

Dorothy Barley Junior Academy

Behaviour Policy

Date policy last reviewed: September 2026

Signed by:

C Leicester

September 2026

Headteacher

Date:

C. Webb

September 2026

Chair of governors

Date:

Contents:

Statement of intent

[Legal framework](#)

1. [Rules and routines](#)
2. [Procedures](#)
3. [Extreme behaviour challenges](#)
4. [Searching, screening and confiscation](#)
5. [Monitoring and review](#)

Appendices

[Appendix 1 – Class Dojos](#)

[Appendix 2 – Behaviour Support Card](#)

[Appendix 3 – Reflection form](#)

[Appendix 4 – ABC data form](#)

[Appendix 5 – Record of restraint](#)

[Appendix 6 – Internal exclusion overview](#)

[Appendix 7 – Internal exclusion form](#)

[Appendix 8 – Behaviour flow chart](#)

Statement of intent

We follow a 'hands off' approach to behaviour management at Dorothy Barley Junior Academy. Staff at Dorothy Barley Junior Academy are trained to look after the pupils in their care. At Dorothy Barley Academy we only use physical restraint when there is no realistic alternative and where a child is a danger to themselves or others.

Dorothy Barley Junior Academy believes that, in order to facilitate teaching and learning, acceptable behaviour must be demonstrated in all aspects of school life.

The school acknowledges that behaviour can sometimes be the result of educational needs, mental health issues, or other needs or vulnerabilities, and will address these needs via an individualised graduated response.

The school is committed to:

- Promoting desired behaviour.
- Promoting self-esteem, self-discipline, proper regard for authority, and positive relationships based on mutual respect.
- Ensuring equality and fair treatment for all.
- Praising and rewarding good behaviour.
- Challenging and disciplining misbehaviour.
- Providing a safe environment free from disruption, violence, discrimination, bullying and any form of harassment.
- Encouraging positive relationships with parents.
- Developing positive relationships with pupils to enable early intervention.
- A shared approach which involves pupils in the implementation of the school's policy and associated procedures.
- Promoting a culture of praise and encouragement in which all pupils can achieve.

Legal framework

This policy has due regard to all relevant legislation and statutory guidance including, but not limited to, the following:

- Education Act 1996
- Education Act 2002
- Equality Act 2010
- Education and Inspections Act 2006
- Health Act 2006
- The School Information (England) Regulations 2008
- DfE (2016) 'Behaviour and discipline in schools'
- DfE (2018) 'Sexual violence and sexual harassment between children in schools and colleges'
- DfE (2018) 'Mental health and behaviour in schools'
- DfE (2015) 'Special educational needs and disability code of practice: 0 to 25 years'
- DfE (2026) 'Restrictive Interventions & Use of reasonable force'
- DfE (2024) 'Suspensions & Exclusions'
- Voyeurism (Offences) Act 2019

This policy operates in conjunction with the following school policies:

- Pupil Code of Conduct
- Anti-Bullying Policy: Pupils
- Special Educational Needs and Disabilities (SEND) Policy
- Child Protection and Safeguarding Policy
- Suspension Policy
- Positive Handling Policy
- Complaints Procedures Policy

1 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.

1.1 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.

1.2 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.

1.3 Our Learning Values (TRRAKS)

Our core values are supported and developed through the Golden Rules and our Learning Values. These core beliefs underpin everything we do and help us to be the best we can. A new learning value is celebrated every half term. Our learning values are:

Trust

Respect

Resilience

Acceptance

Kindness

Self-Worth

2 PROCEDURES

2.1 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 to take home to parents;
- Informing children of good work, positive attitudes or behaviour;
- Informing parents/carers of good work, positive attitudes or behaviour;
- Recognition of good work in assembly;
- Praise in front of class group;
- Behaviour reward charts (for children with specific behavioural difficulties)
- A visit to another member of staff;
- Acknowledgement in School Bulletin;
- PSHE/ Restorative Practice work;
- Giving children responsibility.
- Role model children being elected to pupil representative bodies

In order to promote positive behaviour, we have introduced the Barley Dojo Olympics. Dojo totals are collected on a weekly basis and the highest scoring class in each year group earns a weekly reward. The winning class can choose a non-uniform day, 15 minutes extra outdoor play time or 30 minutes of in class activities (arts and crafts, board games or Just Dance).

There is also a special reward at the end of the academic year for students that accumulate the highest number of positive dojo points. In addition, negative dojos and other behaviour factors will be taken into account when selecting the winners.

2.2 Classroom

Each class follows the Behaviour Management system, "Class Dojo", as outlined in Appendix 1 and this is reviewed annually.

