



# Behaviour, Exclusions and Discipline Policy

It is a primary aim of our school that every member of the school community feels valued and respected, and that each person is treated fairly and well without discrimination. This policy aims to help children to grow in a safe and secure environment, and to become positive, responsible and increasingly independent members of the school community.

- We are a caring community, whose **core values** are built on mutual trust and respect for all.
- We believe everyone has the right to be safe and to learn and the school expects every member of the school community to behave in a considerate way towards others.
- We treat all children fairly and apply this behaviour policy in a consistent way.
- The school rewards good behaviour, as it believes that this will develop an ethos of kindness and collaboration, rather than merely deter misbehaviour.

## Rewards and Sanctions

We praise children for good behaviour in a variety of ways:

- our Keys for Success and Core Values promote positive learning attitudes
- merit stars link to achievement certificates
- positive behaviour is celebrated in assemblies

The school employs a number of sanctions to uphold the school core values. We employ each sanction appropriately to each individual situation; it is important that the child understands what behaviour was inappropriate.

Sanctions are designed to give opportunities for children to reflect on consequences and agree positive strategies to improve behaviour.

There is an expectation that children apologise for inappropriate behaviour.

A peg system of warnings promotes consistency across the school.

Individual Behaviour Management Plans are devised, monitored and reviewed for children who have difficulty in upholding the core values.

Personal and emotional skills are promoted and social skill programmes are also used to support and challenge children to show respect and take on responsibility for their own behaviour and learning.

The school does not tolerate bullying of any kind. Suspected or alleged incidents will be investigated and strategies will be implemented to prevent any further incidents. We do everything in our power to ensure that all children feel safe in school. Anti-bullying procedures are regularly communicated and discussed. (Refer to Anti Bullying Policy)

All members of staff are aware of the regulations regarding physical intervention.

Staff will only intervene physically to restrain children to prevent an injury to another or if a child is in danger of hurting themselves or if there would be significant damage to property.

The actions that we take are in line with government and LA guidelines. (Refer to Restrictive physical intervention Policy)

## The role of the teachers and support staff

It is the responsibility of all staff to ensure that the school core values are upheld in lessons and that children behave in a responsible manner in and around school.

Staff have high expectations of the children in terms of behaviour, and they strive to ensure that all children work to the best of their ability.

The teachers treat each child fairly and apply rewards and sanctions consistently.

All children are treated with respect and understanding.

Staff liaise with the SENDCo, Emotional Literacy Support Co-ordinator (ELSA) and external agencies, as necessary, to support and guide children with emotional and behavioural difficulties. This would include managing transition between schools.

A teacher may contact a parent if there are concerns about the behaviour or welfare of a child.

Teachers can discipline children at any time in school or elsewhere under the charge of a teacher, including on school visits. Teachers can also discipline children for misbehaviour on school related visits; appropriate sanctions must be agreed with the Headteacher. There is an expectation that children behave well when travelling to and from school and do not pose a threat to anyone. Should it be necessary staff can confiscate inappropriate items and have the power to search without consent for weapons, knives, alcohol, drugs and stolen items. Headteacher has the right to exclude a child in these circumstances and inform the police where necessary.

### **The role of the Headteacher**

It is the responsibility of the Headteacher to implement behaviour management strategies 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 sets high standards of behaviour based on the core values.

The school will endeavour to work in partnership with parents to set clear and consistent strategies.

The Headteacher has the responsibility for giving fixed-term exclusions to individual children for serious acts of misbehaviour. For repeated or very serious acts of negative behaviour, the Headteacher may permanently exclude a child. Government guidelines are followed and the following legislation applies: Education and Inspections Act 2006, Schools Standards and Framework Act 1998 and Education Act 2002.

### **Fixed-term and Permanent Exclusions**

The Headteacher will follow the processes detailed local authority and government guidance. In most cases permanent exclusion will be the last resort after a range of measures have been tried to improve a pupil's behaviour. Appropriate referrals should be made to engage the support of other agencies.

If the Headteacher excludes a pupil, s/he informs the parents immediately. At the same time, it is made clear that if the parents wish they can appeal the decision to the governing body. The Chair of Governors is also informed at the point of exclusion.

When a governors' appeal panel meets to consider an exclusion they consider the circumstances in which the pupil was excluded, any representation by parents and the LA, and whether the pupil should be reinstated.

If the governors' appeals panel decides that a pupil should be reinstated the Headteacher must comply with this ruling.

### **The role of Parents**

The school works collaboratively with parents, so children receive consistent messages about how to behave at home and at school.

We expect parents to support their child's learning, and to co-operate with the school, as set out in the home-school agreement. We try to build a supportive dialogue between the home and the school, and we inform parents immediately if we have concerns about their child's welfare or behaviour.

If the school has to use reasonable sanctions to punish 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 learning base teacher. If the concern remains, they should contact the Headteacher. If these discussions cannot resolve the problem, the formal grievance or appeal process can be implemented. (Refer to Complaints Policy.)

### **The role of Governors**

The governing body has the responsibility of setting down these general guidelines on standards of discipline and behaviour, and of reviewing their effectiveness.

The Headteacher has the day-to-day authority to implement the school 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. Governors and the Headteacher will deal with allegations against teachers and support staff quickly, fairly and consistently in a way that protects the child and at the same time supports the person who is subject to the allegation.

The governing body will perform the key role of determining whether an excluded pupil should be reinstated. This will involve reviewing the decision of the Headteacher and considering the outcome of any independent review panel hearing.

### **The role of Children**

As part of the rights and responsibilities 'agenda', Children know they are expected to behave in accordance with core values in the classroom and around the school. At the beginning of the year, each class constructs a class charter which every child signs. This sets the expectations for the coming year. Children understand the system of rewards and sanctions and the possible consequences of any misbehaviour.

### **Monitoring**

The Headteacher monitors the effectiveness of this policy, reports to the governing body and, if necessary, makes recommendations for further improvements.

The Headteacher keeps a record of any pupil who is excluded for a fixed-term, or who is permanently excluded.

It is the responsibility of the governing body to monitor the rate of exclusions, and to ensure that the school policy is administered fairly and consistently.

This policy acknowledges the school's legal duties under the Equality Act 2010 and in respect of children with SEND.

This policy should be read in conjunction with:

- Anti Bullying policy
- Restrictive physical intervention policy
- Complaints policy
- Marking feedback policy

**Accepted by Full Governing Body: 27th September 2017**

**To be reviewed: Autumn 2018**