



Behaviour and Relationships Policy

	Date
Review	September 2018
Reviewed	September 2019

We believe that by promoting good behaviour we will create a happy, caring school environment where everyone feels valued, respected, secure and free from all forms of anti-social behaviour. We recognise that children learn by example. In our school we believe in setting good examples and in having high expectations.

We encourage pupils to achieve in a learning environment where self-discipline is promoted and good behaviour is the norm. We believe pupils will achieve their full potential in a happy, stimulating and ordered school environment.

We work closely with the School Council to represent their views and opinions in the belief that children should be encouraged to participate in creating school procedures.

We, as a school community, have a commitment to promoting equality.

Aims

- To create an ethos that makes everyone in the school community feel valued and respected.
- To promote good behaviour by forging sound working relationships with everyone involved with the school.
- To promote self-discipline and proper regard for authority among pupils.
- To prevent all forms of bullying among pupils by encouraging good behaviour and respect for others.
- To inform parents of their children's behaviour in school, celebrating success and encouraging reform.

It is our belief that behaviour is learnt and therefore can be changed. We teach children how to behave well and how to be considerate and self-disciplined individuals.

We expect children to:

- Learn well and to the best of their ability
- Talk to others in a polite and courteous way
- Show respect for others and their personal space
- Accept responsibility for their own behaviour
- Supporting the learning of others by behaving well
- Look after the environment and property
- Be honest
- Be tolerant of and respect each other's culture and behaviour and differences
- Listen effectively to other people

How do we promote good behaviour?

Our approach is based on our understanding that positive actions are more effective than negative ones.

Rewards - Celebration of Good Behaviour

Regular praise and encouragement is part of the school ethos.

All staff are committed to recognising and promoting good behaviour. This involves noticing it, commenting on it, sharing it with others.

‘Well done Year 3 – you are all lining up so quietly and sensibly’

Staff will refer children who are behaving or learning well to other adults in school for them to reinforce the praise that is being given.

Good behaviour is celebrated as follows:

- Weekly Achievement Assemblies in KS1 and KS2;
 - Praise;
 - Stickers and certificates;
 - Green Dragon and Sparkling Fire;
 - Star of the Week;
 - Showing learning around the school;
 - Sharing with parents in verbal and written form;
 - Half termly letters to parents;
 - Team Points
- Additional individual class reward systems.

Through our curriculum children are involved in stories, Assemblies, planned activities, learning opportunities and games which teach them about good and appropriate ways of behaving.

Talking it through

We talk with children either individually, in a group or as a whole class about concerns about behaviour. Each class has a weekly circle time session which can be used to discuss types of behaviour which are causing difficulty for an individual child or a group of children. Teachers may also use this time to teach children specific strategies for problem solving and managing conflict.

Raising Self Esteem.

Children whose behaviour distracts them or others from their learning are often unhappy, may feel insecure and have low self-esteem. We aim to raise the self-esteem of each child by:

- Knowing and using their preferred names
- Knowing their family connections and something of their life outside school
- Avoiding stereotypes and stereotyping
- Having high expectations of each child
- Making time to talk to individuals
- Ensuring that mistakes are dealt with and then forgotten
- Being seen to deal evenly and fairly with all children
- Noticing and responding to a child in difficulty
- Listening carefully to both sides of a story where there is confusion or disagreement before making a decision
- Apologizing when we make mistakes
- Planning group and class activities designed to promote self esteem

Unacceptable Behaviours, Incidents and Sanctions

Below is a list of unacceptable behaviours. These behaviours may, at times, require a by passing of the 'Level System' and the immediate involvement of a member of SLT:

- Fighting
 - Racism
 - Swearing
 - Refusing to follow instructions from adults.
 - Damaging or stealing property
 - Assault
 - Bullying
 - Putting others at risk
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- If the behaviour threatens the safety of either adults or children, this will result in an immediate call to a senior leader who will collect the child from class and inform parents.
 - All incidents of unacceptable behaviour are recorded in class and playground logs. Bullying and racist incidents are recorded in a separate log which is kept in the Head Teacher's office. Copies of letters sent home are stored in children's individual record files.

Sanctions

Sanctions will be:

- Applied fairly and consistently, ensuring that they are not degrading or humiliating to any pupil.
- Reviewed by Behaviour Lead annually.

