



Positive Behaviour policy & Exclusion Arrangement

Delegation:

The Board of Trustees has delegated the responsibility of ratifying this policy to the Headteacher as acknowledged within the BCT scheme of delegation.

Current revision: 10.11.17

*Date for further revision: 10.11.20

Reviewer: Kevin Oakley (Headteacher)



(Headteacher)

10.11.17

(Date)

Rationale (The value of the subject in the child's education):

The school has a positive and inclusive approach to managing behaviour. We believe in encouraging behaviour through a range of positive behaviour management strategies. We give children choices and make it clear as to the consequences of the choices they make. We believe that children have rights and responsibilities; they have the right to be safe, treated politely and to learn without disruption and they have the responsibility to care for themselves, others and their school.

Aims (What skills, knowledge and understand the subject provides):

Through this positive approach we aim to pre-empt inappropriate behaviour, thus enabling us to focus on good behaviour and teaching the children. We believe strongly in the importance of promoting and praising good behaviour. We aim to provide care and support for our children and support them to learn how to manage their behaviour appropriately.

It is our aim that each child should develop moral values and a code of behaviour based around our 'HEROIC' values. We believe that children should be treated fairly, consistently and with their individual needs accounted for, therefore being made to feel valued within the school.

All staff are involved in rewarding positive, and modifying undesirable behaviour to foster an environment conducive to good behaviour and high expectations. Staff will clearly communicate to the pupils that it is the behaviour that is unacceptable and continue to show respect to individuals.

We are a caring community, whose values are built on mutual trust and respect for all. The school's positive behaviour 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.

The school has a number of school rules, but the primary aim of the positive 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.

Organisation

Responsibilities of Staff

As stated in the aims above, it is important that staff behave professionally within school at all times, as this will have a positive effect on the children's actions. This implies that we should:

- ❑ Promote good behaviour by an emphasis on work, polite behaviour and by using a consistent system of rewards and sanctions.
- ❑ To work in partnership with parents/carers. We realise that families' knowledge of their children is invaluable so try to keep families as well informed as possible. We will always try to listen to and to respond to concerns expressed by pupils, parents/carers and governors.
- ❑ Treat all parents/carers/visitors and each other with courtesy and respect and model polite behaviour within our school.
- ❑ Remain calm and controlled when dealing with incidents and to focus on the unacceptable behaviour, not the child – to avoid labelling and the child getting the feeling of being 'picked on'.
- ❑ It is the responsibility of the class teacher to ensure that the school rules are enforced in their class and that their class behaves in a responsible manner during lesson time and when moving around the building.
- ❑ Treat each child fairly and enforce the classroom / school code consistently. The staff should treat all children with respect and understanding.

Classroom Procedures

- ❑ All members of staff are encouraged to adopt a positive approach to behaviour management.
- ❑ All classrooms should be calm, quiet working environments in which everyone is treated equally and with respect.
- ❑ Children will be actively taught the school and class 'codes of conduct' and procedures through assemblies and teacher lead-class discussions.
- ❑ Individual teachers come up with their own class rules as appropriate to the age of the children they are teaching. The children are encouraged to contribute to the class rules.
- ❑ Rules will be displayed clearly in all classrooms.
- ❑ Expected behaviours must be explicitly explained or demonstrated.
- ❑ Praise should be given once a child demonstrates the expected behaviour.
- ❑ A range of strategies to encourage appropriate behaviour should be used, before sanctions are applied:
 1. Praising children who are behaving appropriately
 2. Moving next to the targeted child
 3. Making eye contact with the child
 4. Pausing/waiting for complicity
 5. Asking the child a question

Rewards

Children will be taught that there are positive rewards for adhering to school rules and that there will be consequences for breaking them. Rewards of all kinds are encouraged. We believe that rewards have a motivational role, helping children to see that good behaviour is valued.

Children are praised and rewarded whenever possible in a variety of ways:

The commonest reward is praise, informal and formal, public and private, to individuals and groups. It is earned by the maintenance of good standards as well as by particularly noteworthy achievements. Rates of praise for behaviour should be as high as for work. Children will be taught that there are positive consequences for keeping school rules and that there will be negative consequences for breaking them. Individual teachers reward children and praise good work and behaviour through; verbal praise, positive comments on work, celebration of good work through display.

An award assembly is held every Friday Afternoon and led by the headteacher or a member of the SLT. This is a time where certificates and specific achievements are celebrated by the whole school. These cover a range of achievements such as good work, helpfulness, trying hard and being a good friend.

Super Teams

We have a 'Super Star' system, which is much like the traditional house-point system seen in many other schools, however with a super hero theme. It is based upon a daily policy of awarding merits 'Stars'. When the children enter Year 1, they are allocated to one of four teams; Invincibles (red), Avengers (green), X-Men (Yellow) and fantastic 4 (blue). Through their own endeavours they can then earn Super Stars for their team. Stars are awarded for good work, effort, achievement and exemplary behaviour. They are based around the 'HEROIC' Values

We encourage not only class teachers to award 'Stars' but also all staff in school, including T.As, midday supervisors, admin staff and the caretakers. During our reward assembly every Friday, the captains from the teams announce the winning team and names of pupils with the highest total of points for week. The rest of the school applauds all the members of the winning house. At the end of the year a shield is presented to the team with the most stars.

