



# **DOROTHY BARLEY JUNIOR ACADEMY BEHAVIOUR POLICY**

Other related policies: Anti-Bullying Policy  
Safeguarding and Child Protection Policy  
Exclusion Policy  
Positive Handling Policy  
Peer on Peer Abuse Policy  
Social distancing

**Created:** September 2014

**Last reviewed:** October 2020

## **1 INTRODUCTION**

### **1.1 Statement of Intent**

Good behaviour is essential for effective learning and teaching to take place. At Dorothy Barley Junior Academy, we believe that pupils and staff have the right to work in an environment that is safe, friendly, peaceful and fair. Good behaviour must be carefully developed and supported. It is the responsibility of parents/carers to share with the school in helping their children to behave well.

We believe that the values inherent in this Behaviour Policy encourage the development of many life skills that will enable our pupils to become successful members of their community.

This policy applies to all school activities, whether they are carried out in or outside of the school grounds.

### **1.2 Objectives of this Policy**

To ensure that:

- the steps we take as a school to manage and develop good behaviour are consistent and explicit to all;
- roles and responsibilities within this policy are clearly defined.

## **2 RULES AND ROUTINES**

We follow the Golden Rules below as outlined in Jenny Mosley's guidance on school behaviour management. Both "The Golden Rules" and "Area Routines" are clearly displayed on plaques throughout the school. Our Golden Rules embody a culture of respect which applies not just to the children and staff but to all people included in our school community regardless of age, disability, gender, gender identity, race, faith or sexual orientation.

### **2.1 The Golden Rules**

We are gentle. We don't hurt others.

We are kind and helpful. We don't hurt anybody's feelings.

We listen. We don't interrupt.

We are honest. We don't cover up the truth.

We work hard. We don't waste our own or others' time.

We look after property. We don't waste or damage things.

### **2.2 The Area Routines**

#### **Classroom Routines**

We value what other people have to say and take turns to talk.

We speak in 'classroom voices'.

We come straight in from play and are ready to work immediately.

We choose an appropriate time to speak to an adult about playtime issues.  
We follow our classroom wet play rules.

### **Playground Routines**

We keep ourselves and others safe.  
We follow adults' instructions the first time we are told.  
We share and look after our play equipment.  
We have fun at playtimes and we do not play-fight.  
We speak nicely to each other.  
We line up quickly and quietly.

### **Dining Hall Routines**

We try to eat a variety of healthy foods.  
We follow adults' instructions the first time we are told.  
We talk quietly and politely.  
We move around the dining hall carefully and safely.  
We think about our table manners.  
We clear up after ourselves.

### **Toilet Routines**

We ask permission to go to the toilet when necessary.  
We always flush the toilet and turn taps off when we are finished.  
We use paper without wasting it.  
We look after our toilet areas.

### **Assembly Routines**

We walk quietly into and out of assembly.  
When the listening hand is raised, we stop, look, raise our hand and listen.  
We listen to the speaker and take part when we can.  
We remember to keep our hands and voices to ourselves.  
We show our appreciation by sensible clapping.  
We sit quietly and listen to the music until we are asked to leave.

## **3 PROCEDURES**

### **3.1 Whole School**

All staff have responsibility to encourage positive behaviour in pupils and this can be done in a range of ways, for example:

- Awarding certificates- "Top Dojoer" cards for parents;
- Informing children of good work, positive attitudes or behaviour;
- Informing parents/carers of good work, positive attitudes or behaviour;
- Recognition of good work at assembly;
- Praise in front of class group;
- Learning Value Stickers
- Behaviour reward charts (for children with specific behavioural difficulties)
- A visit to another member of staff;
- Acknowledgement in School Newsletter;
- PSHCE/ Restorative Practice work;
- Giving children responsibility.

### **3.2 Classroom**

Each class follows the Behaviour Management system, "Class Dojos", as outlined in Appendix 1 which was introduced at a whole-school INSET in January 2018 and will be reviewed annually.

Where behaviour issues occur in class, teachers follow the behaviour flow chart (please refer to Appendix 7). If issues result in the child receiving -4 Dojos and/or being removed or sent out from class this will be recorded using Appendix 3. The teacher completes page 1 and the child fills out page 2 with help from an adult if necessary. The child will attend Lunchtime 'Reflection' on Wednesday or Friday for 15 minutes to complete a reflection sheet or complete work missed whilst out of class.

