



# Behaviour Exclusions and Engagement Policy

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## **Rationale**

This policy aims to increase pupil's ability to take responsibility for the management of his or her own behaviour. It should be read in conjunction with school's anti-bullying policy.

### **1. The Role of Adults in School**

All adults working or helping in school have a duty to ensure the highest standards of behaviour by their management and supervision of all pupils and by acting as a role model. Adults can promote good behaviour:

- a) Ensuring that pupils are properly supervised at all times, being aware of specific times or situations when unacceptable behaviour may occur such as wet playtime, transitions or on educational visits
- b) Dealing appropriately with breaches of the school rules from pupils in all areas of the school
- c) Being consistent and fair in their management of behaviour and the awarding of rewards and sanctions by following the school's behaviour systems
- d) Recognising that each pupil is an individual with individual needs
- e) Responding rapidly to incidents of violence, bullying or racism, malicious damage
- f) Working towards raising the self-esteem of all pupils
- g) Encouraging and recognising pupils achievements in a variety of ways as described in the rewards and awards section
- h) Providing opportunities for pupils to discuss behaviour and express opinions as to what is and what is not acceptable
- i) Demonstrating tidiness and encouraging pupils to take a pride in their school building and school resources
- j) Encouraging pupils to appreciate the work of everyone employed in the school
- k) Modelling the behaviour that is expected from the pupils
- l) Ensuring pupils are aware that low-level disruption will not be tolerated.

### **2. Rights and Responsibilities Charter at Riverside!**

#### **WE AGREE...**

- **We have the right to be safe**

We have the responsibility not to hurt others

We will not hurt other people's bodies or feelings, or play fighting games at playtime



- **We have the right to be respected**

We have the responsibility to not offend or be rude to others

We will not be rude, use bad language or be disrespectful to children and adults

- **We have the right to learn**

We have the responsibility to behave sensibly and keep a good learning environment

We will not disrupt learning time with behaviour that is not welcome by others

- **We have the right to be heard**

We have the responsibility to listen

We will not talk over other people or argue with staff, we will listen and be polite at all times

- **We have the right to be happy**

We have the responsibility to be kind and to help others be happy.

We will always be kind and considerate of others.

These Rights and Responsibilities should be reinforced:

- a) Through assemblies that relate to the school rules.
- b) The rules will be displayed throughout the school in all the classrooms.

### 3. Classroom Rules

For learning to take place there must be a sense of order and as well as school rules, each class teacher should involve the pupils in drawing up a set of classroom rules which promote positive behaviour and the learning environment. The agreed classroom rules must be displayed in each classroom by the second week of term. When communicating the policy to pupils, class teachers should ensure that pupils are aware of the different methods of resolving and airing their views. This may be through discussion with the teacher, a senior teacher, support assistants or a note in the 'Worry box', located in the corridor.

### 4. Rewards

- The emphasis in behaviour management should always focus on seeking out and drawing attention to the behaviour, which we wish to develop. There should be consistent and public praise of good behaviour in order to reward the person who is doing well and encourage others to emulate that behaviour. It is much better to give public, positive praise to one pupil, "Well done Asia, I can see you are ready and listening", rather than give negative attention to another "Sarah you're not



listening to me". In addition to praise, pupils appreciate visible signs of recognition and will work towards achieving a reward. The reward system at Riverside Primary School will be based on:

- Going for gold

### 5. Going for Gold

This functions in each of the classes. Children's name cards are located on a green background at the start of each day. This represents a 'fresh start' for all. Staff can use their discretion in moving children to silver and Gold for exceptional behaviour. Pupils who reach Gold by the end of the day are awarded with a sticker respectively. Misdemeanors result in one verbal warning prior to transition to 'orange'. Once on orange, children have the opportunity to redeem themselves by making good choices and being moved back onto green. However, if they are on orange and their negative behaviour continues, they will move their name will onto red. Serious incidents may result in immediate transition to the red 'light'. Children who are still on 'red' at 3pm are sent to a senior member of staff and the class teacher will send a letter home. If a child is still on red at 3pm three times in one week then a meeting with the child's parent will be arranged with a senior member of staff. In addition to this, the child will also spend one lunchtime reflecting on their behaviour choices with a senior member of staff. Teachers will update the behaviour tracking sheet daily for children still on red at the end of the day.