Where behaviour issues occur in class, teachers follow the behaviour flow chart (please refer to Appendix 8). 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 the first page and the child fills out the back sheet with help from an adult if necessary. Children will set themselves two targets that they feel they need to work on in order to improve their behavior. A copy of the reflection form with the child's comments will also be shared with parents. The child will attend Lunchtime 'Reflection' with the Behaviour Lead for 15 minutes on the allocated day to complete a reflection sheet or finish 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 or fighting the parent meeting will be led by the YGL or member of the Inclusion Team with the Class Teacher present if necessary. Parents will be kept informed by the Class Teacher, Year Group Lead or member of the Inclusion Team of any 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 Behavior and Attitudes Lead keeps a record of these children and the support that has been given.

2.3 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 the Behaviour Lead. 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 children receive 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 or the 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.

2.4 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.

2.5 Additional consequences for negative behaviour

We have a zero-tolerance policy for fighting, physical contact, rough play and absconding. If a child displays this behaviour, then they may be banned from going into the playground at lunch time for a period of time.

3. 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.
- 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.

3.1 Suspensions (Exclusions)

Internal Exclusions (See Appendix 6)

Internal exclusion is a consequence for poor and escalating behaviour. Internal exclusions may be given for reasons including the following:

- 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 a suspension (external exclusion) is not appropriate
- Has been involved in child-on-child abuse (see separate policy).

The aim is to avoid suspensions (previously known as Fixed Term Exclusions) with the intention that the consequences of inappropriate behaviour are managed confidently and consistently within the school setting. Suspensions 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 or the Inclusion Team.

Once the decision to internally exclude has been made;

- The YGL or member of the Inclusion Team must inform the parent.
- The internal exclusion form must be completed by the Year Group Lead or Class Teacher and logged by the Behaviour Lead.
- The period of internal exclusion can be for a half or full 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 or in isolation with a member of staff.
- Normal class work for the lessons that the child would normally have sat must be provided by the class teacher.
- 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.

Fixed Term Suspensions (previously known as Fixed Term Exclusion)

Suspension from school may be used in cases where a child has willfully acted in a way which merits such a course of action. Reasons for suspension 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) Child on child abuse (for clarification see Child on Child Abuse Policy)
- g) Sexual misconduct
- h) Discrimination - sexist, racist, homophobic, biphobic, transphobic, disablist
- i) Drug and alcohol related
- j) Damage
- k) Theft
- l) Persistent disruptive behaviour
- m) Use or threat of use of an offensive weapon or prohibited item
- n) Inappropriate use of social media or online technology
- o) Other

The Parent/Carer has a duty to ensure that their child is not present in a public place in school hours during this suspension 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 suspension. 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 Carole Webb (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 suspension 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 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 meeting 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.

3.2 Physical Control/ Restraint

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

3.3 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.

3.4

- DBJA operates a no chase policy. This means that, in the unlikely event that a child takes themselves out of school, parents are to be telephoned immediately and the school may call the police.
- 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.

4. SEARCHING, SCREENING AND CONFISCATION

Ensuring school staff and pupils feel safe and secure is vital to establishing calm and supportive environments conducive to learning. Using searching, screening and confiscation powers appropriately is an important way to ensure pupil and staff welfare is protected and helps schools establish an environment where everyone is safe. This is in line with the DFE guidance 2022.

The Headteacher and authorised staff have statutory power to search a pupil or their possessions where they have reasonable grounds to suspect that the pupil may have a prohibited item.

Prohibited items include:

- Knives and weapons
- Alcohol
- Illegal drugs
- Stolen items
- Any article that the member of staff reasonably suspects has been or is likely to be used: to commit an offence or to cause personal injury to, or damage to property of any person (including the pupil)
- An article specified in regulations.
- Tobacco, cigarette papers, cigarettes and vapes
- Fireworks
- Pornographic images

School staff have the power to search a pupil for any item if the pupil agrees. The pupil will be informed of the reason for the search and how it will be conducted. Any searching of a pupil will be implemented consistently, proportionately and fairly, in line with the school's policy.

If a pupil refuses to co-operate, the member of staff may sanction the pupil in line with the school behaviour policy, ensuring they are responding to misbehaviour consistently and fairly.

If the pupil still refuses to co-operate, the member of staff will assess whether it is appropriate to use reasonable force to conduct the search. A member of staff can use such force as is reasonable to search for any prohibited items. The decision to use reasonable force will be made on a case-by-case basis. The member of staff will consider whether conducting the search will prevent the pupil harming themselves or others, damaging property or from causing disorder.

