

# Shield Row Primary School



Behaviour Policy  
September 2021

## Behaviour and Discipline

Date	Next Review Date	Behaviour and Pastoral Lead	Nominated Governor
3.9.21	Sept 2022	Mrs Tyrrell-Scott	Mrs K Tate

We have a duty under the School Standards and Framework Act 1998 to have in place a behaviour policy that is consistent throughout the school.

We believe that we promote good behaviour by creating a happy caring school environment where everyone feels valued, respected, secure and free from all forms of anti-social behaviour.

We encourage pupils to achieve in a learning environment where self-discipline is promoted and good behaviour is the norm. We believe pupils will achieve their full potential in a happy, stimulating and ordered school environment.

We wish to work closely with the School Council and to hear their views and opinions as we acknowledge and support Article 12 of the United Nations Convention on the Rights of the Child that children should be encouraged to form and to express their views.

We as a school community have a commitment to promote equality. Therefore, an equality impact assessment has been undertaken and we believe this policy is in line with the Equality Act 2010.

### **Safeguarding**

At Shield Row Primary we believe in creating a whole school culture that is safe and inclusive. Our aims underpin the culture: principles of respect, understanding rights and responsibilities, fairness tolerance and understanding for all. Our code of conduct sets out key principles for the creation and maintenance of a safe school culture.

Our objectives are:

- To safeguard pupils and protect staff
- To make explicit expectations of performance and conduct
- To minimize the opportunities for abuse
- For all staff to have confidence to report concerns with full confidentiality
- For pupils to have the confidence and mechanisms to report concerns to staff with full confidentiality
- To respond promptly to concerns: we always investigate and address issues
- To exercise appropriate sanctions
- To create and maintain an ethos of mutual respect, openness and fairness

### **Aims of the policy**

- To create an ethos that makes everyone in the school community feel valued and respected and develops a positive attitude towards self-worth.
- We respect and value all children and view the diversity of cultures, lifestyles and needs within school as a positive resource.
- To promote good behaviour by forging sound working relationships with everyone involved with the school.
- To promote self-discipline and proper regard for authority among pupils.
- To prevent all forms of bullying among pupils by encouraging good behaviour and respect for others and providing regular opportunities to discuss what bullying is and its impact.
- To develop self-regulation and resilience.

- To work with other schools to share good practice in order to improve this policy.

## **Responsibility for the Policy and Procedure**

### **Role of the Governing Body**

The Governing Body has:

- the duty to set the framework of the school's policy on pupil discipline after consultation with the parents and pupils of the school;
- responsibility to ensure that the school complies with this policy;
- delegated powers and responsibilities to the Headteacher to ensure that school personnel and pupils are aware of this policy;
- delegated powers and responsibilities to the Headteacher to ensure all visitors to the school are aware of and comply with this policy;
- appointed a coordinator for behaviour and discipline to work with the Headteacher;
- the duty to support the Headteacher and school personnel in maintaining high standards of behaviour;
- responsibility for ensuring that the school complies with all equalities legislation;
- responsibility for ensuring funding is in place to support this policy;
- responsibility for ensuring this policy and all policies are maintained and updated regularly;
- responsibility for ensuring all policies are made available to parents;
- the responsibility of involving the School Council in the development, approval, implementation and review of this policy;
- nominated a link governor to visit the school regularly, to liaise with the Headteacher and the Behaviour and Pastoral Lead and to report back to the Governing Body;
- responsibility for the effective implementation, monitoring and evaluation of this policy
- Review Prejudice related incidents.

### **Role of the Head teacher**

The Head teacher will:

- determine the detail of the standard of behaviour that is acceptable to the school
- ensure all school personnel, pupils and parents are aware of and comply with this policy
- work hard with everyone in the school community to create an ethos that makes everyone feel valued and respected
- promote good behaviour by forging sound working relationships with everyone involved with the school
- encourage good behaviour and respect for others, in order to prevent all forms of bullying among pupils
- ensure the health, safety and welfare of all children and staff in the school
- work with the School Council to create a set of school rules that will encourage good behaviour and respect for others
- work closely with the link governor and coordinator
- provide leadership and vision in respect of equality
- oversee the work of the Behaviour & Pastoral Lead
- provide guidance, support and training to all staff
- monitor the effectiveness of this policy
- annually report to the Governing Body on the success and development of this policy
- Report to Governing Body the Prejudice related incidents termly
- Monitor Prejudice related incidents – looking for patterns and trends

