school vision, highlighting the importance of **wisdom, compassion and honesty**.

Bishop Chavasse School values every wonderfully and uniquely created child and adult; inspiring everyone to **fulfil their potential**, as we **achieve excellence together**. As Jesus teaches through the parable of the house on the rock: we grow in **wisdom**, supported by the **compassion** of God to establish firm, **honest** foundations on which every child can build.

1. Overview

At Bishop Chavasse School we know behaviour is a form of communication and it is the responsibility of all adults and children to seek to understand what the behaviour is communicating in themselves and in others. All members of the school community are expected to view behaviour in this way and respect each other (adults to children; children to adults; adults to adults; children to children). Respectful behaviour applies equally to online/virtual situations, as it does face to face. Abusive and aggressive behaviour between any individuals is not tolerated in our school community; we work together to build good relationships and respect each other.

We use the language 'prosocial' and 'antisocial' to describe behaviours in our school. **Prosocial behaviour** has a positive effect on others and ourselves, which results in children and adults feeling safe, secure and able to learn. **Antisocial behaviour** has a negative effect on the individual and others. These behaviours can result in children and adults feeling unsafe, unhappy, and normal day-to-day activities and learning can be disrupted.

We endeavour to treat all children equitably and apply this behaviour policy consistently. Behaviour is a choice and it is the responsibility of all members of our school community to identify, encourage and praise **good and appropriate behaviour choices** in and around the school. Some children require more support than others in making appropriate behaviour choices and we use proven strategies to help children in this way. We expect parents to read and work with our behaviour policy, using similar strategies at home for consistency.

Respect promotes good, supportive relationships, with the common purpose of helping everyone to **learn and grow wisely, with compassion and honesty**. This policy guides the school community to work together in an effective and considerate way and is designed to promote **intrinsically positive prosocial behaviour choices**. Effective behaviour management is essential to the smooth running of our school and in the creation of an environment where rights are respected and responsibilities are understood. A healthy balance of extrinsic reward is also used in our school. This policy indicates the philosophy and the specific structures which will support the high expectations we have of relationships and behaviour in our school.

2. Aims

This policy aims to support our children to grow in a safe and secure environment, and to become intrinsically respectful, positive, responsible and increasingly independent members of the school community. Our behaviour policy is threaded with the '**Therapeutic Thinking**' approach to promoting **prosocial behaviours** we want to instil in our children: *negative experiences create negative feelings, negative feelings create negative behaviour, positive experiences create positive feelings, positive feelings create positive behaviour*. We put strategies in place to develop and nurture prosocial behaviours and help children recognise that **antisocial behaviours are not desirable** within the school community. We also use some extrinsic reward structures for good behaviour. We believe this acknowledges the 'Fruits of the Spirit' Paul writes about in the book of Galatians: **love, joy, peace, patience, kindness, goodness, faithfulness, gentleness and self-control** and is visual encouragement for all children.

In Bishop Chavasse School, we aim to:

- help children understand that **prosocial behaviour** is a **choice**;
- support children to make the best choices to encourage **prosocial** behaviour;
- treat all children **equitably** with effective, consistent use of the behaviour management systems;
- develop children's **self-confidence** through a clear system of **positive praise** and consequences;
- encourage prosocial behaviour choices through realistic, logical **consequences**;
- enable children to **reflect** and **restore** expected prosocial behaviour and positive **relationships**;
- give parents a clear understanding of what is expected from their children at school and home; and
- **guide parents** on how they can best support their child and the school with **wisdom, compassion and honesty**.

3. Objectives

Our whole school objectives are to:

- develop **positive, respectful relationships** in our whole school community;
- give opportunities for children to lay **solid foundations** on which to build and grow;
- ensure every child is able to learn and grow in a **safe, positive environment**;
- develop **good moral and Christian attitudes** where all individuals are valued and respected;
- **communicate our school's expectations** clearly to children, parents, staff and the wider community;
- enable all to **flourish with wisdom** and achieve fullness;
- develop children's **independence and self-esteem**, through Christ's love and guidance; and
- enable children to learn in a safe, **wise, compassionate, honest** and secure environment, free from anxiety.

