



**GREAT FINBOROUGH
CHURCH PRIMARY**

Behaviour & Exclusion Policy

*Linked documents:
Anti-Bullying Policy
Safeguarding Policy
Child Protection Procedures
Online Safety Policy
Equalities Policy
Restraint Policy*

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Great Finborough Church Primary

Behaviour and Exclusion Policy

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Introduction

At Great Finborough Church Primary School, discipline is recognised to be a collective responsibility between parents, staff, governing body, children and other agencies involved with school. It is vital that the behaviour policy is clear, that it is well understood by staff, parents and pupils and that it is consistently applied. If this partnership is working effectively then we expect:

Responsibilities

Parents

- To have read and agree to uphold this policy.
- To co-operate with school.
- To ensure children's regular attendance and punctuality.
- To encourage their children to show respect and support the school's authority to discipline children.

Staff

- To follow and apply the behaviour policy.
- To be fair and consistent.
- To develop an effective working atmosphere.

Children

- To show respect for all people and pupils and all property
- To meet the expectations set out in the School Charter and abide by classroom expectations.

Principles

Our approach to behaviour in school is summarised to the children in the form of our School Charter:

Respect yourself and others.

Engage with learning – listen and join in with lessons.

Speak and act politely.

Persevere – don't give up!

Encourage others – set a good example.

Care for everyone and everything.

Take responsibility for your words and actions.

Children are taught about these principles through fortnightly assemblies where the charter is discussed and examples found of children demonstrating its content. Children and teachers will be asked to contribute in such discussions to celebrate the ways in which RESPECT is shown in our school. The terms 'conduct behaviour' and 'learning behaviour' are explained simply to the children at these times. Green class children will be gradually introduced to the behaviour system through the year as the cohort settle into school.

Respect and consideration will be explicit through:

- ❖ Manners e.g.: "please excuse me"
- ❖ Patience: waiting your turn
- ❖ Appropriate noise level
- ❖ Working as a group – looking out for others
- ❖ Appropriate use of tools and materials
- ❖ Care of the environment, including tidying away as required by the teacher
- ❖ Walking not running
- ❖ Lining up properly in preparation for going to assembly, PE, break times etc.
- ❖ Close attention to safe practice when using the internet.

Behaviour Expectations

All pupils' behaviour is expected to be an acceptable standard, bearing in mind the needs of each individual.

Each class adopts a set of rules that is based upon the rules within the School Charter. The School Charter statements and class rules are discussed with children throughout the school, and introduced to the children in the autumn term.

General Principles

Behaviour management is approached in a consistent manner across the School. This is achieved through treating all children fairly, taking into account their individual needs, be it Special Educational Needs and Disability, medical or developmental reasons, but ensuring that high expectations are set for all pupils in the School.

A positive approach to behaviour management is adopted across the School by all adults, including pupils, parents/carers, visitors, staff and governors.

It is acknowledged that the School uses sanctions in order to ensure good behaviour is not only praised but seen as the better choice for all and poor behaviour is corrected quickly and appropriately.

Routines (see Appendix B - School Routines Guidance) should be followed and kept to in order to ensure transition periods run smoothly.

Pupil behaviour at break and lunch play is expected to be appropriate for activities at those times and in line with the School Charter.

Children are responsible for their own property. Theft or damage of one pupil's property by another will result in the parents of both parties being notified.

All staff, teaching and non-teaching, have a calm, consistent approach and give firm disapproval of any anti-social behaviour. The SLT follows up with vigour any report or case of bullying – see Anti-Bullying Policy. The SLT maintains momentum in publicising expectations to new pupils, by discussion individually and talks in collective worship.

Records of exemplary or repeated anti-social behaviour for a child are kept both centrally and also by class teachers. Where applicable, class records are shared with the SLT. Any concerns regarding to Safeguarding must be recorded on a Safeguarding Concern Form and passed immediately to the designated safeguarding lead (DSL) or one of the alternates.