Anti-Bullying

Children and young people have many rights and one of them is the right to be safe. We value and work towards positive emotional health and well-being for all children and young people. We aim to create a climate of respect where anti-social and bullying behaviours are not accepted or tolerated.

Bullying is wilful behaviour (physical or emotional) which repeatedly and purposely aims to hurt, intimidate, frighten, harm or exclude another individual or group.

It can take many forms including racist, homophobic, gender and cyber bullying.

There are three common aspects:

- a. It consists of deliberately hurtful behaviour.
- b. It occurs repeatedly over a period of time.
- c. It is difficult for those being bullied to defend themselves.

This may take many different forms:

- Physical – hitting, kicking, taking belongings
- Verbal – name calling, insulting, making offensive remarks
- Indirect – spreading nasty stories about someone, exclusion from social groups, being made the subject of malicious rumors
- Cyber-bullying - sending malicious e-mails or text messages on mobile phones, misuse of any technology and video facilities

We explain to children that:

- Bullying is when a person or persons repeatedly use words, physical strength or actions to hurt them and make them unhappy.
- A bully is someone who deliberately uses words, strength or actions to hurt someone when they know they cannot or will not stop them.

All staff are alert to the signs of bullying and pupils are encouraged to tell their class teacher or other adults working in the school. Worry Boxes in classrooms and a Listening

Ear Programme support the sharing of concerns over bullying. Information is shared in confidence with other staff as necessary. Teachers always take bullying seriously and deal firmly with such behaviour.

If a child persists in bullying, the formal sanctions outlined earlier in this policy will be brought into play. Victims of bullying will be re-assured, offered further support and their parents will be invited to discuss next steps in school.

Outside Agencies

We have invaluable support for pupils who demonstrate persistent poor behaviour from the:

- Educational Psychologist;
- Education Welfare Officer;
- Counsellors/mentors.

Exclusion

The Governing Body has decided that, in exceptional circumstances, exclusion will be used as a sanction, either as a:

- fixed term or
- permanent exclusion.

Responsibility for the Policy and Procedures

Role of the Local Governing Body

The Governing Body has:

- the duty to set the framework of the school's policy on pupil discipline after consultation with the parents and pupils of the school;
- delegated powers and responsibilities to the Headteacher to ensure that school personnel and pupils and all visitors are aware of and comply with this policy;
- the duty to support the Head Teacher and school personnel in maintaining high standards of behaviour;
- responsibility for ensuring, via the designated lead, that the school complies with all equalities legislation and that appropriate action will be taken to deal with all prejudice related incidents or incidents which are a breach of this policy;
- responsibility for ensuring all policies are made available to parents.

Role of the Headteacher

The Head Teacher will:

- determine the detail of the standard of behaviour that is acceptable to the school;

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- ensure all school personnel, pupils and parents and all visitors are aware of and comply with this policy;
- work hard with everyone in the school community to create an ethos that makes everyone feel valued and respected;
- promote good behaviour by forging sound working relationships with everyone involved with the school;
- encourage good behaviour and respect for others, in order to prevent all forms of bullying among pupils;
- ensure the health, safety and welfare of all children in the school;
- work closely with the governing body, Deputy Head Teacher and SLT;
- provide leadership and vision in respect of equality;
- provide guidance and support to all staff;
- monitor the effectiveness of this policy.

Role of the Behaviour Lead

The behaviour lead will:

- lead the development of this policy throughout the school;
- work closely with the Headteacher
- provide guidance and support to all staff;
- provide training for all staff on induction and when the need arises;
- keep up to date with new developments and resources;
- work with the School Council;
- monitor school support systems;
- undertake classroom monitoring;
- create links with parents;
- deal with external agencies;
- review and monitor school systems.

