



BROADSTONE FIRST SCHOOL



POLICY :

Behaviour

Author: Head of School

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School Standards Board**

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CASTLEMAN ACADEMY TRUST

Behaviour Policy

The Castleman Academy Trust believes that all pupils should be empowered to achieve in all areas of school life, be treated with respect and treat others the way they wish to be treated. We want them to enjoy school life. We are therefore committed to providing a caring and safe environment for all our students so they can learn in an atmosphere of mutual respect for each other's views and approaches to life and feel happy, safe and secure.

This policy acknowledges the Trust's legal duties under the Equality Act 2010, in respect of safeguarding and in respect of pupils with Special Educational Needs or Disabilities (SEND).

This policy focuses on positive behaviour, which supports learning and promotes, celebrates and rewards achievement. The purpose of this policy is to ensure that if a pupil chooses to behave in a way that stops either themselves or others learning, or breaks the school ethos of mutual respect amongst all its members, all staff, pupils and parents/carers have a clear understanding of the procedures and sanctions that will be applied.

This policy has been written in line with the following guidance:

- ✓ DfE Behaviour & Discipline in Schools; Guidance for Governing Bodies
- ✓ DfE Behaviour & Discipline in Schools; Guidance for Head Teachers and School Staff
- ✓ DfE Statutory Guidance on School Exclusions
- ✓ DfE School Discipline Regulations
- ✓ DfE Behaviour & Discipline in schools: Advice for Head Teachers and School Staff

It should also be read in conjunction with the School's Teaching and Learning policy, Anti Bullying Policy, Equal Opportunities policy and SEND Policy.

Our Aim:

It is a primary aim of our school that every member of the school community feels valued and respected, and that each person is treated fairly and well. We are a caring community, and all our decisions are based on our mission to 'prepare children for a life well. 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.

At Broadstone First School we have children and staff who care for each other and respond well to the problem's others are experiencing. The school has a number of rules, but the primary aim of the behaviour policy is not to be a system to enforce rules. It is a means of promoting good relationships, so that younger and older learners 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. It aims to help children to grow in a safe and secure environment. 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.

Positive and Negative Consequences

We firmly believe that if learners are actively and purposefully engaged, they are unlikely to misbehave. If the lessons are related to their own lives and the challenges set for them are appropriate, learners will be motivated and enthusiastic to be involved in their day to day learning. We strive to ensure that learning is engaging and purposeful to ensure behaviour issues are minimal. (Please refer to our Learning and Teaching Policy for further details)

Through our teaching and learning, children are encouraged and expected to take responsibility for their behaviour. Through various methods, children are led to understand that our actions have consequences which can be both negative and positive – depending on the behaviour.

Self-esteem is the personal picture we have of ourselves - our strengths and our limitations. This self-image is affected by all the positive or negative responses of the people with whom we come into contact. We all, children and adults, need praise, success, recognition and affection and through this we can accept learning challenges and failure.

We promote positive behaviour through:

- ✓ Setting, modelling and promoting clear expectations and rules with pupils – in classrooms, around the school and in the community
- ✓ Ensuring that all staff apply rules consistently, but that there is flexibility in the use of negative consequences to take account of individual circumstances
- ✓ Understanding that pupils are valued as individuals and taking into account the individual needs of all pupils
- ✓ Ensuring the curriculum is appropriate for each individual pupil
- ✓ High quality teaching and learning using a variety of teaching styles and methods
- ✓ Recognising achievement including the regular use of praise and a relevant and valued reward system, agreed by pupils and staff
- ✓ Target setting and individual support programmes
- ✓ Striking a healthy balance between rewards and sanctions
- ✓ Children celebrating their learning and achievements within whole school assemblies
- ✓ Discussions with pupils and School Council– giving children every opportunity to take responsibility and to make a full contribution to improving behaviour in school
- ✓ Whole staff CPD to support behaviour management
- ✓ Ensuring that the policy is clearly understood by pupils, parents and all school staff
- ✓ Children engaging in States for Learning time – when entering the classroom the children are provided with a morning activity to limber up the brain for the day's learning. Through completion of an 'emotions register' teachers will see those children who may not be feeling positive and will take the time to ensure they acknowledge this and prepare learners for the day.

