



POSITIVE BEHAVIOUR AND EXCLUSION POLICY

Author/Person Responsible	Sarah Stillie North Road Primary School
Review	Headteacher September 2022
Review Frequency	Bi annual
Next Review Date	January 2023
Previous Review Amendments/Notes	<p>Addition of use of Class Dojo</p> <p>Addition of Weekly 'Fruity Milkshake Friday' awards for children who have gone 'over and above' with their learning behaviours.</p> <p>Addition of Roley's Star (school mascot)</p> <p>Removal of references to 'Golden Time'</p>
Related Policies	SEND and Inclusion Policy
Chair of Governor's Signature	

Equality Impact Assessment (EIA) Part 1: EIA Screening

Policies, Procedures or Practices:	Behaviour and Exclusion Policy	Date:	January 2021
EIA Carried Out By:	S Stillie	EIA Approved By:	

Groups that may be affected:

Are there concerns that the policy could have a different impact on any of the following groups? (please tick the relevant boxes)	Existing or potential adverse impact	Existing or potential for a positive impact
Age (young people, the elderly; issues surrounding protection and welfare, recruitment, training, pay, promotion)		X
Disability (physical and mental disability, learning difficulties; issues surrounding access to buildings, curriculum and communication)		X
Gender reassignment		X
Marriage and civil partnership		X
Pregnancy and maternity		X
Race		X
Religion and belief (practices of worship, religious or cultural observance, including non-belief)		X
Gender identity		X
Sexual orientation		X

Any adverse impacts are explored in a Full Impact Assessment.

Rationale

The Governors and staff of North Road Primary School seek to create a positive atmosphere in which children feel safe, secure and happy. They are given the maximum opportunity to learn, while developing self-discipline, a respect for themselves, for others and the environment. The policy applies throughout the school day and the extended school day.

Purposes

- To enable quality learning and teaching opportunities for everyone in school
- To help each pupil develop a pride in themselves, their class and the school as a whole
- To create a caring environment where there is mutual respect
- To take pride in our school environment and have respect for the property of others
- To reinforce efforts to behave positively and learn well
- To work positively with parents to promote good behaviour
- To ensure consistency of approach and understanding by all adults and children in the school.

Behaviour for learning

By positively reinforcing good behaviour, expectations are modelled across the school every day. Every child has good behaviour recognised and begins afresh every day. All staff recognise good behaviour through praise and rewards. Children are sent to other members of staff to share their good behaviour and receive praise. Each class works with the teacher to create 'expectations' for behaviour that will ensure successful learning. 'North Road Expectations for Behaviour' are displayed around the school building as a reminder for children.

In addition, our School Values are shared weekly during collective worship and are displayed around the school.

The whole school community will:

Be **respectful** to others

Take **pride** in all that we do

Take **responsibility** for our actions and behaviour

Be **positive** in all our actions and thoughts

Show **ambition** in all that we do.

Model **positivity** in our words and our actions.

We will:

- ✓ Walk around school and play safely
- ✓ Treat others with respect
- ✓ Speak politely to others
- ✓ Do things as soon as we have been asked
- ✓ Listen carefully to others
- ✓ Consider other people's feelings
- ✓ Tell an adult or Playground Leader if someone is hurt or upset
- ✓ Help each other
- ✓ Do our best to model our school values at all times.

All adults endeavour to reinforce this guidance at all times around the school. At all times the class teacher has responsibility for ensuring a positive learning environment, which may result in them using alternative strategies to achieve this.

Rules and procedures

Rules and procedures should be designed to make clear to the children how they can achieve acceptable standards of behaviour. When the overall climate is friendly but firm, disruptive behaviour is far less likely to occur. If it does, our teachers use a variety of strategies and skills to curb such behaviour.

Rewards

Rewards are most effective if they follow immediately upon the desired behaviour and if the child in question really does find the reward rewarding. Verbal praise and approval are valued rewards and can be accompanied by an appropriate physical gesture if the child responds well to this.

Across the school, we use Class Dojo. Dojo points are linked directly to our school values. Parents are informed via the app of positive behaviours and each class celebrates the child who has earned the most Dojo Points at the end of the week.

Particular good work or behaviour by a class, group or individual children is reinforced publicly by the whole school in the North Road Stars Award Assembly, held on a Friday. The children also have a chance to praise each other on the modelling of school values by nominating their peers for a North Road Values Reward Wristband. These achievements are celebrated as part of the North Road Stars Assembly.

In addition, all children earn house points and these are counted, shared and celebrated weekly during North Road Stars Assembly.

On a Friday, children who have modelled behaviours that have gone 'over and above' school and class expectations are invited to enjoy a fruity milkshake with the headteacher and share their achievements. This is known as Fruity Milkshake Friday. Children will also be rewarded with a 'Fruity Milkshake Friday' wristband. Twitter is used to promote and share children's achievements linked to learning behaviours.

Each class operates a termly reward for children who have met the agreed class behaviour/learning focus for the term. The reward is agreed at the start of the term between the teacher and the class.