### 6. RESPECT

Children will be encouraged to follow the following school values within the school:

- Resilience
- Empathy
- Self – belief
- Perseverance
- Effort
- Courageous
- Tolerance

Each week two children will be nominated from each class that have shown the school value for that particular week. To celebrate their child's achievement, the parent/carer of nominated children will be invited to attend an achievement assembly once a week.



## **7. Emoji Wellbeing Board**

The Emoji Wellbeing Board is displayed in all classrooms allowing pupils to move their names on to the correct board to reflect how they are feeling when they are entering the classroom in the morning. This allows pupils to explore and recognise their emotions as well as staff then being able to speak to pupils about their emotional wellbeing.

## **8. Playground procedures**

To support this policy and to improve behaviour in the playground the following procedures should be followed:

- Listen to and respect all adults and each other.
- Play together by sharing in a kind and polite way.
- Walk away and speak to an adult if you are upset.
- Keep hands and unkind words to yourself.
- Make your own decisions and allow others to make theirs.
- Respond to situations only when you are directly involved.

## **9. Lunchtime Procedures**

To support this policy and to improve behaviour at lunchtime the following procedures should be followed:

- Pupils that are not following the playground rules to be issued with a yellow card.
- If the poor behaviour continues or is observed to be extreme pupil to be issued with a red card and sent to Social Inclusion Officer to reflect on their behaviour choices.
- All cards issued are given to Social Inclusion Officer who records this on lunchtime behaviour tracking system. In addition to this a letter will be sent home to parents. Should a pupil receive 3 red cards in a week or a pattern emerges through the gathering of data, a meeting will be held between the Social Inclusion Officer and the parent/carer of the pupil.



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Red: Letter sent home to parent.	<ul style="list-style-type: none"><li>• Continuing behaviours of orange</li><li>• Aggressive behaviour: hitting, kicking, swearing and spitting</li><li>• Racist behaviour/language</li><li>• Bullying behaviour (persistent pattern of behaviour)</li><li>• Damaging classroom equipment (deliberate attempt)</li><li>• Continually disrespecting adults</li><li>• The child persists to display disrupting behaviour</li><li>• Child is obviously in a state of anger or has high anxiety levels.</li></ul>
Orange	<ul style="list-style-type: none"><li>• Rudeness to other pupils</li><li>• Taking other people's property</li><li>• Refusal to work or follow adult instruction</li></ul>
First Warning	<ul style="list-style-type: none"><li>• Calling out</li><li>• Talking when the teacher is talking</li><li>• Difficulties in waiting their turn</li><li>• Talking on the carpet</li><li>• Tale telling</li><li>• Inability to share</li><li>• Other low level disruptive behaviours</li></ul>
Green	<ul style="list-style-type: none"><li>• Continuously doing the right thing without reminders.</li></ul>
Silver	In addition to green: <ul style="list-style-type: none"><li>• Encouraging others to do the right thing</li><li>• Showing resilience and perseverance of learning</li><li>• Displaying self-control in different situations</li><li>• Using initiative</li><li>• Empathy for peers</li><li>• Ability to reflect upon behaviour and improve instantly</li><li>• Recognising managed risk</li></ul>
Gold: Sticker	<ul style="list-style-type: none"><li>• Sustainment improvement of behaviour</li><li>• Continuous support for peers</li><li>• Showing leadership in the face of challenge</li></ul>



## 10. Exclusions

### Serious Incidents

Serious incidents should be dealt with as quickly as possible. Any incident involving physical aggression or serious verbal abuse (e.g. swearing, sexist, homophobic or racist abuse) to a pupil or a member of staff must be reported to a member of SLT immediately in addition to taking whatever immediate action seems appropriate. Serious incidents including racist comments will be logged.

