

# **Pupil Behaviour, Discipline and Exclusion Policy West End First School**

## **Status**

Statutory

## **Purpose**

The purpose of this policy is to:

- create a happy, secure and stimulating learning environment where everyone will be inspired to do their very best
- promote and develop self-discipline, social awareness and appropriate standards of behaviour
- provide common, simple, robust and effective procedures for promoting effort, achievement and positive behaviour

We believe that high-quality teaching promotes effective learning and good behaviour. Our emphasis will be on recognising and celebrating effort and success, so that all pupils feel valued. We will teach pupils to take responsibility for their own actions and to accept the consequences of their choices. We will adopt a zero tolerance approach to bullying or physical attacks on adults or pupils, and any such incidents will be dealt with promptly and firmly.

## **Who was consulted?**

All staff attended training delivered by Jenny Mosely and developed systems based on her Golden Rules and Positive Behaviour Management approach at a subsequent training day. All students are consulted at the beginning of each academic year on the rules, rewards and sanctions in their classrooms. Pupils are also consulted via the School Council. Parents are encouraged to support the policy through the home-school agreement. Governors are consulted during governors' meetings.

## **Relationship to other policies**

This policy is linked to the equal opportunities, equality, diversity, anti-bullying, behaviour, drugs and race equality policies, and the home-school agreement.

## **Positive behaviour strategies**

The school uses a variety of positive behaviour strategies to ensure good behaviour.

A culture of respect for pupils, staff, parents and all other stakeholders is in place throughout the school.

The language of the Golden Rules and their actions and the language of good choices are regularly reinforced with the children in the classroom, playground and dinner hall as well as around the site.

The Golden rules:

- We are kind and helpful
- We are gentle

- We listen
- We work hard
- We look after property
- We are honest

Pupils revisit the school rules and are involved in setting classroom rules and protocols at the beginning of each school year.

Each classroom has a traffic light system. A child receives an initial warning for unacceptable behaviour. If the behaviour persists the child's name is placed on the amber light and he/she receives a small sanction. Sanctions may differ from class to class dependant on the age group of the children. Typical sanctions include:

- ❖ losing 5 minutes of the next break time
- ❖ losing 5 minutes of Golden time on Friday afternoons.
- ❖ 5 minutes time out in a quiet area of the classroom
- ❖ time out in a different classroom in the same key stage

If the behaviour still persists the child's name is placed on the red light and he/she may miss a special treat e.g. a percentage of golden time. Depending on the seriousness of the transgression he/she may also be sent to the headteacher.

At the start of each lesson all names are returned to the green light.

Each class is split into 5 houses:-

1. Plessey
2. Humford
3. Kielder
4. Bolam
5. Simonside

Children are in the same house as their siblings. House activities and rewards take place each half term. This ensures friendships are developed across the key stages and older children develop a sense of responsibility and act as a role model for younger children.

Pupils are given classroom responsibilities to encourage good behaviour and self-discipline.

Pupils are rewarded with 'house points' for good behaviour. House points are collected on a weekly basis by the Year 4 house leaders and a running total recorded in display form. Each half term the winning house receives a treat and the house trophy.

Good behaviour is celebrated in Golden assemblies. Children's names are recorded in the Golden book and their achievement is read out in assembly. The child receives a small prize from the Golden box.

For some children it may be necessary to implement individualised behavioural plans and reward systems in line with the Special Educational Needs & Inclusion Policy.

### **Playground rules**

The playground rules are the same as the whole school rules with the addition of:

- We play well together
- We follow the playground safety rules

## **Playground Safety rules**

- We tell an adult if we are upset or lonely.
- We keep inside the red lines
- We stay on the ground – we do not climb on railings or ramps
- We always ask permission to go inside
- We use the equipment safely
- We play the right game in the right zone
- When the first whistle blows we finish our game and tidy up.
- When the second whistle blows we stand still and wait for our class name to be called.
- We walk calmly into school at the end of playtimes.

## **Sanctions**

Sanctions are imposed for breaking any of the playground rules and are the responsibility of whichever member of staff deals with the situation – the children must respect equally sanctions imposed by any member of staff.

