



Shotton Hall Primary School

Working together to

SHINE

Successful, Happy, Inspired and Nurtured towards Excellence

Behaviour and Exclusion Policy

Reviewed: March 2021

Next Review: April 2022

Ratified by the governing body on 16.03.21

Amended by K. Morgan

Signed *A.M. Boyd* HT

C Barclay COG

1. Aims

This policy aims to:

- Provide a **consistent approach** to behaviour management
- **Define** what we consider to be unacceptable behaviour, including bullying
- Outline **how children are expected to behave**
- Summarise the **roles and responsibilities** of different people in the school community with regards to behaviour management
- Outline our system of **rewards and sanctions**

2. Legislation and statutory requirements

This policy is based on advice from the Department for Education (DfE) on:

- Behaviour and discipline in schools
- Searching, screening and confiscation at school
- The Equality Act 2010
- Use of reasonable force in schools
- Supporting pupils with medical conditions at school
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It is also based on the special educational needs and disability (SEND) code of practice.

In addition, this policy is based on:

- Section 175 of the Education Act 2002, which outlines a school's duty to safeguard and promote the welfare of its pupils

- Sections 88-94 of the Education and Inspections Act 2006, which require schools to regulate pupils' behaviour and publish a behaviour policy and written statement of behaviour principles, and give schools the authority to confiscate pupils' property
- DfE guidance explaining that maintained schools should publish their behaviour policy online

3. Definitions

Misbehaviour is defined as:

- Disruption in lessons, in the heartspace, at play and lunchtimes
- Non-completion of classwork or homework
- Poor attitude in class, towards peers and staff
- Refusal to follow staff instruction
- Dangerous behaviour which could lead to harm to themselves or others

Serious misbehaviour is defined as:

- Repeated breaches of the school rules
- Any form of bullying
- Sexual assault, which is any unwanted sexual behaviour that causes humiliation, pain, fear or intimidation
- Vandalism
- Theft
- Fighting
- Smoking
- Racist, sexist, homophobic or discriminatory behaviour
- Possession of any prohibited items. These are:
 - Knives or weapons
 - Alcohol
 - Stolen items
 - Tobacco and cigarette papers
 - Pornographic images
 - Any article a staff member reasonably suspects has been, or is likely to be, used to commit an offence, or to cause personal injury to, or damage to the property of, any person (including the pupil)

4. Bullying

Bullying is defined as the repetitive, intentional harming of one person or group by another person or group, where the relationship involves an imbalance of power.

Bullying is, therefore:

- Deliberately hurtful
- Repeated, often over a period of time
- Difficult to defend against

Bullying can include:

Type of bullying	Definition
Emotional	Being unfriendly, excluding, tormenting
Physical	Hitting, kicking, pushing, taking another's belongings, any use of violence
Racial	Racial taunts, graffiti, gestures
Sexual	Explicit sexual remarks, display of sexual material, sexual gestures, unwanted physical attention, comments about sexual reputation or performance, or inappropriate touching
Direct or indirect verbal	Name-calling, sarcasm, spreading rumours, teasing
Online-bullying	Bullying that takes place online, such as through social networking sites, messaging apps or gaming sites

Details of our school's approach to preventing and addressing bullying are set out in our anti-bullying policy.

5. Roles and responsibilities

5.1 The Governing body

The governing body of Shotton Hall Primary are responsible for reviewing and approving the written statement of behaviour principles .

The governing body of Shotton Hall Primary will also review this behaviour policy in conjunction with the headteacher and monitor the policy's effectiveness, holding the headteacher to account for its implementation.

5.2 The Head teacher

The headteacher and BASO are responsible for reviewing this behaviour policy in conjunction with the governing body of Shotton Hall Primary giving due consideration to the school's statement of behaviour principles. The headteacher will also approve this policy.

The headteacher will ensure that the school environment encourages positive behaviour and that staff deal effectively with poor behaviour, and will monitor how staff implement this policy to ensure rewards and sanctions are applied consistently.

5.3 Staff

Staff are responsible for:

- Implementing the behaviour policy consistently
- Modelling positive behaviour
- Providing a personalised approach to the specific behavioural needs of particular children
- Recording behaviour incidents on the CPOMS system

The senior leadership team will support staff in responding to behaviour incidents.

5.4 Parents

Parents are expected to:

- Support their child in adhering to the school behaviour policy
- Inform the school of any changes in circumstances that may affect their child's behaviour
- Discuss any behavioural concerns with the class teacher promptly

6. Pupil code of conduct

We state our values clearly.

