



Behaviour, Discipline And Exclusion Policy

Person Responsible

Miss S Fenn

Governor Responsible

Ms. S O'Connor

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Policy Rationale

Our Mission Statement states:

“Aspire to Inspire”

At Ethelbert Road Primary School every member of our community has the right to feel safe, valued and to learn to the best of their ability. In order for this to happen, there is an expected standard of behaviour and conduct which all members of our community are committed to upholding. From the earliest age, our pupils are taught to take ownership for all aspects of their learning and this extends to the choices that they make about their behaviour. Staff understand the need to balance a consistent approach to behaviour management with responding to the individual needs of every child and, therefore, this policy is not a manual for behaviour management, merely a set of agreed principles and procedures that have been formed in conjunction with staff and pupils.

AIMS

At Ethelbert Road, we aim:

- To promote a happy, positive ethos and climate in the school.
- To create a consistent environment that encourages and reinforces good behaviour.
- To define acceptable standards and the principles of good behaviour.
- To encourage consistency of response to both positive and negative behaviour.
- To promote self-esteem through success, self-discipline and positive relationships.
- To ensure that the school’s expectations and strategies are widely known and understood.
- To work closely with parents, creating a successful partnership that reinforces the school behaviour

At Ethelbert Road Primary School, every member of our happy community is valued, nurtured and kept safe. Our contributions, big or small, are celebrated, allowing each of us to feel a sense of worth and ownership of our school. We are always ambitious, constantly striving to improve, giving and accepting only our personal best in everything that we do. We can work independently, as well as part of a team and our relationships are built on high moral standards and the mutual respect that underpins our community.

The Behaviour Code of Ethelbert Road Primary School

The following code of behaviour has been established in conjunction with students and staff. This code sets out the behaviour expected from all members of our community throughout the school.

- Our Behaviour Code:
 1. We will respect and value every member of our community and welcome every visitor.
 2. We will take ownership for our learning and be responsible for our own choices.
 3. We will try our best in everything that we do.
 4. We will keep ourselves and others safe and move safely around the school.
 5. We will respect the school environment and learning resources
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- This code is displayed throughout the school and staff make reference to it when dealing with all behavioural matters.

- The school also recognises the difference between conduct and behaviour for learning and, therefore, Guy Claxton's model of Building Learning Power has been adopted to ensure that pupils' learning behaviour is as high profile as their conduct and adherence to the rules. Throughout this policy, the term behaviour will be used to encompass both pupils' conduct and behaviour for learning.

The role of adults in promoting positive behaviour:

- All adults in our school, regardless of role, share the responsibility of ensuring that children's behaviour remains in line with our mission statement. Adults will do this by:
 - Modelling positive behaviour and adherence to the Behaviour Code;
 - Encouraging pupils to take responsibility for their own behaviour and the choices that they make;
 - Ensuring that the contents of this policy are followed consistently but sensitively;
 - Providing a curriculum that inspires, motivates and develops the whole child;
 - Having a good knowledge of the children in their care, particularly those for whom positive behaviour can be a challenge;
 - Modelling positive behaviour and respect in all their interactions;
 - Having the highest expectations for themselves and their pupils in all aspects of school life;
 - Involving pupils in the process of reviewing the behaviour policy and deciding consequences for inappropriate behaviour;
 - Handling all behavioural incidents sensitively and calmly;
 - Keeping records of serious breaches of the behaviour policy and ensuring that the Governing Body are kept informed of these;
 - Ensuring they are approachable, understanding and prepared to listen to all children;
 - Ensuring that rewards and sanctions are issued fairly and transparently;
 - To use a restorative justice approach when dealing with inappropriate behaviour.

The role of the curriculum in promoting positive behaviour:

We passionately believe that the school's curriculum is integral to ensuring that behaviour remains in line with our mission statement. The Senior Leadership Team, together with all staff ensure that the school's curriculum:

- Is exciting, stimulating and engaging so that learning is 'irresistible';
- Prepares children for life in modern Britain;
- Places pupils' spiritual, moral, social and cultural development at the centre of all learning;
- Has a strong PSHE curriculum where issues such as behaviour and conduct can be openly discussed;
- Allows pupils to take ownership of their learning and the behaviour needed to be successful academically and socially;
- Accommodates the 'pupil voice' so that pupils recognise that their views are heard and acted upon.

