



# Sir John Cass's Foundation Primary School

## Behaviour (including Anti-Bullying) Policy

Date adopted	October, 2017	Notes
Last Reviewed	January 2020	
Review Cycle	As required	
Review by	Behaviour Lead	

## **1. Introduction**

### **Vision of Sir John Cass's Foundation Primary School**

Every member of our school community will develop a questioning approach to faith, grounded in the principles of Christian hope, which prompts everyone to seize every opportunity for growth, to look beyond themselves and lovingly serve their community and the wider world.

### **Our Mission**

At Sir John Cass's Foundation Primary School, we aim to provide an exceptional education for every child in a safe, stimulating environment, where everyone is valued and respected. We encourage the spiritual development of each child to enable them to foster a knowledge of God and the wider world. We also believe education is a partnership between home and school.

At Sir John Cass's Foundation VA Primary School, we are aware of the importance of encouraging appropriate behaviour in school and of the different ways this can be achieved.

Where teachers are seen to work hard, to put themselves out in the interests of pupils, to have high standards, to co-operate successfully and to treat each other courteously, these same attitudes flourish more readily among the pupils themselves.

Where teachers insist, firmly but fairly, on hard work, commitment and on high standards of behaviour, it is more likely to be achieved.

### **We provide:**

- a. A stimulating, broad and balanced curriculum for every child;
- b. A Christian education in a context where everyone is valued and respected;
- c. Excellent teaching and carefully targeted support to ensure every child is challenged to excel and their achievements are celebrated;
- d. Staff development to ensure all practitioners are fully prepared and well trained.
- e. A safe, disciplined environment where all members of our school community are expected to treat each other with courtesy and respect.

## **2. Principles**

### **We provide:**

- a) Positive rewards for good behaviour;
- b) A clear set of school rules, which are applied consistently, are easily accessible to all children and woven into their own classroom rules framework;

*Faith, hope and love abide, these three: and the greatest of these is love.*

*1 Corinthians 13:13*

- c) A clear set of consequences for breaking these rules, which are consistently applied by all staff;
- d) Care and compassion, ensuring that each incident is judged on its own merit and the full context is clear before issuing consequences
- e) Parents with the opportunity to be fully involved in the positive reward system and informed of their children's behaviour in consultation meetings/discussions, by letter or via school reports (as appropriate);
- f) A policy and approach, which is in accordance with the Department for Education statutory guidance in this area. More information can be found in the following document: '*Behaviour and Discipline in Schools: Advice for Headteachers and School Staff, (2016)*'.

#### **4. Code of Conduct**

**At our school we:**

- a) Respect and care for each other;
- b) Celebrate our unique talents, achievements and strengths;
- c) Work hard every day and take responsibility for our own learning;
- d) Are fair and honest in everything we do;
- e) Look after our environment;
- f) Move sensibly and quietly around the school.

**At our school, it is unacceptable to:**

- a) Disturb the learning of others;
- b) Hurt, insult or upset another person;
- c) Use unkind words or actions or body language;
- d) Damage, misuse or waste property;
- e) Take anything that does not belong to you;
- f) Interrupt or ignore adult instructions.

#### **5. Responding to Behaviour in School**

We offer patience, support and above all consistently fair treatment across the school. This includes; inside, around the site, outside and including extra-curricular activities.

In some circumstances, pupils with emotional, social, and behavioural difficulties may have individually differentiated plans (Pastoral Support Plan) for their behaviour. These plans are shared with the pupil, parent(s) and staff and may include support, rewards and sanctions in addition to those outlined in this policy. However, all children are expected to follow the same code of conduct and participate in the same rules, expectations and routines established throughout the school.

Before issuing consequences to behaviour incidents, we will ensure that all the necessary information has been gathered. Children will be encouraged to reflect on their behaviour and think about what more appropriate choices they could make if the situation arose again in the future.

If a pupil in our school has been negatively affected by another's behaviour, we will try our very best to make sure they feel heard, that a satisfactory resolution has been reached and that they are reassured that it will not happen again.