If a child receives -4 Dojos three times within a half term period, the teacher will alert the Year Group Leader and Inclusion Team. In instances of low level disruption, the class teacher will meet with the parent, accompanied by the YGL. For serious issues such as bullying, racism, fighting then the parent meeting will be led by the YGL/ Inclusion Team with the CT present if necessary. Parents will be kept informed by the CT/YGL/Inclusion Team of the issues each time the child is given – 4 Dojos. If issues continue, it may be necessary for a child to be given a Behaviour Support Card (Appendix 2).

If a child is not making sufficient progress towards his/her behaviour targets they will move to the next level; this may include discussion with the Inclusion Team, and referrals may be made to appropriate agencies; in addition, Internal Exclusions may be used if negative behaviour persists. The Behaviour & Attitudes Lead keeps a record of these children and the support that has been given.

### **3.3 Reflection**

Children who receive -2 Dojos will miss 5 minutes of their lunchtime or breaktime to reflect on their behaviour. Children who receive -4 Dojos will attend a lunchtime 'reflection' where they will spend the first 15 minutes with their YGL. Every child that is sent to 'reflection' must have a copy of a reflection form to complete unless they have already completed it whilst being out of class, in which case they will catch up on work that they missed when out of class when receiving -4 Dojos.

If a child receives more than five reflections, parents will be informed that any further incidents will result in their child automatically missing the whole of their lunch break the following day. Children will spend this time with a member of SLT/Inclusion Team. Parents will be informed of this decision by telephone in the first instance and then notified by text message regarding any further issues.

### **3.4 Playground**

Children who have persistent problems managing their own behaviour at playtime and lunchtime may be given additional adult support and may be part of a group during these times.

## **4. EXTREME BEHAVIOUR CHALLENGES**

- Where children's behaviour becomes problematic (more than three times receiving -4 Dojos within a half term) to the point that it cannot be managed within usual whole school or phase procedures then the matter should be referred to the Inclusion Team. This will also be recorded on the central system of the school. It is the responsibility of the member of teaching staff who initially deals with the incident to record this on the system.
- The Inclusion Team will seek the support of parents/carers in trying to resolve serious behavioural concerns, including seeking to put a Behaviour Support Card in place.
- Depending on the frequency and level of incidents, The Inclusion Team will authorise for the recording of incidents on an ABC form to monitor behaviour for analysis (Appendix 4).
- Where extreme behaviour problems persist and interventions put in place by the Inclusion Team or any other member of staff involved have not resolved the problem, then the Deputy Headteacher and Headteacher will be consulted in order to determine the next course of action.

### **4.1 Exclusions**

#### Internal Exclusions (See Appendix 6)

Internal exclusion is a consequence for poor and escalating behaviour. A consequence of Internal exclusion may be applied if the child;

- Has disturbed considerable learning time for adults and children
- Has been abusive to adults and/ or other pupils
- Has had persistent disruptive behaviour and is not responding to behaviour rewards and consequences
- Has endangered themselves or others as a result of their actions
- If an external exclusion is not appropriate

The aim is to avoid fixed term exclusion with the intention that the consequences of inappropriate behaviour are managed confidently and consistently within the school setting. Fixed term exclusion may have a negative impact upon the pupil's school record and, instead, an internal exclusion can equally reinforce the need to accept responsibility for the consequences of inappropriate behavior in school.

#### Procedure

The decision to apply an internal exclusion must be made by a member of SLT/Inclusion Team.

Once the decision to internally exclude has been made by the SLT/Inclusion Team member;

- The YGL or member of the Inclusion Team must inform the parent.

- The internal exclusion form must be completed by YGL/CT and logged by the Inclusion Team.
- The period of internal exclusion can be from one lesson, one session or one day.
- Internal exclusions will normally take place in another class in their own year group however on occasions it may be deemed suitable/necessary to place the pupil in another year group.
- Normal class work for the lessons that the child would normally have sat must be provided by the class teacher.
- The child must meet with a member of the Inclusion Team before reintegration back into class, normally on the following day.
- At break times and lunch times, children that are on an internal exclusion should remain inside and complete recreational non-work based activities. E.g reading/ drawing etc.
- There may be a need for regular staff changeover during this period. It is also important that staff manage this time with a serious disposition. The child and the rest of the class need to be aware of the gravity of the situation and that improvement must be made.

