

Ursula Taylor C of E Primary School



Behaviour and Exclusions Policy

February 2017

Introduction

It is a primary aim of our school 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. We are a Church School which promotes Values Education and as such we teach our children Christian Values and how they can support and influence of our daily lives. The school behaviour policy is therefore designed to enhance 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 and where values are used as a tool to manage disruptive or inappropriate behaviour. We encourage children to find solutions to conflicts and act as good role models for others.

The school has a number of expectations based around behaviour and how we conduct ourselves, but the primary aim of the behaviour policy is not a system to enforce rules. It is a means of promoting good relationships, so that people can work together with the common purpose of helping everyone to learn. This policy supports the school community in aiming to allow everyone to work together in an effective and considerate way.











We expect every member of the school community to behave in a considerate way towards others.

We treat all children, staff and parents/carers fairly and apply this behaviour policy in a consistent way.

This policy aims to help children to grow in a safe and secure environment, and to become positive, responsible and increasingly independent members of the school and wider community.

The school rewards appropriate behaviour, as it believes that this will develop an ethos of kindness and co-operation. This policy is designed to promote good behaviour, rather than merely deter inappropriate behaviour.

Aims

-  To promote positive self-esteem and self-worth
-  To encourage self-discipline
-  To provide an environment where learning is enjoyable
-  To care for and value everyone in our community
-  To provide a secure environment where everyone is respectful to each other
-  To encourage and support children to show responsibility for their own education
-  To help each individual to discover and develop new skills and abilities
-  To help children develop lively and enquiring minds, to question and argue rationally and to confidently apply their knowledge to new situations
-  To encourage children to be moral, self-disciplined, hardworking and caring
-  To ensure that everyone is treated fairly regardless of age, gender, race, ability and disability

- ✚ To support the children to find solutions to conflicts
- ✚ For adults to act as good role models for the children.

Objectives

In order to meet these aims we have set the following objectives:

- ✚ All members of the school community will be involved in implementing this Positive Behaviour Policy
- ✚ Staff and children will behave towards each other with mutual respect, consideration and tolerance
- ✚ We will celebrate positive behaviour with a system of rewards
- ✚ The school will involve parents at an early stage if their child is persistently behaving in an unacceptable way or if a serious incident has occurred.

Rewards and sanctions/consequences

We praise and reward children for good behaviour in a variety of ways:

- ✚ Staff congratulate children
- ✚ Staff give children stickers, merit points, or class rewards
- ✚ Each week we nominate a child from each class to be 'in the Golden Book' or receive a monthly award
- ✚ Each child 'in the Golden Book' receives a certificate and pencil in the school Friday celebration assembly
- ✚ Some class teachers distribute merits or class rewards to children either for consistent good work or behaviour, or to acknowledge outstanding effort or acts of kindness in school.

The school acknowledges all the efforts and achievements of children, both in and out of school. Each class teacher makes time for children to present their achievements to the class. Significant achievements will be nominated to the Headteacher for presentation during Golden Assembly on a Friday.

The school employs a number of sanctions and consequences to enforce the school rules, and to ensure a safe and positive learning environment. We employ each sanction appropriately to each individual situation.

- We expect children to listen carefully to instructions in lessons. If they do not do so, we ask them either to move to a place nearer the teacher, or to sit on their own.
- We expect children to try their best in all activities. If they do not do so, we may ask them to redo a task.
- If a child is disruptive in class, the teacher reprimands him or her. If a child repeatedly demonstrates inappropriate behaviour, we isolate the child from the rest of the class until s/he calms down, and is in a position to work sensibly again with others.
- The safety of the children is paramount in all situations. If a child's behaviour endangers the safety of others, the class teacher stops the activity and prevents the child from taking part for the rest of that session. The Class Teacher may seek to secure the support of a member of the Senior Leadership Team in this situation.
- If a child threatens, hurts or intimidates another child, the class teacher records the incident and a sanction is deployed. If a child repeatedly acts in a way that disrupts or upsets others, the school contacts the child's parents and seeks an appointment in order to discuss the situation, with a view to working in partnership with parents to improve the behaviour of the child.

The class teacher discusses the school rules with each class. In addition to the school rules, each class also has its own classroom code, which is created by the children and teacher and displayed on the wall of the classroom. In this way, every child in the school knows the standard of behaviour and conduct that we expect in our school. If there are incidents of inappropriate behaviour, the class teacher addresses these with the whole class during 'circle time' and may also deem it necessary to meet with parents to discuss the incident.

The school does not tolerate bullying of any kind. If we discover that an act of bullying or intimidation has taken place, we act immediately to stop any further occurrences of such behaviour. It is very important that our children

come to school and feel safe and secure in their environment. We encourage parents and carers to speak to a staff member immediately if they have concerns so they can be addressed as quickly and sensitively as possible.

