



## Behaviour for Learning and Exclusion Policy: EYFS - Year 6

### Policy Review and Approval

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Approved by:	Executive Head Teacher
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*A copy of this policy and other related policies can be obtained from School Office.*

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**We have the highest aspirations for our school and every member of our school community. By promoting a culture of Ambition, Support, Perseverance, Integrity, Reflection and Empathy, we strive to Aspire, in all that we do.**

*This policy has been subject to a workload impact assessment as part of our commitment to reducing workload. The addition of student/staff values, supportive scripts, reflective sessions and Assistant Heads of Year will support both students and staff and reduce workload for the latter.*

Note: The values and ethos underpinned in the Behaviour for Learning and Exclusion Policies are outlined for the whole school. However, there are separate policies for Reception-Year 6 and Years 7-13. The differences between the age mindsets and logistical structures within the Primary phase and Secondary phase are the reasons behind having two policies.

## **Behaviour for Learning Policy: EYFS - Year 6**

### **Aim**

Gildredge House staff, the Governing Board and the Senior Leadership Team are committed to creating an environment in which all of the students are well-motivated and self-aware learners, who conduct themselves appropriately in a range of situations.

The school's aim is to create an ethos and an environment which celebrates diversity and how every child is unique. As a result of this, all students feel safe and can learn to interact respectfully, sensibly and maturely with others. The development of personal qualities and social skills, and the fostering of socially acceptable behaviour, are therefore integral aspects of the school curriculum.

The school believes that if a Behaviour and Exclusion Policy is to be effective, it should have the effective involvement and support of all groups in the school community: parents, teachers and support staff. Early intervention and involvement of parents is an underlying principle.

Gildredge House, therefore, expects students to develop into responsible citizens, playing an active part in school, local and wider communities. We expect students to behave appropriately because it is the right thing to do. Underpinning this, we expect all staff to be positive role models. Ultimately, we believe that all members of the school community deserve to be treated with equity and dignity.

The Gildredge House Way is an ethos that all students should aspire to engrain into their behaviour for learning. Staff and students should be fully aware of the Gildredge House Way, with constant and consistent reference being made towards its purpose.

This Behaviour for Learning and Exclusion Policy and procedures apply to all the children in Years 1-6, including those in Early Years Foundation Stage (EYFS) and supports the EYFS key themes and commitments as follows:

A Unique Child	Positive Relationships	Enabling Environments	Learning and Development
1.1 Child development 1.2 Inclusive practice	2.2 Parents as partners	3.2 Supporting every child	4.4 Personal, social and emotional development

### Key aims

- to ensure all stakeholders value and understand the Gildredge House Way;
- to 'aspire' to be the best that you can be;
- to embed student values - ready, respectful and safe;
- to promote adult values underpinned by being calm, consistent and fair;
- to recognise over and above;
- to ensure staff use a stepped sanction approach for student behaviour;
- to guide staff towards using micro-scripts to ensure consistency occurs; and
- for staff to follow up poor behaviour with reflection or restorative meetings.

### The Gildredge House Way

The Gildredge House Way		
Student values	Adult values	Over and above recognition
<p><b>Ready</b> Being ready for learning and allowing others to learn</p> <p><b>Respectful</b> Doing the right thing for the right reasons</p> <p><b>Safe</b> Staying safe and allowing others to stay safe</p>	<ul style="list-style-type: none"> <li>• Calm, consistent and fair.</li> <li>• Give first attention to best conduct.</li> <li>• Be relentlessly bothered and build relationships.</li> <li>• Meet and greet with a smile at the door.</li> <li>• Recognise over and above.</li> <li>• Provide a sharing time.</li> <li>• Prep for best - making sure they are ready for learning at the start of every lesson.</li> <li>• Train all the students to use the Zones of Regulation to recognise and regulate their emotional responses.</li> </ul> <p>Consistency of these values is the key.</p>	<ul style="list-style-type: none"> <li>• ASPIRE points</li> <li>• Non-verbal praise.</li> <li>• Verbal praise.</li> <li>• Recognition board.</li> <li>• Phone call home.</li> <li>• Email home.</li> <li>• Assemblies.</li> </ul>
<b>Aspire - be the best that you can be</b>		

