



WEST KINGSDOWN CE PRIMARY SCHOOL

BEHAVIOUR AND EXCLUSIONS POLICY

West Kingsdown Church of England Primary School is a welcoming and nurturing environment, where each individual is supported to develop morally, spiritually, socially, culturally and academically. Our extended community, through our Christian values of Love, Courage, Trust and Respect encourage each other in faith to 'Let your light shine.' (Matthew 5:16).

May 2020
To be reviewed May 2022

West Kingsdown CE Primary School

Behaviour and Exclusions Policy

At West Kingsdown CE Primary School we aim to:

- ensure behaviour reflects our Christian values; Love, Courage, Respect and Trust;
- ensure all adults and children are behaving respectfully and responsibly, allowing them to 'let their light shine' in a positive way;
- ensure that our children feel valued and secure;
- create a community where everyone understands the need for agreed standards of behaviour;
- create a positive learning environment based on mutual respect;
- enable each child to distinguish between right and wrong leading to the development of an individual moral code;
- encourage the development of a sense of responsibility and accountability for one's actions;
- work in partnership with parents to achieve this.

At West Kingsdown CE Primary School we encourage our children:

- to be kind and caring: they support each other in a polite and cooperative manner;
- to 'let their light shine' by behaving appropriately;
- to be responsive to teachers and support staff, showing behaviour that is both respectful and well mannered;
- to welcome visitors by being responsive, helpful and polite;
- to take a pride in their environment and show respect for their own and others' property.

In the classroom:

- we encourage the children to be responsible for their own learning – they work quietly and find it natural to support others when appropriate;
- we support children individually to allow each and every one of them to 'let their light shine', no matter what their ability.

In our acts of collective worship:

- the children enter quietly, listen, participate enthusiastically and interact appropriately, demonstrating our Christian value of respect.

In the playground:

- the children assume responsibility for their own actions and demonstrate tolerance and awareness of social and safety boundaries.

At lunchtime:

- the children demonstrate politeness and consideration for adults and their peers as well as an understanding of the need for acceptable table manners;

We achieve our aims by ensuring that expectations of behaviour are made clear and agreed by all through:

- whole - staff discussions, sharing expectations of acceptable behaviour;
- class, key stage and school discussions;
- parental involvement and our 'Home School Agreement';
- circle times and discussing reasons why we behave in a certain way;
- visual reminders/displays;
- staff acting as role models, with reinforcement when necessary.

We provide positive reinforcement through:

- smiling and visual cues, as well as praise from members of the whole school community
- celebrating positive behaviour ("well done those children who are...")
- saying "thank you" and making positive requests ('please walk/don't run')
- positive remarks and targets in books ('I'm looking forward to seeing....')
- stickers, housepoints and good work sent to Head or another teacher
- child/class of the week – 'Celebration Worship', where children are selected by their class teachers and Midday Supervisors for 'letting their lights shine' that week
- involvement of parents through Contact Books/Reading Diaries
- encouraging positive feedback from peers through circle time, plenary sessions etc.

We raise self-esteem through:

- praise and the use of names;
- smiling, body language and positive feedback;
- adults modelling respectful behaviours which allow everyone to 'let their light shine' in a positive way;
- setting work at appropriate levels with achievable targets;
- displays which value children's work;
- peer and parental involvement;
- giving responsibility.

Showing disapproval of inappropriate behaviour

Where possible, expectations should be positive and reinforced as such. However, there are occasions when deliberate unkind, unsafe or inappropriate action makes disapproval in the form of sanctions necessary.

Sanctions should be appropriate to the behaviour (i.e. punishment fits the crime) and indicate a (temporary) loss of trust in the child.

It should be made clear that it is the action that we disapprove of and not the child

him/herself.

Possible sanctions in the classroom could be:

(a) off-task/unfinished work

- reminder of task/ expectations with a timed target
- a warning of consequences
- finishing work in own time (break/lunchtime)

(b) disruptive behaviour

- use of the traffic light system where every child starts on green at the beginning of each session. After a warning, they move to amber and miss 5 mins off next break. A serious behaviour issue such as swearing or being physical is an automatic red light and the pupil is sent to the Head or another Senior teacher and parents are informed
- the child being sent to another class or send for adult (TA) to remove from room. (written record to be kept)
- parental involvement, with a daily report going home from school, signed by parent, an initial interview
- Home rewards/sanctions will be agreed.

