



Pulse and Water College  
138 Eynsham Drive,  
Abbey Wood  
London  
SE2 9PT

<b>Pupil Behaviour and Discipline Policy</b>			
<b>Date</b>	<b>Review Date</b>	<b>Pastoral Lead</b>	<b>Proprietor</b>
24 <sup>th</sup> November 2022	24 <sup>th</sup> November 2023	Osita O'Like	Dr Temi Ladenika

This policy relates to the following legislation:

- School Standards and Framework Act 1998
- Education and Inspection Act 2006
- Apprenticeships, Skills, Children and Learning Act 2009
- Education Act 2011
- School Discipline (Pupil Exclusions and Reviews) (England) Regulations 2012
- The Education (Independent School Standards) (England) (Amendment) Regulations 2014
- Behaviour and Discipline in Schools, January 2016 (updated Sept 2020)
- Mental Health and Behaviour in Schools, November 2018
- Creating a Culture: A Guide for School Leaders, March 2017
- Keeping Children Safe in Education 2022

We have a duty under the School Standards and Framework Act 1998 to have in place a behaviour policy that is annually reviewed, made available to all stakeholders and is consistent throughout the school.

We promote good behaviour by creating a safe, caring school environment where everyone feels valued, respected, secure and free from all forms of anti-social behaviour.

We encourage pupils to achieve in a learning environment where self-control is promoted and good behaviour is the norm. Any form of low-level misbehaviour during lessons is not accepted as we believe pupils will achieve their full potential in a happy, stimulating and orderly school environment.

**We strongly endorse the banning of all forms of corporal punishment which has been defined as 'the use of physical force causing pain, but not wounds, as a means of discipline'.**

We operate a strict no-contact no-confrontation policy, and use modelling, de-escalation, reasoning, negotiation, tactical ignoring, repetition, diversion, benches and discussion, as behaviour management strategies to achieve a positive learning environment.

During our daily well-being and wind-down discussion sessions, we pay close attention to student voice and listen to learner views and opinions as we acknowledge and support Article

12 of the United Nations Convention on the Rights of the Child (1989) that children should be encouraged to form and to express their views.

We as a school community have a commitment to promote equality. Therefore, an equality impact assessment has been undertaken and we believe this policy is in line with the Equality Act 2010.

We aim to be judged at least good in all school inspections by ensuring that standards for all pupils are higher than schools of a similar size and that standards continue to improve faster than the national trend.

It is essential that this policy clearly identifies and outlines the roles and responsibilities of all those involved in the procedures and arrangements that relate to this policy.

## Aims

- To create an ethos that makes everyone in the school community feel valued and respected through a **relationship approach**
- 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 encourage the development of resilience in pupils
- To identify and support protective factors which will strengthen resilience in our pupils
- To prevent all forms of bullying among pupils by encouraging good behaviour and respect for others
- To work with other schools and the local authority to share good practice in order to improve this policy

## Responsibility for the Policy and Procedure

### Role of the Head of School and Principal

The Head of School and Principal will:

- Determine the detail of the standard of behaviour that is acceptable to the school;
- Ensure all school personnel, pupils and parents 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 with student voice to create a set of school rules that will encourage good behaviour and respect for others;
- Provide leadership and vision in respect of equality;

- Provide guidance, support and training to all staff;
- Monitor the effectiveness of this policy by analysing:
  - pupil attitudes to school and learning
  - the views of pupils, parents, school personnel
  - the number of fixed-period and permanent exclusions
  - monitoring reports, rewards and sanctions
  - the number of reported cases of bullying
  - strategies to improve behaviour and discipline;
- Make effective use of relevant research and information to improve this policy;
- Annually report to the staff on the success and development of this policy

### **Role of the Coordinator – Head of School**

The Coordinator will:

