



# Redlands Community Primary School

Working Together and Aiming for Excellence

# “Behaviour and Discipline Policy” & “Exclusion Policy”

## Introduction

This is a review of our Behaviour and Discipline Policy which was formulated in 2009; we have amended and updated this accordingly. This policy was formulated by the staff at Redlands and has been shared with both the children and their parents. The staff strongly believes that parent’s and carers involvement is critical in the implementation of this policy and will actively involve parents at the relevant stages and provide opportunities for regular review. This policy has also been fully endorsed by the Governing body and the review date of this policy will take place in September 2014 as part of Redlands’ Policy Review Cycle.

The policy consists of agreed aims, a set of rules, rewards and consequences and these are outlined below:

## Aims.

Our main aim is to readdress and improve the behaviour and work ethic of our children in a positive and supportive manner. By emphasising the positive, we hope to encourage our children to do their best at all times in and around school.

## Rewards.

We will acknowledge good behaviour with praise and a range of rewards, including stickers, certificates and extra time on various activities. A system of ‘Merits’ for good behaviour will operate throughout the school allowing individual children to gain recognition for their good

attitude and behaviour. 'Class Merits' can be earned, which will result in a whole class reward to be negotiated with the class teacher.

Up to four children from each class will be nominated for Head teacher recognition, which will be awarded in the weekly Celebration Assembly. This recognises those individual children who have demonstrated good and positive behaviour or outstanding academic achievement or effort.

Consistency or improvements in either behaviour or academic work will be rewarded by an entry in the 'Golden Book' at the end of each half term. This nomination will be made by the class teacher and Classroom Support or Lunchtime Supervisors. All nominated children will receive a certificate describing their achievements and a permanent record will be kept by the school

## Rules.

At Redlands Primary school we encourage children to follow five basic rules. We present these to the children on a regular basis through assemblies and PSHCE / SEAL sessions. These are presented to the children using positive language. Children should show respect to everyone in our school family regardless of age, gender, ethnicity, religion or colour by:

Following instructions given by an adult the first time you are told.

Keeping hands, feet, objects and unkind words to yourself.

Walking quietly at all times in and around the school, on the left hand side.

Looking after our school and everything in it.

Working and playing in a way that does not disturb others.

Each class is encouraged to negotiate additional school and playground 'Start' and 'Stop' behaviours, which should be displayed in the room. These will also be phrased positively and may help to address problems such as:



Answering back



Interfering with other people's property



Talking at an inappropriate time

## Sanctions and Consequences

For those children who *ignore these rules*, a three tier system will be followed. A verbal prompt will always be given and children will be reminded of the expected behaviours.

### Tier 1



When the class teacher/Classroom support observes a child doing something which is classed as a 'Stop' behaviour, the adult will say:  
"That's a 1" – this is a warning and it means that the child should stop what they are doing. This will be recorded on the classroom's visual chart or display.

### Tier 2



If the behaviour continues then it will be recognised and acknowledged again and therefore be escalated to a '2'. This will also be visually recorded.

### Tier 3



If the behaviour, after two recognised incidents by an adult still continues, will then be recognised as a '3'. This acknowledgement will inform the child that they

will have to go to the reflection area for 'time-out' to allow the child to consider the effect of their own behaviour, the class and the adults in the room.

Due to the involvement of the children in recognising what behaviours are classified as 'Start' and 'Stop' in the classroom, there should be no dialogue between the child and adult – resulting in minimum disruption to the teaching and learning that is taking place.

**Alongside these three stages, teachers may decide to take minutes away from play or lunchtimes – this is decided by the teacher.**

The 1, 2, 3, behaviours are recorded in the classroom through a visual representation and are retained in a class record by the teacher. If a child fails to respond to this system they will be referred to the Headteacher for further discussion. This may involve the child's parents. A child's behaviour may need to be monitored through the use of a Behaviour or Achievement card. In this instance parents will be invited to a meeting with the Teacher or Headteacher who will explain the reason(s) behind the card. All completed cards must be retained in school and review meetings will be set to discuss the behaviour of the child. No child should be placed on a behaviour card without consultation with the Headteacher.

The school reserves the right to exclude children at any time – see Exclusion Policy.

There is also a '**SEVERE CLAUSE**' whereby any child who:



Uses threatening or aggressive behaviour to anyone.



Wilfully hurts another child or adult.



Wilfully destroys property.



Refuses to do what he/she is told to do.



Engages in any behaviour that stops the class from functioning.



Makes discriminatory comments.

...will be sent to the Headteacher immediately. These will also be recorded and monitored. Such behaviour will result in contact with parents/carers and may lead to temporary exclusion. Threatening, violent and aggressive behaviour to a member of staff could lead to exclusion.

## Lunchtime Arrangements.

During the lunchtime and play periods throughout the day a list of 'Start' and 'Stop' behaviours, generated by the children, will be adhered to. These will be displayed across the playground. Children who present a 'Stop' behaviour will immediately receive a 'Time-Out' of five minutes against the boundary fence away from peers. Those children who continue to exhibit 'Stop' behaviours will follow the sanctions described previously in the 'Severe Clause' section

**Ultimate Sanction** – In exceptional circumstances pupils will be sent home at lunchtime for a specified number of days. This can only be authorised by the Headteacher or in his absence a Senior Teacher(s).

'Most children behave well all the time and we expect good behaviour as the norm'.