5.POLICY REVIEW

This policy is reviewed at least every 2 years by the leadership of the school but may be reviewed more frequently as per statutory requirements or changes in school procedures.

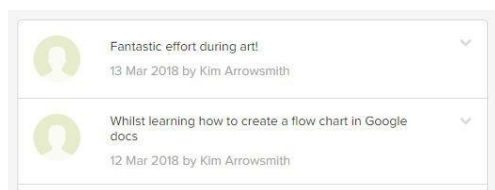
Any changes made to this policy will be communicated to all relevant stakeholders.

Appendix 1

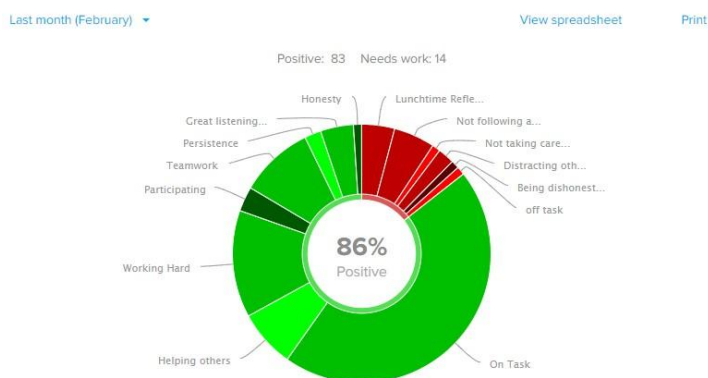
Class Dojos

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



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 ISP example



DBJA Individual Support Plan (ISP)

Photo of child /
young person

Name of child / young person	
Date of birth	
Name of school / setting	Dorothy Barley Junior Academy

This form should be completed over time to provide a record of the support that has been put into place and the difference it has made to the child or young person. This record should become part of the child or young persons' education records and accompany them as they progress through their education pathway as they move between classes and education schools and settings.

This document is designed to be completed by teachers and support staff in the first instance, if a child or young person's progress causes concern and they require regular support that is beyond quality first teaching, different from and/or additional to that accessed by their peers.

Pupils with complex needs may require additional sheets from the annex of further information, to be completed alongside the SENCo if/when necessary. This may be required if the child or young person continues to require additional support that is significantly different from and/or additional to that accessed by their peers.

Evidence of support in place must be seen in classroom practice

Information for professionals: the target setting sheet must be copied and pasted for further cycles of Plan, Do and Review as needed. There is no minimum or maximum number of cycles of targeted support that a child or young person may require – decision making must be person-centred.



My Personal Profile – Updated Annually

This is a suggested format.

Pupil views **MUST** inform support and target setting

My name:

I like to be called:

Today's date:

What can I do well?	What do I need help with?	How best to support, communicate and work well with me?
What do I like and what makes me happy?	What is important for me now?	What is important for me in the future (My aspirations)?
Other things you need to know about me		

Plan, Do, Review: Cycles of Support

SMART targets must relate to my specific areas of need, based on an assessment of my strengths and areas for development. Strategies and support may be identified using the Provision Map/EHCP/SALT and must be consistently implemented over time before impact is evaluated.

My Termly Support Plans				
Pupil Name –		Date –		Plan number – 1
		Year Group and Term –		
Termly targets, based on my areas of need	Strategies and support in place	Area of need relating to target	Review date	Staff Progress review – what has gone well? Additional barriers identified?
My Target is:				
Where I am now 1 2 3 4 5 6 7 8 9 10				Where I am now 1 2 3 4 5 6 7 8 9 10

Appendix 3 – Reflection form

Dorothy Barley Junior Academy Behaviour/Incident Report												
Pupil		Class		Date		Time	Please specify subject and time of incident		AM Lesson & Incident time	Break/ Lunch	PM Lesson & Incident time	
Adult		Location	Class	Hall	Plygrd	Din Hall	Ass	ICT	Int Rm	PE	Other	
Antecedent (How did the incident start?)			Behaviour (Nature of incident also see below)				Consequence (see below)					
BEHAVIOUR	1	Persistent disruptive behaviour (PD)										
	2	Physical assault against student/adult (PAP/PAA)										
	3	Verbal abuse (swearing/name calling/abusive language to pupils/adult (IL)										
	4	Discrimination - Racism/Homophobia/Transphobia/Disablist (please specify) (D)										
	5	Fighting (including play fighting) (F/PF)										
	6	Dangerous/unsafe behaviour (please specify) (UB)										
	7	Left class without permission/Absconding (LRWP/A)										
	8	Ignoring/Not following adult instructions (IA/NFI)										
	9	Disrespectful to adults (DTA)										
	10	Deliberate damage to school property (DD)										
	11	Bullying (B)										
	12	Threatening/Intimidating behaviour (TB/IB)										
	13	Other (please specify) Spitting										
✓	CONSEQUENCE Action taken by Phase Leader/Year group Leader/other											
	1	Reflection (-4 dojos)			5	BSP to start						
	2	Parent informed			6	ABC form set up						
	3	Internal exclusion			7	Inclusion team informed						
	4	FTE			8	Parent meeting arranged						