Star of the Week

A 'Star of the Week' certificate is awarded for attitude, behaviour or for endeavouring to be HEROIC; we focus on children's effort rather than accomplishment. Individual teachers keep a record of the pupils who are awarded, to ensure all children receive certificates and that they are not always receiving awards for the same reasons.

Teachers' Award

A Teacher's award certificate is an academic reward, presented to a child that has tried really hard or achieved particularly well in a specific skill within a subject. This is also tracked by the teachers for coverage.

Best Line

Best line tokens can be given to classes when they are walking around the school or lining up for something well. When a class has ten tokens they can earn extra play.

Headteacher's Award

A special head teacher's award can also be given for a particular achievement or act of responsibility or kindness.

Right and Wrong Choices

Throughout the school all staff use the same language when talking about behaviour. All staff talk about making **right choices** and **wrong choices** to ensure a consistent approach across the school and also to ensure we are addressing the behaviour choice a child makes.

All classes follow a traffic light system for behaviour and children know the consequences of not making the right choices. All staff in the school follow the same system (Reception class follows this from the summer term,) to ensure fairness and consistency across the school.

The children are reminded of the consequences of not making the right choices and they are displayed in each classroom. All classes have a traffic light displayed in their room and when a child is put on a colour of a traffic light they attach a peg with their name on it to the colour. The traffic light can be used to escalate consequences up to red and also allows a child to move back down the traffic light by making right choices. When a child is on red of the traffic light the behaviour is recorded and the parents are informed.

Please see Appendix A, which explains the consequences and traffic light system. Also attached is a sample - recording sheet that is kept in each class' Wrong Choices' folder (red).

Suspension or even exclusion from school is the ultimate sanctions in the chain of disciplinary measures. These measures would be considered in serious cases such as extreme violence, major bullying incidents, severe destructive behaviour or a child swearing at or hitting a teacher.

The school will seek advice from the SEBDOS if they have concerns regarding a child's behaviour, and try and seek support and advice when a child is at risk of exclusion.

The initial decision to exclude a child can only be taken by the Headteacher. The parents of the pupil are informed in writing of the suspension, its length and the reason for it. They are also told of their right to appeal to the Governors. The Chair of the School Governance Committee is informed. All this is done on standardised documentation.

It is acknowledged by the school that many children may have particular emotional, social, medical or learning difficulties/needs which may, contribute to them displaying challenging behaviour. In such cases, the school aims to work with parents and other professionals to ascertain the problem, attempt to understand it, and put together targets for improvement and ways of achieving these targets. The Inclusion Co-ordinator and class teacher may do this during regular discussions.

The Inclusion Coordinator may decide to inform outside agencies such as the educational psychologist or SEBDOS. An Individual Education/behaviour Plan can also be used to monitor behaviour closely each term.

In some instances calling an 'Early Help' meeting, which is attended by multi-professionals can offer positive and practical support and guidance for the pupil, parents and the school.

Communication and Parental Partnership

We give high priority to clear communication within the school and to a positive partnership with parents, since these are crucial in promoting and maintaining high standards of behaviour. A positive partnership with parents is crucial to building trust and developing a common approach to behaviour expectations and strategies for dealing with problems.

Parental participation in many aspects of school life is encouraged. This participation assists the development of positive relationships in which parents are more likely to be responsive if the school requires their support in dealing with difficult issues of unacceptable behaviour. Where behaviour is causing concern parents will be informed at an early stage, and given an opportunity to discuss the situation. Parental support will be sought in devising a plan of action within this policy, and further disciplinary action will be discussed with the parents.

Where the behaviour of a child is giving cause for concern it is important that all those working with the child in school are aware of those concerns, and of the steps, which are being taken in response. The key professional in this process of communication is the class teacher who has the initial responsibility for the child's welfare. Early warning of concerns should be communicated to the Inclusion Coordinator so that strategies can be discussed and agreed before more formal steps are required.

Exclusion

As a fully inclusive Infant Academy, the use of exclusion is very much a last resort. All efforts are made to find the reasoning/background behind behaviours and every avenue of professional support and advice is sought before this is an option. It is a formal action taken by the Headteacher when it is considered necessary for a child to not attend school for disciplinary reasons.

The power of exclusion rests in law with the Headteacher. We use the latest guidance 'Exclusion from mainstream Schools, Academies and Pupil Referral Units in England – A guide for those with legal responsibilities in relation to exclusion' (2015) and the supplementary guidance issued in September 2017.

Good discipline in schools is essential to ensure that all pupils can benefit from the opportunities provided by education. The Government supports head teachers in using exclusion as a sanction where it is warranted. However, permanent exclusion should only be used as a last resort, in response to a serious breach, or persistent breaches, of the school's behaviour policy; and where allowing the pupil to remain in school would seriously harm the education or welfare of the pupil or others in the school.