Possible sanctions in the playground could be:

- where there is minor physical or verbal injury to another child, talking through of the issue,
- establishment of cause and a solution, followed by an apology
- walking with the teacher/TA/MDS
- removal from the playground

Any action to emphasise disapproval should be followed up by discussion to reinforce the expected behaviour, discussion of feelings and an apology.

We aim to provide role-models by:

- speaking and greeting children in a positive manner
- speaking and listening to children as we would expect them to speak and listen to us
- demonstrating positive attitudes and behaviours which allow us to 'let our lights shine'
- responding positively to children who are good role models
- stories, drama, acts of worship and plenary sessions

We aim to create a community based on mutual respect by:

- ensuring clean, tidy classrooms and play areas
- giving responsibility such as a class or school jobs
- discussing care of resources and teaching how to tidy up

- polite signs and visual reminders
- ensuring that work is interesting and relevant
- whole-school events such as 'Celebration Worship' assemblies which celebrate children who have 'let their light shine'.
- shared reading sessions
- ensuring our whole school community share our Christian vision and all 'let their light shine'.

We aim to make school fun by:

- providing interesting activities
- differentiation of learning activities
- extra-curricular activities and playground facilities
- providing activities for wet playtimes

Children with Emotional and Behavioural Difficulties

We recognise that there is a percentage of children who have emotional experiences and problems which lead to behavioural difficulties that require more focused provision. These children are identified in the SEND Audit with records being kept in their SEND folders.

Provision includes:

- working in close partnership with parents to clarify background reasons, agree and share strategies and ensure that these are applied consistently at home and at school;
- use of behaviour charts, books;
- setting (achievable) targets with appropriate reward systems;
- providing support to deal with problems e.g. time out, use of mentor;
- ensuring that all staff (including support and midday supervisors) are aware of strategies.
- Use of quiet room when necessary

Roles and Responsibilities

The Headteacher has overall responsibility for securing appropriate levels of behaviour in the school. In their absence this is covered by the Key Stage Leaders and DHT/SENCO.

SLT have responsibility for discipline around the school and are first source of advice and support for colleagues.

Individual class teachers have responsibility for behaviour and discipline in their classrooms and a general responsibility around the school.

Teachers and support staff on duty have responsibility for securing safe and appropriate levels of behaviour in the playground.

Children are expected to assume responsibility for their own behaviour and reactions to other members of the school community, considering whether their behaviour is positive and allows them to 'let their light shine'.

Several members of staff have accredited Team Teach training and this will be employed when it is deemed necessary.

EXCLUSIONS

West Kingsdown CE Primary School seeks to avoid exclusions and they are extremely rare in this school. They take place only for very serious incidents or when other strategies have been tried and have failed over time.

In most cases exclusion will be the last resort after a range of measures have been tried to improve the pupil's behaviour and after a range of strategies have been put in place to address the inappropriate behaviour which may lead to exclusion.

The Head Teacher and staff will identify pupils whose behaviours place them at risk of exclusion, and seek additional provision to meet their individual needs, which could include working in partnership with other agencies.

Fixed term and permanent exclusions are used when other strategies and sanctions have not been effective over time or when there has been a single clear and serious breach of discipline.

A serious offence could by itself justify a pupil's exclusion. This may include an aspect of the following:

- Violence towards an adult or child
- Swearing at an adult
- Racist verbal abuse
- Sustained bullying (see Anti-Bullying Policy)
- Frequent high level disruption to lessons
- Frequent high levels of non-compliance
- Frequent high levels of disrespect to all adults who work in school

Exclusion

Each individual situation will be investigated according to need. The Head Teacher will gather evidence; seek the opinions and advice of colleagues. The views of the pupil/s will also be sought to gain the full picture before action is taken. If satisfied that, on the balance of probabilities, the pupil did what he or she is alleged to have done; the Head Teacher may exclude the pupil.