All members of staff are aware of the regulations regarding the use of force by teachers, as set out in DfE 'Use of Reasonable Force' July 2013. Teachers in our school do not hit, push or slap children. Staff only intervene physically to restrain children or to prevent injury to a child, or if a child is in danger of hurting him/herself. The actions that we take are in line with government guidelines on the safe handling of children.

The role of the class teacher

It is the responsibility of the class teacher to ensure that the school rules are adhered to, and that their class behaves in a responsible manner.

The class teachers in our school have high expectations of the children in terms of behaviour, and they strive to ensure that all children work to the best of their ability.

The class teacher treats each child fairly and enforces the classroom / school code consistently. The teacher treats all children in their class with respect and understanding.

If a child misbehaves repeatedly in class, the class teacher keeps a record of all such incidents. In the first instance, the class teacher deals with incidents him/herself in the normal manner. However, if misbehaviour continues, the class teacher seeks help and advice from the head teacher or deputy head teacher, this will also involve the parent/carer to work in partnership to improve behaviour.

The class teacher liaises with external agencies, as necessary, to support and guide the progress of each child. The class teacher may liaise with the SENDCOs and also seek to work closely with parents/carers to positively support a child's behaviour. The class teacher reports to parents about the progress of each child in their class, in line with the whole-school policy.

Class teachers, Teaching Assistants, Support Staff and all member of the school staff are expected to model high standards of personal conduct and behaviour. Monitoring the behaviour of our children is the responsibility of all staff members.

The role of the Headteacher

It is the responsibility of the Headteacher, under the School Standards and Framework Act 1998, to implement the school behaviour policy consistently throughout the school, and to report to governors, when requested, on the effectiveness of the policy. It is also the responsibility of the Headteacher to ensure the health, safety and welfare of all children in the school.

The Headteacher supports the staff by implementing the policy, by setting the standards of behaviour, and by supporting staff in the implementation of the policy.

The Headteacher keeps records of all reported serious incidents of misbehaviour, including racist or homophobic language/behaviour.

The Headteacher has the responsibility for giving fixed-term exclusions to individual children for serious acts of misbehaviour. For repeated or very serious acts of anti-social behaviour, the Headteacher and Governing Body may permanently exclude a child. Both these actions are only taken after the school governors have been notified.

The role of parents

The school works collaboratively with parents, so children receive consistent messages about how to behave at home and at school.

We expect parents to support their child's learning, and to co-operate with the school, as set out in the home-school agreement. We try to build a supportive dialogue between the home and the school, and we inform parents immediately if we have concerns about their child's welfare or behaviour.

If the school has to use reasonable sanctions to punish a child, parents should support the actions of the school. If parents have any concern about the way that their child has been treated, they should initially contact the class teacher. If the concern remains, they should contact a member of the Senior Leadership Team. If these discussions cannot resolve the problem, a formal grievance or appeal process can be implemented.

The role of governors

The governing body has the responsibility of setting down these general guidelines on standards of discipline and behaviour, and of reviewing their effectiveness. The governors support the Headteacher in carrying out these guidelines.

The Headteacher has the day-to-day authority to implement the school behaviour and discipline policy, but governors may give advice to the Headteacher about particular disciplinary issues. The Headteacher must take this into account when making decisions about matters of behaviour.

Fixed-term and permanent exclusions

Only the Headteacher has the power to exclude a pupil from school. The Headteacher may exclude a pupil for one or more fixed periods, for up to 45 days in any one school year. The Headteacher may also exclude a pupil permanently. It is also possible for the Headteacher to convert a fixed-term exclusion into a permanent exclusion, if the circumstances warrant this.

If the Headteacher excludes a pupil, s/he informs the parents immediately, giving reasons for the exclusion. At the same time, the Headteacher 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 Headteacher informs the LA 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 Headteacher.

The governing body has a discipline committee which is made up of between three and five members. This committee considers any exclusion appeals on behalf of the governors.

When an appeals panel meets to consider exclusion, they consider the circumstances in which the pupil was excluded, consider any representation by parents and the LA, and consider whether the pupil should be reinstated.

If the governors' appeals panel decides that a pupil should be reinstated, the Headteacher must comply with this ruling.

Monitoring

The Headteacher monitors the effectiveness of this policy on a regular basis. S/he 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 of incidents of misbehaviour. The class teacher records minor classroom incidents. The Headteacher records those incidents where 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 pupil 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.

Review

The governing body reviews this policy every two years. They governors may, however, review the policy earlier than this, if the government introduces new regulations, or if the governing body receives recommendations on how the policy might be improved.

Policy updated January 2016

Review due January 2018