### **Role of the Behaviour and Pastoral Lead**

The Behaviour and Pastoral Lead will:

- lead the development of this policy throughout the school;
- work closely with the Headteacher and the nominated governor;
- provide guidance and support to all staff;
- provide training for all staff on induction and when the need arises;
- keep up to date with new developments and resources;
- monitor school support systems;
- undertake classroom monitoring;
- organise a 'Buddy System';
- ensure regular analysis of self-referrals to 'The Worry Box' is undertaken.
- create links with parents;
- deal with external agencies;
- review and monitor the implementation of the behaviour policy
- annually report to the Governing Body on the success and development of this policy

### **Role of the Nominated Governor**

The Nominated Governor will:

- work closely with the Headteacher and the Behaviour and Pastoral Lead;
- ensure this policy and other linked policies are up to date;
- ensure that everyone connected with the school is aware of this policy;
- report to the Governing Body every term;
- annually report to the Governing Body on the success and development of this policy

### **Role of School Personnel**

School personnel are expected to:

- comply with all aspects of this policy
- encourage good behaviour and respect for others in pupils;
- promote self-discipline amongst pupils;
- deal appropriately with any unacceptable behaviour;
- apply all rewards and sanctions fairly and consistently;
- discuss pupil behaviour and discipline regularly at staff meetings;
- provide well planned, interesting and demanding lessons which will contribute to maintaining good discipline;
- attend periodic training on behaviour management;
- ensure the health and safety of the pupils in their care;
- proactively identify problems that may arise and offer solutions to the problem;
- implement the school's equalities policy and schemes;
- report and deal with all incidents of discrimination;
- attend appropriate training sessions on equality;
- report any concerns they have on any aspect of the school community

### **Role of Pupils**

Pupils will:

- be aware of and comply with this policy
- be polite and well behaved at all times;
- show consideration to others;
- talk to others without shouting and will use language which is neither abusive nor offensive;

- listen carefully to all instructions given by the teacher;
- ask for further help if they do not understand;
- treat others, their work and equipment with respect;
- support the school Code of Conduct and guidance necessary to ensure the smooth running of the school;
- obey all health and safety regulations in all areas of the school;
- liaise with the school council make suggestions about improving school behaviour;
- take part in questionnaires and surveys
- undertake regular PSHCE activities to build knowledge

### Role of Parents/Carers

Parents/carers are encouraged to:

- comply with this policy;
- have good relations with the school;
- support good behaviour;
- ensure their children understand and value the meaning of good behaviour;
- support school rules and sanctions
- be asked to take part periodic surveys conducted by the school;
- support the school Code of Conduct and guidance necessary to ensure smooth running of the school
- notify school of any circumstances where behaviour may be impacted by events at home
- seek help when behaviour at home may impact on behaviour at school

### Role of the School Council

The School Council will be involved in:

- determining this policy with the Governing Body;
- discussing improvements to this policy during the school year;
- devising school rules and sanctions;
- reviewing the effectiveness of this policy with the Governing Body

### School Rules

The school rules have been developed to be meaningful to children. None are too difficult to understand. They are all designed to develop courtesy, good manners and mutual respect. They are to protect children from injury, to care for equipment and to maintain a hygienic, healthy environment.

Anti-social behaviour is not condoned. It is essential that parents and teachers work together through discussion and action on any problems which develop.

### Our School Code of Conduct- The 'Good to be Green Code'

**We keep our hands, feet and unkind words to ourselves.**

**We follow instructions given by an adult.**

**We look after school property.**

**We raise our hand if we wish to speak to the class teacher.**

**We respect one another.**

**We always try our best.**

**Give Me 5 (Listening code)**

*When I am asked for my attention I:*

Stop what I am doing  
Empty hands/show me five  
Look at the teacher  
Keep quiet and still  
Listen to instructions

These codes of conduct are displayed in classrooms and around the school so all pupils are aware of the expectations and for staff to promote.