We do this by bringing together all concerned parties in a calm, mediated space where everyone has a chance to speak and listen to the others. Through this process, each party will learn to value the thoughts and feelings of others. Individuals learn to take responsibility for their own actions and, with support, gain necessary skills to identify and resolve issues independently; ensuring negative behaviours are not repeated.

### **Characteristics of Exceptional Behaviour for Learning:**

- Pupils are confident, self-assured learners. Their excellent attitudes to learning have a strong, positive impact on their progress. They are proud of their achievements and of their school;
- Pupils discuss and debate issues in a considered way, showing respect for others' ideas and points of view;
- Pupils understand how their education equips them with the behaviours and attitudes necessary for success in their next stage of education, training or employment and for their adult life;
- Pupils value their education and rarely miss a day at school. No groups of pupils are disadvantaged by low attendance. The attendance of pupils who have previously had exceptionally high rates of absence is rising quickly towards the national average;
- Pupils' impeccable conduct reflects the school's effective strategies to promote high standards of behaviour. Pupils are self-disciplined. Incidences of low-level disruption are extremely rare;
- For individuals or groups with particular needs, there is sustained improvement in pupils' behaviour. Where standards of behaviour were already excellent, they have been maintained;
- Pupils work hard with the school to prevent all forms of bullying, including online bullying and prejudice-based bullying;
- Staff and pupils deal effectively with the very rare instances of bullying behaviour and/or use of derogatory or aggressive language;
- The school's open culture actively promotes all aspects of pupils' welfare. Pupils are safe and feel safe at all times. They understand how to keep themselves and others safe in different situations and settings. They trust leaders to take rapid and appropriate action to resolve any concerns;
- Pupils can explain accurately and confidently how to keep themselves healthy. They make informed choices about healthy eating, fitness and their emotional and mental well-being. They have an age-appropriate

understanding of healthy relationships and are confident in staying safe from abuse and exploitation;

- Pupils have an excellent understanding of how to stay safe online and of the dangers of inappropriate use of mobile technology and social networking sites;
- Pupils' spiritual, moral, social and cultural development equips them to be thoughtful, caring and active citizens in school and in the wider world.

### **Spotting Something Good!**

As staff we will recognise and cultivate good behaviour and praise it. In situations where we need to tell a child or number of children off for their behaviour, we will endeavour to praise a child or children who are behaving according to expectation, thus giving the group of children who are misbehaving a chance to change their behaviour.

### **Everyone is Responsible for Promoting Good Behaviour:**

- Refer to the Code of Conduct when settling disputes and investigating incidents;
- Refer to the Code of Conduct when talking to parents and carers;.
- Induct new staff, students and volunteers into the Code of Conduct;
- Never walk past an incident and leave it for someone else to sort out. Please deal with the incident or refer it to a colleague. Leaving the incident alone will show disregard for the Code of Conduct and show children that we do not value it;
- Praise any child when you see them doing something right. "Spread the good word" right around the school;
- We aim to give positive reinforcement and praise as frequently as possible, and to avoid the build-up of poor behaviour.

### **We acknowledge good behaviour across the school by:**

- Approval non-verbal and verbal;
- A thank you;
- Stamps, stickers and certificates;
- Sending children to the Head or Leadership Team;
- Talking to their parents and carers in front of the child, or phoning home;
- Awards and prizes at assemblies, for behaviour and/or punctuality and attendance;
- Showing good work to another teacher by prior arrangement with that teacher;
- Visit to the class by member by the leadership Team;
- John Cass Medals in Yr 6 for outstanding behaviour throughout a child's entire time at school;

- House Points - Children are awarded house points for positive social behaviour, Citizenship and academic excellence. The points for each house group is collated throughout the school and announced weekly at Assemblies.

