



**Alma
Primary**

עולם חסד יבנה
A world built on kindness

Alma Primary Behaviour for Learning Policy including Exclusions

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GB Committee responsible: *Learning and Children's Committee*
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Contents

Introduction, Aims and Overview	Page 1
The Four R's; Behaviour for Learning Code	Page 2
Recognising Good Behaviour	Page 3
Parents as Partners	Page 4
Learning and Positive Behaviour; Addressing Poor Behaviour	Page 5
Temporary Exclusion	Page 6
Permanent Exclusion	Page 7
Exclusion Procedure and Exercise of Discretion	Page 8

Policy Development:

Change	Responsible	Date
Reviewed– no changes		March 2015
Addition of playground keys, munching mensches & success tree	MJS	Oct 2018
Addition of definitions, banned items and de-escalation strategies; clarification regarding pornography	MJS	May 2021
Update to reflect new Kindness code and clarification of processes + rationalisation	MJS	March & June 2022

Alma Primary Behaviour for Learning Policy

1. Introduction

- 1.1. At Alma Primary we provide a welcoming, caring school environment, which challenges, motivates and stimulates each child, whilst fostering qualities of excellence. We believe that good behaviour underpins teaching and learning and children at Alma Primary are encouraged to take responsibility for their own behaviour.
- 1.2. Relationships in our school are based on respect and we aim to develop positive self-esteem in each child. Staff at Alma Primary have high expectations of good behaviour as an essential contribution to the educational experience of the children and to their happiness and well-being while in school.
- 1.3. This policy is based on advice from the Department for Education (DfE), including:
 - Behaviour and discipline in schools;
 - Use of reasonable force in schools;
 - Guidance on searching, screening and confiscation;
 - Keeping Children Safe in Education;
 - Section 175 of the Education Act 2002 and Sections 88-94 of the Education and Inspections Act 2006.
- 1.4. This policy should be read in conjunction with the DfE guidance: Behaviour and Discipline in Schools, issued in January 2016, which may be found [here](#), and with relevant Alma Primary policies including:
 - Safeguarding Policy
 - SEND Policy
 - Policy on Managing Allegations Against Staff
 - Preventing Bullying Policy
 - PSHE and Wellbeing Policy

2. Aims and Objectives

- 2.1. This policy aims to:
 - Provide a clear and consistent approach to behaviour management, including rewards and sanctions
 - Define what we consider to be unacceptable behaviour, including bullying and discrimination
 - Outline how children are expected to behave
 - Summarise the roles and responsibilities of different people in the school community with regards to behaviour management
 - To ensure all adults in school understand the importance of teaching and modelling positive behaviour, as well as maintaining control of themselves; and
 - To produce an environment in which children feel safe, secure and respected.
 - To encourage individual responsibility and positive relationships, encouraging children to develop a sense of worth, respect and tolerance for others;
- 2.2. To provide a safe and secure learning environment for our children we will create a climate of behaviour for learning where we:
 - Promote good behaviour by using a range of strategies based on positive reinforcement;
 - Teach values and attitudes as well as knowledge and skills to promote responsible behaviour, self-discipline, and to foster in children a respect for themselves, for other people and their property;

Alma Primary Behaviour for Learning Policy

- Have consistent expectations of behaviour for all members of our school community, taking SEND into account;
- Ensure that there is calm, consistency and clarity when dealing with incidents of inappropriate behaviour throughout the school.

3. Definitions

3.1. At Alma Primary we define unacceptable behaviours as:

- Disruptive behaviour
- Damaging behaviour
- *Extreme* behaviour

3.2. **Disruptive behaviour** disturbs the learning of the individual and/or other children, including:

- **Disruption** such as talking in class, in corridors between lessons, and at break and lunchtimes;
- **Failure to complete classwork** or homework, or to bring in correct equipment;
- **Rudeness and/or disrespect** to adults or other children;
- **Use of equipment** such as mobile phones without permission.

