



Twyford St Mary's CofE Primary School

Behaviour Management Policy Including exclusions

RATIONALE:

The aim of this policy is to promote good relationships, so that our school community can work together with the common purpose of helping everyone to learn.

One of the main aims of our school is that every member of the school community feels valued and respected and that each person is treated fairly and well. We are a caring community, whose values are built on mutual trust and respect for all.

The school Behaviour Management Policy is therefore designed to support the way in which all members of the school can live and work together in a supportive way. It aims to promote an environment where everyone feels happy, safe and secure.

We aim to:

- Promote a high standard of behaviour that extends beyond the school gate
- Promote among children self-discipline, proper regard for authority and acceptance of responsibility for their own actions
- Create and maintain a positive, safe and orderly school climate where effective learning can take place and all pupils can grow academically, socially and emotionally, with mutual respect between all members of the school community, for belongings and the school environment.

We believe our aims are achieved when:

- Clear expectations are established, understood and accepted through regular activities which define the limits of acceptable and unacceptable behaviour e.g. circle time, assemblies, PSHE, Social and Emotional Aspects of Learning (SEAL)
- Good behaviour is best promoted by praise, positive actions and rewards. A consistent and fair approach is essential
- The choice to behave responsibly is placed on the child and children are taught how to make responsible behaviour choices
- Children are provided with good role models

- Children and parents understand the hierarchy of consequences which are a natural outcome of misbehaviour and which are applied within the school in a calm and considerate manner.

Golden Rules

Our Golden Rules provide a positive reference point of expected behaviour to help our children make responsible behaviour choices

- ✓ We are gentle
- ✓ We are kind and helpful
- ✓ We listen
- ✓ We are honest
- ✓ We work hard
- ✓ We look after property

Positive Reinforcement

We believe that the most effective strategy for developing a positive school ethos is positive reinforcement. Consistency of approach, reputation and use of the pronoun 'we' in terms of relationships within school are significant ingredients in securing commitment to the school ethos.

Consistent use of positive encouragement is used to:

- Create a positive school environment
- Increase pupils' self esteem
- Reduce the number of poor behaviour choices
- Promote a model for good behaviour and relationships

Positive encouragement may take the form of:

- Praise, which acknowledges appropriate behaviour and teaches pupils that they receive positive attention when choosing positive behaviour.
- Whole school recognition in Celebration Assembly and on the Roll of Honour
- Stickers
- Weekly Golden time
- Positive feedback to classes through the School Council
- House points
- Reinforcement by another member of staff (team member including ,Office/caretaker, Assistant head teacher, head teacher)
- Telephone call or letter home
- Positive written comments on work
- Class rewards e.g: marble in a jar

One, Two, Three

To enable children to take a more independent approach to behaviour they feel is personally not acceptable, The One, Two, Three rule is known to all children, this is a simple three step approach, when children don't like a particular type of behaviour that is directed at them they say **1**. I don't like what you are doing/saying, please stop

If the behaviour continues then **2**. I don't like what you are doing/saying please stop or I will tell an adult if the behaviour still continues then **3**. I am telling an adult

Consequences:

When children choose not to follow the rules, all staff are expected to deal with them in a calm and consistent manner. It is important that consequences of poor behaviour are presented to children as a choice. This places responsibility for behaviour on the child. Furthermore, we believe that the child themselves should always be positively acknowledged; it is their behaviour choices that are inappropriate.

Consequences should not be seen as punishment but rather as a natural outcome of poor behaviour choices. After a child receives a consequence, it is important to find the first opportunity to praise behaviour and so reduce the attention away from bad behaviour.

For unacceptable behaviour there is an agreed procedure:

- An adult will give children a chance to change their behaviour. Each class teacher has developed an approach appropriate to their class and style of teaching. To ensure consistency in Key Stage One the procedure is: **1**. Verbal warning **2**. Warning card **3**. Come off cloud – miss 5 minutes of Golden Time. In Key Stage Two classes **1**. Verbal warning **2**. Warning Card **3**. Consequence card – miss 5 minutes of Golden Time. The Good to be Green is used as well as Ladders and Clouds. In Year R a happy/sad face is used with 3 minutes time out as appropriate.
- An Assistant head or Head teacher will see the child about their behaviour, which will result in a phone call home and/or the child missing their playtime

Monitoring Behaviour

Occasionally it is appropriate to monitor a child's behaviour over a period of time. A child with particular needs of behaviour management is supported by a behaviour management plan, designed to meet the needs of the child. It is reviewed by adults with particular responsibility for the child (e.g. class teacher, SENCo, parents/carers/guardians). A multi agency assessment may be considered.

Persistent Poor Behaviour

If a child persists in making poor behaviour choices then the Head teacher may impose a period of exclusion from school.

The Head teacher does not take this final sanction of exclusion lightly. Every effort will be made to reinforce positive choices for the child and school staff are committed to inclusion. However, it is important for children to understand the consequences of their actions and how this affects their learning and that of their peers alongside the health and safety of themselves and others.

Playtime and Lunchtime Rewards and Consequences

Staff on duty at playtime and lunchtimes will focus primarily on reinforcing good behaviour through positive praise, including verbal praise, stickers, house points and special mentions in assemblies.

