

# MAYBURY PRIMARY SCHOOL

## Positive Behaviour Policy

Sept 2024







# Maybury Primary School

## Behaviour Policy

Produced : Autumn 2011  
Reviewed : Sept 2024  
Next Review : Sept 2025

### **Mission Statement**

Our values-based school nurtures curiosity and creativity through an inspiring, broad and engaging curriculum, where learning is at the heart of all that we do. Our children learn to become resilient and self-assured in an environment where safety is outstanding. Everyone is challenged and encouraged to thrive and achieve as individuals, preparing them for their role as caring and active citizens in modern Britain.

### **Vision Phrase:**

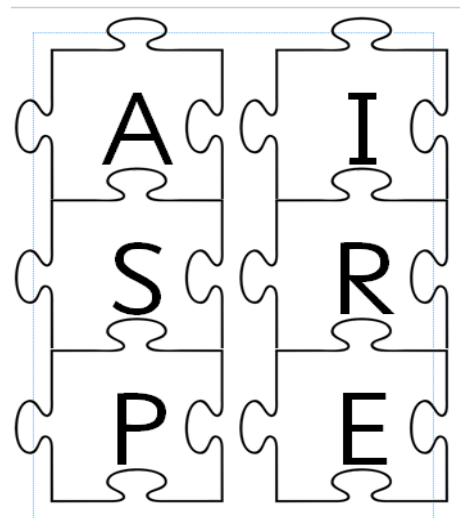
Believe. Achieve. Succeed.

### **Introduction**

Our behaviour policy provides a framework for all members of our school community, ensuring that our responses to children's behaviour are applied consistently and fairly throughout the school. The policy draws on Values based education, a long-term educational philosophy which develops positive ethos, supporting and promoting good teaching, effective learning and appropriate behaviour. We model and encourage children to ASPIRE to be the very best they can be and to demonstrate and internalise these values in their daily interactions with others and in their overall behaviour.

### **Our half termly Values are:**

Autumn Half Term 1	Equality
Autumn Half Term 2	Resilience
Spring Half Term 1	Positivity
Spring Half Term 2	Kindness
Summer Half Term 1	Respect
Summer Half Term 2	Independence



These values are introduced explicitly at the beginning of each half term and will be a focus during weekly assemblies and class lessons. They are implicit in every aspect of school life and are continually reinforced and referred to.

There is a direct correlation between values education and behaviour:

- Developing qualities that are pre-dispositions for learning
- Creating a calm and purposeful environment in which everyone feels valued
- Supporting the development of good quality relationships between all who are part of the school
- Helping children to be in touch with their inner thoughts, feelings and emotions
- Encouraging children to develop positive dispositions and attitudes
- Developing emotional intelligence by: talking about their feelings, controlling their behaviour and empathising with others
- Developing thinking skills, language skills, active listening and reflective thinking

In this way children gain a greater sense of purpose, have high self-esteem, and are more responsible for their behaviour, developing as responsible citizens.

### **Rights Respecting ethos:**

In addition to our values ethos we promote children's Rights and Responsibilities. At Maybury we are committed to placing the values and principles of the Convention on the Rights of the Child at the heart of our policies and practice. It is important to us that children recognise their rights but also acknowledge the rights of others. Understanding that link is at the heart of our school ethos.

As well as this approach shaping the needs of our own pupils and creating a Rights Respecting community, we aim to use this shared understanding to work for global justice and sustainable living.

We know that children learn by example and we encourage positive talk and positive relationships between all members of our school community. This approach forms the basis for how we look at and respond to behaviour and the messages that behaviour conveys. It supports the teaching of key values and is underpinned by our Restorative Justice approach to conflict resolution.

Children learn that they are responsible for how they behave and that their behaviour has impact on others. Through this teaching, supported by parents and families working cooperatively with our school, children are empowered to make positive changes where this is necessary to repair or improve relationships.

Good communication and clear expectations are at the heart of positive behaviour.

#### **Our Rights:**

We have the right to be safe. We have the right to learn.

We have the right to be listened to. We have the right to have friends. We have the right to play.

#### **Our responsibilities:**

We make sure that we ...