**We give rewards across the school to reinforce good behaviour and positive attitudes.**

- Marble Jar - Fill the jar and earn a whole class treat. Every time the class as a whole are behaving well, the teacher or other adult will drop a marble in the jar. This acts as a signal to the children, without stopping their work that they are behaving well. Marbles can be put into the jar but cannot be taken out of the jar.
- Lining-up points - Classes are awarded lining up points at the beginning of the day and lunchtimes. Each week the class with the most points is announced in celebration assembly.
- Star of the Week awards - This scheme encourages and rewards children for their efforts in a number of ways. We award certificates for achievement, effort, social skills and behaviour. These certificates are presented in assembly on Mondays by the Head Boy and Girl. Star of the week awards are recorded on SIMS and shared on termly reports to parents.
- Good behaviour sticker chart (Stay on green) for all children in Y1-6.
- Christian Values Tea Party- each half term 1 child per year group who has demonstrated our termly Christian Values will be nominated by the class teacher to attend a tea party with the Leadership team.

**House Points**

- Students and staff are allocated into houses when they join the school and stay in those houses for their time at SJC. Siblings who join the school will be allocated to the same house.
- Aldgate – Blue | Portsoken – Red | Cornhill – Yellow| St Botolph – Green.
- At the beginning of the year, each house will have two captains who come from year six.
- Each house will be allocated a house leader (teacher) and all other teachers and TA's will be allocated to a house as well. The role of the house leader may change each year.
- Pupils will be awarded house points for positive social behaviour and academic achievements. House points may also be awarded for individual or group achievements.
- The house points poster should be displayed in each classroom. The house captains will collect the house points from each class on Friday mornings and the total will be announced in the Monday morning celebration assembly.
- At the end of each half term a special SJC cup will be presented to the team with the most points for that half term. The cup will be decorated in ribbons of the winning house's colour. The cup will be displayed in the cabinet in the corridor.
- Awarding house points is at the teacher's discretion.

- There is no formula of when, where and for what activity house points should be awarded. The principle of the system, however, for it to be a success is that house points are awarded for meaningful reasons and that they are applied consistently across the whole site.
- Children should recognise that the giving of house points is for a positive reason, to reward work or effort that they have put in.
- House points should generally be awarded when children complete work or behave over and above normal school/classroom expectations.
- On no account should house points that have been given later be taken away from the house.

### **Good Behaviour Charts (Stay on Green)**

All children in Key Stage 1 and 2 have good behaviour charts in the back of their planners. Positive behaviour is recorded with a coloured sticker each day. The charts are updated and signed by teaching assistants. Parents must sign the chart at the end of each week.

- Children are always reminded what they should be doing first. After this warning if a child misbehaves again, or continues to have a poor attitude they receive the following colour cards which are recorded in their planner and shared with parents.
- In KS1- blue, yellow and red; in KS2 – yellow and red.
- If a child gets a red card they miss a part of their lunchtime play depending on the seriousness of the incident.
- An adult will give the child one verbal warning with an opportunity to do the right thing.
- If a yellow card is given, this may also include time out in another classroom for up to 10 minutes.
- All red cards are recorded on SIMS and detailed on a pupil's annual report.
- Ideally any sanction should be carried out on the same day.
- Any child who seriously disrupts the learning of other children will be sent to the Behaviour lead along with work to complete.
- Missing playtime takes place outside the leadership room.
- Parent/carer will be informed by a standard letter. This should be completed by the child's class teacher and discussed with the behaviour lead, who will sign it before it is sent home.
- If the child has yellow cards three times during a week, they will automatically have a red card on the third count.
- Further red cards will result in missing further lunchtimes or staying after school in 'detention'.
- Fixed term exclusion may also be issued if there is no improvement in a child's behaviour.
- For some serious incidents children move 'straight to red'. Serious incidents are referred to the Behaviour lead in the first instance.
- If a child is at risk of exclusion a pastoral support plan may be drawn up with their parents and external agencies will be involved.

- At the end of the day the TA or LSA in the class makes a note of children who did not Stay on Green.
- Stay on Green charts go home every week in the back of the child's diary/planner for the parents/carers to sign in acknowledgement.
- Children who Stay on Green for the week and bring their Stay on Green chart back signed get 1 house point on Fridays.