Persistent or serious infractions of the School Behaviour Policy may result in pupils, along with their parents/carers, being requested to appear before the appropriate Governing Board Committee.

All members of staff witnessing a serious incident should make a written report as quickly as possible and send it to the person dealing with the incident or if that is not known to a member of SLT

No teacher may send a pupil home for disciplinary reasons without the permission of the Headteacher or Deputy Headteacher.

The school recognises that exclusion from school is a serious matter, particularly in an area where many pupils have already experienced significant disadvantage in their lives. We avoid excluding pupils where possible and try to achieve the correct balance between the needs of the pupil and the needs of the school community.

In most cases exclusion will be the last resort after a range of measures have been tried to improve the pupil's behaviour. Exclusion will only be considered where the educational entitlement and the well-being and safety of the pupil concerned, the staff and the rest of the pupils in the class/school is jeopardised.

The formal reasons whereby the school may consider the exclusion of a pupil would be:

In response to serious breaches of the Behaviour and Engagement Policy

If, by allowing the pupil to remain in school, the education or welfare of the pupil or others in the school would be seriously harmed.

Where exclusion is necessary we refer to "Improving Behaviour and Attendance: Guidance on Exclusion From Schools and Pupil Referral Units" (DCSF 2017).

Factors to consider before making a decision to exclude:

- Ensure that a thorough investigation has been carried out.



- Consider all the evidence available to support the allegations, taking account of the school's Behaviour and Engagement policy, where applicable, the Race Relations Act 1976 as amended and the Disability Discrimination Act 1995 as amended.
- Allow the pupil to give his or her version of events.
- Check whether the incident may have been provoked, for example by bullying, including homophobic or other prejudiced based bullying, or by racial or sexual harassment.

If necessary, consult others, but not anyone who may later have a role in reviewing the Headteacher's decision, for example a member of the Governing Body.

The following alternatives to exclusion are used by the school:

- Fixed-term Internal Exclusion – This can be between 1-4 days and takes place in school. The pupils sit outside the SLT office where they will complete work provided to them by their class teacher. Only SLT can set a fixed-term Internal Exclusion.
- Off-site Respite – pupils who are at serious risk of exclusion and for whom the full range of interventions may not have been effective will spend a period of time, **typically between one and four weeks, at Respite. This is an off-site provision. Students return from this provision to a supported approach to mainstream lessons.**
- Managed Transfer – Riverside participates in the managed transfer process in Barking and Dagenham which involves pupils transferring to another LBD school on a trial basis, either as an alternative to permanent exclusion or where there has been a serious breakdown in the relationship between a pupil and the school. The school also receives pupils under this scheme.
- Alternative Provision – when a pupil is at serious risk of exclusion or consistently failing to engage with the Academy, alternative provision is considered. This may be in the form of an alternative education provider. This may be a flexible part-time provision or a full-time one depending on the needs of the pupil. Where possible, this will be done with the support of parents, but under the DFE Alternative Provision Guidance 2013, the Academy may send a pupil without parental agreement, where it is in the best interests of the student.

Sparing use will be made of short fixed-term exclusions for serious breaches of school discipline such as participating in a fight or refusal to accept authority. Fixed term exclusions of up to 5 days will take place at the pupil's home, with work provided by the school. **Riverside School buys into the support**



services of Mayesbrook School, the Local Authority's Student Referral Unit for cases of fixed-term exclusions over 5 days, when students will attend the Referral Unit.

The school expects not to use permanent exclusion, except in the unlikely event of an unexpected, exceptional and one-off serious incident or repeated refusal to accept the authority of the school.