Are kind and caring towards each other

Tell adults when we are worried, Will give our friend space, Always try our best

Listen to others when they are talking

## **School Rules: “The Maybury Way”**

We have a list of child friendly rules agreed with pupils which govern the behaviour standards expected in our school. All children are clear about these rules and what they need to do. The rules are discussed and promoted within day to day interactions as well as focus assemblies. They are:

Be Ready  
Be Safe  
Be Respectful  
Be Kind

At our school differences are celebrated for the rich diversity they bring, both to our school community and to the wider world.

Children Learn:

There are no outsiders at Maybury

Everyone is different

We celebrate difference

We are all equal in our difference

### **1. To achieve the behaviour we want**

All staff have high expectations of children’s behaviour and specific teaching of behaviour occurs. Staff speak calmly to children about their behaviour and provide positive role models. We do not shout at, belittle or demean children. Good behaviour is encouraged, rewarded and learned in relation to relevant values. Children are guided to consider what the actual or potential impact of their behaviour is for themselves and others. We also encourage them to take appropriate steps to rectify the outcomes of their behaviour. This is in line with our restorative justice approach.

### **Rewards**

To associate desired behaviour with a rewarding experience is a good strategy for all staff. When giving rewards to children we must make clear why we are rewarding them. This makes the child properly aware and sends signals to other children. Effective praise helps the child appreciate how his/her achievement is helped by his/her attitude. It acknowledges effort and focuses attention on relevant values.

Ways we give rewards:

- Dojo points individual class
- Thumbs up, nod, smile
- Individual praise
- Public praise – in class and assemblies
- Stickers
- Certificates
- Informing parents – in newsletters postcards
- Achievement Assemblies

- Headteachers certificates Teacher Awards

## 2. To discourage behaviour we don't want

Whenever possible unacceptable behaviour must be dealt with quickly and quietly with reference to relevant values. To have a lot of attention for unacceptable behaviour often has the undesired effect of reinforcing that behaviour and draws other children off task. Staff must always be consistent, not ignoring a behaviour on one day and applying sanctions on another. Our school uses a graded approach to managing behaviour with clear and succinct steps to ensure that all children are aware of consequences and are given opportunity and support to change their behaviour when necessary. We recognise that it is important for the child's self-esteem that we disapprove of the **action** but not the **child**. We apply our behaviour policy fairly and consistently for all children.

## 3. The following steps are taken in all cases to discourage unacceptable behaviour

At Maybury School we aim to ensure we give children very clear and consistent messages about the behaviour we want to see from them. All adults in the school will respond to children's behaviour in the same way.

These are the behaviours we want to discourage:

1. Not listening or not trying with our learning – verbal warning
2. Shouting out in class – move to another place in the classroom or playground
3. Being unkind to others- restriction of a privilege. This might mean missing out on a class reward.
4. Stopping others from learning or speaking in a rude manner to others- miss some playtime
5. Ignoring adults, hurting others or breaking things - go to headteacher or assistant headteacher.
6. Stealing, telling lies or behaving in an unsafe way. Phone call or letter home.

Any cases of serious misbehaviour or bullying will be immediately dealt with by the Headteacher or Deputy Head and parents informed. **(See Maybury Primary School Anti-Bullying Policy)**

Any behaviour incidents are logged immediately by the teacher who has dealt with them on our CPOMs recording system including any action that has been taken. This is then used to monitor frequency and type of incidents and inform necessary action. Governors are informed on a regular basis about the types and frequency of behaviours although they are not told details of the actual children involved. Teachers who have children in their class with specific behavioural needs keep their own log of incidents which is used with the Inclusion Leader to inform necessary interventions and appropriate support from other professionals such as the Educational Psychologist or specialist behaviour teacher. The school also implements a number of approaches to help children who need additional support managing their behaviour due to emotional or developmental needs. **(See Maybury Primary School SEND and Inclusion Policy)** Unacceptable ICT usage and/ or Online Safety incidents are dealt with in line with the Online Safety policy sanctions.