- lead the development of this policy throughout the school;
- work closely with the Head of school SEN/Curriculum and Principal;
- provide guidance and support to all staff;
- discuss with the Head of school SEN/Curriculum and Principal and provide training for all staff on induction and when the need arises;
- keep up to date with new developments and resources;
- engage student voice;
- monitor school support systems;
- organise a restorative justice programme/peer mediation where the need arises
- review and monitor;
- annually report on the success and development of this policy

### **Role of School Personnel**

School personnel are expected to:

- Comply with all aspects of this policy
- Encourage good behaviour and respect for others in pupils and to apply all rewards and sanctions fairly and consistently;
- Promote self-discipline amongst pupils;
- Deal appropriately with any unacceptable behaviour following our systems;
- Apply all rewards and sanctions fairly and consistently;
- Discuss pupil behaviour and discipline regularly at staff meetings;
- Provide well planned, interesting and demanding lessons which will contribute to maintaining good discipline;
- Attend periodic training on behaviour management;
- Ensure the health and safety of the pupils in their care;
- Identify problems that may arise and to offer solutions to the problem;
- Implement the school's equalities policy and schemes;

- Report and deal with all incidents of discrimination;
- Attend appropriate training sessions on equality;
- Report any concerns they have on any aspect of the school community

## **Role of Pupils**

Pupils will:

- Be aware of and comply with this policy
- Be polite and well behaved at all times;
- Show consideration to others;
- Talk to others without shouting and will use language which is neither abusive nor offensive;
- Listen carefully to all instructions given by the teacher;
- Ask for further help if they do not understand;
- Treat others, their work and equipment with respect;
- Support the Code of Conduct and guidance necessary to ensure the smooth running of the school;
- Obey all health and safety regulations in all areas of the school;
- Co-sign and abide by the Home School Agreement;
- Make suggestions about promoting good behaviour through student voice;
- Take part in questionnaires and surveys

## **Role of Parents/Carers**

Parents/carers are encouraged to:

- Comply with this policy;
- Have good relations with the school;
- Support good behaviour;
- Sign the school's 'Home-School Agreement';
- Ensure their children understand and value the meaning of good behaviour;
- Support school rules and sanctions
- Be asked to take part periodic surveys conducted by the school;
- Support the Code of Conduct and guidance necessary to ensure smooth running of the school
- Co-sign and abide by the Home School Agreement;
- Take part in questionnaires and surveys

## **Role of Student Voice**

Feedback from students will be used to

- Review this policy with the Proprietor
- Discuss improvements to this policy during the school year;
- Devise school rules and sanctions;
- Review the effectiveness of this policy with the Proprietor

## **Sanctions**

Sanctions which must be applied fairly and consistently have been devised:

- By the staff;
- Not to be degrading or humiliating to any pupil
- To be in line with PWC behaviour management system (Appendix 1 and 2)

## **Exclusion**

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

- Fixed term
- Detention exclusion
- Home Tuition
- Permanent exclusion

Reasons for Exclusion

Any of the following behaviours lead to a fixed term exclusion:

- Using the lift without a lift pass
- Using a mobile phone in school and refusing to hand it in when requested
- Putting self at risk by leaving site without permission
- Rude and abusive language and actions towards staff
- Physical violence towards people and property
- Child on Child abuse
- Smoking in school or during school offsite activity
- Behaviour which is dangerous, or which undermines the integrity of health and safety within the school environment.

Detention exclusion is used as an alternative to a fixed term exclusion for students who have been risked assessed as particularly vulnerable and for whom there is no guarantee that they will remain safely at home with a responsible adult during the fixed period of exclusion.

Periods of fixed term exclusion range from one afternoon to 5 days. Detention exclusions take place on a Saturday morning and are always for 2 hours from 10.45 to 12.45. These are carried out by the Proprietor only. A student may negotiate to stay after school, however this is not a given.

Permanent exclusion is used where all other sanctions have been exhausted and the school can no longer meet the learner's needs. Permanent exclusion is also used for one-off behaviours that are considered by all to be extremely dangerous or threatening, and removal is in the interest of the safeguarding of the student concerned as well as the interest of other students, staff or visitors to the school.