4. Prosocial Behaviour and logical consequences

Class-based logical consequences:

- **Weather chart (EYFS only)** - used in the classroom to support children in their prosocial behaviours and focus for learning. We aim for children to intrinsically want to be respectful, focused and engage positively all day. The 'star' is earned and celebrated in class and with parents for consistent focus.
- **Good to be Green (years 1-6)** - used in the classroom to support children in their prosocial behaviours and focus for learning. We aim for children to intrinsically want to be respectful, focused and positively engaged 'green' all day. Silver cards are earned and celebrated in class and with parents for children who consistently stay 'green'.
- **Gold book learning** - children are nominated by their class teacher for the 'Gold book' which celebrates exceptional individual progress. 'Gold Book' learning is shared 1:1 with the Headteacher.

In addition, teachers will have their own rewards for specific areas of the curriculum, for example: spelling, times tables and reading progress.

Whole school logical consequences

Positive prosocial behaviour and relationships are always expected, encouraged and verbally praised at Bishop Chavasse School but exemplary behaviour, learning and progress is additionally acknowledged in a variety of ways through **positive consequences**:

- **House points** awarded in the classroom and around the school by all members of staff for great learning: recognising written, illustrative or verbal learning achievements and contributions;
- **Chavasse Shields** awarded by any member of staff to children demonstrating our school values: **wisdom, compassion, honesty** or the 'Fruits of the Spirit: Love, joy, peace, patience, kindness, goodness, faithfulness, gentleness and self-control'; and
- **Headteacher Heroes** awarded to those children who are demonstrating behaviours that week aligned with our monthly themes: September – Growth-mindset, October – curiosity, November - wisdom, December – hope, January – creativity, February – compassion, March – forgiveness, April – respect, May – honesty, June – unity, July and August - courage.

Celebration of achievements

Each week we have whole school **celebration worship** to exult collective and individual achievements and progress:

- **House points** are totalled each week by the House Captains. Chartwell, Ightham, Knole and Quebec are recognised for the House Points that have been earned. A trophy is presented to the winning House each week. The winning House each term earns additional playtime at the end of term.
- **Gold book learning** children who have been selected for the 'gold book' are celebrated with an example of their learning demonstrated in worship.
- **Chavasse Shields** are entered into a whole school raffle for a book token each week and the reason for the Chavasse shield is discussed. This also takes place during celebration worship.
- **Headteacher Hero** certificates are awarded to those children who are demonstrating behaviours that week aligned with our monthly themes: September – Growth-mindset, October – curiosity, November - wisdom, December – hope, January – creativity, February – compassion, March – forgiveness, April – respect, May – honesty, June – unity, July and August - courage.
- **Successes outside of school:** we recognise these in celebration worship and encourage the children to bring in their news, certificates, badges, medals and trophies.
- **Birthday Band:** we joyously celebrate birthdays, not forgetting those in the school holidays.

5. Antisocial behaviours and logical consequences

De-escalation

At Bishop Chavasse, we recognise that, for a variety of reasons, some children require more support with understanding the need for **prosocial behaviours**, so all staff are equipped with a toolbox of strategies to prevent **antisocial behaviours** escalating and affecting others. For every child, a range of **de-escalation strategies** are used by all staff, to allow the child time to reflect and restore expected behaviour, often avoiding the need to issue logical consequences. Such strategies include, but are not limited to:

- Verbal and non-spoken (e.g. hand, eye movements) warnings
- Good to Be Green warnings
- Power of 5 playground strategy
- Zones of Regulation – acknowledgement of emotions
- Giving appropriate guided choices to “save face”
- Safe spaces
- Trusted adults
- Tactical ignoring techniques, introducing curiosity and change of conversation direction
- Distraction techniques, introducing curiosity and change of conversation direction
- Decision by staff to change adult present (change of face)