### External Exclusion

Exclusion from school may be used in cases where a child has wilfully acted in a way which merits such a course of action. Reasons for exclusion fall into the following categories:

- a) Physical assault against a pupil
  - b) Physical assault against a member of staff
  - c) Verbal abuse/threatening behaviour towards a pupil (includes language or behaviour which is considered racist, homophobic or disablist)
  - d) Verbal abuse/threatening behaviour towards a member of staff (includes language or behaviour which is considered racist, homophobic or disablist)
  - e) Bullying (for clarification please see Anti-Bullying Policy)
  - f) Racist abuse
  - g) Sexual misconduct
  - h) Drug and alcohol related
  - i) Damage
  - j) Theft
  - k) Persistent disruptive behaviour
  - l) Other
- The Parent/carer has a duty to ensure that their child is not present in a public place in school hours during this exclusion unless there is a reasonable justification for this. The Parent/Carer may receive a penalty notice from the local authority if their child is present in a public place during school hours on the specified date/s. If so, it will be for them to show reasonable justification.
  - The school will set work for the child to complete during the exclusion. Please ensure that work set by the school is completed and returned to us promptly.
  - The Parent has the right to make representations to the Governing Body. If they wish to make representations please contact Roger Deadman (Chair of Governors) via the school as soon as possible. Whilst the governing body has no power to direct reinstatement, they must consider any representations the Parent/Carer makes and may place a copy of their findings on the child's school record.
  - Parents will also be aware that if they think the exclusion relates to a disability their child has, and they think disability discrimination has occurred, they have the right to appeal, and/or make a claim, to the SEN and Disability Tribunal (SENDIST).
  - A reintegration meeting will be held on the morning that the child returns to school with a relevant Senior Member of Staff or a member of the Inclusion and Pastoral Care Team. The purpose of the reintegration interview is to discuss how best the child's return to school can be managed. Failure to attend a reintegration interview will be a factor taken into account by a magistrates' court if, on future application, they consider whether to impose a parenting order.
  - Parents/Carers also have the right to see a copy of the child's school record. Due to confidentiality restrictions, they will need to notify the Headteacher in writing if they wish to be supplied with a copy of their child's school record.

## **4.2 Physical Control/ Restraint**

- Physical control/restraint will only be used when absolutely necessary, when a child poses an immediate physical threat to their own or others' safety. Control/Restraints will be carried out in line with the guidance in the Positive Handling Policy. Any physical control/restraint intervention by an adult is recorded using Appendix 5.

## **4.3 Training**

- It is the responsibility of the SLT (including the Headteacher) to ensure that staff receive adequate training in order to be able to effectively manage behaviour in school.

## **4.4**

- DBJA operates a no chase policy. This means that, in the unlikely event that a child takes themselves out of school, the police are to be telephoned immediately.
- The adult should keep the child in sight but should not attempt to chase the child or get closer to the child as this could endanger the child and the adult.

## **5 Coronavirus – (COVID-19) – Updates to behaviour policy**

### **5.1 REAch2 Forward/COVID-19**

Following the recent Coronavirus pandemic, the following amendments have been made to our behaviour policy. These are in line with Government recommendations and are to ensure the safety and well being of pupils, staff, parents and all visitors to the school.

Whilst we are working in exceptional times our first priority, as always, is to keep children safe. Therefore, in accordance with government guidelines, we are implementing a clear approach to social distancing in a number of important areas. Government guidance does not advise that social distancing is essential at all times in school, but it is one of a range of measures that schools are taking to keep children safe. This means:

- sitting children at desks that are far apart where possible and always with the same partner forward facing/facing away from other children
- children to sit in the same seat for each lesson
- children remain in their class bubbles during break times and lunch times
- children are provided with their own packs containing essential equipment (pens, pencils, rulers etc)
- children eat within their classroom bubbles in their designated area - food is delivered to each child.
- keeping apart when in the playground or doing any physical exercise
- toilet usage will be monitored
- staggering break times and lunch times
- staggered start and end times
- avoiding unnecessary gatherings for example whole school assemblies

Further information and updates can be found on Class dojo and the school website.