All exclusions are recorded in the school's sanctions book and information is sent to the Royal Borough of Greenwich (see Appendix 3 and 4).

### **The Exclusions Process – Fixed term/Detention Exclusion**

1. The Head of School will determine the fixed term/detention exclusions
2. Statements required from all concerned. These must be signed and dated
3. Student informed of period and type of exclusion
4. Telephone call to parent
5. Letter to parent, copied to placing organisation
6. Work set for the period in hard copy and accessible from TEAMS classroom
7. Students and parent to attend a reintegration meeting after period of exclusion

### **Risk Assessment Indicators for Detention Exclusion**

1. Where the student is involved with the Youth offending service
2. Where the student has a history of going missing
3. Where there is a known threat to the student in some areas of the community.
4. Where the student is vulnerable to or has involvement in gangs
5. Where the student has been CME (Child missing in Education)
6. Where the student is at risk of CSE (Child sexual Exploitation)
7. Where the student is unlikely to be supervised at home during the period of exclusion

### **Interviews leading to exclusion**

Where an interview is carried out, parents should be informed prior to the interview and a clear transcript must be made.

A neutral member of staff should be with the student during an interview and where prolonged, reasonable short breaks water and rest should be offered.

There should be recognition of the pupil's age, particular circumstances. This should be considered alongside the seriousness of the allegation.

There must be no threat to extract factual information.

## **Mental health and exclusion**

In accordance with the recommendations specified in the Department for Education's Mental Health and Behaviour in Schools 2018 document, the College acknowledges that careful consideration of *any* factors that may have influenced poor behaviour need take place, including the impacts of mental health problems.

In instances where mental health problems are suspected in pupils being considered for exclusion, the College shall seek to first address how such suspected mental health problems may have impacted the disruptive behaviour otherwise necessitating exclusion. The College shall in all cases strive to balance the best interests of such pupils with the mental and physical health of the whole school community.

## **Pupil Support**

A number of pupil support systems (Appendix 2) are in place and are proving effective in promoting good behaviour. All school personnel work hard to ensure that these systems run smoothly.

## **Celebration of Good Behaviour**

Good behaviour is recognized, encouraged and praised. Regular praise and encouragement is part of the school ethos.

Students earn behaviour for learning points daily. These used as indicators of progression as well as bases for rewards

## **Outside Agencies**

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

- Educational psychologist;
- Educational welfare officer;
- School health nurse;
- Social Services

## **Incidents**

- All incidents of undesirable behaviour are recorded on an incident sheet
- The Head of School thoroughly investigates all incidents and reports to the principal, bearing in mind:
  - The maintenance of good order and discipline
  - The safeguarding of pupils
  - The process of dealing with bullying
  - Pupils at risk of disaffection
  - Pupil support programme
- All staff receive periodic training so that they are kept up to date with new information

- All staff receive equal opportunities training on induction

### Equality Act Impact Assessment

Under the Equality Act 2010 we have a duty not to discriminate against people on the basis of their age, disability, gender, gender identity, pregnancy or maternity, race, religion or belief and sexual orientation. This policy has been equality impact assessed and we believe that it is in line with the Equality Act 2010 as it is fair, it does not prioritise or disadvantage any pupil and it helps to promote equality at this school.

### Mental Health and Behaviour in Schools Impact Assessment

In accordance with the recommendations specified in the Department for Education's Mental Health and Behaviour in Schools 2018 document, the College acknowledges that it has an important role in taking the appropriate precautionary measures to support and preserve the physical and mental wellbeing of its pupil especially pertaining to mental health.

The College shall strive to take all necessary preventative measures negating the impacts that ignorance towards mental health can have with regards to the behavioural expectations of pupils and the subsequent disciplining of pupils who may suffer from mental health problems. The College shall set its expectations mindful of the possibility that some pupils may need appropriate leeway due to mental health problems, and the College shall further pursue the the most constructive means of disciplining children with such mental health problems.