Certificates are awarded termly or the whole academic year as applicable. Children who Stay on Green will be rewarded with an extra playtime, certificates and special mentions.

The following behaviours would be considered unacceptable and would be dealt with by giving a red card:

- Disrupting the Learning of others;
- Non co-operation;
- Not following Instructions;
- Calling Out after being warned not to;
- Using inappropriate language;
- Running in school;
- Jumping on the stairs;
- Play Fighting.

If an incident happens at playtime and is tricky to deal with a member of staff may refer it straight to the Deputy Headteacher or Headteacher to resolve the problem.

Serious issues may be defined as those issues likely to cause a risk to health and safety, damage to self or other persons or property, or which contribute to a break down in school discipline.

Staff should phone the office or send another colleague or child with a message in the event of a serious incident. These might include:

- Fighting (provoked or unprovoked);
- Destroying/damaging property;
- Swearing at someone;
- Racist or any other hurtful name-calling;
- Bullying;
- Hitting/kicking someone (not in play);
- Stealing;
- Refusing to follow staff instructions;
- Anything affecting the health and safety of others.

## **Playtimes**

High quality playtime provision will have a positive effect on behaviour. To create a positive ethos adults should:



- Be visible to pupils;
- Encourage individual and team games;
- Start conversations with pupils;
- Smile frequently and show interest;
- Watch or join in games, walk with pupils;
- Use pupils' names;
- Talk to pupils about something good they've done;
- Speak quietly to pupils when you want something done, show a sense of humour (and share it);
- Teach children new / traditional playground games.

### **Playground Management**

- A member of staff is to be on duty for ten minutes before the start of the school day.
- Three members of staff to be on duty during morning play (2 if the adventure cube is not being used).
- Teaching assistants are to have a timetabled rota of who is in the playground and in the dining hall each day.
- Staff are to move around the playground and be able to observe all areas.
- The toilets must be checked during playtimes. They are not a play area.

### **Additional Support for Parents/carers:**

- When a child is having ongoing behaviour issues advice and support can be provided by other agencies e.g.
  - i. Parenting support from First Steps service alternate Fridays (Clinical Psychologist).
  - ii. Educational Psychologist Assessment.
  - iii. Speech and Language sessions with a therapist.
  - iv. Family Support Worker based in children's Centre.
- Parents can access this support themselves or it may be recommended by the Key Worker as part of the behaviour plan. The parent/carer will be involved in discussing this option for their child and their permission must be sought before the professional is involved.

### **Support for Staff:**

It is essential that staff are supported when working with children with challenging behaviour. The following system is in place:

- i. Weekly room-based planning meetings where the children's needs are discussed as part of the planning process.
- ii. Regular individual supervision time, with a line manager, where the key worker's children are discussed in detail.
- iii. Access to other professionals listed above.
- iv. Close links with the SENDCo.

- v. Access to the specialist training of Special Educational Needs/personal social and emotional development.

## **Behaviour and Learning in the Early Years**

Children must be provided with experiences and support which will help them to develop a positive sense of themselves and others; respect for others; social skills; and a positive disposition to learn.

We ensure support for children's emotional well-being to help them to know themselves and what they can do.

### **Early Learning Goals:**

Emotional security is of paramount importance for very young children. This is achieved through parents/carers and staff working in partnership. Children's emotional experience cannot be divided up into curriculum areas; it is part of everything they do whilst with us and at home.

By the end of the EYFS, children should:

- Have a developing awareness of their own needs, views and feelings, and be sensitive to the views, needs and feelings of others.
- Have a developing respect for their own cultures and beliefs and those of other people
- Form good relationships with adults and peers.
- Work as part of a group or class, taking turns and sharing fairly, understanding that there needs to be agreed values and codes of behaviour for groups of people, including adults and children, to work together harmoniously.
- Understand what is right, what is wrong and why.
- Consider the consequences of their words and actions for themselves and others.
- Understand that people have different needs, views, cultures and beliefs that need to be treated with respect.
- Understand that they can expect others to treat their needs, views, cultures and beliefs with respect.

