



Neatishead, Salhouse & Fleggburgh Federation

Behaviour & Exclusion Policy

*Our schools aim to be happy and safe places where everyone shares a love of learning.
Our Christian core values of respect, responsibility, courage, trust, perseverance and
compassion underpin all we do.*

'Soar on Wings'

Document History

Date	Reason For Change	By	Approved By
7 th January 2020	To include Fleggburgh Primary School	H Clarke	J Church

Signed by*J Church*..... Headteacher date: ...24.03.17.....

Signed by*S Powles*..... Chair of Governors date: ...23.03.17.....

Date for review.....January 2021....

Our school is the secure base from which we ‘soar on wings’ to realise our ambitions.

Through valuing one another and the world in which we live, we flourish.

Through providing rich opportunities, we can imagine fulfilling futures.

Through a shared love of learning, we transform lives.

1. Rationale:

This policy represents a whole school code of behaviour and discipline. It is there to support teaching and learning and puts the progress and wellbeing of our pupils at the centre. The success of this policy will be measured by how independent our pupils are with their learning. When our pupils are aware and care about the negative impact of poor behaviour choices on their learning and adjust their behaviour accordingly, we will know our policy is effective.

2. Aims

At the Neatishead, Salhouse and Fleggburgh Primary Schools we aim to

- Motivate children and raise self esteem
- Value achievement and show appreciation of effort, good work and behaviour
- Have high expectations with regards to behaviour and encourage pupils to take responsibility for their actions
- Provide children with a learning environment that all pupils respect, which is safe and secure, and in which we hope pupils will feel happy, comfortable and confident.
- Encourage all pupils to develop self-discipline, awareness and respect for their own needs and rights and those of others, a caring attitude for people, property and environment
- Ensure that all adults present a positive role model for children to follow and ensure a positive atmosphere for learning where every child can maximize their potential
- Stress the importance for children receiving their education in a stable and ordered environment. To this end, children are expected to demonstrate our key Christian core values at all times.

Whilst we promote self-discipline and offer pupils incentives to try hard and conduct themselves appropriately, we recognize that in certain circumstances, sanctions are considered necessary. Challenging behaviour at school should not be seen as unusual. Children will test boundaries of acceptable behaviour as part of their child development. It is how we as a school then deal with them that is the main concern of the policy.

3. Staff/Adult Expectations

All members of staff, governors, students and volunteers have a very important role to play regarding behaviour and discipline at the school and adhere to the following guidelines for good practice:

- All staff, both teaching and non-teaching must take responsibility in maintaining the ethos and discipline in school to provide consistency
- Teachers to establish clear and high expectations in the classroom supported by good classroom organization, behaviour management and planning.
- To address/refer to all members of staff and other pupils respectfully and by using their name

- Praise effort and not give false praise
- Draw attention to good learning behaviour
- Rules should be expressed positively and their rationale explained. Pupils should play an important part in forming school and classroom rules
- A balanced system of rewards and sanctions should be in place where situations are responded to rather than reacted to
- Foster feelings of self worth
- Always separate the behaviour from the child. Children must still feel valued even though their behaviour choices cause concern and comment
- Ignore petty, attention-seeking behaviour when it does not significantly infringe classroom rights
- Minimize unnecessary confrontation, undue criticism or embarrassment. Allow children time to process information and feel calm
- All responses should be seen as fair
- All staff should be reflective and seeking to develop their behaviour management skills openly asking for and giving support to peers
- Put into daily practice the school's commitment to supporting pupil and adult emotional health and wellbeing
- Pupils should be spoken to in an age and stage appropriate way
- Adults must consistently model positive relationships
- Expect high standards of uniform
- Work in partnership with parents

4. Pupil Expectations:

We expect the children:

- To address/refer to all members of staff and other pupils respectfully and by using their name
- To be trustworthy and assume responsibility for their own actions and belongings
- To arrive to school on time, in proper school uniform and with a positive attitude to work
- To walk around the school and enter and leave school in an orderly manner
- To show self-control and not react angrily at any times
- To show compassion and tolerance towards others without bullying emotionally or physically
- To show good manners
- To use appropriate language
- To listen to each other respectfully
- To assume responsibility for a tidy and clean learning environment
- To care for and use school property and equipment correctly and sensibly
- To use cloakroom facilities appropriately and wash hands afterwards
- To only leave the school grounds during school hours when supervised by a member of staff
- To only leave the classroom when a member of staff is aware
- To only bring toys and other valuable items into school when given permission to do so

The children are continually reminded, in a positive way, of these expectations which are referenced to in collective worship.