### Monitoring the Effectiveness of the Policy

The practical application of this policy will be reviewed annually or when the need arises by the coordinator, the Headteacher and the nominated staff.

A statement of the policy's effectiveness and the necessary recommendations for improvement will be presented to the Proprietor for further discussion and endorsement (see Policy Evaluation).

### Linked Policies

▪ Safeguarding & Child Protection	▪ Health & Safety
▪ Anti-Bullying and Anti Radicalisation	▪

<b>Principal</b>	Dr Temi Ladenika	<b>Date:</b>	24 <sup>th</sup> November 2022
<b>Pastoral Lead</b>	Osita Olike	<b>Date:</b>	24 <sup>th</sup> November 2022
<b>Reviewer</b>	Valentina Micheilin	<b>Date</b>	24 <sup>th</sup> November 2022



## **Appendix 1 Behaviour Policy**

### **Relationship Approach**

All staff adopt a positive relationship approach to managing pupil behaviour. Recognizing that undesirable behaviour is usually a key reason for their referral to PWC in the first instance, we aim to create a positive atmosphere of mutual respect and trust. We achieve this through knowing our pupils individually, taking every opportunity to reinforce appropriate behaviour through informal discussion, modelling, and appropriate language.

Key Strategies in fostering a Relationship approach:

- a) Appropriate Language
- b) Knowing pupils as individuals
- c) Modelling appropriate behaviour and language
- d) Fostering and achievement culture
- e) Aiming for a win-win in all situations
- f) Feedback and data -using the codes

Appropriate language is:

1. Positive
2. Respectful
3. Draws attention to what the student is doing right
4. Avoid addressing what students are failing to do, except where absolutely necessary
5. Cites previous positive behaviours demonstrated by students
6. Avoids citing previous negative behaviours demonstrated by students
7. Responds to pupil's inappropriate language/behaviour in a constructive manner

### **Knowing pupils as individuals**

Our population is transient; change is a norm as some students have short term placements, others have longer terms. Due to our very small class sizes, staff can know students well and use this knowledge positively as a means of encouraging them to:

1. Make appropriate choices
2. Believe they can succeed academically and socially
3. Understand that past misdemeanors need not present as future barriers
4. Encourage students to consider and plan for the future

### **Modelling Appropriate Language and Behaviour**

1. All staff seek to engage with one another positively
2. Use positive language at all times
3. Demonstrate openness and honesty
4. Respect social, personal, ethnic, and cultural differences
5. Where there is a difference of opinion, they are open, clear and respectful in exchanging their views.

## **Fostering and achievement culture**

At PWC we believe implicitly that all children can learn irrespective of their educational history, if they want to do so

1. All students are encouraged to aim for GCSE's
2. At Key Stage 3, the curriculum is foundational to the GCSE specifications
3. Students areas of interest are used as a first port of call; where possible, learning tasks are adapted to this
4. Feedback on progress is given termly
5. Students negotiate their behaviour targets which are monitored weekly. Reward points are earned for this and shop vouchers to the value of up to £75 can be earned for meeting behaviour targets consistently

## **Aiming for a win-win in all situations**

Through interactions with our students, opportunities for their voice to be heard and valued is the norm. Students are encouraged to negotiate and contribute to procedures where possible. The message is 'if you do your part, you are in a better position to negotiate'.

## **Feedback and data**

Feedback on student behaviour in lesson is given immediately through the points on behaviour system

## **Behaviour Management Strategies**

A number of strategies are used to manage low level non-complaint behaviour during lessons. It gives learners an opportunity to reflect on their choices and reengage with the lesson. These are analyzed periodically.

## **Student Behaviour Targets**

Students have ownership of setting and monitoring their behaviour targets termly. These are linked to tangible reward progressing through the year

## **Teacher Reward Points**

Students may earn one reward point each lesson – (6 a day). These add up weekly with student behavior target points to merit badges which allow for privileges. To get a merit badge, students need to earn an average score of 4 each term.

