



The Kite Primary Federation

Positive Behaviour Policy and Procedure (including Exclusions)

To be read in conjunction with Behaviour Principles Statement

Reviewed Autumn 2019

Next Review due Autumn 2020

“It is better to be patient than powerful; it is better to have self-control than to conquer a city.”

Proverbs 16:32

“A person without self-control is as defenceless as a city with broken-down walls”

Proverbs 25:28

“Teach your children to choose the right path, and when they are older, they will remain upon it.”

Proverbs 22:6

The Governing Board accepts these principles and seeks to create an environment in the school which encourages and reinforces good behaviour and reflects the school’s Christian values of love and mutual respect. Furthermore, it is acknowledged that society expects good behaviour as an important outcome of the educational process.

Aims:

- To create an environment which encourages and reinforces good behaviour
- To define acceptable standards of behaviour.
- To encourage consistency of response to both positive and negative behaviour.

- To promote self-esteem, self-discipline and positive relationships.
- To ensure that the school's expectations and strategies are widely known and understood.
- To encourage the involvement of both home and school in the implementation of this policy.

This policy aims to help children grow in a safe and secure environment and to become positive, responsible and increasingly independent members of the school community. The school rewards good behaviour, as it believes that this will develop an ethos of kindness and cooperation. This policy is designed to promote good behaviour, rather than merely deter anti-social behaviour. Every member of the school community should feel valued and respected.

A Positive Environment:

Perhaps most important of all is the overall climate and ethos of our school. Our ethos of care, forgiveness and recognition of individual need and worth should be maintained. This can be seen through:

- A positive climate that relies upon and promotes reward and praise rather than criticism and sanction
- The example set by members of staff in their relationships and communications with children
- The support and relationships that members of staff have with one another
- The sense of community within the school and that all children are ambassadors for us
- Interesting and well-prepared lessons that cater for individual need
- The provision of a wide variety of lunchtime and after school clubs.

Monitoring:

This policy is shared with all staff and reviewed on an annual basis. It is available to view on the school website and held in the school office. It also supports visitors to school, running lunchtime and after school clubs. Club letters will include a disclosure that the school's Positive Behaviour Policy applies to lunchtime and after school clubs. Parents will be informed that children can be suspended or excluded even from paid clubs, should their child's behaviour choices not meet the expectations of the school.

The Executive Headteacher monitors the effectiveness of this policy on a regular basis. She reports to the Governing Board on the effectiveness of the policy and, if necessary, makes recommendations for further improvements.

A variety of records of incidents of misbehaviour are kept in school. The class teacher monitors minor classroom incidents. The Executive Head Teacher records those incidents where a child is sent to her on account of bad behaviour. We also keep a record of incidents that occur at break and lunch times. Incident/accident logs are kept in the Executive Head Teacher's office or the school office.

Daily incidents are dealt with immediately by the class teachers and, if necessary, are reported to the Executive Head Teacher.

The Executive Head Teacher keeps a record of any pupil who is excluded for a fixed term or permanent exclusion.

It is the responsibility of the Governing Board to monitor the rate of exclusions and to ensure that the school policy is administered fairly and consistently.

Rights and Responsibilities:

The Rights and Responsibilities of all are discussed at the beginning of each academic year and the children review the school and class rules. This is all done during the first 3 days of the school year in class time, where children have the opportunity to share their thoughts, ideas and feelings about how Welford and Wickham Church of England Primary School is a happy and safe place to learn.

- Everyone has the right to learn and the responsibility to allow others to learn without intentionally disrupting the work of others
- Accepting everyone as individuals and respecting their rights, values and beliefs
- Fostering and promoting positive relationships and a sense of belonging to the school community
- Providing a well-ordered environment in which everyone is fully aware of behavioural expectations
- Offering equality of opportunity in all aspects of school life and recognising and celebrating our differences
- Encouraging and praising and positively reinforcing good relationships, behaviour and work
- The school does not tolerate bullying of any kind (see anti-bullying policy)
- Caring for, and taking pride in, the physical environment of the school.
- Staff have been trained in the PROACT-SCIP approach to positive behaviour support which strongly advocates the use of reasonable force as a last resort to manage extremes of behaviour.
- Staff will use and encourage children to resolve conflicts using the three step assertive statements: When ...; it makes me feel... ; I need you to...

Rewarding children's work and behaviour:

As a school, we are particularly concerned that our focus should be on rewarding the achievements and positive behaviour that children display. To that end, we employ a wide range of strategies to recognise and reward both individual children and whole classes' attitude and behaviour. These strategies include the following.

On-going recognition of individual children's contribution:

- Good work
- Effort
- Positive attitudes
- A week's completed homework task etc.
- Class dojo points are recorded in books or verbally awarded to children and celebrated in Achievers' Assembly/Certificate Assembly each week
- A sticker/token or word of praise are examples of how we celebrate achievement
- Children can go and "show" particularly pleasing work to another teacher
- Particular achievements are rewarded by visiting the Executive Head Teacher and receiving a Golden Executive Head Teacher's Award sticker.

Whole class awards:

Special achievements by the whole class can be rewarded by staff with a range of rewards.

Weekly awards:

- Certificates are given out at a weekly Achievers' assembly to children from each class
- Children can receive an award for academic effort and/or behaviour (e.g. special act of friendship)
- Lunchtime Staff can also reward a child in each key stage for an outstanding contribution to lunchtime behaviour
- Teachers ensure all children receive at least one award each year

Attendance awards:

Attendance is celebrated with 100% certificates at the end of the academic year.