All staff are responsible for the behaviour of the children and wherever possible incidents should be dealt with and rewarded or punished by the person first on the scene.

It is essential that we deal with all the children fairly and this means that we should listen to what they say and make sure we have all sides of the story before imposing a sanction – it may be that we can offer a solution without resorting to sanctions, however, should sanctions be required...

If a child is breaking or in danger of breaking one of the playtime rules:

- The staff member will gain their attention and remind them of the rule using the action and the rule i.e. ‘Are you being gentle?’ whilst doing rocking action, ‘Remember we are kind’ whilst doing the hand shaking action etc

If a child continues to break the rule:

- The staff member will talk to them about the rule they are breaking using the language of good choices i.e. ‘When you called X a name you upset her, that is against our rule of being kind’, then ask the child to tell you the rule and how they broke it – this reinforces the language and helps to embed the meaning for the child – try to use a calm and quiet tone. The child must stay with the staff member for a few minutes – between 2 and 5 depending on the severity of the offence until they are given permission to go. If more than one child is involved staff may send one of them to stand with another member of staff – and may send a helpful child with them to inform the other staff member how long they need to stay with them. This time should be used to reinforce the language of good choices with the child in a calm and positive way. Staff must also tell them that they will be informing their class teacher at the end of playtime – this is not to punish them further, but makes sure that all staff are in the loop should there be any further issues or should parents want to know what has happened.
- Should children engage in ‘rough play’ they should immediately be told to stand with an adult for at least five minutes or until the end of playtime (whichever is sooner) and the class teacher must be informed using the post-it system. No warnings should be issued.
- If children have been involved in fighting they will be asked to stay with you for the remainder of the playtime and be informed that they will miss their next playtime. No

- warnings should be issued and the headteacher as well as the class teacher should be informed.
- The teacher of any child who has had to stay with a member of staff during playtime should be notified at the end of the break by a post-it note, stating the issue very briefly (fighting, name-calling, damaging equipment), dated and initialled. All post-its should be kept until the end of the week as part of the reward system. Apart from malicious aggression or bullying there should be no further punishment as the issue has been dealt with outside.
  - If children have been involved in bullying behaviour or racist incidents both the class teacher and headteacher should be informed using the same protocols
  - Children bringing issues back to the class room at the start of lessons which have 'just happened' should be told that it will be dealt with at the end of the lesson – please make sure you always go back to any of these issues before the next playtime.

### **Rewards**

Behaviour is always best tackled by positive means.

- We will take notice of children following the rules and praise them by using the action for the rule – 'Good choice, you are being gentle'
- We will take note of any child who is consistently demonstrating the rules in their play or setting a good example and award one or two stickers during playtimes.
- When the children come back into the classroom they will be encouraged to 'tell a good tale', i.e. how they got their sticker, to the class and then everyone will listen to the sound of a good choice – a marble in a jar. We will reinforce the language of good choices here e.g. 'When X played a clapping game with Y he was gentle'
- When the jar is full or has reached a pre-determined level the whole class has a pre-negotiated reward.
- At the end of each week all of the children who have not had their name on a post-it for breaking rules will receive a 'Go home Green' sticker for following all of the rules. Teachers may also wish to add a few more marbles to the jar – or a special oversized one – to reward the whole class.
- If a child is doing something particularly praiseworthy, their name may be written in the Golden Book.

### **Additional provision and sanctions**

Pupils with recurrent difficulties with behaviour in the classroom and the playground will be referred to the Inclusion Mentor and, with the agreement of parents, will receive support to address their issues. This may include inclusion in a nurture group, alternative playtime arrangements or individual behaviour plans and reward and sanction schemes, this may include establishing a positive handling plan. Individualised behavioural plans and reward systems will be in line with the Special Educational Needs & Inclusion policy. In which Inclusive Provision is defined as *“educational provision to remove the child’s barriers to learning, which is additional to, or otherwise different from, the differentiated educational provision made generally for children of the same age in maintained schools”*.

If aggressive or disruptive behaviours persist, when all of the above has taken place, external advice and support will be sought via the School Nurse, LIST (Locality Inclusion Support Team) and the CYPS (Children and Young Person's Specialist Service) team.