## Rewards and Sanctions

Our Rewards at Pulse and Water College include:

- Positive phone call home
- Post cards
- Praise and reinforcement
- Positive behaviour points
- Vouchers
- Certificates
- Badges
- Privileges

Sanctions include:

- Developmental call home
- Detention Exclusion (2 hours on a Saturday)
- Fixed term Exclusion
- Permanent Exclusion

### Appendix 2:

#### Behaviour Management Strategies – Relationship approach

Number	Strategy Type	Code
1	Modelling	M
2	De-escalation	DE
3	Discussion	DI
4	Negotiation	N
5	Reasoning	R
6	Mediation	Med
7	Tactical Ignoring	TI
8	Diversion	Div
9	Repetition	Rep
10	Quiet Room (time out) Formerly Benches	B

Appendix 3:



**SCHOOL EXCLUSIONS**  
**Inclusion, Learning and Achievement**

Please complete the details as fully as possible and return the form to  
[exclusions@royalgreenwich.gov.uk](mailto:exclusions@royalgreenwich.gov.uk)

**PUPIL INFORMATION**

SURNAME \_\_\_\_\_ DOB \_\_\_\_\_

**FORENAMES**

\_\_\_\_\_ UPN \_\_\_\_\_

**PARENT/  
CARERS NAME**

\_\_\_\_\_

**ADDRESS**

\_\_\_\_\_

**POSTCODE**

\_\_\_\_\_

**PHONE NO**

\_\_\_\_\_ FSM \_\_\_\_\_ YES NO \_\_\_\_\_

**GENDER**

Male/ Female      SEN STAGE      K SEN Support      E Education, Health & Care Plan      N No special provision

**SCHOOL NAME**

\_\_\_\_\_ YEAR GROUP \_\_\_\_\_

**ETHNIC GROUP**

<input type="checkbox"/>	Bangladeshi	ABAN
<input type="checkbox"/>	Indian	AIND
<input type="checkbox"/>	Any other Asian background	AOTH
<input type="checkbox"/>	Pakistani	APKN
<input type="checkbox"/>	Caribbean	BCRB
<input type="checkbox"/>	Ghanaian	BGHA
<input type="checkbox"/>	Nigerian	BNGN
<input type="checkbox"/>	Somali	BSOM
<input type="checkbox"/>	Other Black African	BAOF
<input type="checkbox"/>	Any other Black backg round	BOTH
<input type="checkbox"/>	Chinese	CHNE
<input type="checkbox"/>	Any other mixed background	MOTH
<input type="checkbox"/>	White /Asian	MWAS

<input type="checkbox"/>	White/Black African	MWBA
<input type="checkbox"/>	White/ Black Caribbean	MWBC
<input type="checkbox"/>	Vietnamese	OVIE
<input type="checkbox"/>	Any Other ethnic group	OOEG
<input type="checkbox"/>	British	WBRI
<input type="checkbox"/>	Irish	WIRI
<input type="checkbox"/>	Traveller Irish Heritage	WIRT
<input type="checkbox"/>	White European	WEUR
<input type="checkbox"/>	Turkish/Turkish Cypriot	WTUR
<input type="checkbox"/>	White Other	WOTW
<input type="checkbox"/>	Gypsy Roma	WROM
<input type="checkbox"/>	Refused	REFU
<input type="checkbox"/>	Information Not yet obtained	NOBT

IS THE STUDENT LOOKED AFTER ?