Our School Expectations

Through the clear enforcement of simple rules and the rewarding of good work and behaviour we aim to create a positive environment where pupils and adults share a sense of belonging to the school community.

1. We are kind and helpful. We don't hurt feelings.
2. We work hard. We don't waste our own or others time.
3. We are gentle. We don't hurt others.
4. We look after property. We don't waste or damage things.
5. We listen. We don't interrupt.
6. We are honest. We don't tell lies.

The school does not tolerate bullying 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. (Please see our Ant-bullying Policy)

Rewards and Sanctions- the choices systems

Rewards – House Points

House Points are awarded for a variety of positive behaviours; these include demonstrating our school values of Respect, Independence and Creativity, displaying behaviours from our school expectations, positive contributions to lessons and good behaviour. The school expectations are displayed within classrooms in order to act as a reminder and model our high expectations. Through rewarding house points children begin to see how their behaviour choices impact those around them, not only do they receive the house point for themselves but also for their wider house team.

House points are collected visually in classes and counted weekly. These are then added to a whole house total from across the school. This is then revealed in our celebration assembly. There are a number of milestones each house could reach which is awarded with a non-school uniform day. In addition, at the end of each half term the winning house are rewarded with a special treat, chosen by them for all their efforts and hard work.

Sanctions – the strike system

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

How the strike system is implemented: (See Appendix 1)

A verbal warning is given

Second Warning – Name written on the board

Strike 1 – name ticked – Child misses 5 minutes of social time. They will stay with the teacher and discuss the situation that occurred and positive ways of moving forwards.

Strike 2 – Two ticks by the child name – Child misses all of their remaining social time. They will stay with the teacher and discuss the situation that occurred and positive ways of moving forwards.

In the unlikely event of a child continuing to disrupt or any form of abusive, aggressive behaviour or swearing a member of SLT/Inclusion Team should be called, and the child will be removed from the classroom. Parents/carers will be informed and the child will continue their learning outside the classroom up near the school office in isolation.

N.B After each sanction the child is made aware that the sanction has finished. Through discussion with the teacher they will agree on a positive way of moving forward, a line is drawn under the behaviour/situation, and a fresh start is given.

It is important to remember that the vast majority of pupils will respond to and benefit from the above policy. However, from time to time, there may be pupils who do not respond to established incentives and sanctions. These pupils will need an individual contract.

Points to remember when establishing a contract:

Targets, to begin with, must be small and attainable (success breeds success)

Reinforcement must be daily

The contract will need constant assessment

'Pay off' must be clear – the consequences should be clear and suit the misdemeanour.

A simple statement agreed between child and teacher is written down

The contract will need to be signed by the pupil and teacher and strictly adhered to. There will be regular discussion with the pupil what might prevent him/her from succeeding. Parents/carers will also be involved in the contract.

Working with our parent partners

We believe that co-operation between home and school is vital if pupils are to develop into responsible adults. We aim to inform parents/carers whenever a child's behaviour gives cause for real concern.

Parenting is a difficult and vulnerable task. Parents play a crucial role in enhancing their children's self-esteem. Every parent has the right to hear regular 'good news' about their children and at Broadstone First School they do. We regularly invite families in to celebrate learning. This is done in a variety of ways. Children thoroughly enjoy sharing their learning with their families and as such present a very positive outlook.

We will strive to ensure children receive consistent messages about how to behave at home and at school. We would expect parents to support the school in their expectations too. We expect parents to support their child's learning, and to co-operate with the school. We try to build a supportive dialogue between the home and the school, and we inform parents/careers as soon as possible if we have concerns about a pupil's welfare or behaviour.