If a pupil deliberately injures, or seeks to injure, another child in such a way that medical advice needs to be sought a fixed-term exclusion may be imposed dependent on the circumstances of the event and the findings of any subsequent investigation. In the first instance this will entail an internal exclusion whereby the pupil will be withdrawn from classes and supervised by a member of support staff in another room in the school. If this behaviour continues a fixed term exclusion from school will be imposed.

If a pupil deliberately injures, or seeks to injure an adult a fixed-term exclusion from school may be imposed.

When a pupil has received three fixed term exclusions and there is no improvement in his/her behaviour, despite the involvement of the agencies mentioned above, a permanent exclusion will be considered. If at this point the pupil is considered a risk to the safety of the other pupils, themselves or adults, then a permanent exclusion will be imposed.

The **headteacher and staff** will apply the principles identified above when implementing the following whole-school approaches to positive behaviour.

Roles and responsibilities of headteacher, other staff, governors

The **headteacher** will be responsible for ensuring that this policy is implemented and for reporting to governors on its impact. In the case of exclusions she will:

- inform the pupil's parent of the period of any exclusion, or of a permanent exclusion
- give the reasons for the exclusion
- advise the parent that they may make representations about the exclusion to the governing body's discipline committee
- advise the parent how his or representations may be made
- notify both the local education authority and the governing body's discipline committee of the details of the exclusion, including the reasons for it, in the case of (a) a permanent exclusion or a fixed-period exclusion converted to a permanent one; (b) a fixed-period exclusion of more than five days or which brings the days the pupils has been excluded in one term to more than five; (c) an exclusion that would result in the pupil losing the opportunity to take a public exam.

**Pupils** will be consulted when rules are being decided and will be expected to observe them.

If required, the **governing body** will establish a Pupil Discipline Committee of three or five members and ensure that they receive training to fulfil their role. The head will not be a member of this committee.

The committee will have regard to any guidance given by the Secretary of State.

For permanent exclusions and fixed-period exclusions of more than 15 school days in any one term, the committee will meet no earlier than the sixth school day and no later than the 15th school day after receiving notice of the exclusion.

For fixed-period exclusions of more than five school days in any one term up to and including 15 school days, the committee will meet no earlier than the sixth school day and no later than the 50th school day after receiving notice of the exclusion.

The minimum time limit will not apply to any exclusion which would result in a pupil losing an opportunity to take a public examination. In such cases the committee will try to meet before the date of the examination, and if this is not practical the chairman of the discipline committee will review the exclusion before that date.

If the Pupil Discipline Committee decide that a pupil should be reinstated they will give the appropriate direction to the headteacher (who is under a duty to comply with it) and inform the parent and LEA of their decision.

If they decide that a pupil should not be reinstated, they will inform the parent, the headteacher and the LEA of their decision. In the case of a permanent exclusion they will notify the parent in writing of their decision and the reasons for it. The letter will advise the parent of his or her right to appeal against their decision, whom they should contact to lodge an appeal, the final date for this, and that the notice of appeal should set out the grounds of appeal.

#### Arrangements for monitoring and evaluation

The governing body (or Pupil Discipline Committee) will evaluate the impact of this policy by receiving data from the headteacher on:

- number and range of rewards for good behaviour each term
- fixed-term and permanent exclusions – number of and analysis of behaviour
- analysis of behaviour and impact of positive behaviour strategies
- instances of bullying and action taken
- support provided for the victims.

Date for full implementation                      30<sup>th</sup> November 2016

Date of next review                                      November 2018

General principles

***Staff and students should***

treat others fairly

treat others with courtesy

listen to other people's points of view

work without disturbing others

co-operate on group tasks

allow the teachers to teach and students to learn

care for other people's property

act in a safe and responsible manner

report hazards or dangerous situations

immediately

place all litter in the bin

look after all displays and notice boards

co-operate with all members of the school.

*Source: Peers School, Oxford*

***Staff should***

set good habits early

intervene early

reward achievement

identify underlying causes of bad behaviour

support behaviour management – assertive discipline, circle time, etc

support study through after-school clubs, homework, mentors, etc.

*Source: [www.teachernet.gov.uk/management/atoz/](http://www.teachernet.gov.uk/management/atoz/)*