3.3. **Damaging behaviour** causes harm to an individual or to others and/or can damage the reputation of the school within the wider community, including:

- **Discrimination**, not giving equal respect to an individual on the basis of age, disability, gender reassignment, 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, including fighting or aggression and theft of school property;
- **Bullying**, deliberate targeted harassment which involves personal abuse or persistent actions that humiliate, intimidate, frighten or demean the individual. *Please see the school's Preventing Bullying Policy for clarification;*

3.4. **Extreme behaviour** is persistently damaging behaviour, or illegal behaviour, including:

- **Persistent disobedience**, refusing to comply with disciplinary sanctions;
- **Extreme aggressive behaviour**, violence, truancy, vandalism etc
- **Illegal behaviour**, possession of illegal drugs, alcohol or tobacco, or banned items;
- **Destructive behaviour** any behaviour that threatens safety or presents a serious danger.

4. Roles and Responsibilities

4.1. **The Staff Team:** The staff team are responsible for creating a welcoming environment in the schools, where positive behaviour is modelled, encouraged and rewarded. All staff at Alma Primary are responsible for:

- Modelling positive behaviour;
- Implementing this behaviour policy consistently and thoroughly;
- Providing a personalised approach to the specific behavioural needs of particular children;
- Recording disruptive behaviour incidents in the class behaviour log (see appendix 3 below) and recording damaging or extreme behaviour incidents on CPoms;
- Involve parents at an early stage when there are any concerns about their child.

4.2. **The School Leadership Team** are responsible for:

Alma Primary Behaviour for Learning Policy

- Encouraging all staff to implement this behaviour policy consistently and thoroughly by following the school strategies to promote positive behaviour and to deal effectively with poor behaviour;
- Supporting staff in responding to behaviour incidents, including helping children to regulate themselves, for example by helping them to calm down;
- Facilitating meetings between class teachers and parents/carers to discuss behaviour;
- Supporting staff to put in place strategies to support improvements in behaviour.

4.3. The Headteacher: The headteacher is the behaviour leader for the school and is responsible for:

- Encouraging all staff to implement this behaviour policy consistently and thoroughly by following the school strategies to promote positive behaviour and to deal effectively with poor behaviour;
- Monitoring how staff implement this policy, ensuring that there is appropriate training for all staff to promote positive behaviour;
- Ensuring that the school environment encourages positive behaviour
- Reviewing and approving this behaviour policy, including the Constant Kindness Code.

4.4. Parents/carers: Parents and carers have a vital role in promoting good behaviour in our school. At Alma Primary we give high priority to clear communication and positive partnerships with parents and carers, to promote high standards of behaviour. Where a child's behaviour is causing concern, parents/carers will be informed and given the opportunity to discuss the situation. Parental involvement will be sought in devising a plan of action to address behavioural concerns, and any sanctions will be discussed with the parents. Parents/carers are responsible for:

- Supporting their child in adhering to the Alma Primary Constant Kindness Code;
- Informing class teachers of any changes in circumstances that may affect their child's behaviour, including any behaviour difficulties their child/ren may be experiencing at home;
- Informing class teachers their child's ill health and any absences connected with it;
- Supporting strategies that the school puts in place to support classes and individual children.

4.5. The Governing Body: The Governing Body is responsible for:

- Reviewing the behaviour principles in this policy;
- Monitor the policy's effectiveness, holding the headteacher to account for its implementation.

5. Alma Constant Kindness Code

5.1. Children need encouragement to behave well, in order to make the most of their learning opportunities, along with clear expectations. Core Jewish values of responsibility for our own actions and mutual respect underpin our positive behaviour approach:

- *derech erez* – behaving respectfully towards everyone and everything;
- *ve'ahavta le'rayekha kamokha* – behaving to others as you would like them to behave to you.

5.2. We teach children positive behaviour as well as teaching children about unacceptable behaviour and the consequences of this behaviour. Our expectations of behaviour, along with a summary of ways that we recognise positive behaviour and consequences for poor behaviour, are summarised in the Alma Constant Kindness Code (see Appendix 2, below). All staff are expected to promote and model these expectations in our school.

