

## **Behaviour and Exclusion Policy**

### **All Department (Including the EYFS Stage)**

#### **General**

In approving this policy the Head Teacher has consulted the Senior Management Team, staff, parents and pupils at the school. It will be reviewed yearly or earlier if necessary.

#### **School Ethos**

The Head Teacher expects the school to be a place where:

- All individuals are respected and their individuality valued.
- Where pupils are encouraged to achieve.
- Where self-discipline is promoted and good behaviour is the norm.
- Where rewards and sanctions are applied fairly and consistently.

#### **The School's Moral Code**

The school's policy reflects the highest moral standards, ones which should be shown in a family, and in particular will not tolerate bullying or other anti-social behaviour. The school acknowledges that problems are likely to have underlying causes, which the school will take account of, and do its best to counter.

#### **Responsibilities**

##### **The Head Teacher**

The Head Teacher's role is to determine the detail of the standard of behaviour acceptable to the school. The Head Teacher has the day-to-day responsibility for maintaining discipline in the school, which will include making rules and provision for enforcing them.

The Head Teacher is expected to:

- Promote self-discipline and proper regard for authority among pupils.
- Encourage good behaviour and respect for others, and to prevent all forms of bullying among the children.
- Secure that the standard of behaviour is acceptable.
- Otherwise regulate the conduct of the children.

### **Primary/ Senior Manager**

The chosen teacher will sort out minor issues and report these to the Head Teacher on a weekly basis.

### **All Staff**

All staff are expected to encourage good behaviour and respect for others in pupils, and to apply all rewards and sanctions fairly and consistently. Well planned, interesting and demanding lessons make a major contribution to good discipline.

### **Standards of Behaviour**

The school has high standards of behaviour and endeavours to encourage good habits of work and behaviour from the moment a child enters the school.

All staff are expected to promote self-discipline amongst pupils and to deal appropriately with any unacceptable behaviour.

Punctual attendance at school and lessons is required.

All absence from lessons must be explained and unexplained absence will be followed up by the Class Teacher/administrative staff.

It is understood that there will be variations in staff acceptance and tolerance of pupils' behaviour in class depending on the nature of the class and content of the lesson, but behaviour which does not allow constructive teaching and learning is totally unacceptable and all staff have a duty to ensure that such behaviour is not tolerated.

Through regular discussions at Whole Department Staff meetings the school endeavours to ensure that staff apply all standards consistently and fairly.

### **Rewards and Sanctions**

All rewards and sanctions must be applied fairly and consistently. None of the school's punishments will be degrading or humiliating.

### **Rewards**

Wherever possible staff can use their own reward systems to encourage good behaviour.

The rewards used by the school are:

Within the Nursery the children have a smiley face chart, where they try and win points for their House Colour. The House Colour, which wins gets a trip to Dunes Soft Play in South Shields. They also have a good work assembly and the Head Teacher's merit award assembly.

Within the Infant & Junior Departments the children have a smiley face chart, where they try and win points for their House Colour. The House Colour, which wins in the Infant Department, at the end of the year receives a party at Dunes soft play. The House Colour which wins in the Junior Department, at the end of the year, has a trip out to a local fun/swim centre (Wet n' Wild) or South Shields Pleasure Beach Fun Park.

All the children now have a merit passport in school, they win merit points for this which can be redeemed for various prizes(All age groups). Also, each class (in the Primary Department) has a star of the week chart, which can be used for behaviour or academic achievement.

## Sanctions

Sanctions should be applied when rewards have failed, or where it is necessary in the circumstances to show appropriate disapproval.

All staff must seek to ensure that punishments are proportionate to the offence and should enable pupils to make reparation where possible.

As far as possible the sanction applied should be as constructive as possible.

The following sanctions may be used in the school in appropriate cases:

- Completion of work at home or extra work (in school or at home).
- Carrying out useful tasks to help the school.
- Detention in school hours, as well as after school. (Head Teacher's discretion.)
- Removal from the group/class or particular lesson.
- Withdrawal of break or lunchtime privileges.
- Withholding participation in educational visits or sports events which are not essential to the curriculum.
- Fixed and permanent exclusion.
- Child working in isolation and monitored by the Head Teacher or Management.

## Exclusions

Only the Head Teacher can exclude a pupil. Recommendations for exclusion can be made from people involved in the Senior Management Team.

Pupils may be excluded for one or more fixed periods or permanently.

### **Fixed Periods**

For serious but relatively minor breaches of the school's behaviour/discipline policy, pupils can be excluded for one or more fixed term periods not exceeding 45 school days in any one school year.

A decision to exclude a pupil permanently will only be taken as a last resort when a wide range of strategies for dealing with disciplinary offences has been employed to no avail or if an exceptional 'one-off' offence has been committed, e.g.:

- Serious violence, actual or threatened, against a pupil or member of staff.
- Sexual abuse or assault.
- Supplying an illegal drug.
- Carrying an offensive weapon.

### **Alternatives**

Before resorting to an exclusion, the school will normally try alternative solutions:

For example:

- a restorative justice process – whereby the harm caused to the 'victim' can be redressed.
- internal exclusion (removal from class, but not the site).

### **Inappropriate Exclusion**

The school does not see an exclusion as normally appropriate in the following cases:

- Minor breaches of discipline.
- Poor academic performance.
- Truancy or lateness.
- Non-compliance with uniform regulations.

### **Parental Co-operation**

Parental co-operation, forms part of the contract between the school and all parents of pupils at the school. Parents will be informed of the School's actions every step of the way. A refusal to abide by the terms of an exclusion may be considered a breach of contract.

## **Appeals**

Parents are entitled to appeal to the Head Teacher/ Senior Management against any exclusion. A letter stating the intention to appeal should be sent to the school general office. A hearing will be set up as quickly as possible, but within 10 days at the latest.

## **Continuing Education**

The school will continue to provide education for a pupil who remains on roll, and in the case of an exclusion of more than 15 days, the school will consider:

- How the pupil's education will continue.
- How his/her problems might be addressed in the interim.
- Reintegration post-exclusion.

## **Behaviour Support Systems**

The school has a number of programmes and techniques for supporting behaviour management. These are:

- Individual Tutorial time from members of the Management Team.
- Individual time from the Head Teacher.
- Regular meetings between the family and the Head Teacher, discussing the progress being made and the goals to be achieved the next time.

## **Involvement of Parents**

Parents will be involved in discipline cases as appropriate. Individual staff should not involve parents in discipline issues without first informing the Senior Manager.

Parents are also encouraged to support good behaviour and positive habits in their children at parent meetings.

## **Involvement of Staff**

The working of the school's policies and procedures will be discussed regularly at staff meetings. Staff will also be involved in discussions with pupils in form/tutor group time.

Staff will also be called upon from time to time to identify problems that may be behind any bad

behaviour, and to suggest possible courses of action. Training in behaviour management will be provided from time to time.

### **Involvement of Children**

Article 12 of the UN Convention on the Rights of the Child allows children who are capable of forming views the right to express those views.

The School Council will be involved in reviewing the school's anti-bullying policies and procedures and in the school's programmes to reinforce self-discipline and positive work and behaviour patterns.

Discussions in Form/PSHEE time will inform the deliberations of the School Council.

The Head Teacher is responsible for ensuring the positive contribution of pupils.

### **Consultation**

The Head Teacher will seek the widest possible agreement for this policy and will consult with the appropriate staff.

### **Equal Opportunities**

All rewards and sanctions must be applied fairly and consistently and in accordance with the school's equal opportunities policy and take into account the Equality Act 2010.