If parents have any concern about the way pupils been treated, they should initially contact the class teacher. If the concern remains, they should contact the Head of School. As per the school's Complaints

Policy, if parents are still not satisfied, they should contact the Executive Head and then Chair of Governors at the school.

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.

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.

The class teacher treats each child fairly and enforces the classroom code consistently. The teacher treats all children in their class with respect and understanding.

Behaviour logs are kept on Integris. In the first instance, the class teacher deals with incidents him/herself in the normal manner. However, if misbehaviour continues, the class teacher seeks help and advice from the Head of School.

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 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 of School and Executive Head Teacher?

It is the responsibility of the Head of School, to implement the school behaviour policy consistently throughout the school, and to report to governors, when requested, on the effectiveness of the policy. It is also the responsibility of the Head of School to ensure the health, safety and welfare of all children in the school.

The Head of School 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 of School keeps records of all reported serious incidents of misbehaviour.

The Executive Head (or in her absence, the Head of School) 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 Executive Head (or in her absence, the Head of School) may permanently exclude a child.

The role of governors

The School Standards Board 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 of School in carrying out these guidelines.

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

Fixed-term and permanent exclusions

The school views exclusion as a last resort. It usually occurs only in extreme cases where behaviour of pupils directly affects the health and safety of themselves or others. Before making a decision to exclude, the school will ensure that a thorough investigation has been carried out, including allowing the child to give their version of events, seeking any witness statements and considering any evidence of provocation. Any record of previous misdemeanours may be taken into consideration.

No child will be sent off site before the end of the day unless contact has been established with parents/carers/nominated responsible adult. In the event of contact not being made, the child must remain on site, withdrawn from class until the end of the normal school day. At the point of exclusion, a letter will be sent home via first class post (and email if the responsible adult has an email address), stating the reason for the exclusion. Telephone contact will be made with the parent/carer of the child informing them of the exclusion. All exclusions will be recorded centrally in the School Exclusion Record and on school record keeping systems (eg. Integris). The Chair of Governors will be informed of all exclusions, both fixed term and permanent.

Exclusion will be enforced after investigating the circumstances of an event or on an immediate basis. The decision to exclude is at the discretion of a member of the Senior Leadership team.

Exclusion may take one of three forms:

- Internal exclusion – the decision to follow this course of action and to determine its duration will be taken by a member of the Senior Leadership Team. The child will be removed from a whole class teaching environment and, although following their normal daily curriculum, be required to work on their own under close supervision.
- Fixed term exclusion – the decision to follow this course of action and determine its duration will be taken by the Executive Head (or in her absence, the Head of School). Any action taken will adhere to the Trust's policy. Parents will be contacted immediately and required to withdraw their child from the school premises, at which point the child becomes the responsibility of their parents. An excluded child must not be present in a public place during school hours. The school will provide work for the period of the exclusion. On the child's return to school a reintegration meeting will be held with a member of the Senior Leadership Team to discuss how best to manage the child's return to school and establish a behaviour contract.

- Permanent exclusion – this is the school’s ultimate sanction. Parents will be fully involved in the process. Children face permanent exclusion when their behaviour constitutes a serious breach of school rules and/or is considered a significant threat to the health and safety of themselves or others as stipulated in the Trust’s policy. (See Appendix 2 for further detail and guidance on exclusions.)

The Executive Headteacher (or in her absence, the Head of School) informs the Chair of Governors of any exclusions made. These are reported to the School Standards via the Termly Report to Governors of any fixed-term exclusions beyond five days in any one term.

The School Standards Board itself cannot either exclude a child or extend the exclusion period made by the Executive Head (or in her absence, the Head of School).

The School Standards Board has an exclusions 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 an exclusion, they consider the circumstances in which the pupil was excluded, consider any representation by parents and consider whether the pupil should be reinstated.

If the governors’ appeals panel decides that a pupil should be reinstated, the Executive Headteacher must comply with this ruling.

SCHOOL STANDARDS BOARD EXCLUSIONS COMMITTEE: As this can change as and when new Governors are appointed, the Clerk to Governors keeps an up to date list. This can be obtained when required.