5.3. At Alma Primary we encourage all in our school to always be:

- ready to learn
- respectful to others and to ourselves

- responsible for our words and actions
- 5.4. We expect all children and adults in our school to support the Alma Constant Kindness Code by:
- Responding politely and respectfully to all members of staff;
 - Actively listening to others;
 - Being helpful and kind to everyone;
 - Disagreeing with others respectfully;
 - Appreciating and celebrate differences;
 - Understanding their own feelings and the feelings of those around them;
 - Asking for help or telling an adult if they are unhappy.
- 5.5. Positive behaviour is explicitly taught through PSHE (Personal, Social, Health Education), Jewish learning, citizenship, RE (Religious Education) and through whole school activities. Positive behaviour which is promoted by:
- Fostering a cultural or mutual respect and high self-esteem;
 - Contributing to the personal and social development of children, including developing emotional competence and self-discipline in children;
 - Encouraging children to make informed and well-balanced choices.

6. Promoting Positive Behaviour

- 6.1. Every child is valued at our school and should receive equal opportunities for taking responsibility in the school. In addition to the three main expectations of the Alma Constant Kindness Code, all members of the school community are expected to:
- Treat others as they would like to be treated, be caring and considerate towards others, and respect each other's personal space;
 - Work hard and to the best of their ability;
 - Make positive contributions to class discussions and value differing points of view; take responsibility for their learning and ask if they do not understand;
 - Listen carefully whilst other children and adults are talking;
 - Respond promptly and politely to peers, teachers, teaching assistants, lunchtime supervisors and all other adults including parent volunteers;
 - Work sensibly with others in the classroom;
 - Behave sensibly and calmly when moving around the school;
 - Look after personal belongings; take good care of the school environment;
 - Tidy away equipment;
 - Take responsibility for their own actions and their consequences.
- 6.2. **Class Honour Boards and Certificates:** Our Honour Boards in each teaching space promote the positive behaviour that are being prompted in the class at that time. These boards are updated and changed each day to reflect the needs of the class. Children achievements and progress is also recognised through the variety of certificates presented each week in our Friday Kabbalat Shabbat assembly, along with membership of the Giraffe Club.
- 6.3. **Munching Mensches:** One specific, whole school approach we have to recognising and rewarding the behaviour we expect is our 'munching mensches'. Each week class teachers choose one child who has been an outstanding member of the class to have tea with the headteacher. 'Mensches' are given a letter so that parents know their child has been selected that week.

- 6.4. **Success Tree and Giraffe Club:** In addition to individual reward and encouragement systems, we have a school wide whole class reward system, our 'Success Tree' in the school hall. During the week teachers are able to give classes 'leaves' for participation, creativity, quiet transitions and positive engagement in school. The leaves are counted on Friday mornings with the children and the winning class each week is rewarded. We also have a Giraffe Club, on display in the entrance hall, recognising children who 'stick out their necks' for others.

7. Addressing Inappropriate Behaviour

- 7.1. All staff are trained in behaviour management, in order to ensure a consistent approach across the school. Incidents of disruptive or damaging will be approached as an opportunity to help the child learn to reflect on their behaviour, through selecting an appropriate consequence for their actions if they continue, for example by work which is unfinished as a result of poor behaviour will be completed in the child's own time. When behavioural incidents occur, adults will aim to start each day afresh and will encourage children to do the same.
- 7.2. Incidents are classed as disruptive (e.g. lack of cooperation, ignoring, less serious rudeness) or 'low level' incidents are normally be handled by the responsible adult e.g. teacher or LSA working with the group at that time, by reminding the child of the rule or task, or introducing such consequences as withdrawal of privileges.
- 7.3. Incidents of damaging behaviour (e.g. being deliberately rude; being disruptive; being involved in negative/aggressive arguments; teasing; swearing; minor untruths) are normally dealt with by class teacher, if they are judged to be a 'one-off' incident.
- 7.4. Persistent incidents or damaging behaviour, or incidents of extreme behaviour (e.g. sexist/racist comments/abuse; threatening/aggressive behaviour; harming another child/adult etc) should always be referred to the Headteacher (or an Assistant head in the absence of the Headteacher) who will deal with the matter in collaboration with the class teacher.
- 7.5. Any undesirable incident will be dealt with as an opportunity to help the child learn to reflect on their behaviour, through selecting an appropriate consequence for their actions if they continue. Work left unfinished as a result of poor behaviour will be completed in the child's own time. If a subsequent serious problems occur, then the issue will be escalated to a senior member of staff and parents/carers will be informed. Teachers may use a 'think it through' task to support children in reflecting on their behaviour.
- 7.6. Persistent poor behaviour will be dealt with by:
- The instigation of a Behaviour Support Plan which encourages improvements in behaviour. The Alma team will always try to engage with parents/carers, as part of the Behaviour Support Plan;
 - Seeking help from outside agencies such as the Educational Psychologist;
 - Extreme cases of undesirable or damaging behaviour will be dealt with by internal exclusion, where children are placed in isolation from the rest of the school under the direct supervision of the Head teacher. Following an internal exclusion, a meeting will be held with the child and their parents to discuss re-integration back into class, which will be done subject to strict agreed conditions;
 - In appropriate cases a suitably trained member of staff may decide that a child must be restrained using reasonable force;
 - In the event that a child's behaviour is unmanageable in school, the decision may be taken to exclude them externally. OFSTED reports "The school's philosophy, a supportive and stable school environment, and strong relationships between the school and parents are