No

(ie. Children subject to care orders and those who are accommodated)

**EXCLUSION INFORMATION**

REASON FOR EXCLUSION (please tick **only the most significant category**)

<input type="checkbox"/>	Physical assault against pupil
<input type="checkbox"/>	Physical assault against adult
<input type="checkbox"/>	Verbal abuse/threatening behaviour against pupil
<input type="checkbox"/>	Verbal abuse/threatening behaviour against adult
<input type="checkbox"/>	Bullying
<input type="checkbox"/>	Racist abuse
<input type="checkbox"/>	Sexual misconduct
<input type="checkbox"/>	Drug and alcohol related
<input type="checkbox"/>	Damage
<input type="checkbox"/>	Theft
<input type="checkbox"/>	Persistent disruptive behaviour
<input type="checkbox"/>	Other – <b>you must complete the next column if this is ticked</b>

EXCLUSION TYPE      Fixed Term

FIRST DAY OF EXCLUSION      \_\_\_\_\_

NUMBER OF DAYS (if fixed term)      \_\_\_\_\_

Please be explicit about the reason. If, for example, the pupil has sworn at a member of staff, please state what was said. If there has been violence used by the pupil, say what actually happened. We are now required by the Audit Commission and other agencies to supply reasons for exclusions and the use of terms like "aggressive behaviour" or "abusive language" is not clear. They do not give us a precise picture of the problems that a particular school is facing. If it is a drug related exclusion, do not use terms such as "illegal or illicit substance", please specify which drug, if possible:

I confirm that the parent(s) / carer(s) of the pupil and the Chair of the Governing Body have been contacted and advised of this exclusion in accordance with the School's stated procedure. I attach a copy of the letter sent to the parent(s) / carer(s).

Date

Signed

**Appendix 4:  
Exclusion notification form**



**For permanent exclusions**

Name of School: .....

This must be completed and returned **on the day** that the headteacher makes the decision to exclude.  
Please return this form to: [exclusions@royalgreenwich.gov.uk](mailto:exclusions@royalgreenwich.gov.uk)

Pupil's forename:		Pupil's surname:	
D.O.B:	UPN:	Gender: Male / Female	Year group:
Ethnicity:		FSM: Yes/No	
Address:			
Home borough:			
Name of Parent/Guardian:		Telephone No:	
Is the child Looked After? Yes / No		Is the pupil subject to a Pastoral Support Plan?	
Authority responsible:		Yes / No	
SEND (eg SEMH – social, emotional or mental health, MLD)		SEND Support ( My Plan, My Plan+, or Statement/EHCP):	
Exclusion: permanent		Date of exclusion:	
Number of days:		Days this term:	

**Reason for exclusion:** Please be explicit about the reason. If, for example, the pupil has sworn at a member of staff, please state what was said. If there has been violence used by the pupil, say what actually happened. We are now required by the Audit Commission and other agencies to supply reasons for exclusions and the use of terms like "aggressive behaviour" or "abusive language" is not clear. They do not give us a precise picture of the problems that a particular school is facing. If it is a drug related exclusion, do not use terms such as "illegal or illicit substance", please specify which drug, if possible.

**DfE exclusion code/reason:**

*Involvement of Other Professionals*

**Tick all that apply:**

Social Care	<input type="checkbox"/>	Health	<input type="checkbox"/>
Educational Psychology	<input type="checkbox"/>	School Nurse	<input type="checkbox"/>
Other ( <i>Please specify</i> ):	<input type="checkbox"/>	Police	<input type="checkbox"/>
	<input type="checkbox"/>	CAMHS	<input type="checkbox"/>
	<input type="checkbox"/>	Youth First	<input type="checkbox"/>

**Please outline their involvement and list any particular contacts. You may wish to attach relevant documents.**

<b>Name:</b>	<b>Involvement:</b>	<b>Contact:</b>

<b>*Must be completed:</b>			
English - reading	English – writing	maths	
<b>Reading age:</b>		<b>Spelling age:</b>	
<b>Key Stage 4</b>		<b>ULN:</b>	
GCSE subjects	Exam board	Current grade	Predicted grade

**Please continue onto the risk assessment for permanently excluded pupils.**



## Risk assessment

This section of the exclusion notification form should be completed for pupils who have been permanently excluded only.

**Student's Name:**

**DOB:**

Please use this sheet to assist in identifying any risks that should be known, in order to meet the future needs of the student.