In line with this approach, we expect pupils as well as adults to follow these expectations which we have incorporated within our 'school rules' as explained in this policy.

We recognise that this will be very new and could be challenging in some situations, particularly for younger pupils, where staff will implement social distancing measures as far as they are practicably able, whilst ensuring children are

kept safe and well cared for. Similarly, there may be exceptional situations with older pupils where social distancing is superseded by our duty of care towards them (such as if a child seriously hurts themselves). In these situations, staff will again take all possible precautions, whilst ensuring that these pupils remain safe and are well cared for.

In all other circumstances, the expectation for social distancing and safe behaviour is now an important part of our behaviour policy. This is intended to ensure that pupils can learn and thrive in a positive, orderly and safe environment.

This policy should typically be applied proportionately for younger pupils to encourage positive and safe behaviour rather than to apply sanctions for accidental lapses. For older pupils, there may be situations where they are deliberately breaching expectations for social distancing and safe behaviour and it is important that staff respond to this consistently.

We recognise that to begin with these expectations will be very unfamiliar and so accidental or momentary lapses of social distancing will be dealt with as such. Pupils will be reminded of the expectation and expected to amend their behaviour immediately.

However, if there are instances where pupils deliberately and repeatedly break this rule then this will be considered a clear breach of the behaviour policy. This will be dealt with seriously and in line with any other breach of the behaviour policy and in accordance with the approaches outlined in full within this policy.

## **5.2 Social distancing**

It is essential that children follow the Social Distancing rules implemented by the school. These measures are in place to ensure the safety of all and to reduce the risk of unnecessary contact.

On returning to school, social distancing rules will be explained in detail to children and the expectation is that every child adheres to this.

Children will be reminded by staff regularly and visual prompts will be displayed around the school.

We understand that this may be a confusing and stressful time for both children and adults. However, it is vital that these rules are followed.

If these rules are not adhered to then a reminder will be given in the first instance.

If the rule is broken again (despite reminder) then the child will miss their break/lunch time. During this time your child will be required to remain in their 'bubble'.

If a child continues to breach the social distancing rules or deliberately tries to intimidate others for example making physical contact towards another child and making comments about Coronavirus, then further sanctions may be necessary. These may include - extended loss of play times or in exceptional circumstances a fixed term exclusion.

## **5.3 Positive handling/Use of physical intervention**

As outlined in the behaviour policy, physical control/restraint will only be used when absolutely necessary, when a child poses an immediate physical threat to their own or others' safety (see 4.2).

This is a particularly challenging aspect of our policy at this time whilst we follow Trust and government guidelines around social distancing. Therefore, we will use physical intervention and positive handling only as a last resort.

Focused work will be carried out where appropriate to help pupils to understand how they will be supported differently from the ways they may have become used to. Staff working with pupils will also be expected to consistently apply these strategies. Nevertheless, there may still be extreme instances where positive handling is required in the interests of safety and pupils. This will be where a failure to intervene could lead to harm. In these instance, this will be carried out in accordance with the guidelines within this policy.

Whilst decisions to use physical intervention may need to be made quickly they should always take account the precise circumstances of an incident and a judgment should consider: - Whether physical intervention is reasonable and judged in line with the guidance on social distancing. - Whether it is essential because pupils are at risk of harm (to themselves or others) It is therefore expected that physical intervention will only be used in exceptional circumstances.

## **5.4 Amendments to the use of Internal exclusions**

Where challenging and unacceptable behavior is displayed, the next step to tackle this behaviour may be the use of Internal exclusions. Prior to Covid-19, this would mean a child would be sent to complete work in another class for a morning/afternoon session or full day depending on the severity of the incident. In addition, break time and lunch time play would also be missed on that day.

Due to current safety measures that require children to remain in their class bubbles, the use of Internal Exclusions has been temporarily suspended. If a child displays behaviour that would require an Internal Exclusion, then the consequence will now be missing break times for a set period of time. During this time, the child will remain in class with their teacher/teaching assistant completing recreational non-work based activities and reflecting on their behavior.

## **5.5 Amendments to reflection for negative behaviour**

If a child receives -4 dojos throughout the course of the day, they will attend reflection. Prior to Covid-19, this would take place on Wednesday and Friday lunch times with the YGL. Due to current restrictions, reflection now takes place during break time with the class teacher supervising to preserve bubble integrity.