There are two categories of exclusion:

- Fixed-term Exclusion – Only the Headteacher can set a Fixed-term Exclusion. Ratification of these exclusions has to be done by the Governing Board if in excess of 15 days per pupil per term. If the exclusion is for 5 days or more the pupil will attend the Local Authority's Student Referral Unit from day 6.
- Permanent Exclusion – This is when the Headteacher has made a decision that a pupil may not return to school. This decision is only taken in response to 'serious breaches of school's behaviour policy' and if allowing the pupil to remain in school would seriously harm the education or welfare of the pupil or of other pupils, staff or members of the wider community. Following the permanent exclusion hearing, the parents have 15 days in which to appeal against the decision. Until this time period elapses the pupil remains the responsibility of the school.
- When a decision to fixed-term or permanently exclude has been made, parents are notified as quickly as possible. This may initially be by telephone call followed by a letter. If the pupil is being looked after by the Local Authority, the Social Services department should be informed.

The exclusion notification should state the reason for the exclusion, its duration and the date of the post exclusion meeting. It must also inform parents/carers of their right to appeal on the grounds of discrimination.

### **Lunchtime Exclusions**

Pupils whose behaviour at lunchtime is continuously disruptive may be excluded from the school premises for the duration of the lunchtime period. Lunchtime exclusion is a fixed period exclusion deemed to be equivalent to one half of a school day.

### **11. Racist Incidents**

In accordance with the borough procedures all racist incidents should be reported to a senior member of staff. This includes verbal and physical insults related to race or religion. These are then reported to the borough.



## **12. Challenging Behaviour**

Pupils with emotional, social and behavioural difficulties will often persistently challenge class and playground rules to such an extent that in serious cases a Pastoral Support Plan may be required and a behaviour action plan completed and shared with members of staff.

If a pupil's behaviour is not improved by the consistent use of rewards and sanctions listed in the school Behaviour and Engagement policy, then it is possible they have a special need.

Consultation with the Leadership Team can lead to advice on the use of more specific techniques. If little or no progress is made, then an individual education plan will be required (see Inclusion Policy).

## **13. Individual Pastoral Support Plans**

Where a pupils' behaviour is consistently challenging to the extent that the educational entitlement and/or health and safety of the pupil themselves or their peers is jeopardised, the Social Inclusion Officer, Headteacher and class teacher will develop a Pastoral Support Plan in consultation with parents/carers. The plan is set for a fixed period of no more than 16 school weeks at the end of which a review is held and a decision is made as to whether the plan has been successful. If the Pastoral Support Plan is not successful it is possible that the pupil may be excluded.

## **14. Pupils with Special Educational Needs**

Other than in the most exceptional circumstances SEN pupils should not be permanently excluded.

## **15. Pupils with Disabilities**

We have a legal duty under the Disability Discrimination Act 1995 not to discriminate against disabled pupils by excluding them from school because of behaviour caused by their disability.

## **16. Race Relations**

We have a legal duty to take steps to ensure that we will not discriminate against pupils on racial grounds when making a decision about whether to exclude a pupil.

## **17. Pupils in Public Care**

We should try every practicable means to maintain pupils in Public Care in school.



## **18. Procedures for Review and Appeal**

The Governing Body must review all permanent exclusions and fixed period exclusions that result in a pupil being excluded for more than 15 school days in any one term. They must decide whether or not to reinstate the pupil, if appropriate, or whether the Headteacher's decision to exclude the pupil was justified.

At all times we wish to reinforce positive behaviour in our pupils.

Where inappropriate behaviour recurs repeatedly and records show no improvement, a programme of behaviour management strategies will be devised in conjunction with the SENCo team, the pupil and the pupils' parents/carers. If deemed necessary, outside agencies will be invited to contribute.

## **19. Physical Restraint**

Where physical restraint is necessary, we refer to the School's Positive Handling Policy.

This policy is brought to the attention of all parents annually.

A Positive Handling plan will be made after the first physical restraint incident.