### **Sanctions for young children's behaviour**

- Every child is a unique individual with their own characteristics and temperament. From birth to the age of six, children need to develop a sense of identity whilst gaining a growing understanding of boundaries, rules and limits. This can be a challenging time and some children display their frustrations in negative ways. We will take each child's unique developmental stage into account when dealing with behaviour incidents.
- Below the age of three, we will address any behaviour issues as they arise immediately and in a direct way with the child but without the use of the more formal actions listed below.

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- For children over the age of three our response is to give time out for unkind actions or unacceptable behaviour and ensure any difficulties are dealt with fairly according to our Code of Conduct.

### **The Key Person support system:**

The early years operates a Key Person system for all children. It is designed to help staff and parents/carers identify and respond appropriately to individual children's needs and behaviour.

- If behaviour continues to be challenging the key person and parent/carer will discuss the issues and plan practical ways of dealing with it both in the Centre and at home.
- Consistency of response is essential for successful outcomes. The Key Person works closely with the parent / carer to address any behaviour issues as they arise, ideally on the same day.
- Sustained low level incidents re-occurring over a period of 3 days will be discussed with parents.
- 'Out of character' sudden changes in behaviour should be noted and discussed with parents without delay to establish whether there have been any changes in the child's life and home circumstances.
- For more serious incidents or if another person has been injured or put at risk then parents will be notified that same day. Such incidents will be recorded including the context of the incident.

### **Tricky behaviour**

- Where there is an on-going problem the Key Person will make systematic observations of the child to gain more insight into where, when and how the behaviour occurs.
- After discussion with the parent/carer a programme will be drawn up to help change the behaviour.
- All staff will be part of implementing the agreed programme, providing consistent responses to the challenging behaviour.
- A copy of this programme will be given to the SENDCo.

For any behaviour incident arising, our staff will always look into the context of the behaviour and assess the developmental stage and needs of the child before responding.

# Anti- Bullying Policy

At Sir John Cass's Foundation Primary School, we believe it is a fundamental entitlement of all children to receive their education free from humiliation, oppression and abuse. It is the responsibility of all adults working in the school to ensure that children learn in an atmosphere which is caring and protective.

Bullying affects everyone, not just the bullies and victims. It can also affect others, who may witness bullying, or become drawn into a bullying situation by group pressure.

Bullying can have a devastating effect on individuals within school. It can lead to absenteeism and under-achievement, and in the most extreme cases to mental health problems, depression and suicide. For those who witness acts of bullying or are aware of incidents around them, the effects can also be traumatic, leading to feelings of worry, fear, guilt and absenteeism.

This policy may be read alongside our Safeguarding and Child Protection Policy.

## **6. Definition of Bullying**

Bullying can be defined as "behaviour by an individual or a group, repeated over time that intentionally hurts another individual either physically or emotionally". (DfE, 'Preventing and Tackling Bullying', July 2017)

Bullying can happen to anyone. Bullying can include; name calling, taunting, mocking, making offensive comments, kicking, hitting, taking belongings, producing offensive graffiti, gossiping, excluding people from groups and spreading hurtful and untruthful rumours.

Bullying can also be conducted online or via technology. This is sometimes referred to as online or cyberbullying. This can include; sending offensive, upsetting and inappropriate messages by phone, text, instant messenger, through gaming, websites, social media sites and apps, and sending offensive or degrading photos or videos.

The school recognises peer on peer abuse to be a form of bullying, which can lead to severe and adverse effects on children's emotional development.

### **a) Forms and types of bullying covered by this policy:**

- Bullying related to physical appearance;
- Bullying of young carers, children in care or otherwise related to home circumstances;
- Bullying related to physical/mental health conditions;
- Physical bullying;
- Emotional bullying;
- Sexual bullying;
- Bullying via technology, known as online or cyberbullying.