Role of Parents:

The school works collaboratively with parents, so the children receive consistent messages about how to behave at home and at school. School rules are set out in the prospectus and we expect parents to read and support them.

We expect parents to support their children's learning and to co-operate with school, as set out in the home school agreement. We try to build a supportive dialogue between parents and the school, informing parents immediately if we have any concerns about their child's welfare or behaviour. If the school has to use reasonable sanctions to punish a child, it is essential that the parents should support the actions of the school. If parents have any concerns about the way in which their child has been treated, they should initially contact the class teacher. If the concern remains, they should contact the Head Teacher and then the school governors. If these discussions cannot resolve the problem, a formal grievance or appeal process can be implemented.

Role of the Governors:

The governing body has the responsibility of setting down these 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 the governors may give advice to the Head Teacher about particular disciplinary issues. The governors should follow the normal grievance procedures in cases of complaint.

Classroom Management:

Classroom management and teaching methods have an important influence on children's behaviour. The classroom environment gives clear messages to the children about the extent to which they and their efforts are valued. Relationships between teacher and children, strategies for encouraging good behaviour, arrangements of furniture, access to resources and classroom displays all have a bearing on the way children behave. Our classrooms should be organised in a way which encourages the children to develop independence and personal initiative. Teaching methods should encourage enthusiasm and the active participation of all and develop the skills, knowledge and understanding that enable children to work and play together. Praise should be used to encourage good behaviour as well as good work. Situations should be handled sensitively and dealt with in a way appropriate to the matter.

Rewards:

Positive behaviour and good role models will be rewarded thorough a variety of strategies including praise, stickers and certificates. All classes use our 'Star of the Week' and celebration assembly to reward good academic and creative work, behaviour, effort and social attitudes. We realise the importance of an agreed whole school practice to promote and model the development of this. Each class writes and shares their own classroom rules. These are an affirmation of good practice rather than listing things we do not do. SEN children all have their own individual targets. Rewards are given for small steps on a regular basis.

Many children have charts to record when they achieve targets, usually on a daily basis to gain frequent reward.

All staff praise good behaviour when they see it happening.

The names in the box system is used to reward behaviour that is particularly good for that pupil.

Stickers are given for good behaviour.

Particular areas of good behaviour are periodically identified in Assembly and staff keep an eye open for good examples of that behaviour during the week.

Discouraging negative behaviour: Sanctions

In order to prepare children for life in modern Britain, it is important that they recognise that there is always a consequence for the choices that we make in regards to our behaviour. Therefore, it is sometimes suitable to issue a sanction in response to negative behaviour. When selecting a suitable sanction for a child's misconduct, staff will always:

- Ensure that a Restorative Justice approach to resolving conflict is used;
- Ensure that child has time to calm down and reflect before the sanction is issued;
- Ensure that the sanction is proportionate to the negative behaviour in question;
- Follow the behaviour policy for addressing inappropriate behaviour including, when necessary, reporting incidents to more senior colleagues or parents.

The sanctions used by the school vary in accordance to the negative behaviour displayed. There is a clear ladder below to display the different stages of negative behaviour and what the resulting sanction might be:

- Missing part or all of play time or lunch time (children will never be made to miss the session in which they are due to eat);
- Writing letters of apology or lines (this will not be overused as we encourage a love of writing);
- Missing part or all of 'golden time' or other celebration activities;
- Being put 'on report' to the Senior Leadership Team either daily or weekly until behaviour has improved;

Sanctions will never:

- Consist of any form of physical consequence that would cause discomfort to the child**;
- Be used to humiliate or degrade a child;
- Be issued without reference to the behaviour policy;
- Be issued without ensuring that all sides of the story have been heard and that the pupil has an opportunity to offer their suggestions about an appropriate sanction;

The purpose of a sanction is always to discourage the negative behaviour from reoccurring and sanctions will never be used by staff members as a means of 'executing justice' or as a demonstration of power.

**NB. On rare occasions, a physical intervention may be necessary in order to keep children, adults or the school environment safe. This is very different from a sanction and details will be found in the school's Positive Handling policy.