Positive Behaviour Strategies

The School recognises the importance of excellent learning behaviour and instils this in the pupils in several ways:

Classroom reward systems

Children are rewarded for showing good conduct and learning behaviour. For example:

- Exemplifying the behaviour charter
- Positive attitudes
- Good effort
- Being helpful
- Excellent learning, attainment or progress

Instant positive verbal praise, explaining what the child has done well are the most commonly used responses, along with smiles, thumbs up and more discrete methods during teaching sessions and for those children who struggle with more overt praise. Frequently a number of children making the right choices are named and thanked as a reminder to others to follow a good example.

Other reward systems vary between classes and across the year to ensure that systems remain motivational and don't become 'stale'. Examples of systems used include earning points towards additional playtimes, 'goody' boxes, small group tea parties, certificates and messages sent home.

By Key Stage Two there is a greater expectation that children know what is expected of them and the positives will be generally rewarded with stickers, certificates, and text messages home.

Headteacher Stickers

Staff will send pupils who have worked well, achieved the School Charter or achieved excellent learning (compared with their baseline) to the SLT or another senior member of staff for recognition and praise. Although the School strongly affirms the use of intrinsic motivation, it is also recognised that reward for effort is to be valued. The SLT will often give such pupils a special sticker.

Un-sung heroes certificates

At the end of each term any pupils who have behaved consistently well all term will be awarded a special certificate during assembly.

Headteacher certificates

These are given out weekly and will focus on the two more academic aspects of the charter. 'Engage with learning' and 'Persevere'.

Pupil Voice Logs

Three times a year (once each term), the class teachers are released from class teaching to meet with each child in their class in a one-to-one session. These sessions are to complete the Pupil Voice Log for that child. The Pupil Voice Log is a way for teachers to monitor, review and talk with each child about that child's general welfare, attitude to learning, learning behaviour and conduct, effort in class and across the school.

Tracking Pupil Behaviour

Behaviour Slips

Pupil behaviour is tracked through seven levels on a Behaviour Ladder. Behaviour slips are given once a pupil has reached Step 5 on the Behaviour Ladder.

Behaviour slips enable us to carefully track and monitor behaviour and ensure that support is provided to children who are finding it difficult to demonstrate good behaviour. The slips also allow us to report on behaviour to both parents and governors in an effective manner.

The behaviour slip form:

Name	Class	Date
On the other side of this behaviour slip my teacher has written the reason I have been given this slip.		
Step 1	I have been reminded to do the right thing.	
Step 2	I have been warned, my behaviour MUST improve. Initials on board	
Step 3	I have been moved for 'time out'. Either within or beyond the classroom (supervised) 2 nd initials on board	
Step 4	3 rd initials on board I will be spoken to by a member of the SLT at a break time or I will be moved to work with a member of the SLT	
Step 5 Behaviour slip issued	My parents will receive a text to inform them of my behaviour (approved first by SLT). My class teacher will discuss my behaviour with my parents and it will be carefully monitored for two weeks	
Step 6	I may not be able to work with the rest of my class. I may be given a fixed term exclusion My parents, the SLT, my class teacher and our SENDCo will work with me to make a behaviour plan	
Step 7	I may be permanently excluded from the school.	

Examples of possible conduct leading to behaviour slip use:

- ❖ Stopping others from learning – eg calling out when correct methods of communicating needs are understood.
- ❖ Inappropriate verbal responses to staff and peers.
- ❖ Failure to follow instructions (which are understood and appropriate for the child).
- ❖ Unkind behaviour towards others.
- ❖ Damage to or inappropriate use of resources.
- ❖ Persistent lack of honesty and blaming others for misdemeanours.
- ❖ Deliberate and knowing inappropriate use of the internet.
- ❖ Failure to work at an acceptable pace for their ability
- ❖ Failure to follow School Charter.

Particularly unkind/ disrespectful behaviour including violence or swearing may well lead directly to step 5 or above.

