

Signature and date
[FGB]

Slimbridge Primary School
Policy

Behaviour, Discipline and Exclusion Policy

Aims and expectations

It is the aim of our school for every member of the school community to feel valued and respected, and that each person be treated fairly and well. We are a caring community, whose values are built on mutual trust and respect for all. The school behaviour policy is therefore designed to support the way in which all members of the school can live and work together in a supportive way. It aims to promote an environment where everyone feels happy, safe and secure.

The school has only a small number of school rules;

- Everyone has the right to feel safe
- Everyone has the right to learn
- Everyone has the right to be happy

The primary aim of the behaviour policy is not a system to enforce rules, it is a means of promoting good relationships, so that people can work together with the common purpose of helping everyone to learn. This policy supports the school community in aiming to allow everyone to work together in an effective and considerate way.

The school expects every member of the school community to behave in a considerate way towards others. We treat all children fairly and apply this behaviour policy in a consistent way.

This policy aims to help children to 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 co-operation. This policy is designed to promote good behaviour, rather than merely deter anti-social behaviour.

Where children display regular challenging behaviour because of medical or social/emotional needs, we will use positive techniques to defuse an escalating situation wherever possible. We understand that behaviour is a form of communication and that children who are struggling to meet behaviour expectations may need targeted support. We use the 'Thrive approach' at Slimbridge and in cases of challenging behaviour a Thrive action plan may be put into place to support the child. In extreme cases a personal risk assessment would be completed and 'positive handling' could be considered.

Rewards and sanctions

We praise and reward children for good behaviour in a variety of ways:

- Praise from an adult or peer
- Celebration certificate during Friday class assemblies.
- Stickers acknowledging learning and attitude
- Good behaviour stickers.
- Value assemblies encourage all pupils to do their best in all areas of development

The school employs a number of sanctions to enforce the school rules, and to ensure a safe and positive learning environment. We employ each sanction appropriately to each individual situation.

The following procedures will be followed (including break times and lunchtimes):

- If a pupil makes an unacceptable choice of behaviour they will be given a verbal reminder to reflect.
- A further unacceptable choice will lead to an appropriate 'time out'
- If a serious unacceptable choice is made (e.g. hurting others or swearing) the pupil will automatically lose break time.
- Further events will result in pupils being sent to the head teacher and parents will be notified.

For pupils with SEND, reasonable adjustments will be made to these sanctions, on an individual basis.

The class teacher discusses the school rules with each class with the understanding that the same rules apply throughout the school. Each class will produce a set of class rules, this is also shared with parents.

The school does not tolerate bullying or Peer on Peer abuse of any kind. If we discover that an act of bullying or intimidation has taken place, we act immediately to stop any further occurrences of such behaviour. While it is very difficult to eradicate bullying, we do everything in our power to ensure that all children attend school free from fear. See the Anti Bullying and Hate Policy.

All members of staff are aware of the regulations regarding the use of force by teachers, as set out in DfE: *The Use of Reasonable Force (2013)*. Teachers in our school do not hit, push or slap children. Staff only intervene physically to restrain children to prevent injury to a child, or if a child is in danger of hurting him/herself. The actions that we take are in line with government guidelines on the restraint of children.

VERY SERIOUS MISBEHAVIOUR MAY RESULT IN EXCLUSION FROM SCHOOL AS NOTED IN THE EXCLUSION SECTION OF THIS POLICY.

The role of the class teacher

It is the responsibility of the class teacher to ensure that the school rules are enforced in their class, and that their class behaves in a responsible manner during lesson time. All adults model and promote courteous behaviour.

The class teachers in our school have high expectations of the children in terms of behaviour, and they strive to ensure that all children work to the best of their ability and respect others.

The class teacher treats each child fairly and enforces the rules consistently. The teacher treats all children in their class with respect and understanding, making reasonable adjustments where appropriate for children with SEND.

The class teacher liaises with external agencies, as necessary, to support and guide the progress of each child. The class teacher may, for example, discuss the needs of a child with the education social worker or ATS behaviour support service.

The class teacher reports to parents about the progress of each child in their class, in line with the whole-school policy. The class teacher may also contact a parent if there are concerns about the behaviour or welfare of a child.

The role of the head teacher

It is the responsibility of the head teacher, under the School Standards and Framework Act 1998, to implement the school behaviour policy consistently throughout the school, and to report to the school governors, when requested, on the effectiveness of the policy. It is also the responsibility of the head teacher to ensure the health, safety and welfare of all children in the school.