#### 4. We have specific rules being enforced on the grounds of health, welfare and safety.

##### a. Food and Drink

Children may bring fruit from home to eat at morning play. Other than fruit and packed lunches, no food of any kind should be brought into school (unless on medical grounds) including sweets, biscuits and drinks.

Reasons: Sweets and gum present choking hazards. Food and crumbs left around school would create a hazardous and unhygienic environment. High sugar, fizzy, high additive drinks are believed to have a detrimental effect on behaviour as well as on dental health. Children have regular access to water to refill their water bottles.

##### b. Jewellery

Watches and stud earrings are the only items of jewellery which may be worn at school and these must be removed during P.E. and swimming lessons. Teachers are not permitted to assist children with the removal of jewellery. If children cannot remove it themselves it should be taken out at home on the days the child does PE.

Reasons: Jewellery can seriously hurt a child if caught on apparatus or entangled in another child's clothing or hair. Even stud earrings have the potential to cause severe tears to the wearer's ears or injury to others.

##### c. PE Kit

Appropriate clothing must be worn for all PE activity.

Reasons: Slip on shoes or laced shoes even with small heels are not suitable for games lessons. They provide insufficient grip, may cause injury to others if kicked off and often lead to twisted ankles.

##### d. School Clothing

Uniform may be ordered from the school office. Parents are asked to send their children to school tidy and appropriately dressed for the weather of the day. Only flat-heeled shoes should be worn.

Reasons: The overwhelming majority of parents, staff and children expressed their preference for a school uniform. School uniform reinforces school identity and eliminates 'brand' fashion and stigma. High heel shoes and boots are unsafe for the school environment.

##### e. Personal Property

The school cannot accept responsibility for the loss or damage to clothing or personal property. Toys, games, pencil cases and sports equipment must not be brought to school (except on special occasions when the teacher gives permission). Any money brought into school should be handed in as soon as possible e.g. donations, photograph money, etc. Children who bring 30p per day for healthy tuck should keep this in their tray until break.

Reasons: Suitable toys, games and sports equipment are provided for the playground and indoor play. Unsuitable equipment may present a risk to children and present the potential for theft.

#### f. **Mobile Phones**

Mobile phones can only be brought to school in exceptional circumstances and only with the permission of the head teacher.

Parents who insist that children require a mobile phone during school hours such as for the journey to and from school, must express these reasons in their request to the head teacher. Such requests will be considered on an individual basis.

If permission is granted mobile phones must be handed in to the school office upon arrival and collected at the end of the school day. They should never be left in trays or coats or used during school hours.

Reasons: During school hours contact is possible through the school's land lines. Mobile phones are regarded as hazardous to health. They present an unacceptable disturbance to lessons, potential for theft and cyber bullying.

### **School Procedures**

The school follows a conduct procedure called 'Good to be Green'.

Each child has a green card, which is displayed in the classroom at all times. If a child contravenes the code of conduct and a teacher must speak to the child, they will be issued with a verbal warning. The child will move their name up to the verbal feedback space on the display. Children are given 1 verbal warning. If they do improve their behaviour the verbal warning can be changed back to a green card. If the behaviour has not improved in response to the verbal warning, a yellow card will be issued. The child will move their name up to the yellow space on the display and the child must move to a different place in the classroom to avoid any further distractions. If behaviour improves then the card can return to green. If further breaches of the code of conduct occur, a red card will be issued, whereupon the child will go and work in the classroom of a senior member of staff or sent to the Behaviour & Pastoral Lead. They will complete their set tasks, but will also complete reflective work relating to their behaviour. This added work frequently means that the child will lose some of their free time.

If a child repeatedly receives red/yellow cards their parents will be informed by the class teacher and asked to come into school for a meeting.

If, in exceptional circumstances, a child needs to be removed from class or refuses to follow the Good to Be Green procedures, a member of the senior management team or the Behaviour & Pastoral Lead should be sent for.

A 'no shouting' policy is in operation and shouting must not be used as a classroom management technique.

If a child should run out of school for whatever reason (abscond), staff should not run after them. They may be placing a child in greater danger by doing so. The Head teacher / SLT should be informed immediately and lessons returned to normal as quickly as possible. In most cases the child will remain on site, stay within visual contact or quickly return. Once the child has calmed down, the Head or appropriate staff member will attempt to approach the child and calmly persuade him/her to return to school and discuss the situation.