On display:

- The maintenance of wall displays demonstrating work of which children are proud
- Publicity photos, school event photos displayed for parents and children to see on a regular basis

In the newsletter:

Particular achievements we are proud of (e.g. a choir public performance or a match played by a school team).

End of year:

- A special 'awards' ceremony to celebrate the achievements of the Year 6 pupils leaving school. This includes trophies for Sport.
- Performances by children of snapshots of their work during the year
- Children sharing their reflections of Welford and Wickham Church of England Primary School.

Other opportunities to celebrate:

- Musical evenings and concerts - where children can demonstrate their talents
- Achievers'/Certificate assemblies - where trophies and certificates received outside of school can be acknowledged.

Sanctions for Misbehaviour:

Clear consequences linked to behaviour choices are in a table at the end of this document.

Emotional and Behavioural Difficulties:

Some children present difficulties despite the most efficient classroom management by the teacher. In circumstances where a child presents ongoing patterns of behaviour which interfere with the wellbeing of themselves, other children or staff members, the responsibility for that child must be shared by the whole school. An Individual Behaviour Plan will be agreed with the SENCO and parents with advice sought from the Local Authority Behaviour Intervention Team if necessary.

Exclusions

These are at the discretion of the Executive Head Teacher. Each serious misdemeanour will be considered and exclusion will depend on the severity and frequency of a child's actions. Aggressive and violent behaviour putting others and themselves at risk will lead to an exclusion. Half day and full day exclusions may apply depending on the severity of the situation.

Fixed Term Exclusions

Are imposed in response to breaches of the Positive Behaviour Policy, including persistent disruptive behaviour, where these are not considered sufficiently serious to warrant a permanent exclusion but where lesser sanctions such as detention/internal exclusion are considered inappropriate. They may be for items such as:

- Persistent rude, disrespectful and disruptive behaviour (after many warnings and sanctions)
- Sexual misconduct or accessing inappropriate images and content online
- Bullying
- Damage
- Physical assault against another pupil or adult
- Racist Abuse
- Sexual misconduct
- Theft
- Verbal Abuse and threats to pupils or adults.

Permanent Exclusions

This list is not intended to be exhaustive or prescriptive but rather to provide examples of the type of behaviour/incident that might lead to permanent exclusion. For persistent breaches of the behaviour policy, i.e. as a final step in a process for dealing with unacceptable behaviour and following a wide range of strategies that have been tried without success, it is an acknowledgement that the school has exhausted all available strategies. A permanent exclusion may be for repeated fixed term exclusion offences. For a serious breach of the behaviour policy: i.e. there may be circumstances in which it is appropriate to permanently exclude a pupil for a first or “one off “serious offence, such as:

- Involvement with an offensive weapon
- Supply or intent to supply an illegal substance
- Serious actual or threatened violence against another pupil or a member of staff
- Sexual misconduct.

Reintegration Following a Fixed Term Exclusion:

Following DFE guidance, a reintegration interview with parents is arranged between the Executive Head Teacher and parents, following a fixed period exclusion. The purpose of this interview is to discuss how best the child’s return to school can be managed.

Welford and Wickham Church of England Primary School follows the West Berkshire Reintegration Guidelines.

Review:

The Executive Head Teacher and staff review the policy annually and consult any changes to its content with the school community. The Governors review the policy annually and earlier if the government introduces new legislation or recommendations on how the policy can be improved.

Signed.....Chair of Governing Board

Signed..... Executive Head Teacher

Dated.....

Behaviour and Consequences

<p>A: Low level behaviour may include:</p> <ul style="list-style-type: none"> Not wearing school uniform Leaving litter Running in school Shouting inside/calling out Not completing homework Not having reading book in school Defacing exercise books Refusal to follow instructions 	<p>A: Consequences (progressive - any member of staff)</p> <ol style="list-style-type: none"> 1. Verbal warning 2. Moved to 'yellow' 3. Moved to 'red' 4. Miss 5 minutes of playtime 5. Sent to another area to reflect/complete learning task 6. Letter of apology 7. Parents informed
<p>B: Medium level behaviour may include:</p> <ul style="list-style-type: none"> Being disrespectful Being disruptive Persistent rudeness/calling out Swearing/low level abusive language Continued refusal to follow instructions 	<p>B: Consequences (at discretion of Deputy or EHT)</p> <ol style="list-style-type: none"> 1. Miss playtime, parents informed, letter of apology 2. Removal from classroom or playground for rest of the session- 3. Club suspension 4. Unable to represent school in external event for one occasion

C: High level behaviour may include:

Physical abuse such as punching, kicking, biting, fighting

Mental abuse such as high level swearing or aggressive language

Persistent/extreme bullying

Persistent defiant behaviour

Acting aggressively

Intentionally causing damage such as breaking a window, damaging equipment or premises

Concerning level of non-cooperation

Persistent stealing or stealing an item of value

Pupil behaviour risks the education or welfare of children or staff

C: Consequences - progressive (EHT or Deputy in consultation with EHT)

1. Internal lunchtime exclusion to a maximum of 3

LA needs to be informed of the next steps:

2. Internal exclusion for less than 3 days which may be part-time (parents may agree to take their child off-site at lunchtime)

3. Exclusion for a period of up to 5 days - supervision is the responsibility of parents

4. Exclusion for a period longer than 5 days - alternative education is the responsibility of the school

5. Permanent exclusion may be used if behaviour comes under the following:
a) serious actual or threatened violence against another child or member of staff

b) sexual abuse or assault

c) supplying an illegal drug, repeated possession or use of illegal drugs on school premises

d) carrying an offensive weapon

e) persistent and defiant misbehaviour including racist or homophobic bullying