The head teacher supports the staff by implementing the policy, by setting the standards of behaviour, and by supporting staff in the implementation of the policy.

The head teacher keeps records of all reported serious incidents of misbehaviour, including Peer on Peer abuse.

The head teacher has the responsibility for giving fixed-term exclusions to individual children for serious acts of misbehaviour. For repeated or very serious acts of anti-social behaviour, the head teacher may permanently exclude a child. Both these actions are only taken after the school governors have been notified.

The role of parents

Parents are expected to adhere to the code of conduct. The school works collaboratively with parents, so children receive consistent messages about how to behave at home and at school. The school rules are explained in the school prospectus, and we expect parents to read these and support them.

We expect parents to support their child's learning, and to co-operate with the school, as set out in the home-school agreement. We try to build a supportive dialogue between the

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home and the school, and we inform parents immediately if we have concerns about their child's welfare or behaviour.

If the school has to use reasonable sanctions to punish a child, parents should support the actions of the school. If parents have any concern about the way that their child has been treated, they should initially contact the class teacher. If the concern remains, they should contact the head teacher and, if still not resolved, the school governors. If these discussions cannot resolve the problem, a formal grievance or appeal process can be implemented.

The role of governors

Governors are expected to adhere to the code of conduct. The governing body has the responsibility of setting down these general guidelines on standards of discipline and behaviour, and of reviewing their effectiveness. The governors support the head teacher in carrying out these guidelines.

The head teacher has the day-to-day authority to implement the school behaviour and discipline policy, but governors may give advice to the head teacher about particular disciplinary issues. The head teacher must take this into account when making decisions about matters of behaviour.

Fixed-term and permanent exclusions

Only the head teacher (or the acting head teacher) has the power to exclude a pupil from school. The head teacher may exclude a pupil for one or more fixed periods, for up to 45 days in any one school year. The head teacher may also exclude a pupil permanently. It is also possible for the head teacher to convert a fixed-term exclusion into a permanent exclusion, if the circumstances warrant this.

If the head teacher excludes a pupil, they must inform parents immediately, giving reasons for the exclusion. At the same time, the head teacher makes it clear to the parents that they can, if they wish, appeal against the decision to the governing body. The school informs the parents how to make any such appeal.

The head teacher informs the LA and the governing body about any permanent exclusion, and about any fixed-term exclusions beyond five days in any one term.

The governing body itself cannot either exclude a pupil or extend the exclusion period made by the head teacher.

The governing body has a discipline committee which is made up of between three and five members. This committee considers any exclusion appeals on behalf of the governors.

When an appeals panel meets to consider exclusion, they consider the circumstances in which the pupil was excluded, consider any representation by parents, and consider whether the pupil should be reinstated. This is monitored by a LA representative.

If the governors' appeals panel decides that a pupil should be reinstated, the head teacher must comply with this ruling.

The head teacher will consider exclusions in line with the Exclusion Policy.

Monitoring

The head teacher monitors the effectiveness of this policy on a regular basis. They also report to the governing body on the effectiveness of the policy and, if necessary, makes recommendations for further improvements.

All incidents of misbehaviour at lunchtime should be reported to the class teachers who will then take the appropriate action if the situation has not already been dealt with. Class teachers may keep records of children who have persistently poor behaviour as a way of tracking trigger factors. The head teacher will record more serious incidents of misbehaviour, in particular those where the parents are asked to come into school to discuss their child's behaviour. In such cases a Thrive action plan may be put into place to support the child.

The head teacher keeps a record of any pupil who receives a fixed-term exclusion, or who is permanently excluded.

It is the responsibility of the governing body to monitor the rate of exclusions, and to ensure that the school policy is administered fairly and consistently.

Positive behaviour and encouraging high self-esteem

At Slimbridge School we aim to promote good behaviour by encouraging high self-esteem for all, managing behaviour using positive methods.

At Slimbridge School we use positive rewards as a means of day-to-day behaviour management. Through a climate of mutual respect, we have developed the school values.

**CARE
SUPPORT
ASPIRE
ACHIEVE**

Pupils are encouraged to behave well through a range of positive strategies.

Review

The governing body reviews this policy every year. They governors may, however, review the policy earlier than this, if the government introduces new regulations, or if the governing body receives recommendations on how the policy might be improved.

Signed:

Date:

Appendix 1

STAFF CODE OF CONDUCT

Children have the right to the opportunity to redeem their behaviour and to be given a fresh start. At the beginning of each year children and staff will explain ground rules for behaviour in the classroom. Children will be expected to adhere to the rules. Those who regularly refuse to keep to the rules or blatantly disregard them will face sanctions. Sanctions may be imposed for children who refuse to carry out given work, do not do their best or challenge authority inappropriately.