## **5.6 Meetings with parents regarding behaviour**

If your child persistently displays negative behaviour, then a meeting may be requested to discuss next steps. These meetings may be held via telephone, but at times it may be necessary to meet in person. Where face to face meetings are requested, safety measures will be in place. Social distancing must be adhered to and face coverings must be worn by parents and staff.

## **5.7 Reintegration meetings following fixed term exclusion**

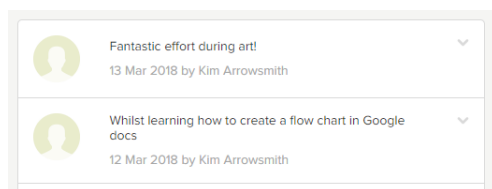
Following a fixed term exclusion, parents are required to attend a reintegration meeting before the child returns to school. Until further notice, these meetings will be held via telephone either on the evening or morning before the child is due to return.

## **Appendix 1**

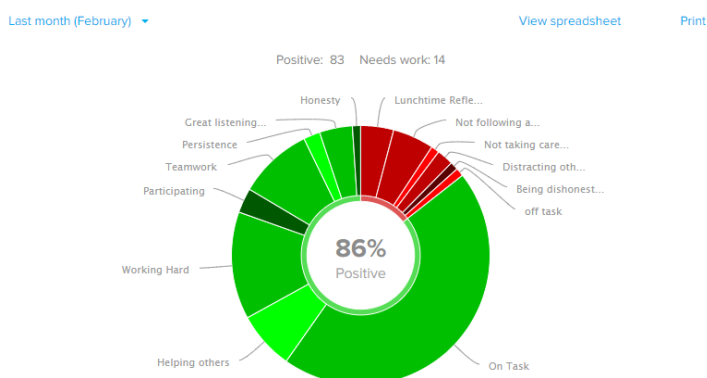
### **Class Dojos**

ClassDojo helps teachers create an incredible classroom culture, easily communicate with parents, and empower students with student-led portfolios.

At Dorothy Barley we use the ClassDojo App to create a positive culture by giving children positive feedback for any skill such as 'Working Hard' and 'Being Respectful'.



At Dorothy Barley we use the ClassDojo App to inform parents about their child's behaviour allowing parents the opportunity to see if their child has any areas for improvement:



### **Common ClassDojo policy questions by parents**

**What is ClassDojo used for?** ClassDojo helps teachers, parents and students address a critical part of education all the soft skills children need for success, like persistence, creativity and teamwork. Millions of teachers use ClassDojo to recognize those skills in the classroom and involve parents at home. In order to enable this, we've made sure ClassDojo is a safe and private environment for teachers, parents and students.






**Who can view the information teachers enter about a student?** Only teachers of that student's class, parents or guardians connected to that particular student, and the student themselves can see the feedback data.

**Where is my child's data stored?** ClassDojo uses bank-grade security at the software and network level to ensure all data is transmitted securely. Data is stored in highly secure, access-controlled data centres by partners with experience in designing and operating military-grade large-scale data centres.




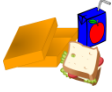






**How long do student profiles last?** All student behaviour data older than one year will be automatically erased from our databases, unless explicitly saved by a parent and/or student.













## Appendix 2 – Behaviour Support Card






<b>Name:</b>	<b>Class:</b>
<b>Date: W/C</b>	
<b>Targets: I will.....</b>	
 1.	
 2.	
 3.	
<b>Rewards: If I meet my targets.....</b> 	<b>Consequences: If I do not meet my targets.....</b> 
1.	1.
2.	2.
3.	3.

CT/TA to record in any meaningful way – either just tick/smiley face or comments (including whether moved up/down).