important factors in preventing very young children from being excluded from school". In the event of an exclusion that lasts for more than a single day, a member of school staff will be in regular contact with the home to minimise the amount of work missed. The re-integration back into school will be a carefully managed process, with one key member of staff taking responsibility for the child for at least two weeks after return to school. The partnership between the parents and the school is crucial for the management of this difficult process.

- 7.7. Consistently poor behaviour can be a form of Special Educational Need and the approach selected will depend upon the behaviour exhibited (see SEND and behaviour management, below).

8. Behaviour Management

- 8.1. All adults working or volunteering in our school are expected to be in control of themselves and their emotions before addressing poor behaviour. Staff recognise that children will need to have behaviour recalled and retaught as contexts, curriculum and age change. Class staff at Alma Primary are trained in the use of micro-scripts to quickly, quietly and positively address incidents of poor behaviour in the classroom.
- 8.2. In order to minimise negative behaviour in our school, in our work with children we ensure that:
- We share clear, consistent expectations;
 - Teach behaviors we want to see;
 - Recognition and positive relationships;
 - Respond to difficulties calmly.
- 8.3. **Solving behaviour-related problems.** At Alma Primary we use a cooperative approach to resolve conflict, based on conflict resolution and restorative justice. This approach uses peer mediation to build, maintain and repair relationships. A child who suffers 'low-level' physical or emotional hurt by another child must first:
- Let the child know how he / she is feeling and give them a reason to stop;
 - If the negotiation breaks down and the behaviour continues the child must tell the adult in charge immediately, who will then intervene to deal with the situation.
- 8.4. **De-escalation strategies:** Where negative behaviour is present, staff will implement de-escalation strategies to diffuse the situation, including:
- Appearing calm and using a modulated, low tone of voice;
 - Using simple, direct language;
 - Avoiding being defensive, e.g. if comments or insults are directed at the staff member;
 - Providing adequate personal space and not blocking a child's escape route;
 - Showing open, accepting body language, e.g. not standing with their arms crossed;
 - Reassuring the child and creating an outcome goal;
 - Identifying any points of agreement to build a rapport;
 - Offering the child a face-saving route out of confrontation, e.g. that if they stop the behaviour then the consequences will be lessened;
 - Rephrasing requests made up of negative words with positive phrases, e.g. "if you return to your seat, I can help you with your work" rather than "if you don't return to your seat, I won't help you with your work".
- 8.5. A group of Alma staff are trained in Team Teach strategies, both to support de-escalation and in the use of appropriate manual handling, where this is necessary.