In cases of extreme emotional disturbance
The head teacher's response to the implementation of this Behaviour Policy may vary according to the individual children's needs.

Procedure for dealing with harassment/racial abuse
Any adult or child suffering from abuse and/or harassment should report the incident to a member of staff. The incident will be logged on a LA monitoring form which is kept in the office, and reported to the governing body and the LA, in accordance with their Equal Opportunities Policy. The child or adult involved will be disciplined i.e. the child's parents will be sent for; the adult will be warned.

At the beginning of each year, teachers will discuss the Class Charter with the class. These are displayed in each classroom and reference made to them when necessary. Children who respect the rules will be praised. Sanctions will be applied against those who consistently disobey the rules and to ensure they accept responsibility for their own behaviour.

Staff will:

- * Be enthusiastic
- * Greet the class, either individually or corporately, ensuring that lessons start promptly and have an appropriate time scale.
- * Be fair and have expectations appropriate to the age and maturity of each child.
- * Establish and maintain a caring relationship.

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- * Be well organised, prepared and provide plenty of varied purposeful learning activities.
- * Provide continuity based on a child's previous learning experiences.
- * Ensure that physical arrangements are conducive to learning and appropriate to the task given.
- * Ensure that materials are easily available, clearly labelled and in good order.
- * Control the management of the class by moving around the room, being vigilant and striking a balance between individual, group and class communication by looking at work.

It is important for teachers to act as role models, taking the blame and apologising for mistakes, where appropriate.

PARENTS' CODE OF CONDUCT

Parents are welcome in school but if you wish to speak to your child's teacher about a specific issue, please contact the teacher at the end of the day for an informal chat or if necessary through the school office to arrange a convenient appointment.

If you wish to take your child out of school for a dental/doctor's appointment, please send a letter to the class teacher explaining the absence.

Parents are asked to ensure that children attend regularly and to inform school of the reason for any absence prior to 9.30am.

Children should be in the playground at 8.35am in order for school to start at 8.45am.

Medicines, other than inhalers, should be given to the pupils by parents if they are required more than three times a day.

We ask parents to support our healthy eating principles by not sending in fizzy drinks, sweets or chocolate. Crisps or chocolate biscuits may be sent only as part of a packed lunch.

Children should not wear jewellery (but due regard will be taken for cultural diversity). Those who have pierced ears may wear simple, small studs which must be removed for PE and swimming.

We ask parents to ensure that children have correct clothing for P.E. i.e. T-shirt, shorts, and daps/trainers. Trainers and tracksuits can be worn for outdoor games. These need to be named and in school at all times, in case of changes to the PE timetable, and should be washed regularly.

There are extra-curricular activities and parents are asked to give written permission for a child to attend. Prior notice of all such activities will be given, and the member of staff responsible for such clubs will be notified of any child's non-attendance.

If a child presents difficulties in school, parents will be invited to discuss the matter.

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If a parent approaches a governor about behaviour, the procedure should be:

- * Ask the parent if s/he has taken their concern to the class teacher and / or head teacher. If they have not, encourage them to do so, offering to accompany them if necessary.
- * If the parent has already spoken to the class teacher and head teacher and says that they are still unhappy, then the governor may discreetly ask to see the head in order to explain that they have been approached and to establish the facts.
- * If after talking to the head teacher, the governor still has a major worry concerning the parent's case, then they might need to inform and consult the chair of governors. The chair would need to judge whether the matter was sufficiently serious to be taken further at a governing body meeting.

Throughout the procedure it is important that governors:

- ✓ Remain impartial
- ✓ Be clear that they have no power as an individual governor
- ✓ Be careful about confidentiality
- ✓ Remember that although governors would wish to listen to parents' views, they have no direct role in terms of the day-to-day management of the school.

POSITIVE CORRECTION

Managing misbehaviour requires us to react in a split second while experiencing great emotional pressure.

The goals of managing behaviour are A classroom that encourages children to:

- Own their own behaviour
- Respect the rights of others
- Develop positive self-esteem
- Build workable relationships

Planning for correction:

Choose the right words for the situation

Select the best strategy

Manage it in the least intrusive way i.e. choice – warning – option for consequence

It is expected that this will be done through positive correction and is attained through skilful classroom management whilst encouraging positive self-esteem.

Further guidance on skills of positive corrections can be found in the teachers' handbook.