5. Independent Learners through Christian Values

We promote the Christian values of respect, responsibility, compassion, trust, courage and perseverance.

Children are encouraged to reflect on their behaviour using the language of our core values.

Cognitive		Behaviour	
I am		I show that	
	Respectful		I care for people, the environment and myself
	Responsible		I can be trusted to make good choices and to ask for support when I need it.
	Compassionate		I see things from other points of view and am kind and considerate to others
	Trusting		I believe in myself and am honest. I will ask for help when I need it and will give help when asked.
	Courageous		I make a big effort to try out new ideas that will help me learn.
	Persevering		I stick at things and try not to give up on things that will benefit me.

6. Classroom Behaviour

We believe that positive teaching strategies help prevent disruptive behaviour. Children are given work appropriate to their needs so that self-esteem and confidence can develop. Children should feel an integral part of the school so they do not feel the need to cause disruption.

Hence, in our classrooms

- routines are clearly established and children are involved in this process
- children are expected to participate in all activities with a positive attitude
- consistent high expectations for learning are set
- Rules and routines are clearly presented to the class at the earliest opportunity by the Class Teacher, and pupils are reminded of those on a regular basis
- Tasks are matched to ability to ensure a sense of success for all children. Learning objectives are communicated to the children in every lesson and Success Criteria are

generated as appropriate, to ensure that children know what, how and why they are learning

- Children know their targets and next steps so that they can take ownership of their learning
- Children are listened to and taken seriously
- The teacher will learn as much as possible about each child in the class
- The teacher will ensure that an emotionally upset child is supported by informing the appropriate people
- The teacher will have the flexibility not to over-react to situations over which the child has very little control (i.e. lateness, fee-payment, etc.)
- The teacher will maintain strong lines of communication with parents and carers
- The teachers will deploy other adults in the classroom effectively

7. Rewards

There is an emphasis on the positive 'can do' approach to behaviour management. Pupils will be encouraged and praised for effort and negative criticism is to be avoided. Where it is considered that criticism is appropriate, it will be constructive in its approach and include advice on how to improve behaviour.

Reward systems are in place for every pupil in the school. These include the following:

- Praise for effort
- House Point System with House Captains
- Celebration Assembly
- Headteacher's postcards
- Class rewards at teacher discretion
- Communication with parents
- Classroom responsibilities
- 5-step classroom chart (Salhouse)

5 step System (Salhouse only)

Exceptional effort to demonstrate all the core values and encourage others to do the same (linked to classroom reward)
Being a fantastic role model to others and showing respect for own happiness, safety and learning. (linked to classroom reward)
All pupils start at this stage – I am happy and safe and sharing a love of learning. I am ready to demonstrate all our core values

I need to make an extra effort to ensure I keep myself and others happy and safe. I am not helping myself or others to learn. I have forgotten my core values. My teachers and friends will help me. There may be a consequence.

I have not helped my school be happy and safe and have not been able to share a love of learning. I have not shown all the core values. This has not been a good day and I understand my teacher will need to give me a consequence and my parents will be informed. Tomorrow is a new day and I can reach 'gold'. My teacher will help me understand what I need to do.

8. Intervention Planning and Sanctions

There are a number of strategies throughout the school to address poor behaviour choices and teachers are encouraged to develop their own methods which are appropriate to the age group and maturity of individuals and classes. However, all staff follow the same protocol for intervention where this is necessary. This is:

- **Focus on Learning:** This includes ignoring poor behaviour and noticing children who are on task and learning but it is also vital that the learning is well planned and differentiated so that all children are able to access the curriculum to stay on task
- **Non verbal interventions:** Often eye contact or a small head movement from the Class Teacher is enough to deter children from further disruption
- **Verbal Intervention:** This is meant to be a warning, however it is important that it is, wherever possible, still linked to learning or questioning
- **Delay confrontation:** Where possible, confrontation should be avoided in front of an audience. Children should be given the choice to join in with the learning so that there is a 'win win' situation
- **Consequences:** Consequences of poor behaviour should be based on 'certainty not severity'. Children should understand a consequence will definitely happen whether they begin to join in with the lesson or not (i.e. they cannot win back break time with good behaviour)

