

West End Primary School
Pupil Behaviour, Discipline and Exclusion Policy

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, progress and achievement, 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 of any kind or physical attacks on pupils or adults, and any such incidents will be dealt with promptly and firmly.

How was the policy developed?

Staff developed the policy based on Golden Rules and Positive Behaviour Management strategies developed by Jenny Mosely. It is also informed by Growth Mindset principles. Pupils' views are sought via the School Council and parents' are consulted via the annual parent survey. The Strategic Policy and Direction committee of the Governing Body agree the final policy. Staff, pupils and parents agree to abide by the policy through the home-school agreement.

Relationship to other policies

This policy should be adhered to in conjunction with all other school policies, and with particular reference to the following policies, strategies and documents:

- Safeguarding and child protection
- Online safety and Acceptable Use
- SEND
- Equalities
- Anti-bullying
- 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.

Children are taught that there are outcomes to their choices.

If a child makes a good choice they are taught that there are rewards, not all of which are external. Children are taught that good choices can lead to a personal sense of achievement, good relationships with their peers and adults and feeling safe and happy in school. To support this they may also be rewarded by verbal praise, house points, reward time such as Golden time or marbles in the jar for class rewards. If a child makes a bad choice they are taught that there are outcomes for this, both for themselves and others. The outcomes are listed below.

Most importantly children are taught that they have control over the choices they make and that the reason for making good choices is because they help us to have a safe and happy school where everyone can learn.

School rules

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 throughout the academic year 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, i.e. breaking one of the golden rules. 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 free choice time
- 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 receive a more serious sanction, e.g. missing a whole playtime or a special activity.

Depending on the seriousness of the transgression the headteacher may be informed and will choose whether it is appropriate to take further action.

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

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 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 sanctioned 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 the following protocols will be implemented.

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. Staff will 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 informed should there be any further issues or should parents want to know what has happened.

- Refusal to follow a sanctioned 'time out' will result in the 'time out' being owed. This will be sanctioned at the following playtime and will be doubled. One for the incident and one for the refusal to comply.
- 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 an adult 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. The teacher keeps the post-its in a secure place in case they are needed at a later date. ***Apart from malicious aggression or bullying there should be no further punishment as the issue has been dealt with outside.***
- 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. Staff will always go back to any of these issues before the next playtime.
- Incidences of bullying or racist behaviour will be dealt with following the Anti-bullying policy and/or the Racist incident protocol (Appendix 1)

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.

Dinner Hall rules

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

- We line up calmly
- We walk carefully through the dining hall
- We speak quietly to those around us
- We keep our table clean
- We are polite to everyone
- We use good table manners

House system

The school 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 rewarded with 'house points' for good behaviour. House points are collected on a weekly basis by the School Council and a running total recorded in display form. Each half term the house with the most house points chooses a reward for the whole house. The house trophy is decorated with the colours of the winning house for the following half term.

Pupil responsibilities

Pupils are encouraged to display and model good behaviours by being given a range of responsibilities. These can include but are not exclusive to:

- Classroom monitor roles
- Playground buddies
- Play leaders

Reward systems

Each class may have its own reward system for classroom behaviour; this may include but not be exclusive to:

Marble in the jar

Star of the week

Table of the week

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

Individual positive behaviour plans

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

Additional provision

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 including, where required, establishing a positive handling plan. Individualised behavioural plans and reward systems will be in line with the Special Educational Needs & Disabilities 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 SEND team or via an Early Help Assessment.

Dealing with racist incidents

The legal definition of a racist incident is based upon perception: if anyone perceives it to be racist, then it is.

The Crown Prosecution Service states:

"Any incident/crime which is perceived by the victim or any other person to be motivated by hostility or prejudice based on a person's race or perceived race"

or

"Any incident/crime which is perceived by the victim or any other person to be motivated by a hostility or prejudice based on a person's religion or perceived religion."

<https://www.cps.gov.uk/legal-guidance/racist-and-religious-hate-crime-prosecution-guidance> March 2022

West End Primary School recognises that racist acts take many forms including, but not exclusive to, the following examples of racist incidents which it finds unacceptable:-

- derogatory name calling, insults and racist 'jokes'

- verbal abuse and threats
- racist graffiti
- provocative behaviour such as wearing racist badges or insignia
- racist comments in the course of discussions
- ridicule of an individual's cultural differences, e.g. food, music, dress, language etc.
- bringing racist materials such as leaflets, comics or magazines into the institution
- using computer systems to access and/or distribute racist material
- attempts to recruit other pupils and students into racist organisations
- physical assault which is racially motivated
- damage caused to a person's property which is racially motivated
- incitement of others to behave in a racist way
- refusal to co-operate with other people because of their ethnic origin.