Stepped sanctions (in private)	Micro script	Restorative questions
<p>Students may need reminders of the Gildredge House Way values (drive by to monitor behaviour)</p> <p>Stepped actions</p> <ol style="list-style-type: none"> <li><b>1. Warning</b> - think carefully about your next step. Use micro script.</li> <li><b>2. Applied</b> - discussion in private, change seats, 3 minute cool off.</li> <li><b>3. Transfer</b> - Transfer out of the classroom.</li> <li><b>4. Restorative</b> - Scripted support to complete following a transfer or for persistent low-level disruption. This should occur before the next scheduled lesson.</li> </ol>	<p>Gildredge House Values <b>Ready, Respectful, Safe</b></p> <p><b>NOT ON TASK:</b> Do you remember last week/lesson, when you ...., that is the ... I need to see today.</p> <p>Thank you for listening.</p> <p><b>IF HAVING TROUBLE GETTING STARTED:</b> I notice you are having trouble getting started/staying focused. What could you do to help yourself?</p> <p><b>IF TURN UP LATE TO THE LESSON:</b> You have not turned up to school on time, I will speak to you at the end of the lesson.</p> <p><b>IF RUNNING DOWN THE CORRIDOR/UP THE STAIRS:</b> It was the rule about running along the corridor that you broke. You have chosen to not follow our rule about staying safe. Please remember to follow it in future. Thank you.</p> <p><b>AFTER ANY INSTRUCTION:</b> Thank you for listening.</p>	<ol style="list-style-type: none"> <li>1. What has happened?</li> <li>2. What were you thinking at the time?</li> <li>3. What have you thought since?</li> <li>4. How have others been affected?</li> <li>5. What needs to be done to make things right?</li> <li>6. How can we do things differently in the future?</li> </ol> <p><b>Responses</b></p> <ul style="list-style-type: none"> <li>• I hear what you are saying.</li> <li>• Okay I am listening.</li> <li>• Have you thought about?</li> </ul>

## Rewards

The school believes that good behaviour is dependent on high self-esteem and that a consistently applied system of rewards is fundamental to achieving this. The school wants students to feel proud of their achievements and to thrive in a positive and rewarding environment. School staff act as role models; using positive language and actively seeking opportunities to reward students. Effort is the driving force behind the majority of rewards.

A student that successfully applies these conventions should be acknowledged. We believe the ideal incentives are the intrinsic rewards offered by:

- warm relationships;
- a stimulating and tolerant social environment;
- positive role modelling; and
- doing what is right.

Methods of praise could be:

- non-verbal and verbal praise;
- Recognition Board and/or ASPIRE points (via EduLink);
- Happy Notes;
- phone call home;
- email home;
- Green Learning walk; or
- celebration assemblies.

## Adaptations

In extreme or particular circumstances, this Behaviour for Learning Policy is differentiated to ensure that the school's more vulnerable students are not discriminated against. Any differentiation to the application of the Behaviour for Learning Policy will be agreed via consultation with all stakeholders. The final decision will be made by the Senior Leadership Team and a written plan/risk assessment should be in place for individual students needing adaptations.

## Over and above recognition

**Non-verbal praise:** smiles, a thumbs up and nods of approval.

**Verbal praise:** this is an important factor in creating positive atmospheres which will promote good behaviour. Verbal praise can range from a word in the ear to 'public' recognition in class. It can also be given to, and by, everyone but in order for it to be meaningful it should not be false praise and nor should it be used for expected behaviour, as this lowers the standard of what is expected. For praise to mean something, for it to help change behaviour, inspire excellence, it must be worthy, personal, genuine and real.

**Feedback policy:** feedback on a piece of work will be given verbally, due to the young age of the children, and next steps will be identified as appropriate for the child. This assessment will be used to build on success and provide encouragement by its associated comments and feedback, this will include behaviourally relevant aspects such as calm, quiet effort and perseverance.