We value:

- the right to feel safe and be safe in our body and feelings;
- the right to learn to the best of our ability;
- the right to be respected and treated with dignity at all times;
- the right to an environment of justice and a sense of fairness;
- the right to reflect, listen and learn together after incidents, sharing feelings in regard to how incidents are managed;
- the right to make reparation;

Children are expected to:

- Behave in a safe and calm way
- Show respect to members of staff and each other
- In class, make it possible for all children to learn
- Move quietly around the school
- Treat the school buildings and school property with respect
- Accept sanctions when given

7. Rewards and sanctions

7.1 List of rewards and sanctions

Means of Promoting and Encouraging Good Behaviour

We reinforce good behaviour with positive encouragement and praise. Praise can be given in many ways and might include the following:-

- A quiet word of encouragement
- A visit to the Headteacher or other member of staff
- A public word of praise in front of a group, class or whole school
- A written comment on a pupil's work
- A system of team points, both in class and throughout the school
- Public written acknowledgement through a special merit token or certificate for good work or behaviour, community support, or a positive approach
- Use of school reports to comment favourably, not only on good work and academic achievement, but on behaviour, involvement and general attitude
- A letter or other notification to parents informing them specifically of some action or achievement deserving praise.
- Stickers, badges and Dojo Points

Team Point System

Children are placed in Teams on entry to the school, QE II, Neil Armstrong, Sir David Attenborough and Captain Sir Tom Moore. Pupils remain in these teams throughout their school career. Points can be awarded by staff for a range of achievements both in and out of the classroom in groups of no more than five.

Building Learning Powers Certificates

These are special merit awards which can be given for specific instances where it is felt that children have deserved special recognition for their actions. We promote the qualities of resourcefulness, reciprocity, reflection, resilience and respect. These can be nominated by any member of staff when appropriate and are presented in 'Achieve and Believe' assembly each Thursday and Friday.

Friday Achieve and Believe Celebration

This will be the main opportunity to communicate and reinforce instances of good behaviour and achievement. All the above systems can be presented or announced publicly during Assembly, together with a celebration of other achievements both in and out of school.

Newsletter

The weekly newsletter celebrates pupils achievements with parents and this is also shared on the schools website.

The school may use one or more of the following sanctions in response to unacceptable behaviour:

- A verbal reprimand

- Restorative approach to enable those who have been harmed to convey the impact of the harm to those responsible and for those responsible to acknowledge this impact and take steps to make amends
- Sending the child out of the class to work quietly (sometimes in another class)
- Expecting work to be completed at home, or at play or lunchtime
- Detention at play or lunchtime, or after school (with parental consent)
- Referring the child to a senior member of staff
- Letters or phone calls home to parents
- Fixed term or permanent exclusion in accordance with Local Authority Procedures.

The Decision to Exclude

A decision to exclude a pupil should be taken only:

- In response to serious breaches of the school's behaviour policy: and
- If allowing the pupil to remain in school would seriously harm the education or welfare of the pupil or others in the school.

Only the Head Teacher or Deputy Head Teacher can exclude a pupil.

A decision to exclude a child *permanently* is a serious one. It will usually be the final step in a process for dealing with disciplinary offences following a wide range of other strategies, which have been tried without success. It is an acknowledgment by the school that it has exhausted all available strategies for dealing with the child and should normally be used as a last resort.

There will however be exceptional circumstances where in the Head Teacher's judgement, it is appropriate permanently to exclude a child for a first or "one off" offence. These might 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

School should also consider whether or not to inform the police where such a criminal offence has taken place. They should also consider whether or not to inform other agencies, e.g. Youth Offending Team, social workers, etc.

Factors to consider before making a decision to exclude

Exclusion should not be imposed in the heat of the moment, unless there is an immediate threat to the safety of others in the school or the pupil concerned. Before deciding whether to exclude a pupil, either permanently or for a fixed period, the Head Teacher should:

- ensure that an appropriate investigation has been carried out

- consider all the evidence available to support the allegations, taking into account of the school's behaviour and equal opportunities policies, and, where applicable, the Equality Act 2010.
- allow the pupil to give his or her version of events
- Check whether the incident may have been provoked, for example by bullying or by prejudice or sexual harassment
- if necessary consult others, but not anyone who may later have a role in reviewing the Head Teacher's decision, for example a member of the Governor's Disciplinary Committee.

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.

Where a police investigation leading to possible criminal proceedings has been initiated, the evidence available may be very limited. However, it should still be possible for the Head Teacher to make a judgement on whether to exclude the pupil.

Length of Fixed Term Exclusions

The regulations allow Head Teachers to exclude a pupil for one or more fixed periods not exceeding **45 school days in any one school year**. However, individual exclusions should be for the shortest time necessary, bearing in mind that exclusions of more than a day or two make it more difficult for the pupil to reintegrate into the school. Exclusions may not be given for an unspecified period, for example until a meeting can be arranged.

The school's obligation to provide education continues while the pupil is on the roll, and must be met during a fixed-term exclusion. In all cases of more than a day's exclusion, work should be set and marked.

In exceptional cases – usually where further evidence has come to light – a fixed period exclusion may be extended or converted to a permanent exclusion. In such cases the Head Teacher will write again to the parents explaining the reasons for the change. The Head Teacher may choose to withdraw an exclusion that has not been reviewed by the Pupil Discipline Committee.

Procedures

Permanent Exclusion

Fixed term, less than 5 days in total per term

Fixed term, 6 – 15 days in total per term

Fixed term exclusion 15+ days

Full guidance on exclusions including outline letters to parents, report formal to LA, letters to Disciplinary Committee etc. are available in the school office.

7.2 Off-site behaviour

Sanctions may be applied where a pupil has misbehaved off-site when representing the school, such as on a school trip or on the bus on the way to or from school.