RISK	None	Low	Medium	High	Immediate
<b>As a victim:</b>					
Physical injury from other people					
Physical injury from self (self-harm)					
Physical injury from accident or recklessness					
Suicide					
Being bullied					
Being held against his/her will					
Being sexually exploited					
Pregnancy					
Contact with sexually transmitted diseases					
Absconding					
Being racially harassed					
<b>As a perpetrator:</b>					
Being involved in offending					
Setting fires					
Being involved in physically abusing others					
Being involved in sexually abusing others					
Being involved in emotionally abusing others					
Being involved in verbally abusing others					
Bullying others					
Sexually exploiting others					
Supplying illegal drugs					
Letting undesirable people onto premises					

Disabling fire alarms					
Throwing missiles from/into the room					

**Please continue onto the strengths and difficulties section for all permanently excluded pupils.**

### **Strengths and difficulties**

For each item, please mark the box for Not true, Somewhat true or certainly true. It would help us if you answered all items as best you can even if you are not absolutely. Please give your answers on the basis of the child's behaviour over the last six months or this school year.

	<b>Not true</b>	<b>Somewhat true</b>	<b>Certainly true</b>
Considerate of other people's feelings			
Restless, overactive, cannot stay still for long			
Often complains of headaches, stomach-aches or sickness			
Shares readily with other children (treats, toys, pencils etc.)			
Often has temper tantrums or hot tempers			
Rather solitary, tends to play alone			
Generally obedient, usually does what adults request			
Many worries, often seems worried			
Helpful if someone is hurt, upset or feeling ill			
Constantly fidgeting or squirming			
Has at least one good friend			
Often fights with other children or bullies them			
Often unhappy, down-hearted or tearful			
Generally liked by other children			
Easily distracted, concentration wanders			
Nervous or clingy in new situations, easily loses confidence			
Kind to younger children			
Often lies or cheats			

Picked on or bullied by other children			
Often volunteers to help others (parents, teachers, other children)			
Thinks things out before acting			
Steals from home, school or elsewhere			
Gets on better with adults than with other children			
Many fears, easily scared			
Sees tasks through to the end, good attention span			

Any other comments, including if this pupil would be suitable for another mainstream placement?

Signature of Headteacher:

Date:

Name:

**\* Please include the pupil's attendance report & behaviour log**

**For any queries please contact the Inclusion Deputy, Rebekah Williams on 020 8921 8921 or the Acting Secondary Behaviour Lead, Angela Cetindal on 020 8921 4807.**

**Please return completed form to: [exclusions@royalgreenwich.gov.uk](mailto:exclusions@royalgreenwich.gov.uk)**



This information is being collected to monitor the educational progress of the named pupil. The information may also be shared with other agencies involved with the pupil's education or welfare and used to provide statistical data in anonymised form. If you have any queries regarding this please contact the Inclusion Team.

## Initial Equality Impact Assessment

Please complete an initial equality impact assessment once this policy has been customised to suit your purposes.

Policy Title	The aim(s) of this policy	Existing policy (✓)	New/Proposed Policy (✓)	Updated Policy (✓)
			✓	✓

This policy affects or is likely to affect the following members of the school community (✓)	Pupils	School Personnel	Parents/carers	Governors	School Volunteers	School Visitors	Wider School Community