Our Golden Rules - * Underline the rule that has been broken *****

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.

	Write two sentences explaining what happened?
	What were you thinking/feeling at the time?
	What are you thinking/feeling now?
	Who has been affected?
Give yourself two targets to work towards to improve your behaviour for next week, how are you going to make sure you don't have another reflection? 1. _____ _____ 2. _____ _____	
Any other <u>information</u> : Signed:	



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 4 ABC data form

Appendix 5 Record of restrictive intervention

This form needs to be completed for every ‘**significant incident**’ involving restrictive intervention, as defined by DfE statutory guidance.

Child's name		Child's class	
Staff name		Staff role	
Date and time		Location	

Reason for restrictive intervention			
Prevent injury to self or others		Prevent serious damage to property	
Prevent a criminal offence		Prevent disorder among pupils	

Description of incident, including type of restrictive intervention used (reasonable force, restraint and/or seclusion) <i>Include in your description any known triggers to the incident, details of any harm/damage caused by pupil, a description of the specific restrictive actions/techniques applied and for how long, and any additional/contributing factors</i>

De-escalation techniques used			
Verbal advice and support		Offering services of other staff	
Calm talking		Informing of consequences	
Distraction		Non-threatening body position	
Reassurance		Step away	
Humour		Clear instruction / warning	
Negotiation		Use of physical location and presence	
Offering choices and options		Diversion	

Names of staff witnesses	Names of pupil witnesses

Post incident support and review – indicate those that apply and give brief description	
Immediate welfare and medical checks (injuries sustained and First Aid required)	
Emotional wellbeing and safeguarding (additional wellbeing support offered/provided)	
Reflective debrief and learning (date, time, participants and summary of discussion)	

<i>Review of support and risk management (implementation/review of behaviour support plan)</i>	
<i>Repairing relationships and reintegration (date, time, participants and summary of discussion)</i>	
<i>Monitoring and escalation (further support required to manage risk)</i>	

Upon completion in full, this form needs to be uploaded to CPOMS and within the Record of restrictive physical intervention file alongside any other relevant documents and records.

In line with statutory guidance, **parents must be informed in writing of the use of restrictive intervention**, unless a statutory exception applies (see policy for detail). A copy of the written report also needs to be uploaded to CPOMS and within the Record of restrictive physical intervention file, confirming the date and time that it was provided to parents.

Appendix 6

Internal Exclusion Overview

This document has been devised to reflect the implementation of exclusions- related provisions of the Education and Inspections Act 2006 and is informed by the DCSF guidance relating to exclusions 2024.

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 suspension (Fixed Term Exclusion) with the intention that the consequences of inappropriate behaviour are managed confidently and consistently within the school setting. Suspension 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 or the Inclusion Team.

Once the decision to internally exclude has been made;

- 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 the Behaviour Lead.
- The period of internal exclusion can be for a half or full 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 Internal Exclusion Form

Dorothy Barley Junior Academy Record of Internal Exclusion Form



School procedures for internal exclusions:

- The period of internal exclusion can be for a half or full 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.
- 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.

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

Appendix 8 Behaviour Flow chart

Dorothy Barley Junior Academy

BEHAVIOUR SUPPORT PROCEDURES

Child is displaying persistent negative behaviour



Negative dojos to be given where necessary

Class teacher to meet informally with parents to discuss concerns

Class teacher to inform Inclusion Team of concerns, ABC form to be set up



Behaviour to be monitored and reviewed by the Inclusion team after two weeks

If behaviour continues to be of concern, Behaviour Support Plan to be implemented (follow BSP Flow chart steps)



Child has received more than 5 reflections. Parents are informed that child will automatically receive lunch time exclusions following further incidents.

Follow up meeting with teacher, YGL and member of the Inclusion Team
Parents informed of further consequences including consideration of referral



Internal Exclusions

Meetings with SLT

Suspension (Fixed Term Exclusion)

Referral to Behaviour Recovery Unit