Managing serious or persistent problems:

- We accept that it is the behaviour that is the problem and not the child
- The behaviour of children giving cause for concern will be assessed
- Triggers or antecedents established
- Individual programmes will be planned to help modify inappropriate behaviour
- The child may be referred externally for some extra support, e.g. anger management training
- Parents will be invited to discuss their child's behaviour and an individual programme drawn up. They will be kept informed of progress.

Classrooms

Teaching and learning must be able to take place undisturbed in classrooms. If this is prevented from happening by an individual or group, the behaviours must be tackled. The aim of our positive behaviour management policy is:

- To help pupils realise the appropriate behaviour and provide strategy/guidance on putting it right
- To reward positive behaviour
- To help support behaviour modification if pupils persist in making 'wrong' choices with their behaviour

To support good behaviour we have a clear process that is shared with the children. Class rules are established with each class. These are regularly reinforced to ensure that the children are clear about the levels of expectation of their behaviour, and reviewed to ensure consistent use across the whole school. Our schools Christian values and vision are a shared understanding and classroom routines provide regular opportunities for children to 'let their light shine'.

Types of exclusion

1. Fixed term exclusion

This can be used when persistent inappropriate behaviour continues over time or if a one-off serious offence is committed.

- Violence towards an adult or child (which is deliberate and / or causes serious injury)
- Swearing at an adult
- Racist verbal abuse
- Sustained bullying (see Anti-Bullying Policy)

2. Permanent Exclusion

Permanent Exclusion is very rare as it is a very serious matter and is never undertaken lightly.

Only the Head Teacher can permanently exclude a pupil or a named deputy if the Head Teacher is out of school. The Head Teacher may decide to permanently exclude a pupil only when he/she is sure that:

- The pupil has seriously breached the school's discipline policy
- If the pupil remains in school, it would seriously harm the education or welfare of the pupil or others in the school.

There is a formal process for all exclusions and these have to be reported to the Local Authority. The school is able to seek advice from Inclusion/Exclusion Officer if necessary.

Parents are able to seek advice from the local authority if they have concerns, and may also contact the school's governors following an exclusion if they wish to. Parents of all pupils who are excluded on a fixed-term will be invited to a reintegration meeting, usually on the pupil's first morning back into school, so that an appropriate way forward can be agreed.

Parental co-operation

If a parent does not comply with an exclusion, for example by sending the excluded child to school, or by refusing to collect, or arrange collection of, him or her, including at lunchtime, the school must have due regard for the pupil's safety in deciding what action to take. An exclusion should not be enforced if doing so may put the safety of the pupil at risk. If efforts to resolve the issue with the parent are unsuccessful the school should consider whether to contact the Inclusion and Attendance Service and seek the advice of the local authority. In some circumstances, police or community support officers could become involved.

Procedures for review and appeal

The Head Teacher must notify the governing body and LA of any exclusion. Where a governing body is notified of an exclusion, they must (whether or not the parent requests) review any exclusion which is a permanent exclusion from their school, or a fixed period exclusion that would result in a pupil being excluded for more than 15 school days in any one term, or missing a public examination. The governing body must decide whether or not to reinstate the pupil, if appropriate, or whether the head teacher's decision to exclude the pupil was justified/appropriate. The governing body can delegate the function of reviewing exclusions to a committee consisting of at least three governors / members, which may be called the Discipline Committee.

The LA must make arrangements for independent Appeal Panels to hear appeals against permanent exclusions where the governing body or management committee upholds the exclusion.

Procedures following permanent exclusion

In the case of a permanent exclusion the pupil remains on the roll of the school until any appeal is determined; until the time limit for the parents to lodge an appeal has expired without an appeal being brought; or the parent has informed the LA in writing that no appeal is to be brought. During the first five school days of a permanent exclusion the school / PRU should send work home for the pupil to complete. During these initial five school days of exclusion parents must ensure that their child is not present in a public place.

Further information can be found in:

Exclusion form maintained schools, academies and pupil referral units in England DFE 2012.

Communication of Policy

Parents are informed of the main principles of the policy on the school website, at pre-school meetings, in the 'Home School Agreement', and when appropriate in newsletters.

Children are informed of particular issues/action in assemblies and class situations, and are given opportunities to contribute to discussions through the School Council in particular.