If the child refuses or leaves the site, parents should be informed immediately and asked if they would like the police informing. If parents and emergency contacts are unavailable, the police should be informed directly.

Upon returning to school it must be made clear to the child that there is no justification for leaving the premises and alternative strategies explained, such as voluntary 'Time Out' or seeking the support of the school's pastoral lead. Whilst a resolution will be sought, the child will be made aware of the danger they are exposing themselves to.

## **Movement in and around School**

All movement in and around school should be purposeful. Staff should see that all children are suitably supervised when moving around the school. Pupils will be encouraged to behave appropriately when moving around school, and where they fail to do so, they will be asked to return to their starting point and repeat the journey appropriately. Children will be praised and rewarded for appropriate conduct. Children should be encouraged to follow the school lining up code of conduct.

### **Movement Around School - Suggested Procedures for Large Groups**

- Children should be in a line, silent and facing the front before the teacher addresses them.
- Ensure all children are attentive and have heard any instructions before setting off.
- Use set points to walk to and wait such as corners, doors.
- Encourage a child to hold the door for others to pass through (thank them for this).
- Walk to the left hand side of the corridor.
- Staff should consider their own position to allow maximum supervision of the group as they move around. Stand at corners etc to maximize supervision.
- Before entering the classroom, the children should line up outside the room quietly and wait for the teachers next instruction.

### **Movement Around School - Suggested Procedures for Individual Children**

- Choose appropriate individuals for messages – only one child is needed to take a message.
- Make sure messengers know that they can enter any classroom.
- Encourage the use of good manners, e.g. wait until a teacher is ready to respond, use of please and thank-you.
- Remind the messengers or those showing work of what is expected of them as they move around the school, (ensure that they do know where they are going).
- Ensure a fair system for choosing messengers and monitors to avoid favouritism.

### **Playtime Supervision**

Teachers and teaching assistants are required to perform supervisory duties including playtime supervision. A minimum of three staff members are required to supervise playtimes on the yard. Supply teachers should cover the duty of absent teachers but should never be without support.

Staff on duty should be present at the playground doors by 8:45am (8:30am Y6), when children are asked to arrive.

All staff should be fully aware of playtime procedures, rules, sanctions and rewards and apply them consistently.

When on duty, staff should circulate and take the opportunity to socialize with children whilst maintaining an overview of the play area and spotting potential problems before they escalate.

At the end of break times, staff should go to the yard to collect their classes and supervise them as they move into and around the building. If, for whatever reason, staff do not go onto the yard to collect their class, the duty teacher should not send children into the building unsupervised, but send for a member of the SLT.

When the first whistle is blown at the end of break time, the children should stop what they are doing and stand still. When the second whistle is blown the children should walk sensibly to join their class line on the playground and wait to be escorted into the school building via their designated entrance. Staff should be there to supervise their classes, ensuring there is no running or congestion. Good behaviour whilst entering school should be reinforced with praise/ brilliance points.

In suitable weather conditions the field may be used. This is the decision of the staff on duty in discussion with SLT.

In poor weather, duty staff may decide that children should not go outside at break time. In these circumstances duty teachers must ensure that a member of staff is present in each year group, leaving no children unsupervised. Teachers are responsible for ensuring that an appropriate range of wet playtime activities are provided.

### **Playground procedures**

When dismissing children at playtime, lunchtime and home time, teachers should supervise their own children in cloakrooms and in the corridor. If children do not put on their coats at the beginning of playtime then they will have to do without for the whole of playtime as they will not be permitted to re-enter the building. Children are not allowed to remain in the building unless they have permission from an adult.

Children may not bring balls or equipment from home for use at playtimes but may use those supplied by the school. Footballs should be lightweight, no larger than 75% full size and should only be used in the football area or the field in appropriate conditions at the discretion of the duty teachers. Footballs must be kept within the football area for the safety of other pupils. Any misuse of playground equipment will lead to confiscation. Any incidents of inappropriate behaviour at playtime should be dealt with by the teachers on duty, or reported to a senior member of staff according to severity or frequency. The Good to Be Green warning procedures should be followed. Staff must fill in the correct behaviour/incident log and inform Mrs Tyrrell-Scott if further intervention is required.