Prejudicial bullying (against people/pupils with protected characteristics):

- Bullying related to race, religion, faith and belief and for those without faith;

- Bullying related to ethnicity, nationality or culture;
- Bullying related to Special Educational Needs or Disability (SEND);
- Bullying related to sexual orientation (homophobic/bi-phobic bullying);
- Gender based bullying, including transphobic bullying;
- Bullying of teenage parents (pregnancy or maternity, under the Equality Act (2010)).

## **7. Situations which may lead to bullying:**

- Friendship group/peer pressure;
- Race (ethnic origin, nationality or colour);
- Gender/sexuality;
- Religious beliefs;
- New child in school;
- Child with family crisis
- Attainment
- Physical difference of any kind e.g. age, size, wearing glasses

## **8. Role of school**

**Through the curriculum the school will provide opportunities to:**

- Raise awareness of bullying and the anti-bullying policy in classroom practice and targeted assemblies;
- Increase understanding for victims and bullies;
- Establish an anti-bullying ethos;
- Teach pupils how to constructively manage their relationships;
- Participate in national initiatives e.g. National Anti-bullying Week;

**Through the curriculum the school will provide strategies for preventing bullying by:**

- Encouraging children to work co-operatively;
- Addressing bullying issues in circle time, school and class councils, PSHE, P4C and Young Hackney workshops;
- Use young leaders- e.g. house captains to be anti-bullying ambassadors;
- Careful induction and buddying for new pupils;
- Developing a 'listening' ethos;
- Staff training;
- Providing good role models;
- Regular communication between lunchtime staff, teaching team and play centre staff;

- Purposeful use of the worry box in the classroom;
- Regular pupil voice initiatives including pupil questionnaire.

### **Responding to bullying**

When responding to incidents of bullying, staff will listen to children and parents and respond in the following ways:

- Talk to all children involved to establish facts without making assumptions;
- Record discussions and meetings (records will be kept in child's file);
- The Headteacher/Designated Safeguarding Lead (DSL) or another member of leadership will interview all parties involved;
- The DSL will be informed of all bullying issues where there are safeguarding concerns;
- The school will ensure parents/carers are kept informed about the concern and action taken, as appropriate, and in line with child protection and confidentiality policies;
- Apply appropriate sanctions;
- Follow up incidents and monitor to make sure bullying has not continued;
- Adopt a problem solving approach (not 'blame and shame') to support the victim and bully;
- Record racist incidents or bullying on SIMS as a designated category;
- Report serious incidents to the Governors;
- For continuing serious bullying, children may be excluded.

### **9. Monitoring and Evaluation**

**The following steps will be taken to ensure transparency and accountability:**

- Governors will be kept informed on behaviour issues (termly);
- Parents informed about school behaviour via Governors report (annually);
- Monitoring of school data on behaviour, including information gained from pupil survey (termly);
- Monitoring of children's views E.g. circle time, school council & surveys (as appropriate).

### **10. Role of parents:**

- Encourage your child to talk to someone if you suspect they are worried about bullying;
- Talk to a member of staff if you are worried about bullying, do not approach the bully or their family;
- Take seriously what your child is saying;
- Talk through next step with your child;
- Don't condone bullying;

- Support anti-bullying ethos;
- Raise children's self-esteem.

## **11. Role of children:**

- Don't put up with being bullied;
- Do talk to adults at home or school if you are being bullied;
- Do take a friend with you if you are scared to tell an adult alone;
- Do write down what has happened and use worry box;
- Do tell if you see someone being bullied;
- Don't ignore bullying, it won't go away.

## **Our approach to fixed term and permanent exclusion**

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

- In response to a serious breach of the school's Behaviour Policy;
- If allowing the pupil to remain in school would seriously harm the education or welfare of other persons or the pupil him/herself in the school.

Exclusion is an extreme sanction and is only administered by the Headteacher. Exclusion, whether for a 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 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 judgement that exclusion is an appropriate sanction.