# Positive Handling Plan

Situations involving decisions about whether to use force can occur at any time during the school day or after school during extended services. Both using force and restraint and considering not to can entail significant risks for pupils and staff

**The main objectives of Redlands Primary school with regards to Positive Handling are:**

1. to maintain the safety of pupils and staff
2. preventing serious breaches of school discipline
3. preventing serious damage to property

**Minimising the need to use force**

In our attempts to minimise the use of force the school employs the following:

1. Creating a calm environment that minimises the risk of incidents which might require using force
2. Teach pupils how to manage conflict and strong feelings
3. Deescalating incidents when they do arise
4. Only using force when the risks involved in doing so are outweighed by the risks involved in not using force
5. Apply Risk Assessments and Positive Handling Plans for individual pupils

**Staff authorised to use force**

This policy makes it clear that all staff that have received Positive Handling training – provided by Leicestershire County Council, and have the authority to use force in the situations described above. Staff should only use force when:

1. The potential consequences of not intervening were sufficiently serious to justify considering the use of force
2. The chances of achieving the desired result by other means were low
3. The risk associated with not using force outweighed those of using force

When using force staff should:

1. Give a clear oral warning to the pupil that force may have to be used.
2. Suggest types of force that could be used, making it clear that any form of restraint that is likely to injure a pupil should only be used in **extreme emergencies and where there was no viable alternative**
3. as far as possible should not use force unless or until another responsible adult is present to support, observe and call for assistance

**Recording Incidents**

It is essential that all incidents that involve force and Positive Handling are reported and filed by the Headteacher. All responsible adults involved are to write a written statement detailing the events prior, during and after the incident. This must be recorded on CPOMS. Any child, who poses a risk to pupils and adults in school, requires a detailed risk assessment of his/her behaviours.



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## “Exclusion Policy”.

Review date: September 2014

### Introduction

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

(a) In response to a serious breach of the ‘School’s Behaviour Policy’

(b) If allowing the pupil to remain in school would seriously harm the education or welfare of the pupil or others in the School.

Exclusion is an extreme sanction and is only administered by the Headteacher (or, in the absence of the Head, the Deputy Head who is acting in that role).

Exclusion, whether fixed term or permanent may be used for any of the following, all of which constitute examples of unacceptable conduct, are infringements of the School’s Behaviour Policy:

- Verbal abuse to Staff and others
- Verbal abuse to pupils
- Physical abuse to/attack on Staff
- Physical abuse to/attack on pupils
- Indecent behaviour
- Damage to property
- Misuse of illegal drugs
- Misuse of other substances
- Theft
- Serious actual or threatened violence against another pupil or a member of staff
- Sexual abuse or assault

- Supplying an illegal drug.
- Carrying an offensive weapon. \*
- Arson.
- Unacceptable behaviour which has previously been reported and for which school sanctions and other interventions have not been successful in modifying the pupil's behaviour.

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

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

\* Offensive weapons are defined in the Prevention of Crime Act 1953 as "any article made or adapted for causing injury to the person; or intended by the person having it with him for such use by him."

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.

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 pupil concerned. Before deciding whether to exclude a pupil either permanently or for a fixed period the Headteacher will:
  - Ensure appropriate investigations have been carried out.
  - Consider all the evidence available to support the allegations taking into account of the Behaviour, Equal Opportunity and Race Equality Policies.
  - Allow the pupil 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 Headteacher is satisfied that on balance of probabilities the pupil did what he or she is alleged to have done, exclusion will be the outcome.

### **Exercise of discretion**

In reaching a decision, the Headteacher will always look at each case on its own merits. In considering whether permanent exclusion is the most appropriate sanction, the Head 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 pupil remaining in the School would have on the education and welfare of other pupils and staff. Nonetheless, in the case of a pupil found in possession of an offensive weapon, whether there is an intention to use it or not, it is the School's usual policy in this particularly serious matter to issue a permanent exclusion.

In line with its statutory duty, these same two tests of appropriateness will form the basis of the deliberations of the Governors' Pupil Discipline Committee, when it meets to consider the Head teacher's decision to exclude permanently. This Committee will require the Headteacher to explain the reasons for the decision and will look at appropriate evidence, such as the

pupil's school record, witness statements and the strategies used by the school to support the pupil prior to exclusion.

### **Lunchtime Exclusion**

Pupils 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 fixed term exclusion and parents will have the same right to gain information and to appeal.

### **Behaviour Outside School**

Pupils' behaviour outside School on school "business" for example school trips and journeys or away school sports fixtures is subject to the School's Behaviour Policy. Bad behaviour in these circumstances will be dealt with as if it had taken place in School. For behaviour outside school but not on school business this policy will still have an effect if there is a clear link between that behaviour and maintaining good behaviour and discipline among the pupil body as a whole. If pupils' behaviour in the immediate vicinity of the school or on a journey to and from school is poor and meets the school criteria for exclusion, then the Head may decide to exclude.

### **Drug Related Exclusions**

In making a decision on whether or not to exclude for a drug-related offence the Headteacher will have regard to the school's published policy on drugs and will also seek advice from the LA's Drugs Education Advisor. The decision will depend on the precise circumstances of the case and the evidence available. In some cases, fixed term exclusion will be more appropriate than permanent exclusion. The Headteacher will make a judgment set against the criteria in the school's drugs policy.

The decision to exclude is one which is not taken lightly and we rely on parental support and understanding to ensure that such matters are kept to a minimal. The Headteacher ensures that positive communication between school, home and the child is adhered to and that all parties are fully aware of why the exclusion was awarded. Once the child is re-instated back into school the Headteacher and class teacher will ensure that the child is treated positively and encouraged to follow the school's behaviour policy.