12 school staff are trained in basic first aid. Any child needing medical attention at playtime/lunchtime will be dealt with by the duty first aider, and the injury and treatment will be recorded. First aid treatment will take place on the yard where possible.

### **Lunchtime Behaviour**

Children will be escorted to the dining hall by their class teacher and handed over to the lunchtime supervisors.

Duty staff will lead classes out of the hall onto the yard and supervise (see lunchtime arrangements).

Lunchtime staff are to reward pupils from each year group with weekly certificates for displaying appropriate behaviour in the dining hall and on the yard. Brilliance points can also be awarded by lunch staff.

Lunchtime staff are responsible for ensuring the children follow rules and expectations at lunchtime. Staff are expected to follow and implement the school G2BG system. Incidents which occur at lunchtime are to be recorded on the Lunchtime G2BG Log which is kept in the first aid box. Any serious incidents should be discussed with the class teacher/Senior Staff/ Mrs Tyrrell-Scott depending on severity.

## **Rewards**

Praise and reward are central to Shield Row Primary's Behaviour Policy. Children will achieve more, be better motivated and behave better, when staff commend and reward their successes rather than focus on their failure. Praise has a reinforcing and motivational role. Good behaviour is valued and celebrated. Praise can be delivered in formal and informal ways, publicly or privately; to individuals or groups; it can be earned for the steady maintenance of good standards as well as for particular achievements.

### **Rewards**

#### **General**

- Encouraging comments should be written on pieces of work, and praise stickers can be added to books, as noted in our Marking Policy.
- Written School Reports should comment favourably on good work, behaviour, involvement in and general attitude to school life, (see Assessment, Recording and Reporting Policy).
- Recognition will be given to success of differing kinds in assemblies, such as presentation of swimming and cycling proficiency awards etc.
- Children's work will be displayed in the classroom and around school (see Display Policy).

- A visit to the Headteacher for commendations.
- Specific privileges can be awarded to individuals/groups of children.
- Opportunities for giving children greater responsibility in school will be fostered e.g. Buddies, Monitors, Play Leaders, Librarians, School Council.
- Praise and encouragement in and out of lessons should be used as much as possible.

### **Whole School Reward System:**

See 'A Guide to our Behaviour Reward Schemes'

### **Certificates**

A weekly 'Star of the Week' assembly is dedicated for the praise and recognition of children who have impressed their teachers in terms of achievement, attitude or effort.

### **Seesaw**

We use Seesaw to share children's learning and successes with parents. Class teachers can also send messages to parents and vice versa.

## **Incidents**

- Yellow and red cards are recorded on class G2BG sheets along with details of the behaviour. These are monitored weekly by Mrs Tyrrell-Scott and analysed half termly.
- All serious behaviour incidents that are dealt with by SLT are recorded on the appropriate serious incident sheet. Staff are to record where and when the incident happened, who was involved, what happened and the outcome of the incident.

Playtime/Lunchtime Behaviour Logs – Incidents which occur at break time or lunchtime to be recorded on the playtime G2BG log located in the first aid box.

E-Safety Log – This file can be found in Miss Cooke's office. Incidents involving misuse of electronic devices or concerns made by staff or pupils to be recorded.

Prejudice Related incidents – These forms are to be used when there has been an incident involving Racist, Homophobic, Gender and other types of Discrimination towards others.

- All staff are responsible for the welfare and safeguarding of pupils therefore incidents are thoroughly investigated and all incidents are reported to the Head teacher and Mrs Tyrrell-Scott.
- Any concerns regarding any pupil/incident will be discussed with the Head teacher or Senior Staff and if necessary will be shared at the weekly safeguarding meeting.

## **Sanctions**

In the use of sanctions, pupils learn from experience to expect fair and consistently applied consequences which differentiate between serious and minor offences. Sanctions are applied consistently by all staff, but with the provision for flexibility to take account of individual circumstances.

Sanctions which must be applied fairly and consistently have been devised:

- by the School Council and the Governing Body;
- not to be degrading or humiliating to any pupil

If physical intervention of any kind is required then a 'Serious Incident' record should be completed as soon as possible. This should be given to the Head teacher who will log the incident and ensure that all appropriate records are kept.