Using the Behaviour Slips

A behaviour slip lasts a whole day and a new slip is given each day, where required; behaviour slips are shared with the pupil and kept in the pupil's file in the headteacher's office.

Behaviour Plans and Risk Assessments

Children who have known difficulties with behaviour, or have reached Step 6 on the ladder need to have behaviour plans and may also need individual risk assessments. These plans will identify the support in place to enable the child to behave in an appropriate manner. For these children a more detailed system of smaller steps will be in place within the existing behaviour ladder.

When a child reaches Step 6, staff are required to complete or review a behaviour plan with the parents and the child in order to address and improve future behaviour. This form must be completed by a member of staff, normally the class teacher, and must be photocopied once completed. One copy must go to the SENDco (Special Educational Needs Co-ordinator), a second to the parent and one will be kept by the class teacher and filed in the Pupil Voice Log for that pupil.

An individual risk assessment may need to be completed (as appropriate) for children who have reached Step 6, for example if there is an up-coming visit or visitor to the school and additional precautions may be needed as a result of the pupils' poor behaviour. Completing a risk assessment will involve the parents, the teacher, the SENDCo and wherever possible and appropriate, the child.

Tracking the Behaviour Slips

Behaviour slips are printed on different colours each term in order to help teachers track a pupil's behaviour over a year:

Autumn Term – yellow
Spring Term – green
Summer Term – blue

Where appropriate teachers may share behaviour slips with parents at parents evenings or other meetings.

In the Playground

The same high expectation of behaviour is expected of pupils at break times and lunch times, although it is acknowledged that pupils respond differently at lunchtime and midday staff have not received the same level of training as teachers. As a result of this, a different behaviour system is adopted at lunch time, and the Behaviour Slips are not used by midday assistants.

Steps to be followed at Break and Lunch Times

Midday assistants, when dealing with poor conduct, are to refer back to the School Charter and remind the child of the rules. Where possible, children will be redirected towards acceptable behaviour by supporting their play.

If a child continues to misbehave, the midday assistants will follow the following steps:

- issue a verbal warning
- direct the child for time out on an outside bench for the following timings - Green Class 2 minutes, Red Class 3 minutes, Blue Class 4 minutes, Purple Class 5 minutes, Silver Class 6 minutes.
- send a sensible child to get a member of teaching staff

The Senior Leadership Team may decide that a child should receive a Behaviour Slip as a result of their extreme poor behaviour at break or lunch time. Only members of the SLT are able to decide this. Where this happens, the class teacher and midday mssistant (if appropriate) must be informed.

Fixed Term and Permanent Exclusion

Where there is a serious breach of this policy by a pupil, the Headteacher may make the decision to give a fixed-term exclusion or where deemed necessary, a permanent exclusion. In the absence of the headteacher and when he cannot be contacted, the decision may be made by the SLT. A fixed-term exclusion would normally be between 1 and 3 days.

A decision to exclude a pupil permanently is seen by the School as a very serious decision and is only taken as a last resort, in response to a serious or persistent breach of this policy and if allowing the pupil to remain in school would seriously harm the education or welfare of the pupil or others in the school.

Fixed term or permanent exclusions may take place where there has been:

- Physical aggression towards a member of staff;
- Endangerment of a child or an adult or a child endangering him/herself (including outside of the school premises);
- Extreme aggression towards a child or adult;
- Possession of dangerous items;
- Repeated non-compliance with adult requests after all other strategies have failed;
- Repeated and knowing use of inappropriate language;
- Persistent bullying;
- Smoking or taking drugs on the school premises.

In regards to the exclusion of a child for a fixed-term or permanent period, the School follows DfE and Suffolk Exclusions Guidance (2012).

School trips

Prior to school trips, children with significant poor behaviour will have a separate risk assessment completed.

Searching and confiscation

The Headteacher and teaching staff at the school may search pupils or their possessions.

Staff can confiscate any items that they consider harmful or detrimental to school discipline.