9. Support for Children and Recognition of Safeguarding Link

- 9.1. The school recognises its legal duty under the Equality Act 2010 to prevent pupils with a protected characteristic from being at a disadvantage. Consequently, our approach to challenging behaviour will be differentiated to cater to the needs of the pupil. Some children will need individualised support in order to manage these expectations, for example if they have SEND.
- 9.2. Where necessary and appropriate adaptations will be made on a case-by-case basis and staff are encouraged to seek advice from the school Inclusion Leader if unsure about how to work effectively with individual pupils. When acute needs are identified we will liaise with external agencies, including specialist teachers, an educational psychologist, medical practitioners and/or others in order to plan support programmes for the child. We will work with parents to create the plan and review it on a regular basis. While recognising the needs of individual children with SEND, we continue to have high expectations of all children and do not accept aggression towards adults or children in our school.
- 9.3. Changes in behaviour may also be an indicator that a child is in need of help or protection. We will consider whether a child's behaviour may be linked to significant harm and, where this may be the case, we will follow our child protection and safeguarding policy.

10. Statutory Authority Regarding Child Behaviour and Discipline

- 10.1. We recognise that in accordance with the relevant laws and statutory responsibilities:
 - Teachers have statutory authority to discipline children whose behaviour is unacceptable, who break the school rules or who fail to follow a reasonable instruction. (Section 91 of the Education and Inspections Act 2006).
 - The power also applies to all paid staff (unless the headteacher says otherwise) with responsibility for children, such as teaching assistants.
 - Teachers can discipline children at any time the child is in school or elsewhere under the charge of a teacher, including on school visits.
 - Teachers can also discipline children for misbehaviour outside school.
 - Teachers have a specific legal power to impose detention outside school hours.
 - Teachers can confiscate children's property.
- 10.2. While recognising these powers, we use the range of strategies in this policy in order to avoid the need for more punitive actions.

11. Physical restraint

- 11.1. In some circumstances, staff may need to use reasonable force to restrain a child to prevent them:
 - Causing disorder
 - Hurting themselves or others
 - Damaging property
- 11.2. Physical restraint must:
 - Always be used as a last resort
 - Be applied using the minimum amount of force and for the minimum amount of time possible
 - Be used in a way that maintains the safety and dignity of all concerned

Alma Primary Behaviour for Learning Policy

- Never be used as a form of punishment
- Be recorded on CPoms and reported to parents/carers

12. Banned Items and Confiscation

- 12.1. The following items are banned from the school premises:
- Fire lighting equipment including matches, lighters, etc.
 - Drugs and smoking equipment, including cigarettes, tobacco, cigarette papers, electronic cigarettes (e-cigs), alcohol, solvents, any form of illegal drugs, any other drugs, except medicines covered by the prescribed medicines procedure
 - Weapons and other dangerous implements or substances, including knives, razors, laser pens, pepper sprays and gas canisters, fireworks or dangerous chemicals
 - Offensive materials (i.e. pornographic, homophobic, racist, etc.)
- 12.2. In a situation where children have brought pornographic images into school, or shared them digitally, this will be dealt with under the safeguarding and relevant policies.
- 12.3. In accordance with DfE guidance, school staff can search a child for any item if the child agrees. The Headteacher and any member of the School Leadership Team can search children or their possessions without consent, where they have reasonable grounds for suspecting that the child may have a prohibited item. Staff members may instruct a child to remove outer clothing, including hats, scarves, boots and coats in order to conduct a search.
- 12.4. Where required, searches will normally be conducted by a same-sex member of staff, with another member of staff as a witness, unless there is a risk that serious harm will be caused to any person(s) if the search is not done immediately, and it is not practicable to summon another member of staff.
- 12.5. A child's possessions will only be searched in the presence of the child and another member of staff, unless there is a risk that serious harm will be caused to any person(s) if the search is not done immediately, and it is not practicable to summon another member of staff.
- 12.6. A staff member carrying out a search can confiscate anything upon which they have reasonable grounds to suspect is a prohibited item. Staff can also seize any item that they consider harmful or detrimental to school discipline. The school is not liable for any damage to, or loss of, any confiscated item.
- 12.7. The headteacher will always be notified when any item is confiscated. Parents/carers will be informed of any confiscated item and may be required to collect the item (unless the item relates to alcohol, illegal drugs or tobacco), from the school office.
- 12.8. The police will be contacted if any weapons, knives, illegal substances and extreme or child pornography are discovered by a member of staff. For all other items, it is at the discretion of the member of staff to decide if, and when, an item will be returned to a child.