Role of School Staff

School staff are expected to:

- encourage and accept that **every day is a fresh start**. (With some children or incidents, a day may be too long. It may be necessary, for example, to start afresh in an afternoon.)
- have high expectations of pupil behaviour in school and be pro-active in insisting on these standards for all pupils at all times of the school day;
- comply with all aspects of this policy;
- recognise and praise good behavior;
- encourage good behaviour and respect for others and to apply all rewards and sanctions fairly and consistently;

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- promote self-discipline amongst pupils;
- deal appropriately with any unacceptable behaviour, in line with this policy;
- discuss pupil behaviour and discipline regularly at staff meetings;
- provide well planned, interesting and stimulating lessons which will contribute to maintaining good behaviour;
- attend appropriate training on behaviour management, equality etc.
- ensure the health and safety of the pupils in their care;
- report and deal with all incidents of discrimination;
- report any concerns they have on any aspect of the school community;
- provide learning in class which is suitably differentiated to meet the needs of all children;
- set up classroom environments which are conducive to good learning;
- set up classroom environments which support good collaboration;
- make effective use of the early stages of the behaviour level system, including time for reflection on behaviour with opportunities for reconciliation;
- be aware of potential challenges to good behaviour and work together to reduce these challenges using a variety of differentiated strategies;
- be alert so that they can manipulate situations in order to diffuse challenging behaviour before it escalates;
- provide rewards and praise in a variety of forms and at different levels for all children;
- keep to our Code of Conduct and remind our children of it regularly;
- make adjustments for children with additional needs or those experiencing trauma at any given time;

Role of Pupils

Pupils are expected to:

- be aware of and comply with this policy;
- be polite and well behaved at all times;
- show consideration to others;
- make suggestions about school behaviour via the School Council;
- follow all health and safety regulations in all areas of the school;
- refrain from making unacceptable remarks against fellow pupils or school personnel, e.g.; not shouting or using language which is abusive or offensive;
- listen carefully to all instructions given by the teacher/other adults in school;
- ask for further help if they do not understand;

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- treat others, their learning and equipment with respect;
- be asked to take part in periodic behaviour surveys conducted by the school.

Role of Parents/Carers

Parents/carers are encouraged to:

- comply with this policy;
- support good behaviour;
- become part of the school community;
- ensure their children understand and value the meaning of good behaviour;
- trust the school to deal appropriately with difficulties that may arise
- engage in meetings to discuss their child's behaviour;
- take part in periodic behaviour surveys conducted by the school.

Role of the School Council

The School Council will be involved in:

Promoting positive behaviour

- reviewing rewards and sanctions prior to any review of current policy;
- addressing whole school issues as raised by their peers.

Foundation Stage

Our Foundation Stage is committed to supporting children as they learn to identify unacceptable behaviour, to develop relationships with other children and to understand how to successfully resolve conflict.

Foundation Stage Practice

- We organise the learning environment so that it has a positive impact on behaviour in terms of space, access and choice of activities.
- We take a consistent and positive approach towards managing children's behaviour.
- We handle issues of behaviour in ways appropriate to the child's stage of development and level of understanding. This may be 'time out' of the immediate situation, with support, or an alternative activity.
- We encourage appropriate behaviour in all interactions with children and staff and show that good behaviour is valued.
- We encourage children to be aware of our routines and procedures.
- We model good behaviour and positive relationships in the classroom.
- We establish clear expectations and boundaries for behaviour, appropriate to the children's level of understanding.
- We record all significant incidents relating to behaviour.
- We identify and implement strategies that encourage positive behaviour.

- We deal with negative behaviour at the earliest opportunity, seeking support from the Head Teacher/SLT, parents and other agencies if necessary.

Encouraging Positive Behaviour in the Foundation Stage

- We use praise specifically related to the children's actions or behaviours.
- If appropriate, we refocus the child's attention on another activity.
- We focus on activities and routines to encourage **sharing, negotiation and co-operation.**
- We encourage responsibility in caring for others and the environment.
- We encourage positive behaviour through play and learning activities.
- We model appropriate behaviour in different contexts.
- We demonstrate that the child is valued, even if his/her behaviour is unacceptable.
- We discuss acceptable behaviour in all areas of learning and experiences.
- We help the children to understand the consequences and effects of their behaviour on others.
- We encourage the children to express openly their feelings, likes and dislikes.
- We help the children to develop assertive strategies to challenge bullying.
- We support the children to resolve conflicts with other children.
- We help to support children's self-esteem by enabling them to be successful in play experiences and activities.

Behaviour Hierarchy in the Foundation Stage.

