

Behaviour Policy (including Exclusion of Pupils)

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Behaviour Policy (including Exclusion of Pupils)

QUEEN BOUDICA COMMUNITY PRIMARY SCHOOL

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ISSUE AND REVISION RECORD

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April 2009	01	Original	April 2009
September 2014	04	Numerous Changes	September 2016
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Behaviour Policy (including Exclusion of Pupils)

Aims

A core aim for Queen Boudica Primary School is for every member of the school community to feel valued and respected, and for all persons to be treated fairly. We are a caring community, whose values are built on mutual trust and respect. The school's Behaviour & Discipline Policy is therefore designed to support the way in which the members of the school can live and work together in a supportive way. It aims to promote an environment where all feel happy, safe and secure.

Queen Boudica Primary School has five "Purple Promises". These are rules which are agreed with the children so that there is a common understanding of the behaviours expected by all members of the school community. These expectations apply to children, staff, parents, visitors and any persons who become a part of our community. The primary aim of this policy is to promote good relationships, so that all of these people can work together with the common purpose of helping everyone to learn.

Queen Boudica Primary School does not tolerate bullying of any kind. If we discover that an act of bullying or intimidation has taken place, the incident(s) are recorded and we act immediately to stop any further occurrences of such behaviour. We do everything in our power to ensure that all children attend school free from fear (see our Anti-Bullying Policy for further information).

Expectations

At our school, adults will:

- Treat each other with respect at all times, therefore providing a positive role model for the children and each other.
- Support the way in which all members of this school community can live and work together in an environment that is happy, safe, secure and where effective learning can take place.
- Reward good behaviour.
- Provide encouragement and stimulation to all pupils.
- Treat all children fairly and apply this policy in a consistent way.
- Ensure that children are aware of the Purple Promises.
- Teach, through the school curriculum, values and attitudes as well as knowledge and skills, in order to promote responsible behaviour, self-discipline and respect for self, others and the world around us. This includes teaching children the fundamental British values.

A Positive Approach

An effective discipline policy is one that seeks to lead children towards high self-esteem and self-discipline. Consequently, good discipline arises from good relationships and from setting expectations of good behaviour.

We believe that self-esteem affects all thinking and behaviour, and impacts on learning and performance. We aim to provide positive everyday experiences so that our children are more likely to reach their full potential.

The core beliefs of Queen Boudica Primary School are that:

- Behaviour can change and that every child can be successful.
- Praising, and a system of rewards are more likely to change behaviour than blaming and punishing. Using a positive system of rewards and behaviour management will increase children's self-esteem and thus help them to achieve more.
- Celebrating success helps children to achieve more.
- Being aware of each child's needs and their individual circumstances helps us to act in the fairest way. We always consider the safety of other children and minimise disruption while helping children acquire self-discipline.
- Reinforcing good behaviour helps our children feel good about themselves.

School Rules

The school's 'Purple Promises' are:

- Always do our best
- Do as we are asked straight away
- Be kind and share
- Care for everyone and everything
- Think before you speak

These are displayed around the school.

As well as the 'Purple Promises' every member of the school community should apply the following principles:

- If you don't stop/report the inappropriate behaviour, you are condoning it.
- You are responsible for your own behaviour.
- Responsibilities are just as important as rights.

Rewards and Sanctions

We aim to create a healthy balance between rewards and sanctions with both being clearly specified. All systems have to be flexible to take account of individual circumstances. The emphasis of the school's policy is on **REWARDS** and **PRAISE**, which should be given whenever possible for both work and behaviour.

Included in the policy are guidelines for behaviour management techniques. All class teachers operate a "stepped" approach to sanctions, which allow children to identify the next consequence. Children for whom this approach is not appropriate, will have an individual plan detailing alternative rewards and sanctions related to behaviour targets.

All members of staff will recognise and celebrate appropriate behaviour at all times around the school through informal praise. Wherever appropriate, children's best efforts will be celebrated through display and performance.