**Recognition Board:** a display in each class of the children's names who are following the Gildredge House Way each day. Once a name is on the Recognition Board, it cannot be removed, with the aim of getting every student's name on the Recognition Board and students supporting each other to achieve this objective. Each day, the Recognition Board begins again.

**Privileges or jobs:** within each Year Group, there will be roles perceived by the children as the giving of responsibility as expectations of going above and beyond.

**Sharing:** in recognition of a particular task or behaviour, the student may share their success with others, for example:

- the class;
- the neighbouring class or teacher;
- a chosen adult; or
- Green Learning Walk is a positive on call - a member of staff may want the Senior Leadership Team to come and see a piece of work or section of a lesson that is over and above or deserves recognition.

The next level of sharing may be to the Head of Primary, or to the Year Group at a Sharing and Celebration Assembly held each week. The student will have the choice to come forward, or have their praiseworthy activity described by an adult. Shared displays e.g. Published Writing, Handwriting and the Wow board, are also used to celebrate work and/or effort.

### Growth Mindset

Children within each class are awarded for being ready, respectful and showing how to stay safe, making links to learning and persevering, as appropriate to each Year Group.

Students are celebrated weekly with certificates and ASPIRE badges. These relate to the achievements throughout the week and the accumulation of ASPIRE points. Parents can see these points through EduLink. Other termly and yearly awards are also allocated.

### De-escalation strategies

Staff have received training on applying de-escalation strategies to support students, particularly those with SEND. Recognising that these will be different for each child, staff use their training and build a positive relationship with students to help them regulate their behaviour by giving the students time before engaging in a meaningful conversation or looking to find solutions with the student. In addition, the Jigsaw PSHEE programme is followed each week, which aims to support children in building positive relationships with others through appropriate communication and conflict resolution.

### Stepped consequences

It is important to remember that young children often engage in fantasy play that has some aggressive themes, such as superhero and weapon play; some children appear pre-occupied with these themes, but their behaviour is not necessarily a precursor to hurtful behaviour or bullying, although it may be inconsiderate at times and need addressing.

These types of play give us opportunities to discuss concepts of right and wrong and safe choices with the children, and to make the most of 'teachable moments' to encourage empathy and lateral thinking to explore alternative scenarios and strategies for conflict resolution. Rough and tumble play, however, is normal for young children and acceptable within limits. Gildredge House regard this kind of play as pro-social and not as problematic or aggressive. However, we will develop strategies to contain play that are agreed with the children and understood by them, with acceptable behavioural boundaries to ensure children are not hurt.

We also recognise that young children, and those with additional needs, may find it difficult to regulate their own emotions, such as fear, anger or distress and require sensitive adults

to help them do this. Common inconsiderate or hurtful behaviours of young children include tantrums, biting or fighting. Staff will be calm and patient, offering comfort to intense emotions, helping children to manage their feelings and help them to resolve issues and promote understanding. If these behaviours are frequent, staff will try to find the underlying cause and will discuss this with the parent.

Gildredge House considers it vitally important to identify early, and target, the behaviour and not the child. As with the incentives, there will be different levels of response:

**Non-verbal:** holding eye contact, a shake of the head, a slow walk to the child and remaining in proximity using position as a non-verbal signal.

**Verbal:**

- Application of the micro-script:
  - I've noticed that...
  - Can you remember when you.... that is the person I know and the person I expect to see today.
- A reminder of the rule to give students an opportunity to change their behaviour.
- If behaviour is not changed, a warning is given to the child to think carefully about their next steps, allowing take-up time.
- Speak privately - stay behind for 2 minutes and deliver the 30 second intervention speech.

**Restorative conversations:**

Six restorative questions to help the child reflect on the impact of their behaviour on others and to develop a positive relationship between the member of staff and the student, following the structure:

1. What has happened?
2. I wonder what were you thinking at the time?
3. What have you thought since?
4. How do you think others been affected?
5. What needs to be done to make things right? (How can we fix it?)
6. How can we do things differently in the future?