Behaviour during unstructured times

We expect the same high standards of behaviour and conduct from our children at all times of the day and in all settings. Therefore, Midday Meal / Breakfast and After School Care Supervisors are aware of this policy and ensure that it is consistently applied throughout the lunch break. In the event of inappropriate behaviour during lunch times, Midday Meal Supervisors / Breakfast and After School Care should apply the policy in the first instance and then refer this issue to the Class Teacher as soon as possible. The child's Class Teacher is the best person to make the judgement as to the next course of action.

Children exiting themselves from the classroom or school grounds

If a child chooses to exit themselves from class or the school building without permission, a Senior Leader will be made aware. The Senior Leader will investigate the incident and decide upon the best course of action. Parents will usually be notified.

If a child voluntarily exits themselves from the school grounds, parents or, where necessary, the police will be phoned. At no point will a member of staff pursue a child in an attempt to bring them back to school. However, at the discretion of the Headteacher or Deputising Senior Leader, a member of staff may be asked to follow the child from a distance to ensure their safety.

Escalation

All adults should carefully consider when it is and is not appropriate to escalate an incident of negative behaviour to a more senior member of staff. There are times when Senior Leaders will need to be made aware of negative behaviour but, generally, a child's Class Teacher will have the best knowledge of the child and how to best deal with inappropriate behaviour.

Fixed term or permanent exclusion

At Ethelbert Road Primary School, fixed term or permanent exclusions will always be the last resort and will be used only in extreme cases of inappropriate behaviour or when all other attempts to engage a child in changing their behaviour have failed. Only the Headteacher may exclude a child. In the event that the Headteacher is off-site, a Senior Leader may contact the Headteacher who can grant permission for an exclusion to be made in her absence.

The Headteacher may exclude a child for one or more fixed periods, for up to 45 days in any one school year. The Headteacher may also exclude a child permanently. It is also possible for the Headteacher to convert fixed term exclusion into a permanent exclusion, if the circumstances warrant this.

If the Headteacher excludes a child, she will inform the parent immediately, giving reasons for the exclusion. At the same time, the Headteacher will make it clear to the parents that they can, if they wish, appeal against the decision to the Governing Body. The school will inform the parents of how to make such an appeal. The Headteacher informs the LEA 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 child or extend the exclusion period made by the Headteacher. When an appeals panel meets to consider exclusion, they consider the circumstances in which the child was excluded, consider any representation by parents and the LEA, and consider whether the child should be reinstated. If the governors' appeals panel decides that a child should be reinstated, the Headteacher must comply with this ruling.

A child may be excluded for one of the following reasons:

- Physical assault against a pupil
- Physical assault against an adult
- Verbal abuse / threatening behaviour against a pupil
- Verbal abuse / threatening
- Cyber/ bullying
- Racist abuse
- Sexual misconduct
- Drug and alcohol related

- Damage
- Theft
- Persistent disruptive behaviour

Bullying and discriminatory behaviour

At Ethelbert Road Primary School, we have a zero tolerance on bullying and all other discriminatory behaviour. Any reports of behaviour which has been deemed as bullying or discriminatory will be thoroughly investigated by a member of the Senior Leadership Team. Through PSHE lessons and dedicated anti-bullying weeks, children are kept aware of what bullying may look like and how to recognise this. There is a strong anti-bullying policy in place which gives specific guidance on how staff should respond to bullying. There is also an e-safety and cyber-bullying policy in place.

Monitoring:

The Head Teacher monitors the effectiveness of this policy on a regular basis. She reports to the Governing Body on the effectiveness of this policy.

The school keeps a variety of records of incidents of misbehaviour. The Head Teacher keeps a record of any pupil who is suspended for a fixed term, or who is permanently excluded. It is the responsibility of the Governing Body to monitor the rate of suspensions and exclusions and to ensure that the school policy is administered fairly and consistently.

Special Educational Needs:

Where the behaviour is such that the teacher has to alter her/his usual practice, s/he keeps detailed records over time. The SENCO is notified and if she agrees, the pupil may join a social skills group to give extra support for their social development. All pupils with special needs are discussed regularly at staff meetings to ensure consistency of approach.

Equal Opportunities:

Decisions made about pupils' behaviour are consistent, regardless of gender, race, creed, home background or ability.

Pupils with behaviour needs are treated consistently with pupils with learning needs as far as SEN procedures are concerned.

Pupils with behavioural needs/problems will have the same right of reply in incidents.