<b><u>Monday</u></b>  <b><u>Parent Signature</u></b>	<b>English</b>  	<b>Reading</b>  	<b>Maths</b>  	<b>Break &amp; Lunch</b>  	<b>PM</b>  
<b><u>Tuesday</u></b>  <b><u>Parent Signature</u></b>	<b>English</b>  	<b>Reading</b>  	<b>Maths</b>  	<b>Break &amp; Lunch</b>  	<b>PM</b>  

<b><u>Wednesday</u></b>  <b><u>Parent Signature</u></b>	<b>English</b>  	<b>Reading</b>  	<b>Maths</b>  	<b>Break &amp; Lunch</b>  	<b>PM</b>  

<b><u>Thursday</u></b>  <b><u>Parent Signature</u></b>	<b>English</b>  	<b>Reading</b>  	<b>Maths</b>  	<b>Break &amp; Lunch</b>  	<b>PM</b>  

<b><u>Friday</u></b>  <b><u>Parent Signature</u></b>	<b>English</b>  	<b>Reading</b>  	<b>Maths</b>  	<b>Break &amp; Lunch</b>  	<b>PM</b>  

**Parent comments:**

**Teachers comments:**

**Students comments:**

## Appendix 3 – Reflection Form

Dorothy Barley Junior Academy Behaviour/Incident Report											
Pupil		Class		Date		Time	Am √	PMV			
Adult		Location √	Class	Hall	Plygrd	Din Hall	Ass	ICT	PE	Other	
<b>Antecedent</b> (How did the incident start?)			<b>Behaviour</b> (Nature of incident also see below)				<b>Consequence</b> (see below)				
<b>BEHAVIOUR</b>	1	Constant refusal to do as asked despite repeated requests									
	2	Bullying or intimidating behaviour									
	3	Abusive language or name calling to pupils/adult (circle)									
	4	Racism (please specify)									
	5	Fighting (including play fighting)									
	6	Dangerous/unsafe behaviour (please specify)									
	7	Left class without permission									
	8	Persistent disruptive behaviour (specify)									
	9	Damage to school property									
	10	Other (please specify) As above									
Further details (continue overleaf if necessary)											
✓	<b>CONSEQUENCE</b> Action taken by Phase Leader/Year group Leader/other										
	1	Reflection		4		Removed from class for remainder of lesson					
	2	Parent informed		5		Apology					
	3	Internal exclusion		6		Special meeting set up/to be set up with parent					
Action taken by Headteacher/Deputy Head/Assistant Headteacher											

## Our Golden Rules

We are gentle. We don't hurt others.

We are kind and helpful. We don't hurt anybody's feelings.

We listen. We don't interrupt.

We are honest. We don't cover up the truth.

We work hard. We don't waste our own or other's time.

We look after property. We don't waste or damage things.

\*\*\*\***Underline the rule that has been broken**\*\*\*\*

**What went wrong and how did you feel?** ☺ ☹

	<b>What happened?</b>
	<b>What were you thinking/feeling at the time?</b>
	<b>What are you thinking/feeling now?</b>
	<b>Who has been affected?</b>
	<b>What should happen now?</b>
	<b>What could you do next time?</b>



Pupil name: Pupil Name  
ABC Data Form



Date	Antecedents (General) <i>Context</i>	Antecedents (Specific) <i>What happened before?</i>	Behaviour <i>Description of what the pupil did</i>	Consequences <i>What happened after the displayed behaviour</i>
3/9/14	Break time	X was in the small playground with others, (however, not interacting) then suddenly ran into the school building.	I was informed by another member of staff that x was running around the school building alone. I entered the school and saw x running around the corridors. He was asked to stop by several members of staff on numerous occasions. At this point x began kicking and punching the doors with force. He was again asked to stop but continued this behaviour. He then climbed onto the wooden trolley and continued to try to escape, punching the glass and shouting. He jumped off of the trolley and attempted to ram the door with it. At this point I went to find Head Teacher	X spoken to by Head Teacher, including meeting with Mum. Playtime and lunch time structure in place. ABC form completed.

## Appendix 5 Record of restraint



### Record of Restrictive Physical Intervention

<b>Child Name:</b>	<b>Location of Incident:</b>
<b>DoB:</b> <b>Class:</b>	
<b>Reporting Member of Staff:</b>	<b>Time and Date of Incident:</b> <b>Time of Incident:</b>

Justification for physical intervention (tick all that apply):	Predicted harm prevented by physical intervention with predicted levels (see Individual Positive Behaviour Plan) e.g. bruising to peers, damage to computer, learning disrupted for others etc.
To prevent harm to self	
To prevent harm to other children	
To prevent harm to adults	
To prevent damage to property	
To prevent loss of learning	