Where the measures described above have not prevented a behavioural incident, the following system is implemented:

- **Level 1** – In the EYFS two warnings will be given if a child's behaviour is not in line with school expectations. It will be explained to the child why the behaviour is not acceptable and what a good choice would be. The consequence of continuing with this behaviour will be clearly explained.
- **Level 2** – The child will be instructed to sit in a Thinking Area of the classroom with a five minute timer. An adult will discuss with them how or why they made wrong choices and how they could have made better choices. Some children may need visual support to understand the explanation.
- **Level 3** - The child will be sent to the link class. During this time, children need to reflect upon their behaviour by drawing or writing.
- **Level 4** – An adult will call a member of the Senior Leadership Team to speak to the child.
- **Level 5** – Internal exclusion
- **Level 6** – External exclusion

Behaviour Hierarchy in KS1 and KS2

The Behaviour Hierarchy works in conjunction with the coloured dragons across Years 1 – 6. Any movement from the Green Dragon (which represents acceptable behaviour) will be recorded and monitored by class teachers. Poor behaviour will be communicated to parents and repeated behaviours will be dealt with by a member of the Senior Leadership Team.

Some behaviours will be referred straight to a Senior Leader or the Head Teacher due to the severity of the incident.

Team Points

On entering Year 1 children are placed in one of 4 teams where they remain throughout their time at Raglan. Team Points are awarded in recognition of specific good behaviour, positive contributions to the school environment and good effort with their learning. In weekly Key Stage Achievement Assemblies, the coloured ribbon on the Team Cup is changed to reflect the winning team. All staff members can award Team Points to any child “caught” doing something good in school.

Behaviour and SEN

Where a child has additional educational needs, behaviour may be addressed outside the agreed practice in this policy. Individual programmes may be devised with the Inclusion Manager to support these children in developing an understanding of acceptable behaviours in school. Staff will work closely with parents and may consult with specialist professionals to establish targets and resources to support the child at home and in school. Staff work hard to identify triggers and reduce anxiety for children with additional needs. Support strategies may include Now and Next cards, social stories, comic strip scenarios, pictorial timers, sand timers, Wow! Books and individual behaviour charts. The school’s sensory room aims to provide a safe and calming environment for children who are finding the school day particularly difficult to manage.

Raising Awareness of this Policy

We will raise awareness of this policy via:

- the School Prospectus
- the school website
- the Staff Handbook
- meetings with parents such as introductory, transition, parent-teacher consultations and periodic curriculum workshops
- parent forum
- meetings with school staff
- communications with home via newsletters and specific mailings

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- Head Teacher reports to the Local Governing Body
- information displays around the school and in classrooms
- assemblies for all pupils

Monitoring the Effectiveness of the Policy

Annually (or when the need arises) the effectiveness of this policy will be reviewed by the Behaviour Lead, the Head Teacher and the School Council and the necessary recommendations for improvement will be made to the Local Governing Body.

Behaviour Hierarchy
Year 1 to Year 6

	Incident	Strategy	Dealt with by...	Supporting paperwork / actions	Examples of behaviours:
Increasing severity	<p>Level 1 (Warning while still on Green Dragon)</p> <p>KS1/LCs – 2 warnings</p> <p>KS2 – 1 warning</p>	<ul style="list-style-type: none"> CT speaks to child quietly about their behaviour in the classroom. CT discusses with child / refers to Raglan rules Reinforce Raglan's expectations / gives verbal warning. May use other classroom strategies. <p><u>Lunchtime</u></p> <ul style="list-style-type: none"> MDS speaks to child about behaviour in the playground. 	Class Teacher	<p>None.</p> <p>Address issues during Circle Time.</p>	<ul style="list-style-type: none"> Not sharing sensibly Using inappropriate language, making silly noises/faces, calling out, making personal remarks, repeatedly being told shirt is out / tie is missing Not lining up quietly at end of breaks Out of or swinging on seat Talking when teacher talks, interrupts when teacher is talking to another person Too chatty in class or in Assembly
	<p>Level 2 (Yellow Dragon)</p>	<ul style="list-style-type: none"> Move child to another table in the classroom Use of Time Out area in classroom for quiet reflection time <p><u>Lunchtime</u></p> <ul style="list-style-type: none"> MDS speaks to child about behaviour in the playground. Places child on a Time Out (for 5 mins) in a safe place in the playground. Complete yellow slip for class teacher. 	<ul style="list-style-type: none"> Class Teacher in classroom. Class Teacher may inform parent orally if they feel it appropriate. 	<ul style="list-style-type: none"> CT records on Class Behaviour sheet. Address issues during Circle Time if appropriate. 	<ul style="list-style-type: none"> Continued behaviour from above list following a warning <p>Plus First Time Behaviour:</p> <ul style="list-style-type: none"> Spitting (one off event) Disrespect for equipment (one off event) Speaking back to teacher inappropriately and/or showing lack of respect (one off event) Pushing, pulling, punching or kicking in the playground / class (one off event)