Antisocial behaviour choices are defined at Bishop Chavasse School as behaviour that has a negative impact on those witnessing or involved with the behaviour and can be further defined as the following:

- Disruption to learning
- Unkindness to others
- Damage to property
- Rudeness to others
- Aggressive behaviour with potential danger to self
- Aggressive behaviour with potential danger to others

Logical consequences

Consequences for antisocial behaviour are given in proportion and relevance to the behaviour that has occurred. Our Therapeutic Thinking approach ensures we are able to directly link the antisocial behaviour to a logical consequence. This includes 'putting things right' through restorative justice to repair any relationships. The logical consequence is, where possible, immediate and directly linked to the antisocial behaviour choice. The table on p.8 is used as a guide.

Sometimes children require more support to learn the value of prosocial behaviours and may display more persistent antisocial behaviours. Occasionally, children require firm encouragement to make positive choices and this may require positive handling by trained staff. This is always in line with the government guidelines of Keeping Children Safe in Education ([KCSIE](#)) and Use of Reasonable Force in Schools ([URFIS](#)). In these cases, parents will be consulted and it could result in a personalised behaviour contract with specific targets and logical consequences provided for the individual in school and at home; our aim is always to work with parents for the best outcome for the child.

6. Addressing potential bullying behaviour

At Bishop Chavasse, we use the recognised definition of bullying: **persistent, targeted antisocial behaviour** that has a seriously negative effect on an individual. Bishop Chavasse School does not tolerate bullying of any kind. If we discover that an act of intimidation has taken place, we respond immediately to stop any further occurrences of such behaviour, therefore preventing bullying. We actively encourage children to use their Power of 5 strategies and then seek adult support as necessary. Children will from time to time play boisterously in unstructured sessions (playtimes) and this is closely monitored by staff. **If we are aware of antisocial behaviour taking place, we can address it immediately and follow our Therapeutic Thinking approach.** The library offers a staffed, comfortable and inclusive safe place for playtime, where children can feel able to talk about issues that are troubling them, with the supervising adult. There are also play leaders and a number of lunchtime clubs for those children who find the less structured playtimes challenging.

Parents also have an important role to play in supporting the identification of antisocial behaviour and recognise the correct definition of bullying: we encourage parents to speak to their child's class teacher as early as possible so that these behaviours can be stopped. We promote the wellbeing and safeguarding of all pupils and this is our priority.

A range of school strategies are implemented to provide opportunities for pupils to share their thoughts and feelings and to promote **positive prosocial behaviour** in both the real and virtual world:

- RHE curriculum
- Internet and online safety events
- Circle time sessions
- Class thought box
- School worry boxes
- Theme weeks/days
- Computing curriculum
- Collective worships and church services
- Zones of Regulation

7. The Role of the Class Teacher

The class teacher regularly and consistently discusses '**Respect**' and the behaviour expectations with their class and individuals and explicitly demonstrating prosocial behaviour - they use every opportunity to encourage and model good relationships. In addition, each class also has its own **Fruit of the spirit** (attributes of a person according to Chapter 5 of the Epistle to the Galatians) and a **Class Charter**, which is agreed by the children and

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displayed on the wall of the classroom at the beginning of each academic year. If there are incidents of antisocial behaviour, the class teacher may discuss these with the whole class during 'circle time', or with individual children and parents.

It is the responsibility of the class teacher to ensure that their class behaves in a positive prosocial manner during lesson time, enabling the teacher to teach and the children to learn. It is expected that all children demonstrate **prosocial behaviour** and follow the **Class Charter**, acting with **wisdom, compassion** and **honesty**. If, however the class logical consequence systems have been used to their full capacity and **antisocial behaviour choices** continue, other strategies, may need to be employed. See 'Behaviour Choices' table below. These are examples and are not exhaustive situations.