The decision to exclude a pupil must be lawful, reasonable and fair. Schools have a statutory duty not to discriminate against pupils on the basis of protected characteristics, such as disability or race. Schools should give particular consideration to the fair treatment of pupils from groups who are vulnerable to exclusion.

Headteachers and local governing bodies (SGC) must take account of their statutory duties in relation to special educational needs (SEN) when administering the exclusion process. This includes having regard to the SEN Code of Practice.

Only the Headteacher of a school can exclude a pupil and this must be on disciplinary grounds. A pupil may be excluded for one or more fixed periods (up to a maximum of 45 school days in a single academic year), or permanently. A fixed period exclusion does not have to be for a continuous period. In exceptional cases, usually where further evidence has come to light, a fixed period exclusion may be extended or converted to a permanent exclusion.

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

- In response to a serious breach, or persistent breaches, of the school's behaviour policy; and
- Where allowing the pupil to remain in school would seriously harm the education or welfare of the pupil or others in the school.

Whenever a head teacher excludes a pupil they must, without delay, notify parents of the period of the exclusion and the reasons for it. Parents must receive the following information in writing:

- the reasons for the exclusion;
- the period of a fixed period exclusion or, for a permanent exclusion, the fact that it is permanent;
- parents' right to make representations about the exclusion to the governing body and how the pupil may be involved in this;
- how any representations should be made; and
- where there is a legal requirement for the governing body to consider the exclusion, that parents have a right to attend a meeting, be represented at this meeting (at their own expense) and to bring a friend.

The headteacher must, without delay, notify the governing body and the local authority of:

- A permanent exclusion (including where a fixed period exclusion is made permanent);
- Exclusions which would result in the pupil being excluded for more than five school days (or more than ten lunchtimes) in a term; and
- Exclusions which would result in the pupil missing a public examination or national curriculum test.

The governing body has a duty to consider parents' representations about an exclusion. The requirements on a governing body to consider an exclusion depend upon a number of factors

The governing body must consider the reinstatement of an excluded pupil within 15 school days of receiving notice of the exclusion if:

- the exclusion is permanent;
- it is a fixed period exclusion which would bring the pupil's total number of school days of exclusion to more than 15 in a term; or
- it would result in a pupil missing a public examination or national curriculum test.



Exclusion_from_mai
ntained_schools__ac

Refer to additional guidance embedded here:



'Wrong-Choices'
Consequences in the classroom

I am working hard in class following all of our Class Rules.



GREEN TRAFFIC LIGHT: Silent warning



AMBER TRAFFIC LIGHT: Spoken warning



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1 RED TRAFFIC LIGHT: 5 mins missed



2 Independent work: I will work on my own on a separate table or the teacher's table



3 Buddy Room: I will be sent to another class to work independently



4 I will be sent to be a member of the Senior Leadership Team

For serious cases of misbehaviour my teacher will send for the senior leader immediately.



Appendix 2:

Severe Disruption Incident Form

	Date:	Class:	Teacher:
Staff reporting incident:	Where incident occurred?		
Dealt with by:		Role:	
Behaviour displayed:			
Physical	verbal	social / emotional	
<input type="checkbox"/> hitting, punching	<input type="checkbox"/> teasing/name calling	<input type="checkbox"/> leaving people out	
<input type="checkbox"/> pinching, scratching	<input type="checkbox"/> making offensive remarks	<input type="checkbox"/> spreading rumours	
<input type="checkbox"/> kicking, pushing, tripping	<input type="checkbox"/> making discriminatory remarks	<input type="checkbox"/> excluding someone	
<input type="checkbox"/> spitting	<input type="checkbox"/> insulting someone	<input type="checkbox"/> ignoring someone	
<input type="checkbox"/> damaging/stealing property	<input type="checkbox"/> threatening someone	<input type="checkbox"/> making fun of someone	
<input type="checkbox"/> throwing objects at someone	<input type="checkbox"/> repeated teasing	<input type="checkbox"/> stopping people from befriending someone	
<input type="checkbox"/> hiding/taking belongings	<input type="checkbox"/> intimidating someone		
Is it a bullying / racist/ disability related incident?			
Summary of incident:			
Action Taken:			
Parents informed:	Telephone Personally	Follow up date: 1 week after checking behaviour has not reoccurred and that the rules are understood. Also celebrate the 'right choices' now being made.	
Victim's parent's informed:	Telephone Personally		
Child's signature / comment:			
Agreed consequence (home and school):			
Child's Parents/carers signature:		Date:	
Staff signature:		Date:	

Appendix 3: Extract of tracking form within choice folder

Name: _____ (CONSEQUENCE TRACKING)

Start date: ____/____/____

Date:	Level (circle)	SD	Behaviour code					Comment	Staff initials
			Chat	Rude	Physical	Non-compliance	Playground		
	1 2 3 4	SD							
	1 2 3 4	SD							
	1 2 3 4	SD							
	1 2 3 4	SD							
	1 2 3 4	SD							
	1 2 3 4	SD							
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Appendix 4: Documentation that informs this policy



Behaviour_and_Dis
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Use_of_reasonable_orce_advice_Review