7.3 Malicious allegations

Where a child makes an accusation against a member of staff and that accusation is shown to have been malicious, the headteacher will discipline the child in accordance with this policy.

Please refer to our safeguarding policy/statement of procedures for dealing with allegations of abuse against staff for more information on responding to allegations of abuse. The headteacher will also consider the pastoral needs of staff accused of misconduct.

8. Behaviour Management

8.1 Classroom management

Teaching and support staff are responsible for setting the tone and context for positive behaviour within the classroom.

They will:

- Create and maintain a stimulating environment that encourages children to be engaged
- Display the class charter or their own classroom rules
- Develop a positive relationship with children, which will include:
 - Greeting children in the morning/at the start of lessons
 - Establishing clear routines
 - Communicating expectations of behaviour in ways other than verbally
 - Highlighting and promoting good behaviour
 - Finishing the day positively and starting the next day afresh
 - Having a plan for dealing with low-level disruption
 - Using positive reinforcement
 - Drawing up an Individual Behaviour Plan/Risk Assessment detailing actions to be taken when identified behaviour occurs. This is shared with the pupil, parent and other staff (for consistency).

8.2 Physical Restraint

In some circumstances, staff may use reasonable force to restrain a pupil to prevent them:

- Causing disorder
- Hurting themselves or others
- Damaging property

Incidents of physical restraint must:

- **Always be used as a last resort**
- Be applied using the minimum amount of force and for the minimum amount of time possible
- Be used in a way that maintains the safety and dignity of all concerned
- Never be used as a form of punishment

- Be recorded and reported to parents(MIR and Physical Restraint Numbered Book)

8.3 Confiscation

Any prohibited items (listed in section 3) found in a child's possession will be confiscated. These items will not be returned to children.

We will also confiscate any item which is harmful or detrimental to school discipline. These items will be returned to children after discussion with senior leaders and parents, if appropriate.

Searching and screening children is conducted in line with the DfE's latest guidance on searching, screening and confiscation.

8.4 Pupil support

The school recognises its legal duty under the Equality Act 2010 to prevent pupils with a protected characteristic from being at a disadvantage. Consequently, our approach to challenging behaviour may be differentiated to cater to the needs of the pupil.

The school's special educational needs co-ordinator and BASO will evaluate a child who exhibits challenging behaviour to determine whether they have any underlying needs that are not currently being met.

Where necessary, support and advice will also be sought from specialist teachers, an educational psychologist, medical practitioners and/or others, to identify or support specific needs.

When acute needs are identified in a child, we will liaise with external agencies and plan support programmes for that child. We will work with parents to create the plan and review it on a regular basis.

9. Pupil transition

To ensure a smooth transition to the next year, children have transition sessions with their new teacher(s). In addition, staff members hold transition meetings.

To ensure behaviour is continually monitored and the right support is in place, information related to child behaviour issues may be transferred to relevant staff at the start of the term or year. Information on behaviour issues may also be shared with new settings for those children transferring to other schools.

10. Training

Our staff are provided with training on managing behaviour, use of the tracking system and using CPOMS as part of their induction process. All staff have trained in de-escalation strategies and many are now fully Team Teach trained.

Behaviour management will also form part of continuing professional development.

11. Monitoring arrangements

This behaviour policy will be reviewed by the headteacher, BASO and governing body of Shotton Hall Primary School every year. At each review, the policy will be approved by the headteacher and governing body of Shotton Hall Primary school.

12. Links with other policies

This behaviour policy is linked to the following policies:

- KCSIS policy
- Anti- Bullying policy
- RPI policy

Appendix 1: Written statement of behaviour principles

- Every child understands they have the right to feel safe, valued and respected, and learn free from the disruption of others
- All children, staff and visitors are free from any form of discrimination
- Staff and volunteers set an excellent example to children at all times
- Rewards, sanctions and reasonable force are used consistently by staff, in line with the behaviour policy
- The behaviour policy is understood by children and staff
- The exclusions policy explains that exclusions will only be used as a last resort, and outlines the processes involved in permanent and fixed-term exclusions
- Children are helped to take responsibility for their actions
- Families are involved in behaviour incidents to foster good relationships between the school and children's home life

The governing board also emphasises that violence or threatening behaviour will not be tolerated in any circumstances.

This written statement of behaviour principles is reviewed and approved by the full governing body of Shotton Hall Primary School every year.

Appendix 2: Additional Behaviour Principles due to COVID-19

- Children will follow altered routines for arrival and departure
- Children will follow instruction on hygiene(handwashing,sanitising etc)
- Children will follow instructions on who they can socialise with in school
- Children will follow guidance on moving around the school
(one way systems, out of bounds areas, queuing)
- Children will follow the expectations of “catch it, bin it, kill it”
- Children will follow intructions about sharing equipment
- Children will follow instructions and expectations regarding play times including out of bound areas
- Children will follow instruction on the use of toilet areas
- Children will follow intructions about not coughing or spitting towards any person
- Children will be reminded of possible sanctions when appropriate
- Families will be consulted if persistent poor behaviour disrupts the good order of the school