The class teachers in our school have high expectations of the children in terms of **prosocial behaviour** and **positive relationships** to ensure that all children work to the best of their ability. The class teacher **treats each child equitably** and **applies the Class Charter consistently**. Time out of class is offered/required to enable the smooth running of the class. In these instances, staff may seek immediate support from members of the inclusion team and senior leaders.

8. Role of All Staff

All staff will take opportunities to ensure children all know and understand that antisocial behaviour will not be welcome in any area of the school. Adults are role models, both within and outside of school. Staff and children will use body language to show the behaviour is inappropriate by: using the de-escalation strategies and consequences. Staff will not intentionally intimidate or threaten a child by shouting directly at a child or standing over a child in a threatening way or by making derogatory or degrading comments. Staff in Bishop Chavasse School do not hit, push or slap children and, where practically possible, ask before handling a child.

In line with the DfE '[Use of Reasonable Force – Advice for Headteachers, staff and governing bodies](#)', Staff may use 'reasonable force' to stop a child damaging property or from hurting themselves or others. Staff may decide to physically intervene and restrain a child if they pose harm to themselves, others or property. The actions that we take are in line with government guidelines on the use of reasonable force. Staff members are trained using 'positive handling' techniques. Physical force is not used as a form of punishment, under any circumstance.

All staff members must listen carefully to concerns raised by parents, children and of staff regarding antisocial behaviours and must act as soon as practicably possible: notes should be recorded on the Child Protection Online Management System (CPOMS) and in the class Welfare file; or it may be appropriate to pass information to the Designated Safeguarding Lead (DSL), or DDSL in the absence of the DSL.

If the systems have been used to their full capacity and poor behaviour choices continue, other strategies may need to be employed. See 'Choices Table' below. These are examples and are not exhaustive situations.

9. The Role of the Headteacher

- It is the responsibility of the Headteacher, under the School Standards and Framework Act 1998, to implement the school behaviour policy consistently throughout the school, and to report to governors, when requested, on the effectiveness of the policy. It is also the responsibility of the Headteacher to ensure the health, safety and welfare of all children in the school.
- The Headteacher supports the staff by implementing the policy, by setting the standards of behaviour, and by supporting staff in the implementation of the policy.
- The Headteacher has oversight of all reported serious incidents, when the class teacher logs these in the Welfare File and on CPOMS.
- The Headteacher has the responsibility for giving fixed-term exclusions to individual children for serious acts of misbehaviour, in accordance with the school behaviour policy and Kent County Council Guidelines.

- The Headteacher is responsible for reporting on exclusions to the LGB and LA and to ensure that the school policy is administered fairly and consistently.

10. The Role of Parents

- Parents are asked to read this policy and sign in agreement of the standards of behaviour and expectations. This forms part of the [Home-School Agreement](#), which is a requirement for all new families.
- Parents work collaboratively with school, so children receive consistent messages about expected behaviour at home and at school.
- It is the responsibility of parents to support their child's learning, and to co-operate with the school, as set out in the Home-School Agreement.
- We believe it is fundamental to build a supportive relationship between home and school, and we inform parents as per our policy, or individual-needs agreement, if we have concerns about welfare or behaviour.
- If the school has to use logical consequences and the 'choices table' with a child, we expect parents to support the actions of the school.
- If parents have any concerns about the way that their child has been treated, they should **initially contact the class teacher**. If the concern remains, they should contact the Phase Leader. The Headteacher or Deputy Headteacher will hear any concerns that can't be resolved through these channels.
- The relationship between home and school is prioritised but in the unlikely event that you feel your concern has not been resolved as above, then parents should follow the school's complaints procedure.
- **Parents are encouraged to speak to their child's class teacher**, as soon as they have any concerns relating to their own child's behaviour or wellbeing. This can be verbally, via the child's contact book or via email through the office.
- Parents will be listened to and concerns shared with all relevant members of the school community (without breaching confidentiality).