Rewards may involve:

- Verbal praise and non-verbal cues (e.g smiling at children)

- Verbal praise to parents/carers about their children
- Use of a 'Superstar Patch'
- Smiley faces
- Stickers and stamps
- Certificates
- Sending good work to other staff members for reward or praise
- Special responsibility jobs
- Special privileges (eg. free time)
- Positive phone call/SMS home
- In-class reward systems e.g. team points
- First in line
- Headteacher Award certificates
- Displays to celebrate positive behaviour
- Praise postcard
- Mentions in Celebration Assemblies at the end of the week

Despite positive responses as a means to encouraging good behaviour in Queen Boudica Primary School, it may be necessary to employ a number of **sanctions** to enforce the 'Purple Promises' and to ensure a safe and positive learning environment. As with matters relating to rewards, consistency is vital and should be appropriate to each individual situation. This policy is designed to empower both teaching and support staff in our mutual desire to create a just, secure and happy learning environment. When dealing with all forms of inappropriate behaviour, teachers should follow these three over-riding rules:

Be calm – Children should be dealt with calmly and firmly referring to what the action is and why the action is being taken.

Logical consequences – A logical consequence is a sanction that should "fit" the offence. It generally has two steps. The first step is to stop the misbehaviour. The second step is to provide an action that recalls children to the rules, reinstates the limits, and teaches alternative behaviours. We hold restorative conversations with each child in order to enable them to identify ways of resolving the situation that they find themselves in.

Fresh Start – Although persistent or serious misbehaviour needs recording, every child must feel that everyday is a fresh start.

It is imperative that any sanction is applied fairly and the consequences fully explained. Sanctions will be differentiated to the needs of the children.

If the class/school rules are broken the following sanctions may be taken:

- Children will be given a verbal warning by the class teacher, learning support assistant or supervisor;
- 'Time out in class' will be used. A child may be removed outside the classroom, with appropriate supervision or sat/stood separately within the classroom.
- Teachers may send their pupils to another class (a responsible child should accompany them). When sending a student to another class, the teacher should

ensure the child knows which class they are being sent to, with a note explaining why they have been sent. Children should be expected to complete any missed work during their next break or at another appropriate time.

- After a combination of the above sanctions children may then be sent to the Deputy Headteacher/Headteacher (except in extreme cases of inappropriate behaviour when immediate removal from the classroom is necessary).
- More serious behaviour will involve meeting with parents.

If a child's behaviour has not been acceptable during lesson, assembly or break time then they will receive a verbal warning before moving through each stage of our purple-yellow-orange-red patch system. The emphasis is always on making the right choices, and opportunities are frequently given for children to display the behaviours and attitudes that will enable them to move back up the colour card system. Children who receive a red card for persistent low level or extreme behaviour will receive a sanction in terms of missing their lunch break. During this sanction, a restorative conversation will take place with the teacher on duty in order to identify how to resolve the situation.

Extremely poor behaviour must be reported to the Headteacher or Deputy Headteacher immediately. A phone call will usually be made to the parents, or sometimes a letter will be sent home. For continual unacceptable behaviour, or in the case of serious verbal or physical violence, the child may be excluded from school. This could take the form of a fixed-term exclusion (or possible exclusion from the school at lunchtimes), or on rare occasions may take the form of a permanent exclusion (see 'fixed-term and permanent exclusions' below in Appendix).

Children who continually make poor decisions or display poor social skills may be allocated a place in a specialised Social Skills Group or Nurture Group. Children in these groups engage in activities that address their particular behaviour or social needs. Children may participate in more than one group depending upon their assessment for needs. The rationale behind the group is for the children who attend to correct their behaviour and resume lessons/break/ lunchtimes, as expected, within an agreed timeframe.

Fixed-Term and Permanent Exclusions

Only the Headteacher (or the Acting Headteacher) has the power to exclude a child from school. The Headteacher may exclude a pupil for one or more fixed periods, for up to 45 days in any one school year. The headteacher may also exclude a pupil permanently. It is also possible for the headteacher to convert a fixed-term exclusion into a permanent exclusion, if the circumstances warrant this.

If the Headteacher excludes a child, s/he informs the parents immediately, giving reasons for the exclusion. At the same time, the headteacher makes it clear to the parents that they can appeal against the decision to the governing body. The school informs the parents how to make any such appeal.

The Headteacher informs the Local Education Authority (LEA) and the governing body about any permanent exclusion, and about any fixed-term exclusions beyond five days in any one term.