Question	Equality Groups															Conclusion										
<b>Does or could this policy have a negative impact on any of the following?</b>	Age			Disability			Gender			Gender identity			Pregnancy or maternity			Race			Religion or belief			Sexual orientation			Undertake a full EIA if the answer is 'yes' or 'not sure'	
	Y	N	NS	Y	N	NS	Y	N	NS	Y	N	NS	Y	N	NS	Y	N	NS	Y	N	NS	Y	N	NS		
	✓			✓			✓			✓			✓			✓			✓			✓			Yes	No
<b>Does or could this policy help promote equality for any of the following?</b>	Age			Disability			Gender			Gender identity			Pregnancy or maternity			Race			Religion or belief			Sexual orientation			Undertake a full EIA if the answer is 'no' or 'not sure'	
	Y	N	NS	Y	N	NS	Y	N	NS	Y	N	NS	Y	N	NS	Y	N	NS	Y	N	NS	Y	N	NS		
	✓			✓			✓			✓			✓			✓			✓			✓			Yes	No
<b>Does data collected from the equality groups have a positive impact on this policy?</b>	Age			Disability			Gender			Gender identity			Pregnancy or maternity			Race			Religion or belief			Sexual orientation			Undertake a full EIA if the answer is 'no' or 'not sure'	
	Y	N	NS	Y	N	NS	Y	N	NS	Y	N	NS	Y	N	NS	Y	N	NS	Y	N	NS	Y	N	NS		
	✓			✓			✓			✓			✓			✓			✓			✓			Yes	No

<b>Conclusion</b>	We have come to the conclusion that after undertaking an initial equality impact assessment that a full assessment is not required.
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<b>Preliminary EIA completed by</b>	<b>Date</b>	<b>Preliminary EIA approved by</b>	<b>Date</b>

## Policy Evaluation

Points to be considered	Yes	No	N/A	Please supply evidence
• Policy annually reviewed	Y			See date on policy
• Policy in line with current legislation	Y			Behaviour and Discipline in schools considered
• Coordinator in place	Y			Vicky Semakula
• Coordinator carries out role effectively	Y			Weekly monitoring of behavior outcomes
• Headteacher and coordinator work closely	Y			Meetings at least once a term
• Policy endorsed by Proprietor	Y			Proprietor is the head teacher
• Policy regularly discussed at meetings	Y			Staff , SMT, Coordinator and Senior management meetings
• School personnel aware of this policy	Y			365 one drive
• School personnel comply with this policy	Y			Daily checklist
• Pupils aware of this policy	Y			Ongoing assessment sheets
• Parents aware of this policy	Y			Policy on website
• Visitors aware of this policy	Y			Policy on website
• Local community aware of this policy			N/A	
• Funding in place			N/A	
• Policy complies with the Equality Act	Y			
• Equality Impact Assessment undertaken	Y			
• Policy referred to the School Handbook	Y			See prospectus
• Policy available from the school office	Y			A copy provided on request
• Policy available from the school website	Y			
• Student Voice involved with policy development	Y			
• All stakeholders take part in questionnaires and surveys			n/A	
• All associated training in place	Y			Staff training
• All outlined procedures complied with				
• Linked policies in place and up to date	Y			
• Associated policies in place and up to date			N/A	
<b>A statement outlining the overall effectiveness of this policy</b>				

## Policy Approval Form

<b>Policy Title:</b>	Pupil Behaviour and Discipline					<b>Date when written:</b>	15 <sup>th</sup> March 15, 2021		
<b>Policy written by:</b>	Dr Temi Ladenika				<b>New Policy</b> (✓ or x)	<input type="checkbox"/>	<b>Revised Policy</b> (✓ or x)	<input checked="" type="checkbox"/>	
<b>Stakeholders consulted in policy production:</b> (✓ or x)	<b>Senior Leadership Team</b>	<b>Teaching Personnel</b>	<b>Support Personnel</b>	<b>Administrative Personnel</b>	<b>Parents</b>	<b>Pupils</b>	<b>Local Community</b>		
	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	✓	<input checked="" type="checkbox"/>	<input type="checkbox"/>		
<b>Date when approved by Proprietor:</b>	15 <sup>th</sup> March 2021		<b>Date when presented to stakeholders:</b>			<b>Date when implemented:</b>			
<b>Published on:</b> (✓ or x)	<b>School Website</b>			<b>School Prospectus</b>			<b>Staff Comms</b>		
	<input type="checkbox"/>			<input type="checkbox"/>			<input checked="" type="checkbox"/>		