At times the Headteacher will decide not to use the extreme sanction of an exclusion but will decide that a Pastoral Support Plan should be drawn up to try avoid the sanction of an exclusion in the future. This might be accompanied by an internal exclusion.

Our approach to behaviour and exclusion is informed by statutory guidance from the Department for Education: <https://www.gov.uk/education/school-discipline-and-exclusions>

## **Exclusion procedure**

Most exclusions are of a fixed term nature and are of short duration (usually between one and three days). The DCFS regulations allow the Headteacher to exclude a pupil 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 pupil being excluded for more than 15 days in a school term or missing a public examination.

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 Local Authority as directed in the letter.

A return to school meeting may be held following the expiry of the fixed term exclusion and this will involve a member of the Senior Management Team and other staff where appropriate. During this meeting a Pastoral Support Plan will be drawn up, which will include a review date.

During the course of a fixed term exclusion where the pupil is to be at home, parents are advised that the pupil is not allowed on the school premises, and that daytime supervision is their responsibility as parents/guardians.

Records relating to exclusions will be stored confidentially on SIMS and on a child's pupil record.

## **Permanent Exclusion**

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

- 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,

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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) or repeated possession and/or use of an illegal drug on school premises;

- 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 pupil 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;
  - Supplying an illegal drug;
  - Carrying an Offensive Weapon (Offensive weapons are defined in the Prevention of Crime Act 1993 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");
  - Arson

The school will involve the police for any relevant 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.

### **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 the Behaviour Policy, Equal Opportunity and Race Equality Policies
- Allow the pupil to give her/his version of events;
- Explore the wider context, taking into consideration how much the incident may have been provoked (for example by bullying or by racial or sexual harassment);
- If the Headteacher is satisfied that on the balance of probabilities the pupil did what he/she is alleged to have done, then exclusion will be the outcome.

## **Appendix**

### **Tips to securing great behaviour**

#### **Public praise and private criticism**

Public acknowledgement of good behaviour can be very powerful in a positive way. Usually criticism should be as private as possible – lowering a child's self-esteem is likely to increase misbehaviour, if not now, later.

Avoid standing on one side of the classroom and giving sanction from the other side. The audience provided by the rest of the class can prove rewarding for the child as well as making the rest of the class feel 'told off' too. Some children find direct praise hard to handle and so praise should be as descriptive as possible and you should be sensitive to the impact. (Try saying "I really like the way you .....")

Praise can also be non-verbal, a smile, a thumbs-up or a sticker. Expand your vocabulary for praise.

#### **Give three positives before a negative**

This can apply to individuals as well as classes. Before criticising a child's work or behaviour, aim to have made three positive comments to them beforehand. They will usually be more receptive to what you have to say.

Within the class, aim to appreciate three children before criticising one. The lesson children will learn is that they are more likely to get attention when they behave or work well than when they behave badly.

#### **Acknowledging feelings**

Children often misbehave because they feel upset. One reason for this can be to attract adult attention to their bad feelings in the hope that they will get some help with them.

Acknowledging a child's feelings can pre-empt them resorting to other ways to get your attention.

#### **Give them a choice**

Give children a choice as often as possible.

This can be as simple as deciding which piece of work they want to do first. Being given choices increases a child's sense of independence, which in turn contributes to the development of their self-esteem.

## **Being consistent**

Children have a need for the world to be as reliable as possible. When staff act consistently and reliably, they make the child feel safer and, therefore, less anxious. This in turn will make it less likely that events will trigger off bad behaviour.

## **Model desired behaviour**

It is important for adults in school to model the kinds of behaviour that they expect from children in terms of respect, concern, fairness, how to apologise, how to resolve difficulties fairly and amicably.

Dealing with difficult behaviour can trigger feelings of anger, irritation, disappointment or even despair in us. It is better to avoid communicating these feelings. Responses should be low-key and matter of fact.

## **Scan the classroom**

Children are impressed by staff who seem to know what is going on even before it has started and seem to have eyes in the back of their head. Put yourself in a position where you can see what is going on and scan for children that are off-task. Re-direct children before behaviour has become disruptive.