Restraint

In extreme cases where physical danger to self or others seems likely it may be necessary to restrain a pupil. All members of staff are aware of the regulations regarding the use of force by teachers, as set out by the DFE. Staff only intervene physically to restrain children or 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. Pupils will always be advised of the steps to be taken before and during any restraint and a ‘cooling off’ period will be applied. This may take the form of an internal or external exclusion.

Monitoring

The Head of School monitors the effectiveness of this policy on a regular basis. S/he also reports to the governing body on the effectiveness of the policy and, if necessary, makes recommendations for further improvements.

The school keeps a variety of records of incidents of misbehaviour. The class teacher records minor classroom incidents. The Head of School records those incidents where a child is sent to him/her on account of bad behaviour. We also keep a record of any incidents that occur at break or lunchtimes.

The Head of School keeps a record of any pupil who is suspended for a fixed-term, or who is permanently excluded.

It is the responsibility of the School Standards Board to monitor the rate of suspensions and exclusions, and to ensure that the school policy is administered fairly and consistently.

Equality Impact Assessment

This policy has been reviewed with the equality impact considerations as laid down in the Trust's Equality Policy.

Appendix 2

GUIDANCE ON EXCLUSIONS

Fixed Period Exclusions of five days or less

For all fixed period exclusions work will be set and marked by the School. The responsibility for this rests with Class Teacher to set and mark work.

Following a fixed term exclusion a reintegration meeting will be held. The child will be reminded of the standard of behaviour expected. At this stage, a member of the Senior Leadership Team may discuss the incident and any arising issues with the parent/carer. All discussions with parents/carers will be recorded on Integris.

If a child has a further fixed term exclusion, the same process is followed as for first exclusion. However if there are repeated fixed term exclusions for the same misdemeanour, a member of the Senior Leadership Team will involve parents/carers and external agencies as required.

Where a child is causing concern and may have had a number of fixed term exclusions, a Behaviour Plan and Risk Assessment will be completed.

The parent/carer may wish to make written representation to the Chair of the Governor Panel about an exclusion. A parent/carer wishing to make representation should do so in writing within 5 School days of the date of notification via recorded delivery. Governors will respond as appropriate within 50 school days. The Chair of the Governor Panel has discretion as to whether to call a meeting or not. Whatever is done, will be recorded and placed on the child's file. If a meeting is held, it will be after the period of exclusion has been served. The parent/carer may, if they wish, have someone of their choice to accompany and assist them at the meeting. The meeting is not an appeal and will not cause an interim postponement of the exclusion.

The purpose of the meeting is to enable the parent/carer to be satisfied that their views have been heard and consideration given as to whether more information should be added to the pupil's record. The decision of the Governors will be final in respect of matters regarding temporary exclusions for fixed periods in any one term of 5 days or less.

In the event of a meeting being called, Governors cannot overturn the exclusion, but can add a note to the child's file. The letter informing parent/carer of the exclusion will explain the procedure to make representations.

Fixed Period Exclusions of more than 5 and less than 15 days in any one term

For an exclusion (or series of exclusions) of more than 5 days but not more than 15 days in any one term, a reintegration meeting with the child's Head of School and parent/carer will take place. A Governors' meeting should take place between the 6th and 50th school day after the date of notification, if the parent/carer requests it. The parent/carer must request an appeal within 5 School days of notification by recorded delivery.

The parent/carer and the School will be invited to present evidence to the Governors challenging the decision to impose a fixed term exclusion. Governors will make a decision, which will be provided via the Clerk to Governors in writing to the parent/carer and posted within 5 School days after the meeting.

Fixed Period Exclusions of more than 15 days in any one term

For a fixed period exclusion (or series of temporary exclusions) adding up to more than 15 days in any one term, a Governors' Disciplinary Panel must meet between 6 and 15 days from the date of exclusion whether the parent/carer requests it or not.