This is a written record, recorded on MyConcern.

For students who display more challenging behaviour, the class based red card should be used as appropriate, to seek support from a senior member of staff.

For more serious or repeated misbehaviour, the student may be referred as follows:

- to the Phase Leader;
- to the SENDCo;
- to the Head of Primary, who is the named person with overall responsibility for supporting personal, social and emotional development, including issues concerning behaviour for children in the EYFS. In discussion with the Executive Head Teacher, a decision will be made on an appropriate course of action, bearing in mind any investigation into events that may be needed, and the particular context of each individual incident.



With the correct implementation of the de-escalation strategies, Gildredge House does not anticipate escalation to fixed term or permanent exclusion. However, if an incident warrants this level of consideration by the Executive Head Teacher, then the school will abide by all statutory and allied best practice requirements regarding exclusions.

### Staff Support

At staff meetings, for both Teachers and Teaching Assistants, vulnerable students are discussed, and strategies are shared that have been either successful or not successful so that staff have an awareness of how the child is feeling at that time.

### Mobile phones

Mobile phones are part of modern society and the majority of students will now own a mobile phone. We understand that for safety reasons students will carry a mobile phone in order to contact parents/carers after school/before school. However, mobile phones can lead to several problems in school, for example bullying, disruption to lessons and inappropriate web usage. As a school we strongly encourage our students to talk to each other and develop friendship groups at break and lunchtime, as opposed to using their mobile phones. As a result, the use of mobile phones during school hours is forbidden. Students found using their mobile phone without permission will be dealt with in accordance with school policy.

### Bullying

Please refer to the Gildredge House Anti-Bullying and Prevention of Bullying Policy.

### Racism

Gildredge House believes that all students, regardless of their ethnicity, colour or creed should be treated equally. Any student found to be abusing minority groups on grounds of family background will be deemed to be racist. The school has adopted the definition of racism found in law following the Stephen Lawrence inquiry. This deems that if an incident is perceived to be racist by the victim then it must be treated as such.

Racist remarks and behaviour at Gildredge House ranging from the unintentionally hurtful comment to the outright malicious act, will always be challenged and, where necessary, sanctions will be applied. All racist incidents are reported and audited annually. They are also included in a regular pastoral report to Governors.

### Sexism

The Gildredge House Equality Policy underpins the school's position on discrimination on the grounds of gender and sexual harassment. Neither will be tolerated by anyone in the Gildredge House community, and incidents will be investigated in the same way as other breaches of the school's Behaviour for Learning and Exclusion Policy.

### Diversity and minority

Forms of discrimination towards any other diverse or minority group will not be tolerated. As above, this will be investigated in the same way as other breaches of the school's Behaviour for Learning and Exclusions Policy. It is the school's aim to create a positive environment where students and teachers are respectful of any differing background, diversity and / or individual identity.

## Behaviour reporting

In the case of children in the Primary phase, including those in the EYFS, we will report to parents verbally and / or through the Home - School Contact Book regarding issues relating to their child's conduct unless a fixed term exclusion or a permanent exclusion is in force, in which case parents will be spoken to directly. All serious incidents will also be recorded on SIMs or EduLink.

## Exclusion Policy: EYFS - Year 6

### Exclusion Policy and Procedures

#### Aims

Gildredge House aims to be positive in its approach to discipline and behaviour management. There are instances, however, where it is not possible to deal with an issue through employing one or more of the strategies outlined in this Behaviour for Learning and Exclusion Policy due to the seriousness or nature of the matter. In such circumstances, Gildredge House has no alternative but to exclude a student from the school. This may be an internal or external fixed term exclusion or a permanent exclusion depending on the breach of school rules and values.