We have an agreed system of sanctions to register disapproval of unacceptable behaviour. Responses range from polite reminders to permanent exclusion, and are intended to:

- Provide clarity and consistency of suitable responses.
- Minimise disruption to others especially teaching and learning time.
- Provide every opportunity for children to correct their own behaviour, make sensible choices and prevent further sanctions being applied.
- Allow early involvement of parents, line managers, SENCO and support agencies.
- Do everything reasonably possible to avoid exclusion from school.

When sanctions are applied, children should be helped to understand why what they have done is not acceptable. Staff will express their displeasure with the **action** and never the **child**, i.e 'That was a silly thing to do because...' and not 'You are a silly boy/girl'.

## Exclusion

The Governing Body has decided that in exceptional, unavoidable circumstances, a fixed term or permanent exclusion may be necessary.

## Sanctions Procedure

### Good to be Green School Procedure

Children will be familiar with our Good to Be Green procedures and know what will happen next if they refuse the sanction or continue with the behaviour. Charts showing the sanctions procedures will be displayed in all classrooms.

Professional judgement is required regarding which step best reflects the most suitable sanction given the behaviour displayed. **Depending on the nature of the offence this may include immediate, permanent exclusion.** However, as a general rule for minor misdemeanours, the following sequence should be adhered to, with steps 1 and 2 being compulsory.

*If unacceptable behaviour occurs:*

### **Step 1 - Verbal Warnings**

Adults should make polite but firm requests, and where behaviour is clearly inappropriate a verbal warning should be given. Staff should state clearly that the child has been given a verbal warning, so that they understand their position. Verbal warnings should be recorded on the Good to be Green record log. If the child improves their behaviour then the verbal warning can be changed back to green. This must be clearly marked/Highlighted on the Good to be Green log.

### **Step 2 – Yellow Card**

Advise the child that they have had a verbal warning and that they now have a yellow card. The child should move to a designated space in the room to concentrate and reflect upon their conduct. If appropriate behaviour is resumed the child's card can go back to green. Staff to record this on their Good to be Green log and use their Good to be Green displays. If further unacceptable behaviour is displayed, then the child is given a red card.

### **Step 3 – Red Card**

Child sent to work in the classroom of SLT. They must complete set curriculum tasks, as well as reflective tasks, without causing disturbance. They will complete a reflective task over lunchtime in Reflection.

### **For children who regularly break school rules:**

- Record who, when, why.
- Discussion with Senior Staff and Behaviour & Pastoral Lead: consider Behaviour Intervention.
- Parents informed that behaviour is a cause for concern.
- Parents discuss concerns agree targets/support.
- Consider alternative strategies, inform other agencies.

Pupil Reflection Diary/Report Book - overseen by the Headteacher / Behaviour & Pastoral Lead/ Class teachers

Any pupil who displays any inappropriate behaviour can be placed on a Reflection Diary or Report Book.

If a pupil is placed on a Reflection Diary or Report Book, parents/carers will be informed and invited to school to discuss the issues and causes for concern in order to find a positive way forward.

Each member of staff who teaches that child must write a comment in the Reflection Diary or Report Book to state how they have behaved, worked and whether the targets have been met that lesson.

The Reflection Diary or Report Book will include:

- Clear/realistic targets for behaviour agreed with the child (maximum of three).
- Clear rewards/consequences identified for success/failure (including possible exclusion).

The pupil will be on Stage 2 for a minimum of 2 weeks/a maximum of 10 weeks, the Reflection Diary or Report Book will be reviewed daily and the child must show their Report Book to a senior member of staff or Behaviour & Pastoral Lead at the beginning of morning and lunchtime breaks and at the end of the school day. At the end of the day it will be discussed with the child whether they think they have reached their identified targets that day.

- A Home/School Book will be sent home at the end of each day to let parents/carers know how their child's behaviour has been. The Report book will be kept on the school premises.
- Possible outcomes from the report process:
- Consider Statement of Special Needs.
- Consider TAF.
- IBP to be implemented.
- Support from the Behaviour & Pastoral Lead to be put into place.
- Referrals to other agencies to be made such as: Crisis Response, E.P or CAMHS.