We recognise that behaviour is a form of communication and that for some children it can be a way of expressing uncomfortable or scary emotions. At Maybury Primary school our aim is first and foremost to ensure that children feel safe and supported while they are learning whether this be physically or emotionally. For this reason, we may monitor behaviour incidents and liaise with parents to establish whether there are any potential underlying reasons for concerning behaviour incidents. Behaviour reports are also used on occasion to help children identify triggers for their own behaviour and think about how they can be helped to plan more effective responses.

Wellbeing continues to be a priority and is supported by the Learning for Life Curriculum and effective interventions where necessary.

Staff will be supported when dealing with challenging behaviour by the SLT who will be present around the

school. However, we encourage staff to develop their skills and approaches to managing classroom discipline through fostering positive relationships with and between pupils. We have devised a system of step by step common tools and approaches which are consistently used by staff throughout the school. This includes the use of micro scripts and responses which enable all pupils to be very clear about expectations and consequences. This in turn helps pupils to regulate their own behaviour.



# Maybury Behaviour Policy



### VISIBLE ADULT CONSISTENCIES/ ADULT BEHAVIOUR

1. Meet and greet
2. Calm, consistent and fair
3. Positive noticing - find good/ model expectations
4. Caring relationships are built (tune into their interests)

### OUR SCHOOL RULES AND VALUES



**BE:**

 **EADY**

 **RESPECTFUL**

 **SAFE**

 **KIND**

Our Values	
Autumn 1	Equality
Autumn 2	Resilience
Spring 1	Positivity
Spring 2	Kindness
Summer 1	Respect
Summer 2	Independence

### OVER AND BEYOND BEHAVIOUR

1. Positive feedback (verbal, stamp, sticker, dojo)
2. Star of the week/headteacher award
3. Phone call home/catch at the end of the day

### RELENTLESS BEHAVIOUR

1. Modelling values
2. Wonderful Walking
3. Terrific transitions
4. Lovely Listening

### STEPPED SANCTIONS

1. Non verbal signal
2. Describe the preferred behaviour
3. Verbal reminder of expectations
4. Time out
5. Restorative conversation
6. Phone call home/meeting with parent/behaviour letters

### MICROSCRIPT

I've noticed that ...

You know the Maybury Way:

Be ready, respectful, safe and kind.

Can you remember when you ...

(recognise when this was done well) ...

Restorative questions e.g.

What has happened?

What were you feeling at the time?

Who was affected by the actions?

What needs to be done to make things right?

How can we do things differently?

### RED CARD BEHAVIOURS

Serious unacceptable behaviour- **MUST REPORT TO SLT** such as vaping/smoking, sexual harassment, physical violence, bullying, racism, challenging behaviours and homophobia –additional restorative conversation with SLT, and a phone call or conversation with parents, Internal exclusion, suspension, exclusion

### SUPPORT BEYOND THE CLASSROOM

Pastoral support

Parent letters / meetings

Individual behaviour plans and strategies

Multi-agency (EP/ social care/ Mindworks)

Designated safe space

Trusted adult

### ALTERNATIVES TO SUSPENSIONS

1. Internal seclusions
2. Personalised timetables
3. Short-term off-site support
4. Managed moves

#### 4. Physical Intervention and Use of Reasonable Force

- See Maybury Primary School Physical Interventions policy and Positive Touch policies.
- DfE Use of reasonable force: Advice for headteachers, staff and governing bodies July 2013).
- Advice remains firmly focused on restraint reduction. The emphasis is on de-escalation, reducing triggers, and early interventions to manage risk.
- When deciding to use restrictive interventions, any such restriction must be a last resort, reasonable, and proportionate action.
- Staff need to ensure their decisions consider the risks of doing something contrasted with the risks of doing nothing.
- Schools should continue to explore non-restrictive alternatives that maximise safety and minimise harm at the point of risk behaviour.
- At the heart of all decisions is our desire to maintain the Care, Welfare, Safety and Security of everyone, staff as well as pupils.

##### Use of reasonable force

*Reasonable force can be used to prevent pupils from hurting themselves or others, from damaging property, or from causing disorder.*

Schools can use reasonable force to:

- Remove disruptive children from the classroom where they have refused to follow an instruction to do so
- Prevent a pupil behaving in a way that disrupts a school event or a school trip or visit
- Prevent a pupil leaving the classroom where allowing the pupil to leave would risk their safety or lead to behaviour that disrupts the behaviour of others
- Prevent a pupil from attacking a member of staff or another pupil, or to stop a fight in the playground
- Restrain a pupil at risk of harming themselves through physical outbursts

The particular special needs and disabilities of pupils will be taken into account when making the decision to use restraint. Under no circumstances should restraint be threatened or used as a punishment.