Items may be collected from the teacher or school office at the end of the day. Please note: staff will take all reasonable precautions to keep confiscated items safe, but cannot be held liable for the loss of or damage to these items.

SEND

The School acknowledges that some children, for reason of Special Educational Need, disability, or other vulnerability may be unable to comply with the standard expectations of behaviour laid down in this policy. In these cases parents, SENCO and teaching staff work together, sometimes with the help of specialist outside agencies to plan for the child's needs. Where this is deemed to be the case, a Behaviour Support Plan or Pastoral Support Plan specific to that child will be developed, and this will be circulated to all relevant staff.

Restraint

Restraint will only be used in exceptional circumstances. The school follows the Suffolk County Council Restraint Policy Guidance '*Keeping Children and Staff Safe*' 2016.

Staff are regularly trained in behaviour risk assessment and safe restraint by appropriate organisations such as BehaviourSafe.

Appendix A – School Procedures

Before School

As soon as children feel confident, encourage them to come into school by themselves in the morning. Registration needs to begin promptly so that lessons can begin on time. Parents should speak to class teachers after school wherever possible, when there is more time to give proper consideration to any concerns or problems. Obviously any urgent matter which will need to be acted upon during the school day should be communicated to the School Office or in Green Class, to the class teacher, in the morning.

Monday meetings:

Teachers meet in the staffroom every Monday morning at 8.30am for a brief diary run.

Start of Day:

Children enter the premises at 8:45am when the door is opened by a member of staff (usually the senior leadership). They walk into school quietly, entering their classrooms immediately. Personal effects should be placed into cloakrooms, ensuring all 'public areas' are clear of clutter or trip hazards. All other movement around school is 'walking quietly'. Teachers must have a clearly communicated activity for children to come in to, on arrival. Register is taken at 9.00, closing at 9.05 am. After the register is returned, late arrivals need to report to the office. Afternoon register is taken at 1.00pm.

Children are expected to work hard and sensibly and will be told when/how they may attract the teacher's attention. Children will follow the appropriate class procedures.

Collective Worship

- 1) Person taking collective worship to try to be in hall first to "receive" children.
- 2) Teachers need to 'set the scene' for collective worship and prepare the children to enter the hall ready to participate in a reflective way.
- 3) Everyone should come in calmly and sit down.
- 4) Teachers are responsible for their class and consideration should be given to the positioning of those children who find it difficult to behave well in assembly before leaving the classroom.
- 5) A member of staff from each class should attend each collective worship.
- 6) At the end of collective worship the member of staff with the class will lead the children back to their classroom where they will stand quietly in an orderly line or behind chairs waiting to be led out to break-time by a member of staff.

Morning Playtime:

Adults on playground duty to be in the playground first. Classes need to be led into the playground by an adult who needs to stay with the class if the adult on duty is not yet outside. If a child is hurt while on the playground, the child will be attended to by another member of staff leaving those on duty to remain outside on the playground.

Accident/Injury books are kept in the resource area.

At the end of playtime:

The person on duty sends a child to tell staff that the bell is about to go. The bell is rung and the children stand still. The bell is rung again and children quietly walk to their lines. Class teachers/ teaching assistants MUST then meet their class on the playground and walk them in, walking at the front of the class. Adults need to ensure that children walk into school in a calm orderly fashion.

Wet playtimes:

Children stay in their own classrooms with the class teaching staff and teachers advise children as to the use of appropriate games and toys. Staff take turns to allow for brief comfort breaks.

Lunchtime:

All children say their class prayer before leaving the classroom. An adult from the class needs to oversee that the children are going calmly to lunch either on to the playground or directly into the lunch hall. Green and Red class children go straight to the hall for school lunches or packed lunches. If picnic style outdoor eating is allowed that day, then children from Y1 upwards may take their packed lunch outside. Children then follow the directions of the staff on duty. Class teachers need to ensure that their class has managed a calm transition between the classroom and either the lunch hall or outside.