Possible consequences for poor behaviour at lunchtime include:

- Verbal warnings
- Withdrawal from game
- Withdrawal of equipment
- Verbal or written apology where necessary
- Isolating the child – Time out
- Report to colleagues (class teacher, Assistant Head teacher, Head teacher)

Break time Supervision and Out of Class Behaviour

Children should be supervised into and out of the classroom area before school, at breaktime, at lunchtime and at the end of the school day.

Children should be reminded of how to move around, enter and leave the school building in a safe and sensible manner.

During morning and afternoon play breaks, teaching staff will be on duty on a rota basis. The duty teacher will be responsible for deciding if it is indoor or outdoor play, dependent on weather conditions.

If the children are kept in at break or lunchtimes, an adult will remain with the child/children. No child will be left unsupervised. The school office will inform teachers of wet play at lunchtime.

School Visits and Out of School Activities

At all stages of planning and preparation for an off site visit, any child whose behaviour whilst at school or on previous visits gives cause for concern, may result in a specific risk assessment. Parents may be required to accompany

the child on the visit. The teacher in charge of the visit reserves the right to refuse to take a child whose behaviour may endanger the Health and Safety of themselves or others.

Fixed-term and Permanent Exclusions

- Only the Head teacher has the power to exclude a pupil from school. The Head teacher may exclude a pupil for one or more fixed periods. The Head teacher may also exclude a pupil permanently. It is also possible for the Head teacher to convert a fixed-term exclusion into a permanent exclusion, if the circumstances warrant this.
- If the Head teacher excludes a pupil, the parents will be informed immediately, giving reasons for the exclusion. At the same time, the Head teacher makes it clear to the parents that they can, if they wish, appeal against the decision to the governing body. The school informs the parents how to make any such appeal.
- The Head teacher informs the Local Authority and the governing body about any permanent exclusion, and about any fixed-term exclusions beyond five days in any one term.
- The governing body itself cannot either exclude a pupil or extend the exclusion period made by the Head teacher.
- An appeals panel will be formed of governors and made available. When it meets to consider an exclusion, they consider the circumstances in which the pupil was excluded, consider any representation by parents and the Local Authority, and consider whether the pupil should be reinstated.
- If the governors' appeals panel decides that a pupil should be reinstated, the Head teacher must comply with this ruling.

Exclusion Procedure

- Most exclusions are of a fixed term nature and are of short duration.
- The DfE's regulations allow the Head teacher to exclude a student for one or more fixed periods not exceeding 45 school days in any one school year.
- The Governors have established arrangements to review promptly all permanent exclusions from the School and all fixed term exclusions that would lead to a student being excluded for over 15 days in a school term.
- Following exclusion parents are contacted immediately where possible. A letter will be sent by post giving details of the exclusion and the date the exclusion ends. Parents have a right to make representations to the Governing Body and the Local Authority as directed in the letter.
- A return to School meeting will be held following the expiry of the fixed term exclusion and this will involve the Head teacher or Assistant Head teacher in their absence.
- During the course of a fixed term exclusion where the child is to be at home, parents are advised that the child is not allowed on the School premises, and that daytime supervision is their responsibility, as parents/guardians.

Permanent Exclusion

The decision to exclude a student permanently is a serious one. There are two main types of situation in which permanent exclusion may be considered.

1. The first is a final, formal step in a concerted process for dealing with disciplinary offences following the use of a wide range of other strategies, which have been used without success. It is an acknowledgement that all available strategies have been exhausted and is used as a last resort. This would include persistent and defiant misbehaviour including bullying (which would include racist or homophobic bullying)
2. The second is where there are exceptional circumstances and it is not appropriate to implement other strategies and where it could be appropriate to permanently exclude a student 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.

The School will consider police involvement for any of the above offences.

These instances are not exhaustive but indicate the severity of such offences and the fact that such behaviour seriously affects the discipline and well-being of the School. Other incidents may lead to permanent exclusion and will be considered on an individual basis.

General factors the School considers before making a decision to exclude

- Exclusion will not be imposed instantly unless there is an immediate threat to the safety of others in the School or the student concerned. Before deciding whether to exclude a student either permanently or for a fixed period the Head will:
 - Ensure appropriate investigations have been carried out.
 - Consider all the evidence available to support the allegations taking into account the relevant policies.
 - Allow the student to give her/his version of events.
 - Check whether the incident may have been provoked for example by bullying or by racial or sexual harassment.

If the Head is satisfied that on the balance of probabilities the child did what he or she is alleged to have done, exclusion will be the outcome.

Exercise of discretion

In reaching a decision, the Head will always look at each case on its own merits. Therefore, a tariff system, fixing a standard penalty for a particular action, is both unfair and inappropriate.

In considering whether permanent exclusion is the most appropriate sanction, the Head will consider a) the gravity of the incident, or series of incidents, and whether it constitutes a serious breach of the School's Behaviour Policy and b) the effect that the student remaining in the School would have on the education and welfare of other students and staff.

Lunchtime Exclusion

Children whose behaviour at lunchtime is disruptive may be excluded from the school premises for the duration of the lunchtime period. This will be treated as a fixed term exclusion and parents will have the same right to gain information and to appeal.

Approved by Governing Body - Autumn 2015

Date of next review - Autumn 2018