### **Internal Exclusion (up to 5 days) - overseen by the Headteacher/Senior Staff/Behaviour & Pastoral Lead**

- Child has no contact with own class or classmates.
- No access to playground, extra-curricular or enrichment activity.
- Parents, Chair of Pupil Discipline Committee, Behaviour Support informed by letter.
- LA informed of likelihood of external exclusion.

Following latest government guidance.

### **Fixed Short Term Exclusion (up to 5 days per term) - overseen by the Headteacher**

- Parents, Chair of Pupil Discipline Committee, LA Officer informed by letter.
- Parents may make representations to Pupil Discipline Committee.
- Pupil Discipline Committee may meet but cannot reinstate.
- Upon return to school, child stays on Reflection Diary or Report for a minimum of 2 weeks.

### **Fixed Long Term Exclusion (up to 45 days per year) - overseen by the Headteacher**

- Parents, Chair and Clerk of Discipline Committee, LA Officer informed.
- Discipline Committee meet (parents/child or representative may attend/make representations).

- LA Officer must be invited to attend but may not reinstate.
- Discipline Committee either reinstate or uphold the exclusion.
- Upon return to school or if reinstated child stays on Reflection Diary or Report for a minimum of 7 weeks.

#### **Permanent Exclusion – overseen by the Pupil Discipline Committee**

- Parents, Chair and Clerk of Discipline Committee, LA Officer informed.
- Discipline Committee meet and consider all representations and reports (parents/child may attend).
- Discipline Committee either reinstate or uphold exclusion.
- Parents notified of right to appeal.
- If appeal successful, or reinstated child stays on Reflection Diary or Report for the maximum 20 weeks.
- If appeal unsuccessful, remove child from school roll.

Serious incidents need to be treated on an individual basis and the circumstances investigated.

In exceptional circumstances permanent exclusion may be considered for a first or 'one off' offence. These may include:

- Serious actual or threatened violence against another pupil or a member of staff;
- Sexual abuse or assault;
- Supplying an illegal drug;
- Carrying an offensive weapon;
- Serious deliberate damage to school property.

#### **Children Identified with Social, Emotional and Behavioural Difficulties**

The school acknowledges that a small minority of children may struggle to make the correct choices and use strategies available to them in order to control their own behaviour. For these children neither the normal rewards or sanctions procedures may be sufficient to support them or protect other children from their actions. In these exceptional circumstances the school will make every effort to avoid exclusion. It is vitally important that parents are informed and involved when behaviour targets are agreed in order to establish possible causes and form a partnership of support.

Regular communication between home and school as well as daily feedback to the child regarding progress is essential. This can be achieved through the use of:

- Behaviour Reflection Diary
- Behaviour Report Book and Home/School Book

See school's Pathway to Social Emotional and Behaviour Intervention.

#### **Pupil Support**

A number of pupil support systems are in place and are proving effective in promoting good behaviour. Children who require additional support may access sessions with our Behaviour & Pastoral Lead. All school personnel work hard to ensure that these systems run smoothly.

#### **Celebration of Good Behaviour**

Good behaviour is celebrated at the weekly achievements assembly. But regular praise and encouragement is part of the school ethos.

#### **Outside Agencies**

We have invaluable support for pupils who demonstrate persistent poor behaviour from the:

- Educational psychologist;
- Educational welfare officer;
- School health nurse
- Social Services
- Emotional Wellbeing and Effective Learning Team (EWEL)

### Raising Awareness of this Policy

We will raise awareness of this policy via:

- the School Handbook
- the school website
- the Staff Handbook
- meetings with parents such as introductory, transition, parent-teacher consultations and periodic curriculum workshops
- school events
- meetings with school personnel
- reports such as annual report to parents and Headteacher reports to the Governing Body

### Training

We ensure all school personnel have equal chances of training, career development and promotion.

Periodic training will be organised for all school personnel so that they are kept up to date with new information and guide lines concerning equal opportunities.

### Equality Impact Assessment

Under the Equality Act 2010 we have a duty not to discriminate against people on the basis of their age, disability, gender, gender identity, pregnancy or maternity, race, religion or belief and sexual orientation.