We support the use of Safety Interventions (CPI) techniques.

- The school will keep records of incidents where members of staff have used restraint
- Any injuries will be reported and recorded in accordance with school procedures
- After any episode of restraint a risk assessment will be completed with key staff aimed at reducing ongoing risk and the need for further restraint episodes.

#### 5. Responding to the behaviour of pupils with Special Education Needs and/or Disability (SEND)

We aim to consistently and fairly promote high standards of behaviour for all pupils and we provide additional support where needed to support all children to achieve and learn as well as possible. We do not assume that because a pupil has SEND their behaviour is affected, but we assess and judge each incident on its individual basis, considering whether the child's SEND has contributed to the behaviour displayed and, if so, where it is appropriate and lawful to sanction the pupil. We try to understand the underlying causes of the behaviour, as we do with all our children, and whether additional support is needed. **(See Maybury Primary School SEND and Inclusion Policy)**

We consider any reasonable adjustments that may need to be made to the sanction in response to any disability or SEND.



## Responding to Behaviour

We maintain a positive culture by working hard to reinforce positive, appropriate behaviour which reflects the values of our school and prepares pupils to engage in their learning. We understand that on occasions pupils may make unacceptable behaviour choices and we support children to understand that there are consequences for behaviour which will be reasonable, proportionate and from an understanding of the situation. We recognise that behaviour is a form of communication and that for some children their behaviour may indicate that they may have experienced or be experiencing trauma or harm. We monitor all behaviour carefully with this in mind to enable us to take appropriate steps to protect children in these circumstances.

We respond to appropriate behaviour with a range of rewards and to inappropriate behaviour with a consistent, prompt and assertive response ensuring that the priority is the safety of the pupils and staff and the restoration of a calm environment. We ensure that staff respond in a consistent, fair and proportionate manner so pupils know with certainty that inappropriate behaviour choices will always be addressed. De-escalation techniques are used to prevent further behaviour issues arising and recurring. These are often shared with staff and parents through school documents such as, a behaviour plan, risk assessment or a provision map.

We aim to maintain an environment and culture that is calm and safe in which all pupils can learn and thrive. To achieve this, we apply

- **Deterrence:** using sanctions that are made clear to all pupils (through discussion, displays/ posters, child-friendly behaviour policy, for example)
- **Protection;** keeping pupils safe is a legal duty of all staff. Our sanctions ensure the safety of pupils.
- **Improvement;** pupils are supported to understand and follow the rules and supported to reflect on behaviour choices.

## Supporting Pupils After a Sanction

Following a sanction, staff will consider the support needed to help the pupil to understand how to improve their behaviour and meet our behaviour expectations and rules. The strategies to do this may include;

- Discussion with the pupil about the rule that wasn't followed, why the rule is in place and the impact if it is broken, what they can do in the future to avoid breaking the rule or expectation and setting up any resources or strategies identified as a support to do so, next steps if their behaviour fails to improve and how to resolve/draw a line under the current behaviour misconduct (for example, an apology to appropriate pupil/adult).
- A phone call to parents and the Virtual School Head for looked after children if the child is LAC.
- We place consideration of any reasonable adjustments that may need to be made in response to the behaviour.
- Discussion with staff who support the child in school.
- Inquiries into circumstances outside of school, for instance, in the community and at home; conducted by a member of the school's Safeguarding Team
- A behaviour plan set up by key staff, to include behaviour interventions, strategies, support sessions.