Sanctions

We make every effort to ensure that sanctions are applied calmly, firmly and consistently. Quiet, private reprimands are often more effective than public ones, although we recognise the need to ensure that the child in question does not find the individual attention rewarding rather than punitive.

The Procedures for Foundation Stage and Key Stage One Children are:

1. Speak to the child and remind them of expected behaviour and consequences
2. Praise positive behaviour and 'good choices' made by the child and highlight role models within the classroom.

3. Use the school mascot cuddly, Roley the Fox, to reinforce school values.
4. Remind the child of the aim to get their photo/picture card into Roley's Star by the end of the day and ask the child to reflect on behaviour choices.
5. Child to sit by egg timer for a set period of time, child to apologise for what they have done, parent informed by the class teacher
6. If behaviour continues then the child is sent to sit outside of the Headteacher's office with the timer
7. Parents contacted via phone, by the headteacher, to talk about behaviour and asked to follow up with child at home.

The Procedures for Key Stage Two Children are:

1. Speak to the child and remind them of expected behaviour and consequences.
2. Praise positive behaviour and 'good choices' made by the child and highlight role models within the classroom.
3. If behaviour persists and learning time is lost, the child will lose minutes from their own time/playtime. This will be spent outside of the head teacher's office.
4. Fresh start – each learning session will begin with a 'fresh start' and the positive expectation that behaviour has been turned around and 'good choices' will be made.
5. Low level behaviour - Class teacher to speak to parents at the end of the day.
6. Persistent poor behaviour which is distracting others from their learning. Child sent to the Head teacher to talk about their behaviour choices and how positive choices could have been made.

INCIDENTS WILL BE RECORDED IN A CLASS BEHAVIOUR LOG. INCIDENTS THAT ARE MORE SERIOUS WILL ALSO BE RECORDED IN A CENTRAL BEHAVIOUR LOG.

For **all pupils**, in the event of a **serious incident**, child will be sent straight to Head teacher and parents will be contacted. If the incident is of such seriousness, exclusion may be considered as an option.

Serious incidents include:

1. violent or aggressive behaviour
2. extreme behaviour, such as vandalism etc
3. swearing and verbal abuse
4. racist or homophobic language
5. persistent disobedience
6. leaving school premises without permission

Playtimes/Lunchtimes

Lunchtimes and playtimes are a time for promoting social skills in the playground, lunch hall and classrooms. The children have equipment available to them and are encouraged to play with different pupils. Children go to the lunch hall in an orderly fashion and collect their dinner at the hatch. They are called to empty their plates at the end of their meal. We encourage good manners in all of these social situations.

Lunch Break Supervisors also pass on positive behaviour to the class teachers. Children are expected to do what an adult asks them first time. If they refuse then they are asked to stand by the staff room door to think about their actions. If behaviour is of a serious nature or if it is persistent, a senior member of staff will be called to deal with it.

Children with Behavioural/Special Educational Needs:

Following the laws about SEND and exclusion, we ensure that all children are safe, supported and nurtured in school. Whatever a child's behaviour, the whole school constantly strives to support them to improve it. With children who have special needs this will often be achieved through small steps. Some children with special needs will require an individual behaviour plan, which will have different targets, rewards and sanctions. This has to be flexible and therefore may differ from the behaviour policy.

Pupils' Conduct Outside The School Gates – Teachers' Powers

What the law allows:

Teachers have the power to discipline pupils for misbehaving outside of the school premises "to such an extent as is reasonable".

Subject to the behaviour policy, teachers may discipline pupils for misbehaviour when the pupil is:

- taking part in any school-organised or school-related activity
- travelling to or from school
- wearing school uniform
- in some other way identifiable as a pupil at the school.

Misbehaviour at any time, whether or not the conditions above apply, that:

- could have repercussions for the orderly running of the school or
- poses a threat to another pupil or member of the public or
- could adversely affect the reputation of the school.

In all cases of misbehaviour, the teacher can only discipline the pupil on school premises or elsewhere when the pupil is under the lawful control of the staff member.

Exclusion of Pupils

The following 'stage' approach to discipline will be used where there is a build-up of unacceptable behaviour over a period of time although there should be no assumption that a pupil will automatically move from stage to stage. If behaviour does not improve with the support outlined in this document, a child will move to a higher stage of the discipline procedure. It is important in implementing this approach that careful consideration is given at each stage to the action taken, not only the sanctions which are necessary to modify pupil behaviour, but also the support a pupil requires to meet their educational needs.

Particular consideration should be given where special educational needs are identified; the procedure includes consideration of the link with various stages of the code of practise and its programme of Individual educational plans with targets and appropriate actions. If fixed term or permanent exclusion is contemplated for a pupil with special needs, and for whom the advice of an external agency has already been sought, contact should be made with the school's educational

psychologist to consider whether a statutory assessment should be undertaken with the view to a child being made the subject to a statement.

This policy should be read in conjunction with the SEND and Inclusion Policy.