<b>Physical Management Log complete</b> Y/N	<b>Name(s) of additional staff witness:</b>	<b>Name(s) of additional student witness:</b>
<b>Accident Book Complete</b> Y/N		
<b>Medical Treatment / Injuries</b> Y/N		
<b>Damage to Property</b> Y/N		

<b>Known triggers to the incident:</b>
<b>Any additional factors:</b>

<b>Details of damage to property including costs and details of harm to people including medical intervention:</b>

Consequences:		Comments:
Reparation including Restorative Practise		
Internal Exclusion / FTE / PEx		
Other Consequences		

Primary de-escalation techniques used (please state order in which they were used)			
Verbal advice and support		Offering services of other staff	
Calm talking		Informing of consequences	
Distraction		Taking non-threatening body position	
Reassurance		Step away	
Humour		Clear instruction / warning	
Negotiation		Use of physical location and presence	
Offering choices and options		Diversion	

Restraint techniques including sequence of techniques, time and staff involved:			
Time	Technique	Shape	Staff Initials
Duration of restraint:		Duration of incident:	

Child Views:	Parent / Carer Views:

Reporting Staff	Parent	Adult Witness	Headteacher
Name	Name	Name	Name
Signature	Signature	Signature	Signature
Date	Date	Date	Date

## Appendix 6

### Internal Exclusion Policy 2019

This policy has been devised to reflect the implementation of the exclusions- related provisions of the Education and Inspections Act 2006 and is informed by the DCSF guidance relating to exclusions 2007.

At Dorothy Barley Junior Academy we aim to

- promote positive behaviour
- support pupil's behaviour with early intervention
- regularly review Behaviour Management Plans (where applicable)

#### Purpose

- Internal exclusion is a consequence for poor and escalating behaviour.
- It is a planned strategy in response to a serious incident involving pupils, staff or property in school.
- It is a planned strategy in response to continued incidents when once already existing consequences and all other strategies have been applied and the behaviour has continued.
- The aim is to avoid fixed term exclusion with the intention that the consequences of inappropriate behaviour are managed confidently and consistently within the school setting. Fixed term exclusion may have a negative impact upon the pupil's school record and, instead, an internal exclusion can equally reinforce the need to accept responsibility for the consequences of inappropriate behavior in school.

#### Procedure

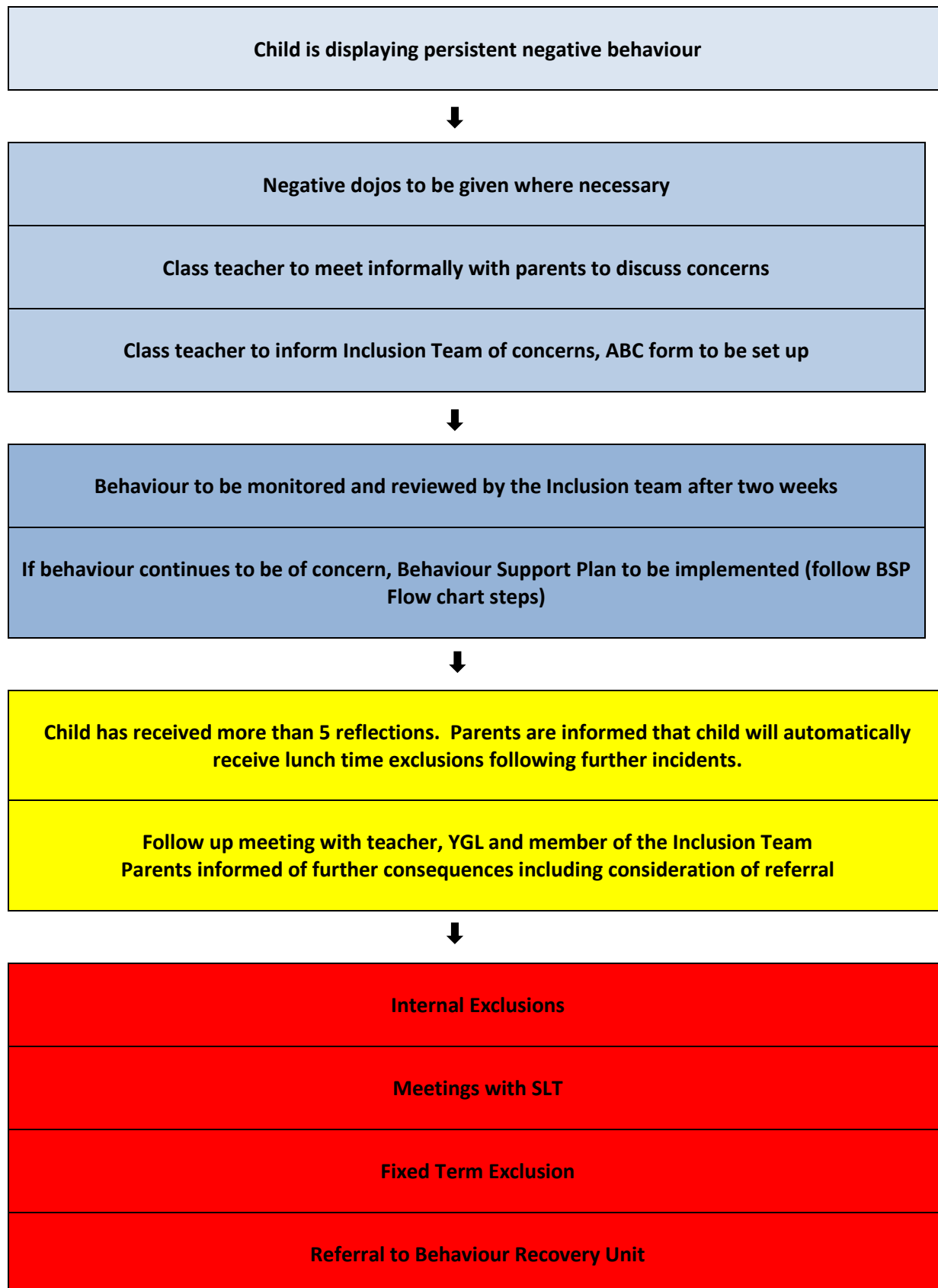
The decision to apply an internal exclusion must be made by a member of SLT.