## 6. Searching, Screening and Confiscation

- Only headteachers and specified authorised staff can carry out searches. Only the police can carry out strip searches, to which there are legal procedures that must be followed using the government document [Searching, screening and confiscation Advice for schools](#) (updated July 2022)
- The member of staff conducting a search must be the same sex as the pupil and there must also be another member of staff present to witness the search unless:

- The person doing the search believes there's a risk that serious harm will be caused if the search isn't urgently carried out, **and** in the time available, it's not reasonably practicable to use a staff member who is the same sex as the pupil or for a witness to be present. If this is the case, the person doing the search should report it immediately. All searches for prohibited items in school will be recorded on CPOMs safeguarding reporting system (using the category "Search, screen and confiscation")

### What you can confiscate

Authorised staff members can confiscate any item they find that they have reasonable grounds for suspecting:

- Poses a risk to staff or pupil
- Is a prohibited or banned item
- Is evidence in relation to an offence

### What to do with confiscated items

Controlled drugs, or substances you suspect are controlled drugs or could be harmful	Deliver to the police (or safely dispose of if there is a good reason to do so)
Alcohol	Retain or dispose of as appropriate
Tobacco or cigarette papers	Retain or dispose of as appropriate
Fireworks	Retain or dispose of as appropriate
Stolen items	Deliver to the police, return to the owner, or dispose of if there is a good reason to do so
Weapons or items which are evidence of a suspected offence	Deliver to the police as soon as possible
Items that have been (or are likely to be) used to cause injury or property damage	Deliver to the police, return to the owner, or dispose of if there is a good reason to do so
Pornographic material	Dispose of (see the section below for guidance)
Pornographic material that you suspect constitutes a specific offence (i.e. it is extreme or an indecent image of a child)	Deliver to the police as soon as possible

**In cases where there are multiple options, the school will use its professional judgement. Consider:**

- The value of the item
- Whether returning the item to the owner may place someone at risk of harm, or disrupt learning
- Whether it's appropriate to return the item
- Whether the item can be practically and safely disposed of
- The school can confiscate, retain or dispose of pupils' property, as a disciplinary sanction in certain circumstances e.g. to maintain an environment conducive to learning and safeguard the rights of other pupils to be educated.
- The law protects staff from liability in any proceedings brought against them for any loss or damage to items they have confiscated, provided they have acted lawfully.
- Staff should consider whether the confiscation is proportionate and necessary.
- In most cases the item confiscated to reinforce the school rule will be returned at the end of the lesson, school session, or school day

- The school has the power to search without consent if we believe there are prohibited items, such as knives and weapons, stolen items, tobacco or cigarettes or any other item banned by school rules. Weapons and knives must be handed over

## **7. Suspensions (Fixed-term) and permanent exclusions**

We follow the policies and protocols from Surrey County Council: Surrey exclusions guidance. Only the Headteacher (or the acting Headteacher) has the power to suspend or exclude a child from school. The Headteacher may exclude a child for one or more fixed periods, for up to 45 days in any one school year. In extreme and exceptional circumstances, the Headteacher may exclude a child permanently. It is also possible for the Headteacher to convert a fixed-term exclusion into a permanent exclusion, if the circumstances warrant this.

### **Procedures for suspensions (fixed term) and permanent exclusions are as follows:**

- Inform the parents about the suspension/permanent exclusion without delay through an interview between the parents or carers, pupil and Headteacher plus Inclusion Leader/member of the Senior Leadership Team as appropriate, followed by a letter advising of the suspension/ permanent exclusion terms (see Surrey County Council website).
- Arrange a reintegration meeting with parent(s) or carers and the pupil on their first day back from a suspension/ exclusion.
- In the instance that a looked after child has been suspended/excluded the Head Teacher the headteacher must without delay after their decision, notify the social worker and/or VSH, as applicable.
- Inform the Governing Body and LA without delay of any exclusion regardless of the length of the exclusion.
- If the headteacher cancels/rescinds a suspension or permanent exclusion that has not been reviewed the governing board, they would notify the parents, govern board, LA and, if relevant, the social worker and Virtual School head.
- Suspensions totalling 5 or fewer school days, or in any one term, must be reported for monitoring purposes once a term. These reports should include:
  - Pupil name/ length of the suspension/ reason for the suspension / pupil's age, gender and ethnicity/ SEND / Looked After status

Parents have the right to make representations to the School Governor's Discipline Committee. The governing body has a duty to consider parents' representations about a suspension or a permanent exclusion when considering the reinstatement of the pupil

In rare cases children will be suspended or permanently excluded from school for serious behaviour issues, in accordance with DfE guidance: [Suspension and Permanent Exclusion from maintained schools, academies and pupil referral units in England, including pupil movement Guidance for maintained schools, academies, and pupil referral units in England August 24](#)

Behaviour that may lead to suspension or permanent exclusion includes:

- Breaches of the school's behaviour policy, *including persistent disruptive behaviour*, persistent refusal or when the school has exhausted all strategies to enable the individual to turn around their behaviour, including identified support through SEND Support Arrangements.
- Behaviour which would cause harm to the education or welfare of the pupil or others in the school.