## APPENDIX 1 – Rights and Responsibilities at Riverside

### Rights and Responsibilities at Riverside!

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- **We have the right to be heard**

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- **We have the right to be happy**

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We will always be kind and considerate of others.



**APPENDIX 2 – Serious Incident Report Form at Riverside**

Serious Incident Report Form										
<b>Reported by:</b>				<b>Role:</b>						
Date of incident:										
Time of incident:										
Locations of incident: school trip										
<b>Details of people involved</b>										
Name	Year Group	Religion	Ethnic Origin	Asylum Seeker	Refugee	SEN/LAC <small>(Please circle)</small>	Role	Level of involvement		
Staff completing this form <b>MUST</b> include <b>ALL</b> information regarding the incident and who was involved.										
<p><b>State what level of involvement each person had</b> (Insert No.)      <b>State what role they played</b> (insert No.;</p> <table style="width: 100%; border: none;"> <tr> <td style="width: 50%; vertical-align: top;"> <p>1: Heavily involved</p> <p>2: Involved</p> <p>3: Slightly involved</p> <p>4: Indirectly involved</p> </td> <td style="width: 50%; vertical-align: top;"> <p>1. Perpetrator</p> <p>2. Victim</p> <p>3. Assisted victim</p> <p>4. Assisted perpetrator</p> <p>5. Witness</p> </td> </tr> </table>									<p>1: Heavily involved</p> <p>2: Involved</p> <p>3: Slightly involved</p> <p>4: Indirectly involved</p>	<p>1. Perpetrator</p> <p>2. Victim</p> <p>3. Assisted victim</p> <p>4. Assisted perpetrator</p> <p>5. Witness</p>
<p>1: Heavily involved</p> <p>2: Involved</p> <p>3: Slightly involved</p> <p>4: Indirectly involved</p>	<p>1. Perpetrator</p> <p>2. Victim</p> <p>3. Assisted victim</p> <p>4. Assisted perpetrator</p> <p>5. Witness</p>									
<b>ATTACH ADDITIONAL SHEET IF REQUIRED</b>										
<b>Incident related to:</b> <i>tick all that apply</i>										
Race	<input type="checkbox"/>	SEN/Disabilities	<input type="checkbox"/>	Religion or culture	<input type="checkbox"/>	Appearance/health condition	<input type="checkbox"/>	Sexual orientation (Homophobia)	<input type="checkbox"/>	
Other <i>(Please state) bullying not related to any specific category.</i>										



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**Forms of bullying used:** *tick all that apply*

Physical aggression

Extortion

Threatening

Deliberately excluding

Name calling/teasing

Cyber bullying

Verbal threats

Spreading rumours

Other (define)

**Frequency and duration of bullying behaviour:**

Once or twice

Persisting over two months

Several times a week

Persisting for more than a term

**Full details of incident:**



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**Next steps:**

Victim interviewed:

  
  

Perpetrator interviewed:

  
  

Parents informed:

Parent meeting arranged:

Follow-up meeting arranged:

Referral for mentoring:

**Other actions:**

First aid administered:

  
  

Referral to other agencies:

  
  

Police involvement:

Reported to SLT/Proprietor/Governors:

Other:

Exclusion (*Fixed/Perm*):

**Details of actions agreed with everyone involved - including parents and carers where appropriate:**

Yes

No



### Outcome of follow up/further actions:

#### Follow up review dates and interventions:

##### To be reviewed on:

Has the victim received support?

Yes

No

Has the bullying stopped?

Yes

No

Have the parents been updated informed of the outcome? If so, when:

Yes

No

Any other relevant information:



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Completed by: (Sign) \_\_\_\_\_ (Print) \_\_\_\_\_

Role: \_\_\_\_\_ Date: \_\_\_\_\_

Checked by: \_\_\_\_\_ (Sign) \_\_\_\_\_ (Print) \_\_\_\_\_

Role: \_\_\_\_\_ Date: \_\_\_\_\_

Incident logged onto system Yes  No  whom: \_\_\_\_\_