

Behaviour and Exclusions Policy October 2018



LOWER SCHOOL

Where Learning Starts

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| Reviewed | October 2018 |
| Policy Status | Recommended |
| Review Period | Bi Annually (October 2020) |
| Person Responsible | Head Teacher |

Introduction

At Westoning Lower School we aim to create a secure, positive purposeful environment in which pupils can learn and develop as caring and responsible young people. Good behaviour, respect for themselves, other people and the environment are paramount to a happy and productive school. The ethos of our school is based on these principles. The influence of our values programme is intrinsic to the development of good behaviour and discipline.

Aims for the Children

Our policy aims to promote:

- Feelings of safety and happiness.
- Understanding that each person in the school has the right to be respected.
- Appreciation that each pupil has a right to learn and teachers have the right to teach.
- Understanding of the agreed rules and codes of conduct within the school and on the playground.
- Teaching the children to understand that they have a responsibility for their own actions and to contribute to the school community.
- Development of working in collaboration with their peers.
- An atmosphere of self-discipline and self-control.

Aims for the Staff

- Model appropriate behaviour and values.
- Maintain a well ordered environment with clear expectations of behaviour.
- Treat all children and adults as individuals respecting their feelings, values and beliefs.
- Promote positive, trusting relationships and a sense of belonging to a school community.
- Deal quickly with bullying and harassment in any form (refer to Anti Bullying Policy).
- Apply whole school strategies with consistency to eliminate undesirable behaviour both within and outside the classroom.
- Care for, and take pride in, the physical environment of the school.
- Work as a team to support and encourage each other.

How these aims are met

These aims are met in a structural way throughout the life of the school through:

- Positive reinforcement of good behaviour through our programme of Values Education.
- PSICHE where many opportunities are taken to promote positive self-esteem and to minimise aspects of angry reactions.
- Clarity of different expectations within the school making explicit at all times the codes of conduct, rewards and consequences to be expected if the rules are broken.
- Each class agreeing class rules, displaying them and referring to them regularly.

Strategies

Positive reinforcement

We aim to promote good behaviour and a positive and happy learning environment within the school by giving children who demonstrate our values a high profile. We follow the Good to be Green scheme in school where every child starts each day on a green card and earns Good to Be Green ticks if they stay on green all day. The children that have stayed green all have the privilege of extra play on a Friday afternoon. Examples of good behaviour and positive values will be highlighted and acknowledged as part of our values approach in whole school assemblies, within each class and on the playground. This type of reward helps to identify positive aspects of each child's behaviour and helps to make the children aware of their attributes and qualities and so builds self-esteem.

Rewards include:

- Praise – this is the most powerful tool for most children.
- Recognition in front of the group or class.
- Recognition at celebration assembly through Golden Awards and stickers and house stars
- Achievements of awards, certificates for sport, swimming and other achievements
- Telling parents

Non-teaching staff are expected to reward children and provide feedback to teachers when pupils have behaved well during a task, playtime or lunchtime. NB. Edible rewards will not be given.

Addressing the action

When disciplining children who are behaving inappropriately, the adult will focus on the **current** act and not make comment about the child in a general context. The aim is to correct the behaviour of the present action. Adults should always maintain respect in their dealings with children.

Codes of Conduct

Codes of conduct are negotiated with the children and adults to ensure that there is ownership and acceptance of them. They are constantly reinforced by everybody.

Our whole school Its Good to be Green code of conduct is: **READY, RESPECT, SAFE**

READY

- We work quietly and helpfully together.
- We take turns.

RESPECT

- We live and show our values at all times.
- We talk kindly and respectfully to each other.
- We are kind to each other and use good manners.
- We try to solve problems in a fair manner. If that is hard, we ask an adult for help.
- We listen to others.

SAFE

- We walk quietly in our school and put things away quietly.
- We do not hurt people.
- We use equipment safely.

Out of Class

Lunchtime supervisors play a very important role in modelling positive values and thereby maintaining good discipline at lunchtimes. Therefore they will be involved directly in the development and implementation of this policy. The Its Good to be Green Code will also be implemented at playtimes, lunchtimes, Smilers and after school clubs.

School Council

The school council discusses issues relating to behaviour and talk to the school in assemblies.

Sanctions

- All adults dealing with children should respond to inappropriate behaviour at the time it happens so that children have a continuous reinforcement of acceptable behaviour.
- We believe that sanctions are most effective if they are applied calmly, fairly and consistently using the smallest possible effective sanction in the first instance.
- Pupils should be made aware of the reason for their sanction and given the opportunity to make amends.
- Whole group sanctions will be avoided unless necessary.
- Sanctions should not be used to humiliate the pupil.

Where pupils do not conform to agreed school or class rules, the following sanctions will be applied. The aim of the sanctions is to help children learn that certain standards of behaviour are required from them, and to provide a deterrent to future unacceptable behaviour.

All staff are expected to provide a calm disciplined atmosphere within their classrooms, however, from time to time children may require reprimanding and disciplining. This will be administered following the Its Good to be Green Scheme which aims to provide a consistent approach throughout the school by all members of staff (see appendices for behaviours and sanctions to be used).