The parent/carer and the School will be invited to present evidence. Governors will make a decision as to whether the 15 plus exclusion days are merited, which will be provided via the Clerk to Governors in writing to the parent/carer and posted within 5 school days after the meeting. The Governors will also discuss with the parent/carer how the child is going to change their behaviour.

Off site provision

When a child is excluded for 6 or more days, it starts with a home based exclusion of 5 days. The school will provide off site provision from the 6th day of exclusion onwards. The provision will be arranged by the school. The child will be expected to report to a named member of staff at the start of the school day, where they will be provided with appropriate work and supervised to complete the tasks set. The parent/carer will be contacted and informed of the provision being made. Permission for the child to attend off site provision will be sought verbally and the child will be expected to bring a signed agreement to the named member of staff the following morning.

All temporarily excluded children will be put on Report on their re-admittance to the school. This programme is intended to ensure the positive re-integration of child into the life of the school and improve behaviour.

Permanent Exclusion

The decision to permanently exclude a child will be taken in response to a serious breach, or persistent breaches, of this policy, and where allowing a child to remain in the school would seriously harm the education or welfare of the child or others in the school.

Only the Executive Head (or in her absence, the Head of School) shall have the discretionary power to permanently exclude any child after consultation with the Chair of Governors. In exceptional circumstances, the Executive Headteacher may decide to take this course of action without the child having had any previous fixed term exclusions.

For example for:

- Possession, using or supplying of drugs, including medicines or alcohol
- Serious and ongoing bullying
- Being in possession of an offensive weapon
- Serious actual or threatened violence against another child or a member of staff

- Sexual or indecent assault
- Extremely serious damage of school property or building
- Any child found smoking anywhere on the school site, and on school trips, camps etc, a first offence will incur a one day exclusion, and a second offence may lead to permanent exclusion
- Persistent high levels of defiance or misbehaviour, in breach of the school's policies and ethos

When a child's behaviour record shows persistently high levels of misbehaviour the school will work fully with the child, parents and external agencies to prevent a decision on a permanent exclusion from occurring. This can take the form of:

- Behaviour Plan and Risk Assessment being in place with appropriate mentor support, external agency support
- Managed move procedure being investigated
- Investigating alternative curriculum provision models, either full time or part time, on a temporary short term or long term basis, that might be more appropriate for the child's needs. This will lead to subsequent and structure reintegration of the child back into the life of the school.

The parent/carer will be informed in writing by the Executive Headteacher (or Head of School) of their right of appeal against a decision to exclude permanently. The parent/carer will be advised that they may, if they wish, have someone of their choice to accompany and assist them at the appeal meeting. Appeals should be made in writing to the Chair of the Governor Panel via the Clerk to Governors within 10 school days of notification of the exclusion. A minimum of 3 governors will constitute the Governor Panel convened for the purpose of considering appeals against permanent exclusions. The Chair of Governors, who will have previously been consulted regarding permanent exclusions, will not be a member of this Committee.

For permanent exclusions the Governor Panel should meet between the 6th and 15th school day after notification by parent(s) / carer(s) of their wish to appeal.

There is no restriction on Governors who have served on a fixed period exclusion panel serving on any subsequent exclusion panel for the same child. The decision of the Governors will be final.

Any meeting of the Governor Panel may, at their discretion, consider in sequence more than one exclusion case at that meeting.

If a child is being referred to a Child Referral Unit contact with the LA must be initiated. Appropriate permanent exclusion forms will also be completed.

Parents/Carers have the right to an independent appeal against a permanent exclusion. Details of this process will be communicated to parents/carers from the Governor's Disciplinary Panel.

If any exclusion would result in a child missing a public examination, the Executive Headteacher will review this decision. In the event of the Executive Headteacher deciding it is not appropriate for a child to take an examination this will be referred to the Governor Panel. The Panel should attempt to meet

before the examination. If, exceptionally, it is not practical for the Panel to meet before the examination is due to be taken, the Chair of the Panel or the Chair of Governors has the discretion to allow the child on site to take the examination.