13. Behaviour Outside Alma Primary

- 13.1. When behaviour of an Alma Primary child outside of school has a negative effect on another individual or group within the school, including in the use social media, this policy will still have effect. Similarly, children's behaviour outside Alma Primary on trips and journeys, School sports fixtures or representing the school, is subject to this Behaviour Policy. Unacceptable behaviour in these circumstances will be dealt with as if it had taken place in Alma Primary.
- 13.2. For behaviour outside Alma Primary but not on school business this policy will still have effect if there is a clear link between that behaviour and maintaining good behaviour and discipline among the child body as a whole. If children's behaviour in the immediate vicinity of the Alma

Primary or on a journey to and from Alma Primary is poor and meets the Alma Primary criteria for exclusion then the Head teacher may decide to exclude.

14. Exclusions

- 14.1. The decision to exclude, whether temporarily or permanently, can be made only by the Headteacher (or a deputised Assistant Head Teacher if the Headteacher is unavailable for more than 12 hours), taking into account all contributing factors, and after speaking with the child, where appropriate. All decisions will also be made in line with the principles of administrative law and with due respect to the legislation relating directly to exclusions and the school's wider duties, including the European Convention of Human Rights and statutory duties relating to special educational needs (SEN).
- 14.2. The Headteacher will take into account their duty of care when excluding and the obligation to inform parents immediately.
- 14.3. **Temporary Fixed Term Exclusion:** A temporary exclusion of 1 to 5 days may be invoked if:
- Established behaviour targets have not been met;
 - A severe behaviour incident has occurred (e.g. physical attack, significant damage, uncontrolled threatening behaviour including verbal abuse, significant impact to learning of others etc.);
 - A child has repeatedly been on some form of consistent monitoring and reporting which has failed to help them improve the behaviour they have shown.
- 14.4. At this stage the following activities should occur in conjunction with all measures to work with the child:
- Temporary exclusion (1-3 days);
 - A 'Staying in School' contract agreed between child, teacher & parent/carer;
 - Chair of Governors informed;
 - Where appropriate the LA informed that child at risk of exclusion;
 - Review period agreed of between one and four weeks
- 14.5. At the end of the review period the Headteacher will determine whether to return to a monitoring approach or move to a permanent exclusion.
- 14.6. **Fixed Term Exclusion:** A fixed term exclusion of between 4 to 20 days will only be considered if:
- Following a temporary exclusion attempts to work with the child have failed to make any progress; or
 - As a response to a serious breach (or persistent breaches) of the school's behaviour policy; or
 - When allowing a child to remain in school will seriously harm the education or welfare of the other children in our care, or to adults in the school.
- 14.7. **Permanent Exclusion:** Permanent exclusion of a child will only be considered once a fixed term exclusion has failed to make any progress. This decision will be taken by the Headteacher in consultation with governors.
- 14.8. Exclusion will not be imposed instantly unless there is an immediate threat to the safety of others in the Alma Primary or the child concerned. Before deciding whether to exclude a child either permanently or for a fixed period the Headteacher will:
- Ensure appropriate investigations have been carried out;

Alma Primary Behaviour for Learning Policy

- Consider all the evidence available to support the allegations taking into account this policy and the school's Equality Policy;
 - Allow the child and parents to give their version of events;
 - Check whether the incident may have been provoked for example by bullying or by racial or sexual harassment.
- 14.9. If the Headteacher, is satisfied that on the balance of probabilities, the child did what he or she is alleged to have done, then the Headteacher may choose to exclude the child.
- 14.10. **Exercise of Discretion:** In considering whether exclusion is the most appropriate sanction, the Head teacher will consider:
- The gravity of the incident, or series of incidents, and whether it constitutes a serious breach of the Alma Primary's Behaviour Policy
 - The effect that the child remaining in the Alma Primary would have on the education and welfare of other children and staff.
- 14.11. In line with its statutory duty, these same two tests of appropriateness will form the basis of the deliberations of Governors, when they meet to consider the Headteacher's decision to impose a permanent exclusion. The Head teacher will explain the reasons for the decision and will look at appropriate evidence, such as the child's school record, witness statements and the strategies used by the staff to support the child prior to exclusion.