Once the decision to internally exclude has been made by the SLT member;

- The YGL or member of the Inclusion Team must inform the parent/carer.
- The internal exclusion form to be completed by YGL/CT or member of the Inclusion Team and then logged by AHT.
- The period of internal exclusion can be from one lesson, one session or one day.
- Internal exclusions will normally take place in another class in their own year group however on occasions it may be deemed suitable/necessary to place the pupil in another year group.
- Normal class work for the lessons that the child would normally have sat must be provided by the class teacher.
- The child must meet with a member of the Inclusion Team before reintegration back into class, normally on the following day.
- At break times and lunch times children that are on an internal exclusion should remain inside and complete recreational non-work based activities. E.g reading/ drawing etc.
- There may be a need for regular staff changeover during this period. It is also important that staff manage this time with a serious disposition. The child and the rest of the class need to be aware of the gravity of the situation and that improvement must be made.

## Appendix 7 Behaviour Flow chart

Dorothy Barley Junior Academy  
**BEHAVIOUR SUPPORT PROCEDURES**



## Appendix 8 Internal Exclusion Form



### Dorothy Barley Junior Academy Record of Internal Exclusion Form

#### School procedures for internal exclusions:

- The period of internal exclusion can be from one lesson, one session (morning or afternoon) or one day.
- Internal exclusions will normally take place in the year Group Leader's class within the same year group.
- Normal class work for the lessons that the child would normally have sat must be provided by the class teacher.
- The child must meet with a member of the Inclusion Team before reintegration back into class, normally on the following day.
- At break times and lunch times children that are on an internal exclusion should remain inside and complete recreational non-work based activities. E.g reading/ drawing etc.

<b>Name of Child:</b>	<b>Details of child</b>
	<b>DOB:</b>
<b>Additional Needs:</b>	
<b>Date of Incident:</b>	
<b>Details of event leading up to decision to internally exclude:</b>	
<b>Details of adults involved in the decision to internally exclude:</b>	
<b>Date parents informed:</b>	
<b>Time parents informed:</b>	
<b>Date of Internal Exclusion:</b>	
<b>Length of Internal Exclusion:</b>	
<b>Classroom/ Adult where internal exclusion will take place:</b>	
<b>Further sanctions needed:</b>	
<b>Notes:</b>	