This policy has been equality impact assessed and we believe that it is in line with the Equality Act 2010 as it is fair, it does not prioritise or disadvantage any pupil and it helps to promote equality at this school.

### Monitoring the Effectiveness of the Policy

The practical application of this policy will be reviewed annually or when the need arises by the coordinator, the Headteacher and the nominated governor.

### Linked Policies

▪ Safeguarding & Child Protection	▪ Health & Safety	▪ Supervision of Pupils
▪ Anti-Bullying	▪ Pupil Exclusion	• Equality Policy Statement

<b>Headteacher:</b>	J. Cooke	<b>Date:</b>	
<b>Chair of Governing Body:</b>	W. Thompson	<b>Date:</b>	

## Appendix A

### GOOD PRACTICE

The quality of teaching and the organisation of the physical environment have a considerable effect on children's behaviour.

#### Always:

1. Create an interesting, stimulating and attractive classroom environment.
2. Provide an ordered environment in which everything has a place. Children should know where materials/equipment are and how to treat them with respect.
3. Make sure the children know what they are doing and that their work is matched to their ability.
4. Be aware of what is going on around you.
5. Do not be static.
6. Do not let children queue.

**Remember** that problems are normal when children are learning and testing the boundaries of acceptable behaviour.

#### Remember to:

- Set high standards
- Apply rules firmly and fairly
- Smile and relate
- Avoid confrontation
- Listen
- Stay calm
- Use humour
- Know the children as individuals
- Look out for good behaviour
- Praise quickly and consistently
- Praise the behaviour rather than the child

We do have a choice in how we behave, we can either give pupils a negative experience by using sarcasm, ridicule and humiliation which tends to destroy their self-esteem. Or, we can give them a positive experience which will build their self-esteem.

#### Never:-

- Humiliate - it breeds resentment
- Shout - it diminishes you
- Over react - the problem will grow
- Use blanket punishment - the innocent will resent you
- Over punish - never punish what you cannot prove

### CHILDREN'S RIGHTS

- To be looked after by caring adults
- To be taught well
- To be able to rely on an atmosphere conducive to learning
- To be made to feel welcome
- Not to be talked down to
- To feel as important as anyone else
- Not to be smacked or shaken
- Not to be bullied
- Not to hear swear words

## Appendix B

### Social Competences - Key Stage 2

As a school we understand that social skills are acquired throughout life and that different situations require different skills. Each child requires an extensive bank of skills for the present and for the future. We strongly believe that social skills can and should be an important part of our curriculum.

The list below gives informal descriptions of acceptable behaviour for children. It is not exclusive and is included to help with identification of special needs (SEN) and target setting for individual education plans (IEPs).

#### Socialisation

Shares during breaktime  
Shares during work activities  
Explains rules of co-operation in group work  
Shows respect for authority figures  
Shows respect for property  
Beginning to develop self-control  
Understands they are responsible for their own actions and behaviour  
Interacts with a range of children  
Accepts people of different races  
Accepts limitations and handicaps of others  
Avoids ridiculing others  
Accepts help from others  
Avoids fighting  
Actively seeks friends  
Practises honesty  
Is punctual  
Uses time effectively  
Practises good table manners  
Requests politely rather than demands  
Understands about expected behaviour in specific places in school

#### Understanding and accepting oneself

Identifies when happy or sad  
Identifies things that make them happy or sad  
Identifies things that make them angry  
Understands ways emotions can be expressed  
Identifies person they admire giving reasons  
Understands that children grow at different rates  
Accepts responsibility for wearing glasses etc  
  
Understands that their body will change  
Explains the implications of disabilities  
  
Identifies own personal strength and weaknesses  
Explains terminology linked to SEN positively  
Understands that everyone is in some way limited  
Shows discrete satisfaction when completing a task  
Approaches new tasks positively  
Does not feel personally threatened with failure  
Shows respect and consideration for others  
Beginning to expect respect from others  
Accepts peer criticism  
Accepts limitations while still trying hard to overcome them

Meets and greets friends sensibly

Accepts and uses teacher criticism

Shows respect for authority

Uses simple expressions of courtesy

Maintains eye contact when communicating

Does not interrupt someone's conversation