Children in Stars Class start to follow Good to Be Green from when they start, although there is a build up to the sanctions which include lots of use of stickers and praise and a sad chair.

1. A warning will be given which reminds children of the expected behaviour.
2. A second warning in the form of a Stop and Think card will be given
3. A Yellow card will be given if a child continues displaying the behaviour that they have had a warning for or one of the behaviours in the Sanctions Chart. The class teacher will complete a yellow slip and inform the parents of the reasons why it was given that day.

4. A red card will be given if a child still continues displaying the inappropriate behaviour.
5. Serious breaches of the code of conduct will receive an immediate red card regardless of where the child is on the Good to be Green card system.
6. If a child receives a red card they will be sent to the head teacher with a red slip, which will be sent to parents informing them of the red card, reasons why it was issued and any sanctions that have been put in place.
7. Children who have received a yellow or red card in the week will miss the Good to Be Green Playtime and will be asked to reflect on their behaviour and what they can do to ensure it doesn't happen again.
8. If a child continues to receive red cards, parents will be asked to attend a meeting with the Head teacher and class teacher. The purpose of the meeting will be to discuss strategies and a way forward. A behaviour modification programme and an action plan will be agreed and a date set to monitor progress. The advice of outside agencies may be sought e.g. the Education Psychologist or agencies such as Jigsaw or CHUMS.
9. Exclusion from trips or voluntary activities will only be used in consultation with the head teacher and for health and safety reasons.
10. Exclusion during lunchtime. This can only be authorised by the head teacher.
11. Fixed term exclusion from school. This can only be authorised by the head teacher.
12. Permanent exclusion. This will only be used in exceptional circumstances and can only be authorised by the Head teacher after discussion with the LA.
13. Green slips will also be sent home to those children who are doing extremely well.
14. When a child has been green for a complete half term, they will receive a Good to be Green certificate in the celebration assembly.

Involving parents

Parents will be informed of the school's expectations and they will be informed at an early stage when problems occur. Parents will be asked to sign the home school agreement on an annual basis. If it appears that this has to be monitored on a regular basis a 'home/school contact' book may be used. (Appendix 1)

Any worries about any pupil should be discussed with the class teacher who may involve the special needs co-ordinator (SENDSCO).

There are times when the advice of outside agencies and parents will be required. This will be the result of discussion between the class teacher, SENDSCO and head teacher, or as the result of discussion at an in-school review. Teachers need to document evidence of behaviour carefully so that it can be collated when required.

Outside Agencies may include:

- Education psychology, Behaviour Support Team (Jigsaw Centre), Learning Support, CHUMS
- Teacher of hearing impaired
- Teacher for visually impaired
- Speech therapist
- Physiotherapist, Occupational Therapist
- Early Years Service
- School nurse
- Social services
- Other relevant health professionals

Behaviour and implications for SEN

When a pattern of poor behaviour, disruption, anti-social behaviour around school or in the playground develops, the following stages will be followed:

1. Intervention strategy
 - SENDCo made aware.
 - Behaviour modification used.
 - Circle time and reflection used to create a supportive environment and increase of self-esteem.
 - Individual behaviour book kept which records positive behaviour as well as problems and which can be used for dialogue between home and school.

2. SEND Stage 1

Individual Progress Plan or Behaviour Support Plan drawn up and communicated to parents. A Positive Handling Plan and Risk Assessment may also be completed.

3. SEND Stage 2

As SEND Stage 1, but support will also be sought from external agencies including the Behaviour Support Team.

4. Education Health Care Plans

Pupils with an Education Health Care Plan will have an individual progress plan and a behaviour support plan. These plans will target the specific needs of each child.

The school will use the support of the LA in exceptional circumstances and when there is a risk of a child being permanently excluded.

Exclusions

At Westoning Lower School, the process towards exclusion follows the guidelines for all schools set down in the DFE Document on Exclusions from Maintained Schools, Academies and Pupil Referral Units in England 2017.

The decision to exclude

A decision to exclude a pupil permanently should be taken only:

- in response to serious breaches of the school's behaviour policy; and
- 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 can exclude a child.

The Chair of Governors will be kept informed by letter within a working day should misbehaviour result in exclusion.

A decision to exclude a pupil for a fixed period should be taken, on a balance of probabilities, and where allowing the pupil to remain in school would seriously harm the education of the pupils or others in school. Individual fixed period exclusions should be for the shortest time necessary, bearing in mind that exclusions of more than a day or two make it more difficult for the pupil to reintegrate into the school afterwards. Ofsted inspection evidence suggests that 1–3 days are often long enough to secure the benefits of exclusion without adverse educational consequences. Where it is clear that fixed period exclusions are not being effective in deterring poor behaviour, for example if they are being repeatedly imposed on a pupil in response to the same behaviour, the head teacher will consider alternative strategies for addressing that behaviour.

A decision to exclude a child permanently is a serious one and should only be taken where the basic facts have been clearly established on the balance of probabilities. It will usually be the final step in a process for dealing with disciplinary offences following a wide range of other strategies which have been tried without success. It is an acknowledgement by the school that it has exhausted all available strategies for dealing with the child and should normally be used as a last resort.