Please note: parents of all children involved in a serious incident or injury at school will be notified by the school. Minor incidents which occur in school will be dealt with as per our behaviour policy and parents will not necessarily be notified.

No members of staff should be victims of intimidating or abusive behaviour from other adults – in school, on school premises or via social media. Parents displaying such behaviour towards our staff will be asked to leave the school premises. In serious cases of dispute, the police may be called.

11. The Role of Governors

- The Governing Body is responsible for ensuring that the school has a Behaviour Policy, that it is reviewed regularly, and published for parents to read.
- The Headteacher has the day-to-day responsibility for the implementation of the school behaviour policy.
- Governors/the Tenax Trust may give advice to the Headteacher about particular issues, which they should consider when making decisions about matters of behaviour.

Behaviour Choices during structured sessions			
Behaviour Choices	De-escalation and action by class teacher/TA	Further action, in school as necessary	Further action
Child refuses to engage with/complete learning	Sit one-to-one with child and encourage learning. Support as necessary e.g. scribe, small steps, timer High Quality Teaching – (HQT)	Child to stay in with the teacher/TA during assembly/play/other class activity to complete learning.	If learning is still not completed satisfactorily, learning may sent home for completion.
Child chooses to intentionally hurt another child or member of staff	'Cloud' or 'Red Card' instantly given. Consequences as in section 4. Serious incident form to be completed.	Supervised learning to take place in an alternative class/learning space to ensure all children feel safe. Restorative Justice session to take place. Verbal or written apology to be completed at play/at home.	Copy of serious incident form to parents and in Welfare File. (See appendix A). Teacher to reference on CPOMS. Parents may be called in and this behaviour could lead to a fixed-term exclusion. (See Section 12 below). Teacher to speak to parents of injured child.
Child chooses to deliberately damage property	'Cloud' or 'Red Card' instantly given. Consequences as in section 4. Serious incident form to be completed.	Supervised learning to take place in an alternative class/learning space to ensure all children feel safe. Restorative Justice session to take place. Verbal or written apology to be completed at play/at home.	Copy of serious incident form to parents and in Welfare File. (See appendix A). Teacher to reference on CPOMS. Parents may be called in and this behaviour could lead to a fixed-term exclusion. (See Reference A) Teacher to speak to parents of injured child. Parents may be asked to contribute to cost of repairs/replacement.
Child chooses to leave the room without permission or does not return to their specified learning space.	Use logical consequences as in section 4. Use de-escalation techniques (HQT). Support child back into class. Serious incident form to be completed.	Positive Handling techniques may be used to assist child to a safe area. Alternative learning space is offered to calm down and reflect. If antisocial behaviour choices escalate, follow examples above.	Parents may be called to come in and assist with the child. This behaviour could lead to a fixed-term exclusion. Apology letter to be written at play/at home. Missed learning may be completed at home.

Behaviour Choices at Playtimes			
Behaviour Choices	De-escalation and action by staff member on duty	Further action, in school as necessary	Further action
Child is annoying another child during playtime	Encourage children to use Power of 5. Adults model good play.	Encourage good, independent play, using play leaders to support. Verbal warnings to be given.	Adults to monitor the play and use Restorative Justice to build relationships. Behaviours may be entered on CPOMS if a repetition is seen or patterns are emerging.
Child's behaviour is overly boisterous or aggressive on the playground	Intervene and closely follow the section 4. Logical Consequences.	If a 'Cloud' or 'Red Card' is given, child should have instant supervised time off the playground, at the adult's side.	Staff on duty to advise teacher so they can make a note and follow procedures in section 4. Behaviours may be entered on CPOMS if a repetition is seen or patterns are emerging.
Child chooses to deliberately damage property on playground	'Cloud' or 'Red Card' instantly given. Consequences as in section 4. Serious incident form to be completed.	Remove the child responsible from the playground to SLT office and advise child's teacher.	Copy of serious incident form to parents and in Welfare File. (See appendix A). Teacher to reference on CPOMS. Parents may be called in and this behaviour could lead to a fixed-term exclusion. Parents will be asked to contribute to cost of repairs/replacement.
Child intentionally hurts another child or member of staff, on the playground	'Cloud' or 'Red Card' instantly given. Consequences as in section 4. Serious incident form to be completed. Ensure the injured child is safe and provided for.	Remove the child responsible from the playground to SLT office and advise child's teacher.	Copy of serious incident form to parents and in Welfare File. (See appendix A). Teacher to reference on CPOMS Parents may be called in and this behaviour could lead to a fixed-term exclusion. Teacher to speak to parents of injured child.
Child refuses to play in specified area or refuses to come in following playtime.	Use logical consequences as in section 4. Use de-escalation techniques. Support child back into correct space. Complete a serious incident form.	Positive Handling techniques may be used to assist child to a safe area. Alternative space is offered to calm down and reflect. If poor behaviour choices escalate, follow examples above.	Parents may be called to come in and assist with the child. Incident recorded on CPOMS This behaviour could lead to a fixed-term exclusion. (See Reference A) Apology letter to be written at play/at home. Some time-out from next playtime may be given to catch up learning.