#### Permanent exclusion

Examples of behaviour warranting exclusion are:

- violence or aggression towards another student or a member of staff, including fighting, spitting or threatening behaviour
  - serious bullying;
  - verbal abuse of a member of staff;
  - bringing / using a prohibited substance or item onto school premises;
  - defiance of staff or school regulations, or disrupting learning over a period of time;
  - damage or theft to school property or that of staff and /or students; or
  - acting in a way likely to endanger others.

All of the above could result in a permanent exclusion. The Executive Head Teacher may also permanently exclude for 'one off events' and may only do so where there has been a serious breach of the school's Behaviour for Learning and Exclusion Policy, and where allowing the student to remain in school would seriously harm the education or welfare of the student or others at Gildredge House.

#### Fixed term exclusions

A fixed term exclusion means that a student may be excluded from Gildredge House for a period of up to 45 days in any one academic year. At 46 days, this becomes a permanent exclusion. A fixed term exclusion must be agreed by a member of the Senior Leadership Team and should normally be for a period of up to 5 days in the first instance. This may be internal or external depending on the incident and / or the behaviour record of the student (see below).

The decision to exclude a student can only be made by the Executive Head Teacher or a member of staff authorised by the Executive Head Teacher.

Alternative educational provision will be arranged by Gildredge House from the sixth (cumulative) day of exclusion.

The student will then only be re-admitted to Gildredge House after guarantees of improved behaviour are given at the reintegration meeting.

Students who receive a fixed term exclusion, whether it is internal or external, will not be permitted to represent Gildredge House in any events for a period of time no shorter than two weeks after their return.

Any arrangements regarding the organisation of fixed term internal exclusions will be at the discretion of the school and, whilst care will be taken to be as reasonable as possible, Gildredge House will not be responsible for any associated costs that these sanctions may incur.

### **Reintegration meeting**

The student and parent will meet with a member of staff to discuss the reintegration of the student into school. The purpose of the reintegration meeting is to examine the causes of the exclusion and set up a plan to manage the student's return. It is important that parents share with staff possible causes of unwanted behaviour and strategies that they have found to be successful within the home setting in order to allow us to tailor our response to each individual. In the absence of the parent, Gildredge House may refuse to allow the student to return to school or may set up a reintegration plan that does not have the benefit of parental input. Other representatives such as Governors, including representatives of external agencies such as the police, may be invited.

### **Following the Reintegration Meeting**

The student will be monitored and their behaviour reviewed as necessary.

### **Inclusion Partnership**

Gildredge House may seek alternative support for students that are displaying behaviours that could lead to exclusion and / or permanent exclusion. Gildredge House works in partnership with other local schools to support students that are at risk.

### **Governors' Discipline Committee**

The Governors' Discipline Committee is formed of a least three members of the Board of Governors.

Parents have the right to make representations to the Governors' Discipline Committee. For fixed term exclusions of up to five days, the committee must consider any representations, and may place a copy of the findings on the student's school record. However, they have no power to direct reinstatement of the student. For fixed term exclusions of more than five days but less than fifteen school days in a term, parents have the right to request that the Governors' Discipline Committee meets to review the decision to exclude and to make representations at that meeting. If a meeting is requested, then the latest date that they may meet is 50 school days after the date that they were notified of the exclusion.

Gildredge House is required to consider any disability or special needs that may affect a parent's ability to attend a meeting and to provide an interpreter should that be requested.

If a parent thinks that discrimination under the Equalities Act 2010 has occurred in relation to the exclusion, then they have the right to make a claim to the First-tier Tribunal (for disability discrimination) or a County Court (for other forms of discrimination).

### Permanent Exclusion

A permanent exclusion means that a student will not be allowed to return to Gildredge House permanently.

The Governors' Discipline Committee must meet within fifteen school days of the date of the decision to permanently exclude. Parents have the right to be accompanied by a friend or representative, including a legal representative.

The role of the Governors' Discipline Committee is to consider whether, in the balance of probabilities, the student has done what they have been accused of, that the correct procedures have been followed and that the decision to permanently exclude is the right one as outlined in the circumstances given.

Once the Governors' Discipline Committee has satisfied itself on the above points, the Committee has two options available. They can either:

- uphold the decision to exclude; or
- re-instate the student.