Consequences are:

- **Loss of break time:** children are required to stay in for their break time but will be given time to use the cloakroom and have a drink
- **Time out sessions:** if a pupil continues to behave inappropriately they may be removed from the class for a 'time-out-session', and will be given some classwork to complete during this time. This time out will be supervised
- **Involvement of the Senior Leadership Team:** should the pupil continue to behave inappropriately, or should a more serious incident have occurred, the SLT will be involved
- **Tasks as Punishment:** for certain pupils, it may be appropriate to issue a task as punishment for inappropriate behaviour. This should be a useful task, yet not one the pupil particularly enjoys or considers to be a reward

- **Inappropriate language letter** : If a child swears or uses offensive language, a letter will be sent to the parents informing them of the child's language
- **Report Card**: the teacher will set 'behaviour targets' for the pupil – the pupil is '**on report**'.
- **Pastoral Support Plan**: A member of SLT, teacher, parent and pupils will draw up a regularly reviewed plan of behavioural targets.

It is essential that the teacher informs parents and carers regarding concerns about their child's behaviour in a timely fashion.

Any incident of serious physical violence or serious verbal abuse that puts the happiness and safety of others at risk will be dealt with by SLT.

The consequence will be determined by age, severity, repeated offence, and additional need. It cannot be one size fits all.

The teacher will record incidents that happen in the classroom on Pupil Asset

9. Bullying

Through collective worship, stories and other areas of the curriculum the philosophy of respecting and feeling compassion for each other, is explained. We have a no-tolerance stance towards bullying and any incidents are reported and recorded.

If bullying is reported by parents or child, procedures outlined in the '**Anti-bullying Policy**' are to be followed.

10. Break and Lunchtimes

Incidents of misbehaviour at lunchtimes

- Most incidents of misbehaviour will be resolved by the midday supervisors
- MSAs share strategies that are effective with individual children
- Should the MSA need support with dealing with an incident, they will use the school system for alerting a teacher who will assist immediately
- Incident forms can be completed and must be shared with the teacher as soon as possible after the incident. The teacher will follow up incidents and record on Pupil Asset.

11. Fixed and Permanent Exclusions

The decision to exclude a pupil must be seen as a last resort. Pupils at risk of exclusions should have a Pastoral Support Plan and clear historical evidence of incidents, actions taken and impact of actions. No exclusion should be considered without exhausting other strategies or in the case of a serious one off incident, a thorough investigation.

Exclusions can be used to address:

- Serious actual or threatened violence
- Extreme and persistent verbal abuse or intimidation
- Physical attack/assault
- Indecent behaviour
- Sexual abuse
- Extreme and wilful damage
- Possession of illegal drug
- Theft
- Arson
- Possession of an offensive weapon
- Persistent bullying
- Racial harassment

Fixed term exclusions will be short to support successful reintegration.

A decision to permanently exclude a pupil will only be taken when all other avenues have been tried.

Parents with children at risk of exclusion should be given information about the Family Support Process and Early Help.

The headteacher will seek support and advice from the Local Authority Inclusion Team

12. Decision to Exclude

If the Headteacher decides to exclude a pupil, she will:

- Ensure there is sufficient collated evidence
- Explain the decision to the pupil
- Contact parents/carers, with reason and ask for pupil to be collected immediately
- Send a LA model letter
- Regularly notify chair of Governors
- Provide work to cover the period of the exclusion
- Plan and hold a reintegration meeting on the morning of the child's return to school

If an exclusion might put a child at risk of harm, the Designated Safeguarding Lead or Alternate DSL will be informed and they will follow the school's safeguarding policy. Where a parent/carer is unable or refuses to collect, the child's well-being is priority.

We have a duty not to discriminate against pupils with SEND by excluding them from school for behaviour related to their disability.

Staff have legal power to use reasonable force to control or restrain but know it is always unlawful to use force as a punishment. Any occasions when positive handling is used will be recorded and shared with parents.

13. Outside School

Pupil's behaviour on school trips etc. is subject to this behaviour policy.

14. Monitoring

This policy will be monitored by Governors and senior staff.