15. Exclusion Procedure

- 15.1. Prior to exclusion parents are contacted immediately where possible by phone. A letter will also be sent by email giving details of the exclusion and the date the exclusion ends. Parents have a right to make representations to the Governing Body as directed in the letter.
- 15.2. At the conclusion of the exclusion period, prior to the return to school, the child, their family and relevant staff will take part in a 'reintegration' meeting. Where it is deemed necessary; a Pastoral Support Plan will be drawn up which will be agreed with the headteacher, child and parents. Independent working may be used as a means to reintegrate a child who has been subject to an external exclusion.
- 15.3. Most exclusions would be of a fixed term nature and of short duration (usually between one and three days). The Governing Body will review all permanent exclusions from the Alma Primary and all fixed term exclusions that would lead to a child being excluded for over 15 days in an Alma Primary term. The Headteacher will inform the Chair of Governors immediately of any decision to exclude a child in order enable the Governing Body to instigate a review of the exclusion, where required.

16. Education for excluded Children

- 16.1. For any fixed-period exclusions of more than four school days, the Governing Body will arrange suitable full-time education for the child, which will begin no later than the sixth day of exclusion.
- Where a child receives consecutive fixed-period exclusions, these will be regarded as cumulative, and full-time education will still have to be provided from the sixth day of exclusion.
 - For permanent exclusions, full-time education will also be provided for the child from the sixth day of exclusion. The Governing Body is aware that it is beneficial to excluded children to begin their alternative education arrangements before the sixth day of exclusion. The Governing Body will always attempt to arrange alternative provision

Alma Primary Behaviour for Learning Policy

before the sixth day of exclusion. Where it is not possible to arrange alternative provision during the first five days of exclusion, the school will ensure that they take reasonable steps to set and mark work for the excluded child.

16.2. If a child with SEND has been excluded, the Governing Body will ensure that:

- Any alternative provision is arranged in consultation with the child's parents, who are able to request preferences.
- When identifying alternative provision, any EHC plan is reviewed/the child's needs are reassessed, also in consultation with the child's parents.

17. Training

17.1. Staff are provided with training on managing behaviour, including proper use of restraint, as part of their induction process. Behaviour management will also form part of continuing professional development.

18. Monitoring arrangements

18.1. This behaviour policy will be reviewed by the Headteacher and Governing Body at least every two years and more frequently if a significant incident occurs. At each review, the policy will be approved by the Headteacher.

Alma Primary Behaviour for Learning Policy

Appendix 1: Exclusions summary

Type	Conditions	Approval	Process
Temporary: 1-3	Established behaviour targets have not been met A severe behaviour incident has occurred Consistent monitoring and reporting has failed to address behaviour	Headteacher (or deputised AHT)	CoG & Barnet Informed Parents informed Reintegration meeting held on return to school.
Fixed term: 4 – 20 days	Following Temporary exclusion or <ul style="list-style-type: none"> As a response to a serious breach (or persistent breaches) of the school's behaviour policy; When allowing a child to remain in school will seriously harm the education or welfare of the other children in our care, or to adults in the school. 	Headteacher (or deputised AHT)	CoG & Barnet Informed Parents informed Reintegration meeting held following expiry of FT period
Permanent	All other attempts to work with the child have failed to make any progress Response to a serious breach Potential for serious harm to other children or adults	Headteacher	CoG & Barnet Informed Parents informed

Alma Primary Constant Kindness Code



☆ **עולם חסד יבנה** - always kind ☆

☆ **לשמע** - always ready to learn ☆

☆ **מכובד** - always respectful to others and to ourselves ☆

☆ **אחריות** - always responsible for our words and actions ☆

When you do...

- ✓ Personal praise
- ✓ Class praise
- ✓ Class honour
- ✓ Leadership Praise
- ✓ Whole school honour



If you don't...

- Reminder
- Warning
- In-class consequence
- Out of class consequence
- Repair and restore