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					<ul style="list-style-type: none"> Telling Lies (one off event)
	<p style="text-align: center;">Level 3 (Red Dragon)</p> <p>(This sanction should be rare and infrequent)</p> <p>NB. If a child is placed on the red dragon twice within a half term, the class teacher should send a letter home to parents and inform a member of the Senior Leadership Team.</p>	<ul style="list-style-type: none"> Level 3 is a time out in partner class with work for 10 minutes. <p><u>Lunchtime</u></p> <ul style="list-style-type: none"> MDS speaks to child about behaviour in the playground. Places child on a timeout (for 10 mins) in a safe place in the playground. Complete red slip for class teacher. 	<ul style="list-style-type: none"> Class Teacher to inform Parent verbally. If child collected by a Child Minder or other family member, Class Teacher informs Parent by phone. CT must let a member of SLT know before calling a parent. 	<ul style="list-style-type: none"> CT records on Class Behaviour Record. Address issues during Circle Time, Personal Learning Plans and other key strategies identified by Inclusion Manager. 	<p>Continued and persistent behaviours from Level 1/2</p> <p>Plus First Time Behaviour:</p> <ul style="list-style-type: none"> Public defiance to adult authority (Persistent – more than once) Fighting (minor altercation with child responding to adult intervention)
	<p style="text-align: center;">Level 4 (Placed on Red Dragon 3 times within a half term)</p> <p>(This sanction should be extremely rare and very infrequent)</p>	<ul style="list-style-type: none"> A child (not the perpetrator) sent to a member of SLT – with a message. SLT member will collect the child from the class. <p><u>Lunchtime</u></p>	<ul style="list-style-type: none"> Senior Leader writes to parents and introduces a formal Behaviour Book. Parents will be invited to discuss the matter with a Senior Leader in 	<ul style="list-style-type: none"> Address issues during Circle Time, Personal learning Plans and other key strategies identified by Inclusion Manager. <p>1st Letter</p> <ul style="list-style-type: none"> Member of SLT to send home generic letter. 	<p>Continued and persistent behaviour from Levels 1-3</p> <p>Plus first time behaviour:</p> <ul style="list-style-type: none"> Making racist comments Swearing at another child Defiance of teacher's instructions Theft

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		<ul style="list-style-type: none"> • MDS speaks to child about behaviour in the playground. • Places child on a timeout (for 10 mins) in a safe place in the playground. • MDS completes a Referral to SLT slip to give to CT <p><u>SLT Action</u></p> <ul style="list-style-type: none"> • SLT member speaks to child about behaviour in the playground. • Letter(s) sent home in line with L4 behaviour protocols. • Follow L4 protocols for future incidents. 	<p>school.</p> <ul style="list-style-type: none"> • For serious incidents, the Senior Leader may refer straight to the Head Teacher for action. 	<ul style="list-style-type: none"> • Member of SLT to meet with parents to discuss child's behaviour and next steps. • Member of SLT to record discussion with parents. • Over the half term the behaviour of the child monitored by member of SLT in partnership with CT and parent. <p><u>2nd Letter</u></p> <ul style="list-style-type: none"> • If poor behaviour continues or If there is a repeated incident a second letter will be sent home. • Child will be placed on report for 1 week (KS1) / 2 weeks (KS2). • CT to oversee, member of SLT to sign report daily. • Parent or carer to also sign daily. <p><u>3rd Letter</u></p> <ul style="list-style-type: none"> • If further incidents occur this will lead to a meeting for parents/carers with HT. • A copy of the letters will be kept by the HT/DHT and CT. 	<ul style="list-style-type: none"> • Leaving classroom/ playground without permission • Going into another child's bag, tray or property. • Repeated high level defiance / disobedience that impacts on the learning of the class • Fighting (serious altercation) <p>Referral to HT for First Time Behaviour:</p> <ul style="list-style-type: none"> • Swearing at an adult/ threatening behaviour towards an adult • Leaving premises / entering car park without permission • Assault on an adult/child • Sexually inappropriate behaviour • Deliberately causing severe injury to another pupil or to an adult • Repeated abuse verbal or physical, including swearing, racism, intimidation or bullying • Deliberately causing serious damage to school property • Putting themselves in danger and refusing to stop when informed of danger
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Level 5