EXCLUSION POLICY

Rationale

The Behaviour, Discipline and Exclusion Policy is underpinned by the shared commitment of all members of the school community to achieve two important aims:

- 1) The first is to ensure the safety and well-being of all members of the school community, and to maintain an appropriate educational environment in which all can learn and succeed;
- 2) The second is to realise the aim of reducing the need to use exclusion as a sanction.

Introduction

The decision to exclude a student will be taken in the following circumstances:

- (a) In response to a serious breach of the school's Behaviour Policy
- (b) If allowing the student to remain in school would seriously harm the education or welfare of the student or others in the school.

Exclusion is an extreme sanction and is only administered by the head teacher. Exclusion, whether fixed-term or permanent may be used for any of the following, all of which constitute examples of unacceptable conduct, and are infringements of the school's Behaviour Policy:

- Verbal abuse to staff and others
- Verbal abuse to students
- Physical abuse to/attack on staff
- Physical, sexual or emotional abuse to/attacks on students (Including Peer on Peer abuse)
- Indecent behaviour
- Damage to property
- Theft
- Serious actual or threatened violence against another student or a member of staff.
- Sexual abuse or assault.
- Unacceptable behaviour which has previously been reported and for which school sanctions and other interventions have not been successful in modifying the student's behaviour.

This is not an exhaustive list and there may be other situations where the head teacher makes the judgment that exclusion is an appropriate sanction.

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Exclusion procedure

- Most exclusions are of a fixed-term nature and are of short duration (usually between one and three days).
- The DfE regulations allow the head teacher to exclude a student for one or more fixed periods not exceeding 45 school days in any one school year.
- The governors have established arrangements to review promptly all permanent exclusions from the school and all fixed-term exclusions that would lead to a student being excluded for over 15 days in a school term.
- Following exclusion, parents are contacted immediately where possible. A letter will be sent by post giving details of the exclusion and the date the exclusion ends. Parents have a right to make representations to the governing body and the LA as directed in the letter.
- A return to school meeting will be held following the expiry of the fixed-term exclusion involving the head teacher.
- During the course of a fixed-term exclusion where the student is to be at home, parents are advised that the student is not allowed on the school premises, and that daytime supervision is their responsibility as Parents and Guardians.

Permanent Exclusion

The decision to exclude a student permanently is a serious one. There are two main types of situation in which permanent exclusion may be considered.

1. The first is a final, formal step in a concerted process for dealing with disciplinary offences following the use of a wide range of other strategies, which have been used without success. It is an acknowledgement that all available strategies have been exhausted and is used as a last resort. This would include persistent and defiant misbehaviour including bullying (which would include racist or homophobic bullying).
2. The second is where there are exceptional circumstances and it is not appropriate to implement other strategies and where it could be appropriate to permanently exclude a student for a first or 'one off' offence. These might include:
 - Serious actual or threatened violence against another pupil or a member of staff.
 - Sexual abuse or assault.

The school will consider police involvement for any of the above offences.

These instances are not exhaustive but indicate the severity of such offences and the fact that such behaviour seriously affects the discipline and well-being of the school. Other incidents may lead to permanent exclusion and will be considered on an individual basis.

General factors the school considers before making a decision to exclude

Exclusion will not be imposed instantly unless there is an immediate threat to the safety of others in the school or the student concerned. Before deciding whether to exclude a student either permanently or for a fixed period the head teacher will:

- Ensure appropriate investigations have been carried out.
- Consider all the evidence available to support the allegations, taking into account the relevant policies.
- Allow the student to give her/his version of events.
- Check whether the incident may have been provoked, for example by bullying or by racial or sexual harassment.

If the head teacher is satisfied that on the balance of probabilities the student did what he or she is alleged to have done, exclusion will be the outcome.

Exercise of discretion

In reaching a decision, the head teacher will always look at each case on its own merits. Therefore, a tariff system, fixing a standard penalty for a particular action, is both unfair and inappropriate.

In considering whether permanent exclusion is the most appropriate sanction, the head teacher will consider a) the gravity of the incident, or series of incidents, and whether it constitutes a serious breach of the school's Behaviour Policy and b) the effect that the student remaining in the school would have on the education and welfare of other students and staff.

Lunchtime Exclusion

Students whose behaviour at lunchtime is disruptive may be excluded from the school premises for the duration of the lunchtime period. This will be treated as a fixed-term exclusion and parents will have the same right to gain information and to appeal.

Also see relevant policies:

SEND

Safeguarding

Positive Handling

Anti-bullying & Hate

Health & Safety