A serious breach of school's behaviour policy may result in a permanent exclusion for a first time offence.

## **8. Dining Hall and Playground Maybury Way Rules**

Posters showing rules appropriate to the dining hall and playground will be displayed in both areas of the school. Lunchtime Supervisors will use these to help manage the children's behaviour at lunchtime but will call on senior staff for assistance should the need arise.

## **9. Discipline of Pupil Misbehaviour Outside School**

The school also has the statutory power to regulate the behaviour of pupils when off school premises and not supervised by school staff.

Pupils who choose to display inappropriate behaviours such as bad language/ malicious gossip/ social networking site comments that are derogatory towards members of the school community (other parents/ children or staff/ school's name) will be reminded of the school's ethos and their parents will be informed.

This includes behaviour on activities arranged by the school such as:

- educational visits and sporting events
- behaviour on the way to and from school
- behaviour when wearing school uniform in a public place
- misbehaviour that could have repercussions on the running of the school, pose a threat to another pupil or damage the school's reputation

A summary of the school's suspension/permanent exclusion procedure for parents is in Appendix 1.

Safeguarding checks are made on any pupil who have fixed term exclusions as we know these pupils are increasingly vulnerable to contextual risk whilst excluded. The DSL will be in regularly contact with the child and family during these periods.

## **10. Monitoring and review**

The Headteacher monitors the effectiveness of this policy on a regular basis. She also reports to the governing body on the effectiveness of the policy and, if necessary, makes recommendations for further improvements.

The school keeps a variety of records concerning incidents of misbehaviour. The class teacher records minor classroom incidents. The Headteacher records those incidents in which a child is sent to him/her on account of bad behaviour. We also keep a record of any incidents that occur at break or lunchtimes: lunchtime supervisors give written details of any incident in the incidents book that we keep in the staff room.

The Headteacher keeps a record of any child who is suspended for a fixed-term, or who is permanently excluded.

It is the responsibility of the governing body to monitor the rate of suspensions and exclusions, and to ensure that the school policy is administered fairly and consistently. The governing body will pay particular attention to matters of racial equality; it will seek to ensure that the school abides by the non-statutory guidance **The Duty to Promote Race Equality: A Guide For Schools**, and that no child is treated unfairly because of race or ethnic background.

## Appendix 1: Summary of the school's suspension and exclusion procedures for parents

### Maybury Primary School

#### School Suspensions & Exclusions: A Summary for Parents

1. As a disciplinary measure, your child may be suspended from school for a fixed period of time or permanently excluded.
2. A decision to exclude a pupil will only be taken by the Headteacher or, in response to breaches of the school's behaviour policy (copy available on the school website), including persistent disruptive behaviour, persistent refusal or when the school has exhausted all strategies to enable the individual to turn around their behaviour, including identified support through SEND Support Arrangements; or
  - in response to behaviour which would cause harm to the education or welfare of the pupil or others in the school.
  - A serious breach of school's behaviour policy may result in a permanent exclusion for a first time offence.
3. In most cases a range of alternative strategies to promote social inclusion will have been tried and failed, before a pupil is suspended or permanently excluded e.g. a pastoral/behaviour support plan, internal exclusion, school detentions.
4. The Headteacher,
  - Consider all relevant facts and firm evidence to support allegations.
  - Allow the pupil to give their version of events.
  - Check whether the child was provoked.
  - If necessary consult others.
5. A suspension may be for a fixed number of days, after which your child must return to school;
6. In the event of a permanent exclusion, your child cannot return to school without approval of the school's governors' discipline committee.
7. If it becomes necessary to suspend or permanently exclude a pupil, the school will follow the Department for Education's guidance: [Suspension and Permanent Exclusion from maintained schools, academies and pupil referral units in England](#), including *pupil movement Guidance for maintained schools, academies, and pupil referral units in England August 2024*
8. The Department for Education provide further information you may find useful if your child has been suspended or permanently excluded: <https://www.gov.uk/school-discipline-exclusions/exclusions>.