In the lunch hall the midday assistants assist the children in getting their lunch, and taking it to the table. They help younger children with cutting food and deal with any problems and spillages. Once seated they stay seated. They put their hands up to indicate they need attention. Children talk quietly with the children on their own table. Children raise their hand before leaving the lunch hall.

Outside, the staff on duty oversee and encourage the children in their play and make a point of engaging with children both to praise and remind of respectful behaviour.

At 12.55pm the whistle is blown, and children are told to tidy away the toys. At 1.00 the bell is rung once to stand still and then again to walk quietly to lines on the playground. Class teachers collect all children from the playground.

Wet Lunchtimes:

Children are able to watch age appropriate DVDs or read in their classrooms supervised by teachers or teaching assistants if no midday assistants are available.

Classes may take an afternoon break at a convenient time – using the back field where possible to avoid disturbing Purple and Silver classes.

End of school day:

School ends at 3.30pm. Teachers need to prepare their classes to leave the building calmly and with the appropriate equipment – book bags etc.

Younger children in Green, Red and Blue classes are taken out the rear door to meet their carers on the back field. However, some children in these classes may have older siblings and will need to be escorted to the front playground. Also, some children may be going to sports or after school club and these children will need to be taken to their club by an adult. Staff across these three classes need to discuss and arrange which adults are carrying out these roles.

On the field, children line up with their teacher who sends them to their parents/carers as they are seen. Children going home with someone other than their parents/ carers **must** have prior permission.

If parents are waiting at the field gate (because they have a dog with them) the children are escorted over to the gate once the other children have been sent to their parents.

Children in Purple and Silver Classes are dismissed into the front playground. Silver class children are able to leave the site without an adult unless other arrangements have been agreed with parents.

Purple class children are sent out from the classroom door to parents as they are seen in the playground. Any children from Purple class who need to meet parents on the back field are escorted by an adult, while Silver class children heading that way are allowed to go on their own.

Appendix B – Behaviour slip

BEHAVIOUR SLIP

Child's Name:	Class:	Date:
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STEP 1	<ul style="list-style-type: none">I have been reminded to do the right thing.
STEP 2	<ul style="list-style-type: none">I have been warned, my behaviour MUST improve.My initials are placed on the board.
STEP 3	<ul style="list-style-type: none">I have been moved for 'time out'. This may happen within or beyond the classroom (supervised).My initials are placed on the board for a 2nd time.
STEP 4	<ul style="list-style-type: none">I will be spoken to by a member of the Senior Leadership Team at a break time or lunchtime OR I will be required to work with a member of the Senior Leadership Team.My initials are placed on the board for a 3rd time.
STEP 5	<ul style="list-style-type: none">A Behaviour Slip is completed by the Class Teacher and passed to a member of the Senior Leadership Team for further action.My parents/ carers will receive a text from the school highlighting my poor behaviour.My Class Teacher will meet with my parents/ carers to discuss my poor behaviour.My behaviour will be monitored by my Class Teacher and/ or a member of the Senior Leadership Team for 2 weeks.
STEP 6	<ul style="list-style-type: none">My parents/ carers will meet with a member of the Senior Leadership Team to discuss my behaviour.I have been issued with an 'Internal Exclusion' which means I cannot work with my class for a set period of time OR I have been issued with a 'Fixed Term Exclusion' which means I am not allowed in school for a set period of time.My parents/ carers, Class Teacher and a member of the Senior Leadership Team will work with me to produce a Behaviour Plan I must follow.
STEP 7	<ul style="list-style-type: none">I have been issued with a 'Permanent Exclusion' which means that I am not allowed to return to my school.

Reasons for Behaviour Slip:

Meeting with Parent/ Carer:

Follow Up Actions:

Name of member of staff completing the Behaviour Slip: _____

Name of SLT member of staff: _____

Appendix C – Internal Exclusion Record



INTERNAL EXCLUSION RECORD



Name:	
Reason for exclusion	
Day(s) and time(s) for exclusion	
Notes:	
Supervised by:	
Parents aware: (Signature)	