Listen for changes in patterns of conversation which might indicate off-task behaviour. Make your presence felt by a look or repositioning yourself.

## **Listen to children**

Listen to children and make them feel significant. It is important to make children feel aware that you recognise their feelings. "You seem cross, did something happen?"

Follow-up concerns raised and complaints made, even if you need to say that you will deal with it later. Children need to feel able to share things with us and not be driven 'underground'.

## **Maintain frequent contact**

Aim to make fairly frequent task-centred contact with all children. This will communicate that attention is predominantly given for behaving well and meeting the needs of the situation appropriately.

For children who have difficulty maintaining concentration on their work, ensure you make very frequent contact with them. Notice what they have already achieved, ask what they have to do next and remind them that you will be back to check on them.

This concentrates on communication about the task and gives the child teacher contact.

## **Pre-empt disruptive behaviour**

If a child is off-task, the important tactic is to return their attention to the task before they can actually become disruptive.

## **Be aware of yourself**

When dealing with disruptive incidents consider the following:

- your position in class
- your proximity to disruptive children
- your expression, tone of voice, choice of words and use of eye contact.

Do they all communicate your confidence and authority? Do they tend to reduce the temperature or raise it?

## **Circle time**

Circle Time involves the whole class sitting in a circle with the teacher. A Program of activities is presented each week to challenge and motivate the class to share, with the aim of promoting positive behaviour skills. Activities include, co-operative games, rounds, drama, puppet/mask activities and talking and listening activities. Through these activities and discussion children are encouraged to reflect on their own behaviour and its effect on others, to share responsibility for creating a better learning environment.

## **School Council**

This consists of two pupils from each class across the school, one girl and one boy. They are nominated, seconded and ballot voted by the pupils in their class. New members are elected every year.

The members meet with their classes to collect and feedback opinions and information. Meetings are held fortnightly, and overseen by the co-ordinator. Other members of staff are welcome (please give notice)

Discussion covers topics such as behaviour, playtime activities, school dinners, school uniform, school facilities, outings. Relevant issues are then discussed with the Head teacher and the staff, the response being fed back to the Pupil's Council and into classes.

## **Catch children being good**

This can be hard with some children, but it is usually more important for them than for many others. Noticing and acknowledging anything that is in the direction the adult wants the child to take will encourage and reinforce that movement.

- Treating books and equipment carefully;
- Looking at the teacher quickly and quietly when asked to listen;
- Starting work quickly;
- Following an instruction the first time asked;
- Keeping books and possessions tidy, keeping physical appearance tidy;
- Being polite & saying 'please' and 'thank you';
- Moving from one task to another without teacher reminders;
- Tidying and cleaning up;
- Getting all equipment needed for a task without being told;
- Working hard on a piece of work;

- Telling the truth;
- Holding the door open for someone;
- Listening quietly' looking at the speaker and paying attention;
- Handing homework in on time;
- Lining up quickly and quietly;
- Catching up with unfinished work or work missed due to absence;
- Coming into the classroom quickly and quietly;
- Going above and beyond in school work, E.g. researching things at home even when they don't have to;
- Being a good friend;
- Willing to answer questions and make contributions to group discussions;
- Asking for help when they need it;
- Remaining calm in a difficult situation;
- Walking quietly around the school;
- Sharing equipment or activity with a classmate;
- Listening well in assembly;
- Taking a lot of care with, or putting thought into, a piece of work;
- Working well with a group of classmates;
- Finding something appropriate to do when they have finished work early;
- Listening to another's point of view;
- Speaking well in class assemblies or school plays;
- Telling the teacher of a problem in the playground rather than fighting;
- Being willing to try something new or difficult;
- Letting a teacher know if someone is bullying another child;
- Asking before they borrow something;
- Carrying out a classroom job willingly and doing it well;
- Offering to help without being asked;
- Bringing appropriate books and equipment to school;
- Taking turns and waiting for others