To be completed by all schools and emailed to [exclusions@surreycc.gov.uk](mailto:exclusions@surreycc.gov.uk) on the day of the permanent exclusion

## **NOTIFICATION OF PERMANENT EXCLUSION (EXC2)**

Name of School:	
Legal surname of pupil:	
Middle names:	
First name:	
Gender:	
Date of Birth:	
Name of parent/guardian/carer (please highlight):	
Home Address:	
Email address:	
Home telephone number:	
Work telephone number:	
Name and address of other parent/carer entitled to notification:	
Ethnic Origin of pupil:	
Religious affiliation of pupil:	
Home/First language:	
Pupil NYC:	

Start Date of permanent exclusion:	
Age when excluded:	
Total number of school days/lunchtimes excluded this term:	
Total number of school days/lunchtimes excluded in the current academic year:	
Reason for exclusion: Select <b>one</b> category only. See <b>Reasons for exclusion</b> document on the <a href="#">exclusion website</a> for guidance in selecting the relevant category.  <b><u>Exclusion Reasons:</u></b>  BU Bullying DM Damage DA Drug and alcohol related RA Racist abuse SM Sexual misconduct TH Theft PP Physical assault against pupil PA Physical assault against adult VP Verbal abuse/threatening behaviour against pupil VA Verbal abuse/threatening behaviour against adult DB Persistent disruptive behaviour DS Abuse relating to disability OW Offensive weapon MT inappropriate use of social media or online technology PH Wilful and repeated transgression of protective measures in place to protect public health	
Please describe in detail the incident/behaviour that has led to Permanent Exclusion:	

Has the child/young person been permanently excluded before? (Yes or no):	
If yes, name the excluding school:	
Give brief details of any relevant previous difficulties including action taken by school: (Please attach an IEP/PSP/PT Time-table)	
Please highlight any factors outside of the school environment that may have impacted upon the child/young person (e.g. domestic abuse, poverty, criminal convictions/incarceration within the family, substance misuse/alcohol misuse, within the family):	

SEN Code of Practice Stage: (O – no provision, K – school provision, E – EHCP)	
Is the pupil undergoing a statutory assessment? (Yes or No)	
Please indicate the most significant special educational need:	
Has an Early Help Assessment been completed?: (Yes or No)	

Has the child/young person been referred to the C-SPA? (Yes or No) If yes, please give details:	
Has the Social Worker been informed of the PEX? (Yes / No / NA):	
If the child has an EHCP, has the Case Officer been made aware? (Yes / No / NA)	
Is the child/young person on the Child Protection Register? (Yes or No)	
Is the child a Child in Need? (Yes or No)	
Is this child/young person looked after by the Local Authority? (Yes or No)	
Is the pupil a carer? (Yes or No)	
Does the pupil have a recognised disability, and, or mental health diagnosis (ADHD, ODD etc)? (Yes or No)	
Additional Information:	

Does the child/young person receive Free School Meals? (Yes or No)	
Does the school receive Pupil Premium for the child/young person? (Yes or No)	

Are there Health & Safety concerns? (Yes or No? Please provide details below if Yes)	
Has a risk assessment been undertaken? (Yes or No? Please provide details if Yes)	
If support agencies (within and/or outside the education service) are currently involved with this pupil, please give details e.g:  Agency: Contact person: Date of referral to agency:	
Is the pupil due to sit a public examination during the period of exclusion? (Yes or No)	

Date:

School Contact:

This information will be processed electronically and used for administrative purposes.

Please e-mail this form to [exclusions@surreycc.gov.uk](mailto:exclusions@surreycc.gov.uk) on the day of the permanent exclusion.

In case of query please contact the Exclusion Advisory Service on 01483 518130.

Further guidance and information can be found at <https://www.surreycc.gov.uk/schools-and-learning/schools/at-school/exclusion-from-school>