There will, however, be exceptional circumstances where, in the head teacher's judgement, it is appropriate to exclude a child permanently for a first or 'one off' offence.

These might include:

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

Length of fixed period exclusions

Regulations allow head teachers to exclude a pupil for one or more fixed periods which, when aggregated, do not exceed a total of 45 school days in any one school year. The limit of 45 school days applies to the pupil and not to the institution. Therefore, any days of fixed period exclusion served by the pupil in any school in the same school year will count towards the total. It is important therefore that, when a pupil

transfers to a new school during the academic year, records of the fixed period exclusions a pupil has received and served so far during the current academic year are also transferred promptly to the new school.

When imposing fixed period exclusions head teachers should bear in mind the guidance concerning duration and frequency. Exclusions may not be given for an unspecified period, for example until a meeting can be arranged. Such a practice amounts to an indefinite exclusion for which no legal authority exists. A fixed period exclusion does not have to be for a continuous period: for example, a pupil may be normally attending school three days a week and an alternative establishment for the other two; so a five-day exclusion from the school could be for three days in one week and two days in the next week.

Lunchtime exclusion

Pupils whose behaviour at lunchtime is disruptive may be excluded from the school premises for the duration of the lunchtime period. Lunchtime exclusions are counted as one half of a school day for statistical purposes and to trigger governor/ management committee meetings so that parents can make representations. Lunchtime exclusions will not be counted towards the school's duty to provide full-time education from day six of a fixed period exclusion. Therefore lunchtime exclusions are not affected by the regulations on providing pupils with education from the sixth day of their exclusion. Taking into account the child's age and vulnerability, the head teacher should ensure that a parent/carer has been contacted and is available, if appropriate, to arrange collection and supervision of the pupil during the lunchtime exclusion. A lunchtime exclusion for an indefinite period, like any other indefinite exclusion, would not be lawful.

In the long term another strategy for dealing with the problem should be worked out. Arrangements should be made for pupils who are entitled to free school meals to receive their entitlement which may mean, for example, providing a packed lunch.

Procedures following a fixed period exclusion

The school's obligation to provide education continues and must be met during a fixed period exclusion. Where a pupil is given a fixed period exclusion for a duration of six school days or longer, the school has a duty to arrange suitable full-time educational provision from and including the sixth school day of the exclusion: this does not apply to pupils of non-compulsory school age.

Monitoring the Policy

The Head teacher monitors the effectiveness of this policy on a regular basis. She reports on the effectiveness of the policy to the Governing Body and makes recommendations for improvement.

It is the responsibility of the Governing Body to monitor the number of exclusions and to ensure that the school policy is administered fairly and consistently. The Governing Body will review this policy yearly, or sooner should the Government introduce new regulations or if an incident occurs that suggest the need for a review.

Evaluation of the Policy

This policy will be reviewed annually and be guided by the feedback from pupils, staff, parents, governors and relevant outside agencies. Our success criteria will be a calm, purposeful and respectful environment in which everyone feels safe and happy.

This Policy only works if it ensures that the whole school community understands that poor behaviour is not tolerated and understands the steps that will be taken to both prevent and respond to it.

It is the responsibility of:

- School Governors to take a lead role in monitoring and reviewing this policy.
- Governors, the Head teacher, Senior Teachers, Teaching and Non Teaching staff to be aware of this policy and implement it accordingly.
- The Head teacher to communicate the policy to the school community.
- Pupils, staff, governors, parents and visitors to the school to abide by the policy.

It is essential that Teaching Staff, Governors and Staff all work together at all stages to meet the needs of the child and avoid the need for disciplinary action.

Appendix 1

'Home/school contact' book –

This will be in the form of a notebook in which school and home will make daily entries to comment on behaviour – both positive and not so positive.

Appendix 2

It's Good to Be Green **Behaviour Sanctions**

| Unacceptable Behaviour | Step | Sanction |
|--|-------------|--------------------------------|
| Being rude to another child or adult. | Warning | Move up the steps of sanctions |
| Failure to follow an instruction set by an adult. | Warning | Move up the steps of sanctions |
| Low level disruption e.g talking inappropriately, fidgeting, roaming etc. | Warning | Move up the steps of sanctions |
| Walking away from an adult when being spoken to. | Warning | Move up the steps of sanctions |
| Use of inappropriate language to another child or adult. | Yellow card | Asked to apologise |
| Low level unwanted physical contact e.g. pushes, shoves | Yellow card | Asked to apologise |
| Threats | Red card | Sent to Head teacher |
| Damage to property, vandalism or theft | Red card | Sent to Head teacher |
| Racist comment made to another child or adult | Red card | Sent to Head teacher |
| Use of extremely bad language directed at another child or adult | Red card | Sent to Head teacher |
| Fighting | Red card | Sent to Head teacher |
| Deliberate spitting towards another child | Red card | Sent to Head teacher |
| High level unwanted physical contact, e.g. punching, slapping, stamping on another child | Red card | Sent to Head teacher |
| Bullying | Red card | Sent to Head teacher |