Stage 5 Internal Exclusion

If a child has gone through stages 1 – 4 internal exclusion may be imposed. The exclusion could be to another class on a temporary basis, and may continue during break periods.

Stage 6 Exclusion (Fixed term)

The decision to exclude a pupil is a serious one. It will usually be the final step in a process for dealing with disciplinary offences following a wide range of strategies that have been tried without success. It is an acknowledgement by the school that it has exhausted all available strategies for dealing with a child and will always be used as a last resort.

A decision to exclude a pupil should be taken only:

- a) in response to serious breaches of the school's behaviour policy; and
 - b) if allowing the pupil to remain in school would seriously harm the education or welfare of the pupil or others in the school.
- Only the head teacher or deputy Head teacher in charge in the absence of the head teacher can exclude a child.

We are an inclusive school and will work hard to develop strategies to include all children. However in extreme cases the school will make exclusions to maintain the health and safety of all our community.

These behaviours may lead to exclusion and include:

- Swearing at an adult/threatening behaviour towards an adult
- Repeated high level defiance or disobedience that impacts on the learning of the class
- Swearing at an adult / threatening behaviour towards adult
- Assault on a child
- Assault on an adult
- Damaging school property intentionally - cost of damage to be paid.
- Leaving Premises - police to be called. Parents to be notified. Repeated incidents may lead to a permanent exclusion.
- Racist incidents - All racist incidents to be logged in a file in the office. All details to be sent to Governing Body, LA. Letter to go home to inform parents what has happened and that the incident has been officially recorded.

The regulations allow Headteachers to exclude a pupil for one or more fixed periods not exceeding 45 school days in any one school year. In all cases, work will be set and marked. The school has a duty to arrange suitable full time education provision from and including the 6th consecutive day of the exclusion.

Persistent challenging / racist behaviour, breach of school rules and repeated disruption to learning are all grounds for the Headteacher of Raglan Primary School Academy Trust to consider the decision to permanently exclude a child from our school.

In exceptional circumstances it might be appropriate to permanently exclude a child for a first or one off offence. These might include:

- serious actual or threatened violence against another pupil or member of staff
- sexual abuse or assault
- supplying an illegal drug
- carrying an offensive weapon

Depending on the type of exclusion, in most cases parents have the right to make representations to the Local Governing Body. In all cases of permanent exclusion parents have the additional right to appeal to an Independent Appeal Panel.

If a child received a fixed term exclusion, parents will be required to attend a back to school meeting.

Meetings with parents and carers:

The meeting with parents/carers could lead to a variety of avenues but will always have the purpose of supporting the family in improving the child's behaviour such as:

- Recording and reviewing past records on the child
- Initiating a CAF meeting
- Alerting social services and working together with social workers
- Seeking advice from other agencies i.e. past schools, Social Care
- Making referrals for counselling/art therapy/family therapy

- Arranging meetings with various agencies i.e. Team Around the Child (TAC)
- Arranging in school provision to support the child i.e. learning mentor support/counselling
- Discussion with Chair of Governors – writing letters from Chair to parents
- Formal internal exclusion in school
- Fixed term exclusion - All exclusion letters are kept in children's files. Copies are sent to LA and to the Inclusion Governor and the Chair.
- Permanent exclusion - although this is very rare.

Positive Handling:

- A book to record positive handling is kept in the Headteacher's office.
- However, positive handling will only be carried out in extreme circumstances (when the child or others are considered to be in danger) and preferably only by the Head Teacher or at least one member of staff who has been trained in physical restraint techniques.
- The Headteacher or Deputy Headteacher must make the final decision on when it is appropriate to exclude a child. No child must ever be sent home for behaviour without a formal exclusion. This is unlawful.