The Governing Body itself cannot either exclude a child or extend the exclusion period made by the Headteacher.

The governing body has a discipline committee whose role is set out in strict guidelines whenever a child is excluded from school.

Recording, Monitoring and Evaluating Behaviour

Queen Boudica operates a progressive colour chart system which allows children to see their next reward or sanction. This visually enables children to be aware of the next consequence or sanction. Children who receive a red card (and therefore need to miss their lunchtime play), have this recorded on a red slip. These are kept in a central file so that patterns of behaviour can be tracked and monitored.

Incidents of disruptive behaviour in the **playground** are reported to the Senior MDA in the first instance and then conveyed to class teachers who will make a decision about the punishment required.

An 'Incident File' will be kept in the school office of all behaviour incidents where all information is collated.

Foundation Stage children will receive detentions, the length of which are appropriate to their age.

If behaviour is deemed to be serious, parents will be informed either via telephone or a face to face conversation with the class teacher/Headteacher (as appropriate).

Roles

The Role of School Council

As part of their duties the School Council discuss particular rules and their implementation. They also play a major part in deciding on activities that spread a positive message around the school. It is envisaged that they will play an important role in implementing the rules.

Role of Parents

Parents have a vital role to play in their children's education. It is very important that parents support their child's learning and co-operate with the school. We are very conscious of the importance of having strong links with parents and good communication between home and school. Thus, the school works collaboratively with parents, so children receive consistent messages about how to behave at home and at school.

We explain the school's 'Purple Promises' in the school prospectus and we expect parents to read these and support them. Children and parents are asked to complete and return a Code of Conduct on entry to the school. We will update the Code of Conduct when necessary, and ask all children and parents to complete and return the updated code. Parents/Carers should ensure that they talk to their children about the expectations of this policy, and make their children aware of the possible sanctions which could be used by the school for serious misbehaviours.

We expect parents to behave in a reasonable and civilised manner towards all school staff. Incidents of verbal or physical aggression towards staff by parents/guardians/carers of children in the school will be reported immediately to the Headteacher, who will take appropriate action which may include asking that person/s to leave the premises until further notice.

If the school has to use reasonable sanctions to sanction a child, parents should support the actions of the school. If parents have any concern about the way that their child has been treated, they should initially contact the class teacher. The Headteacher may then be involved and, if the concern remains, they should contact the school governors. If these discussions cannot resolve the problem, a formal complaint or appeal process can be implemented (see our Complaints Policy for further information).

Behaviour Outside of School

Teachers have a statutory power to discipline students for misbehaving outside of the school premises. Section 89(5) of the Education and Inspections Act 2006 gives Headteachers a specific statutory power to regulate students' behaviour in these circumstances 'to such extent as is reasonable'.

In line with DFE Guidance and the Queen Boudica Behaviour Policy, the school may discipline a student for any misbehaviour when the child is:

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

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

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

In the instance that any of the above incidents occur, parents will be notified. If a pupil bullies other pupils or staff members online using a home computer, mobile phone or tablet the Headteacher has the right to investigate these issues in school and put in place appropriate sanctions. If the behaviour is criminal or causes threat to a member of the public, the police will always be informed.

If we are made aware of any other issues not covered in the points above, we will notify parents but are not obliged to take any further action.

The Role of Non-teaching Staff

All school staff have a responsibility to uphold the behaviour policy.

Non-teaching staff should ensure that children move sensibly and quietly through the school at all times helping to ensure a calm atmosphere in the corridors, classrooms and other school areas.

Children should be made aware that rough play and potentially dangerous behaviour in the playground is unacceptable.

Lunchtime Supervisors have regular conversations with the class teachers and communicate with them about incidents of unacceptable behaviour at lunchtime using the incident slips and 'behaviour file'. They will also operate positive reward systems such as use of stickers.

The Role of the Class Teacher

Queen Boudica Primary School is aware that good classroom organisation is a key to good behaviour and that the provision of a high quality curriculum through interesting and challenging activities influences behaviour.

Teachers at Queen Boudica Primary School are positive, enthusiastic and have high expectations of both learning and behaviour. They foster a sense of self esteem in all children, linked with an understanding of the needs of others. They encourage a calm and responsive atmosphere, avoiding shouting wherever possible.