These may involve pupils, teachers, support staff, governors, parents or visitors to the school site.

The school's responsibility in dealing with racist incidents extends beyond the classroom and into the school environment. School should attempt to deal with young people and staff involved in racist behaviour which can be attributed to them as a member of the school community.

Such incidents can and do occur in schools where no pupil is from a minority ethnic background.

Please find our protocol for dealing with racist incidents at Appendix 1

Suspensions / exclusions

There are certain circumstances under which it may be necessary to impose suspensions. These include, but are not exclusive to:

- Deliberate refusal to comply with staff instructions causing significant disruption to learning for other pupils
- Deliberate and significant damage to property
- Deliberate unprovoked and significant aggression towards another pupil
- Deliberate unprovoked and significant aggression towards a member of staff
- Serious bullying
- Serious racism
- Behaviour which puts others or the pupil at risk of injury

Suspensions will not be undertaken lightly and the circumstances of all incidents will be fully investigated prior to the decision to suspend being taken. The seriousness of incidents will be considered on a case by case basis.

If a pupil has received three suspensions and there is no improvement in his/her behaviour, despite the involvement of the agencies mentioned above, a permanent exclusion will be considered by the Governing Body, following the protocols set out by Northumberland Education Authority.

Roles and responsibilities of headteacher, staff and, 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 suspensions she will:

- inform the pupil's parent of the period of any suspensions, or of a permanent exclusion
- give the reasons for the suspension /permanent exclusion
- advise the parent that they may make representations about the suspension /permanent exclusion to the governing body's discipline committee
- advise the parent how his or her representations may be made
- notify both the local education authority and the governing body's discipline committee of the details of the suspension / 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.

Governors

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 headteacher 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.

Monitoring and evaluation

The Governing Body will evaluate the impact of this policy by receiving data from the headteacher on:

- suspensions and permanent exclusions – number of and analysis of behaviour
- analysis of behaviour and impact of positive behaviour strategies
- instances of bullying, type of bullying and action taken
- racist incidents
- support provided for the victims.

Date for full implementation September 2022

Date of next review Autumn 2024 or sooner if legislation changes

Appendix 1

Dealing with racist incidents

All staff are responsible for challenging racist behaviour and supporting children to understand the impact of this behaviour on the victim. All incidents should be talked through, even with young children. No incident should be considered as ‘banter’ or ‘just what kids say’. Even actions or comments made out of ignorance or immaturity can have a lasting impact on the victim.

The following is a step by step checklist for dealing with specific incidents. Staff dealing with the incident in the first place should take Step 1 and then consider whether to take further advice from the Headteacher or Senior leaders, dependent on their level of confidence dealing with racist incidents.

Response to incident

- 1 Investigate the incident and establish what has been said/done, who was involved as perpetrator, victim, onlooker or reporter of the incident. Identify the racist action. Some incidents will be victimless but nevertheless may be considered racist if perceived to be so by another person.
- 2 Discuss the incident with the victim (if there is one) and establish if this is a single incident or part of a number of incidents. Reassure the victim that whatever the context racism is not acceptable and it is not their fault that someone else has chosen to behave in a racist manner. Give support, empathy and understanding of the impact this may have had and praise the victim for coming forward.

- 3 Discuss the incident with any other children who were involved as onlookers or reporters. Explain what was unacceptable about the racist action and how school will deal with it. Praise them for coming forward/supporting the victim.
- 4 Discuss the incident with the perpetrator. Explain why the action they took is a racist incident. Use age-appropriate language to explain this and the impact it can have on victim (whether the action is perceived by the perpetrator to be racially motivated or not). Explain how racist actions with no actual victim can have an impact on those the action is targeting. Decide whether a sanction is appropriate, discuss with the Headteacher or Senior leaders if you are unsure.
- 5 Inform the headteacher or Senior leaders and record the incident as per legislation on CPOMs.
- 6 Inform the parents of both the victim and the perpetrator and inform them of the actions taken.
- 7 Continue to offer support to both victim and perpetrator to help to develop their understanding of how to challenge racist actions, how to get support in school, how to make correct choices.