STAGE A

- Headteacher discusses pupil with staff concerned
- Headteacher considers pupils individual circumstances and needs. This might include discussion with SENCO and consideration of whether one of the stages of the code of practise is appropriate, possibly as an alternative to staged discipline procedure, and / or whether outside agencies might be involved if staged discipline procedure is appropriate,
- Headteacher sees pupil; advises him/her formally that he/she is at risk of exclusion from school
- Headteacher writes home, advising parents that he/she is informing Chair of Governors that their child is at risk of exclusion from school. Copies of letters to Chair of Governors and EWO.
- A pastoral support plan is considered and written if this is felt necessary to aid the behaviour of the child
- Headteacher sees parents

STAGE B

- Headteacher discusses pupil with staff concerned
- Headteacher sees pupil; advises him/her formally that he/she is at risk of exclusion from school
- Headteacher writes home, advising parents that he/she is informing Chair of Governors that child is at risk of exclusion from school. Copies of letters to Chair of Governors and EWO.
- The pastoral support plan is reviewed and updated adding new or changing targets and strategies, this may be on the advice of the SENCO or outside agencies involved
- Headteacher sees parents

STAGE C

- Discussion in school about pupil
- Headteacher considers pupil individual circumstances and needs. This might include discussion with SENCO and consideration of whether one of the stages of the code of practise is appropriate, possibly as an alternative to staged discipline procedure, and/or whether outside agencies may be involved.
- If staged discipline procedure is appropriate, short fixed term exclusion (up to 5 days) implemented; Headteacher sees pupil and explains reason for exclusion
- If possible, head contacts parents by telephone; invites them in to school to explain reasons for exclusion; parents take pupil home.
- Headteacher writes home, copies sent to Chair of Governors and EWO
- Home visit by EWO (in cases where requested by parents or if pupil is on EWO's current caseload, or where parents are making representation to the LA)
- Headteacher considers appropriate action on pupils return to school, including any clarification of expected behaviour and consideration of provision to meet pupil's needs

STAGE D

- Discussion in school re. continuing misbehaviour
- Reference will be made to the pastoral support plan and targets reviewed against the behaviour
- Headteacher considers pupils individual circumstances and needs. This might include discussion with SENCO and consideration of whether one of the stages of the code of practise leading to referral to Educational psychologist service and the pupils referral service is appropriate
- If staged discipline procedure is appropriate, longer fixed term exclusion (up to 10 days) or where the cumulative total of exclusions is 10 days or more in any one term. Head explains position to pupil
- Parents invited to school to discuss reasons for exclusion; take pupil home. Parents advised that a governor disciplinary panel will be convened
- Head writes to parents, setting out reason for exclusion. Copies send to EWO, Chair of Governors and Governor sub committee
- Governors sub committee meets with parents, pupils, school staff, EWO, to discuss child's future. Assurances as to future behaviour sought
- Headteacher considers appropriate action on pupils return to school, including any clarification of expected behaviour and consideration of provision to meet pupils' needs

STAGE E

- Permanent exclusion. Education service procedures apply
- In normal circumstances, the pupil will be present throughout, unless the parents wish otherwise
- The Headteacher will be invited to explain the reasons for the decision and to give details of the action taken by the school to investigate the alleged incident
- If appropriate, details will also be provided on what steps the school has taken to deal previously with the pupil's behaviour and if any agencies have been involved (permanent exclusion is the last resort)
- An opportunity will then be provided for all present to ask clarifying questions (to ensure that the details are clear but not to enter into debate as to whether the school acted appropriately)
- The parents will then be invited to put to the governors and the LA anything they wish to be taken into account, including whether or not they feel that matters have not been dealt with fairly or any other circumstances
- An opportunity will be given for all to ask questions of the parents and pupil which are relevant or appropriate to the alleged incident or incidents
- The governors will then reach their decision independently (all others should withdraw, including LA)

For Pupils with Statement of Educational Needs

Where a pupil with a statement of special educational needs receives a fixed term exclusion, the relevant case officer in the SEND section will be sent copies of all relevant documentation. Where a permanent exclusion is being contemplated for a pupil with SEND, consideration will be given to whether it would be appropriate to forward an annual review prior to any decision on exclusion (this would clearly not be appropriate in an emergency situation)

Glossary of Terms

- Fixed term exclusion – a fixed period exclusion means that the pupil has been excluded for a predetermined number of school days. The education act 2011 sets a limit for a fixed term period of up to 45 school days in a school year.
- Permanent exclusion – permanent exclusion means that the head teacher has decided a pupil should not return to the school. The decision is made the headteacher but is subject to consideration by the governing body of the school and the LA; both have the individual power to overturn that decision and reinstate a pupil. All evidence relating to the exclusion of a pupil must be written, signed and dated. It should be an accurate and objective account of the events leading to the exclusion and specific reasons
- Staged discipline procedure – this is the term for stages A-E and gives detail to the escalation of disciplinary actions
- Pastoral support plan- this is a plan to support any child who is at risk of exclusion. The plan will include targets and methods of support
- Individual Education Plan – this is a plan to support any child with SEND and provides targets for next steps in learning along with a programme of support
- Code of practice – this relates to the SEND assessment system to identify pupils with additional learning needs
- SENDCo- this is the special educational needs co-ordinator
- EWO – Education Welfare Officer

Signed: Sarah Stillie Headteacher

Date of Policy: September 2022

Review Date: January 2023