Teachers contribute to an 'Open Door' policy for parents and carers. They deal with parental concerns in a timely, respectful, sympathetic and professional manner, involving senior staff as appropriate. Teachers expect that parents will behave in a reasonable manner towards them, as professionals, and that issues will be dealt with in an atmosphere of trust and mutual respect.

It is the responsibility of the class teacher to ensure that the Purple Promises are enforced in their class, and that their class behaves in a responsible manner during lesson time.

Role of the Governors

The Governing Body has the responsibility of setting down general guidelines on standards of discipline and behaviour, and of reviewing their effectiveness. The governors support the Headteacher in carrying out these guidelines.

The Headteacher has the day-to-day authority to implement the school's Behaviour and Discipline Policy, but governors may give advice to the headteacher about particular disciplinary issues. The Headteacher must take this into account when making decisions about matters of behaviour.

The governing body must ensure that policies designed to promote good behaviour and discipline on the part of its pupils are pursued at the school.

In particular, the governing body—

(a) must make, and from time to time review, a written statement of general principles to which the head teacher is to have regard in determining any measures under section 89(1), and

(b) where they consider it desirable that any particular measures should be so determined by the head teacher or that he should have regard to any particular matters—

(i) shall notify him of those measures or matters, and

(ii) may give him such guidance as they consider appropriate.

Before making or revising the statement required by subsection (2)(a) the governing body must consult (in such manner as appears to them to be appropriate)—

(a) the head teacher,

(b) such other persons who work at the school (whether or not for payment) as it appears to the governing body to be appropriate to consult,

(c) parents of registered pupils at the school, and

(d) registered pupils at the school.

In exercising their functions under subsection (2) the governing body must have regard to any guidance given from time to time by the Secretary of State.

Role of the Headteacher

It is the responsibility of the Headteacher, under the 'School Standards and Framework Act' 1998, to implement the school's Behaviour and Discipline policy consistently throughout the school, and to report to governors, when requested, on the effectiveness of the policy. It is also the responsibility of the Headteacher to ensure the health, safety and welfare of all children in the school.

The Headteacher supports the staff by implementing the policy, by setting the standards of behaviour, and by supporting staff in the implementation of the policy.

The Headteacher keeps records of all reported serious incidents of misbehaviour and has the responsibility for giving fixed-term exclusions to individual children for serious acts of misbehaviour. For repeated or very serious acts of anti-social behaviour, the headteacher may permanently exclude a child.

Monitoring and Evaluation of the Policy

This policy will be reviewed by the Governing Body and staff annually, and approved by the Governing Body. The Headteacher will keep the Governing Body informed of the effectiveness of this policy through his termly Headteacher's Report. Parents/Carers and other members of the school community are encouraged to inform the school of their views and opinions through an annual questionnaire.

Appendix 1

Examples of inappropriate behaviours which will result in loss of break/lunch:

'Rough' play (grabbing other children, wrestling, kicking out, tripping)

Non-physical aggression towards other children (threats, name-calling, shouting at etc)

Inappropriate use of equipment (throwing towards other children, misuse of equipment etc)

Failure to comply with instructions from midday assistants/staff

Examples of inappropriate behaviours which will result in the Class teacher/ Headteacher contacting parents/carers (and possibly leading to fixed-term exclusions):

Swearing or foul language, particularly directed towards another pupil

Physical aggression towards other children (kicking, punching, slapping, pinching, biting, scratching)

Racism towards another pupil (either verbal or physical)

Aggressive behaviour towards adults/staff (shouting, arguing, threatening etc)

Repeated failure to comply with instructions from staff, including midday staff

Examples of inappropriate behaviours which will result in the Headteacher contacting parents/carers (possibly leading to permanent exclusions):

Endangering the health and safety of other members of the school community through. For example, serious violent behaviour, bringing drugs or other harmful substances or objects on to the school site or intimidation.

Physical aggression or foul and abusive language towards school staff, parents or visitors.

Repeated and on-going failure to comply with instructions from staff, including midday staff.

Repeated and on-going aggressive/dangerous behaviour towards other children (including racism, verbal and physical aggression).