12. Fixed Term and Permanent Exclusion

In accordance with [DfE guidance](#), Bishop Chavasse Primary School views exclusions as a last resort.

Our school community is committed to securing a range of proactive and preventative strategies which enable all children to develop holistically, and in line with our distinctive Christian ethos in order that all may flourish and integrate fully into wider society. We recognise that we are all susceptible to error, but through a structured and compassionate **Therapeutic Thinking** approach and **parental support** all children, with appropriate guidance, can be encouraged to make **prosocial behaviour choices**, through logical consequences – enabling children to reflect and restore expected prosocial behaviour.

Only the Headteacher (or Deputy in the absence of the Headteacher) has the power to suspend or permanently exclude a pupil from school, in accordance with DfE and [Kent County Council Guidelines](#): “Only the Headteacher of a school can suspend or permanently exclude a pupil on disciplinary grounds. A pupil may be suspended for one or more fixed periods (up to a maximum of 45 school days in a single academic year), or permanently excluded”.

The Headteacher will inform the Local Authority and the Governing Body about any permanent exclusion and about any suspension without delay. The Headteacher will write to the parents within 24 hours explaining the reason for suspension or permanent exclusion and will make it clear to the parents that they can, if they wish, appeal against the decision of a permanent exclusion to the Governing Body. The school informs the parents how to make any such appeal. If the permanent exclusion involves a pupil with a social worker, or if the pupil is looked after, then the social worker and/or Virtual School Head will also be informed in writing.

The Governing Body itself cannot either exclude a pupil or extend the exclusion period made by the Headteacher. The Governing Body has an appeal panel which is made up of between three and five members. This committee considers any permanent exclusion appeals on behalf of the Governors.

When an appeals panel meets to consider any permanent exclusion, they consider the circumstances in which the pupil was excluded, consider any representation by parents and the LA, and consider whether the pupil should be reinstated. If the Governors’ appeals panel decides that a pupil should be reinstated, the Headteacher must comply with this ruling.

For further information, please note that Bishop Chavasse School follows KCC local authority guidance:

- [Exclusion Procedures \(kelsi.org.uk\)](#)
- [School Attendance - KELS!](#)
- <https://www.kelsi.org.uk/pru-inclusion-and-attendance-service-pias/access-to-the-service>
- [Exclusion and suspension - Kent County Council](#)
- https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1021914/KCSIE_2021_September_guidance.pdf
- https://www.kelsi.org.uk/_data/assets/pdf_file/0020/62165/Kent-LA-exclusion-guidance-for-schools-and-governors.pdf

13. Duties under the Equality Act 2010 and Children and Families Act 2014

Headteachers and Governing Bodies should ensure they are compliant with the duties of the Equality Act 2010 and Children and Families Act 2014.