Where the Executive Head Teacher has permanently excluded a student, and the Governors' Discipline Committee has satisfied itself that the correct process has been followed and in the balance of probabilities the student has done what they have been accused of, then the Secretary of State would not normally expect the Governors' Discipline Committee or an Independent Appeal Panel to reinstate the student.

In some instances, a school incident may also be the subject of a police investigation, which may or may not result in criminal proceedings. The Executive Head Teacher need not postpone his decision to exclude in such circumstances. A judgment must be made on the basis of the evidence available. The Governors' Discipline Committee has no power to adjourn and consider beyond the statutory time limit, which is 15 school days from the decision to exclude, therefore the Governors' Discipline Committee must make a decision with the same constraints based upon the evidence available.

### Independent Review Panel

Parents have the right to ask for the decision made by the Governors' Discipline Committee to be reviewed by an Independent Review Panel.

An Independent Review Panel comprises of one serving, or recently retired (within the last 5 years) Head Teacher, one serving, or recently serving Governor and one lay member who will be the Chairman. The Independent Review Panel will rehear all the facts of the case. If any party has fresh evidence to present to the Independent Review Panel then they may do so.

The reasons for requesting a review must be set out in writing and sent to:

Schools Appeal Manager  
East Sussex County Council  
Room C3F  
County Hall  
St Anne's Crescent  
Lewes  
BN7 1UE

If the parent feels that their son / daughter has any special needs relevant to the exclusion, then this should be referred to in the written statement. In addition, the parent has the right to request a SEN expert to attend at no cost to themselves. Parents may require that an SEN expert attends the hearing irrespective of whether Gildredge House believes the student has a special educational need.

The latest date by which a review may be requested is 15 school days from the date on which notice in writing of the Governors' Discipline Committee's decision to uphold the permanent exclusion was sent. Notice is deemed to have been given the same day if delivered directly, or the second working day after posting if sent by first class mail.

If a review is not requested by the latest date as specified above, then the parent will lose their right to have the decision of the Governors' Discipline Committee reviewed.

Parents have the right to appoint, at their own expense, a representative, including a legal representative, to make oral or written representations to the Independent Review Panel.

Parents may also bring a friend, relative or supporter to the review.

The Independent Review Panel can make one of three decisions. They may:

- uphold the decision to permanently exclude;
- recommend that the Governors' Discipline Committee reconsiders its decision; or
- quash the decision and direct that the Governors' Discipline Committee considers the exclusion again. A panel should only quash a decision where it considers that it was flawed when considered in the light of the principles applicable on an application for judicial review.

### Internal exclusions / reflection

Students may be placed in internal exclusion / reflection while an incident is being investigated or when they are preventing others from learning or they pose a threat to the well-being of other students. While in reflection, students will be monitored by a member of staff. All fixed term isolations will be logged in EduLink or SIMS.

If a student does not meet the clear expectations of behaviour while placed in reflection, the student will attend the isolation for the following day or could be excluded by the Executive Head Teacher for a fixed period.

## Violence

Physical violence of any sort has no place at Gildredge House. All cases of violence will be subject to a consequence and the more serious incidents will lead to either a fixed term or permanent exclusion and, for the severest cases, a referral to the police will be made.

## Application

The Behaviour for Learning and Exclusion Policy is for the benefit of all in the school's learning community. If it is to be effective, everyone must use it with confidence and consistency, and will be required to do so. However, the school recognises that there may be occasions when special considerations need to be applied, and the school expects teachers and support staff to use common sense and professional judgement - this is particularly the case with students on the SEND register.

- Supporting pupils with medical conditions at school

It is also based on the special educational needs and disability (SEND) code of practice.

## Concerns and complaints

The Head of School, in conjunction with the Executive Head Teacher, is responsible for deciding how to respond to particular incidents, taking into account factors such as the age of the student concerned, whether the incident involved one student or a group of students and whether there is evidence of particular peer group pressure.