Schools must not discriminate against, harass, or victimise pupils because of their sex; race; disability; religion or belief; sexual orientation; pregnancy/maternity; or gender reassignment. For disabled children, this includes a duty to make reasonable adjustments to any provision, criterion or practice which puts them at a substantial disadvantage, and the provision of auxiliary aids and services. In carrying out their functions, the public sector equality duty means schools must also have due regard to the need to:

- eliminate discrimination, harassment, victimisation, and other conduct that is prohibited by the Equality Act;
- advance equality of opportunity between people who share a relevant protected characteristic and people who do not; and
- foster good relations between people who share a relevant protected characteristic and people who do not share it.

The 'relevant protected characteristics' in this context are the characteristics mentioned above. Age is also a relevant protected characteristic, but not when carrying out a function which provides education, benefits, facilities, or services to pupils.

These duties need to be complied with when deciding whether to exclude a pupil. Schools must also ensure that any provision, criterion, or practice does not discriminate against pupils by unfairly increasing their risk of exclusion. For example, if reasonable adjustments have not been made for a pupil with a disability that can manifest itself in breaches of school rules if needs are not met, a decision to exclude may be discriminatory.

The Governing Body must also comply with their statutory duties in relation to pupils with SEN when administering the exclusion process, including (in the case of the governing board of relevant settings) using their 'best endeavours' to ensure the appropriate special educational provision is made for pupils with SEN and (for all settings) having regard to the Special Educational Need and Disability (SEND) Code of Practice.

Full details are contained within the DfE guidance.

14. Monitoring

The Headteacher monitors the effectiveness of this policy. As requested, the Headteacher will report to the Governing Body on the effectiveness of the policy and, if necessary, make recommendations for further improvements. The school keeps records of incidents of negative antisocial behaviour. The class Welfare files contain completed **Serious Incident Forms** and the incident is referenced on CPOMS. The Welfare files also contain any **Personal Behaviour Support Plans** decided upon by teacher, parents and the Inclusion team. The Headteacher keeps records of any child who is given a fixed-term suspension, or any child who is who is permanently excluded. It is the responsibility of the Governing Body to monitor any exclusions, and to ensure that the school policy is administered fairly and consistently

15. Review

The Governing Body reviews this policy **annually**. The Governors may, however, review the policy earlier than this, if the government introduces new regulations, if the Governing Body receives recommendations on how the policy might be improved or if the school feel that changes to the whole school approach to behaviour are necessary.

This policy should be read with reference to other Bishop Chavasse School policies and documents:

- [Safeguarding and Child Protection](#)
- [SEND information report](#)
- Online Safety within the [Safeguarding and Child Protection](#) policy
- [Early Years Policy](#)

Serious Incident Form

Child's Name:		Location of Incident:	
Date & Time of Incident:		Person Reporting:	

Your child has been involved in a serious incident today. WE may have already contacted you but we feel it is important to inform you in writing, with the details of this incident and **invite you to speak to your child's class teacher, in the first instance**, should you have any questions.

Today's incident falls within the following category:

Leaving the class group without permission	Disruption to learning	Intentional damage to property
Unsafe behaviour – harm to self	Unsafe behaviour – harm to another child	Unsafe behaviour - harm to an adult
Other:		

Please indicate all that apply

Logical Consequence:

Apology written/verbal	Immediate restorative justice	Complete work at a different time
Phone call/text home	Rectify the disruption	Learning in alternative space
Rectify/clean the damage	Conversation with SLT	Playing in an alternative space
Other:		

Please indicate all that apply

Any Further Action required:

No further action required	
Further restorative justice	
Time to talk	
Parent/carer meeting with SLT (could lead to fixed-term exclusion)	
Behaviour contract	
Inform any outside agency involvement	

Please tick at least one of the options

Please confirm a copy of this form has been:

- Sent to the parent/carer
- Filed in the class welfare folder

Please confirm a brief summary of this incident has been:

- Recorded on CPOMS
- Shared with the Headteacher