

James Dixon
Primary



Behaviour & Exclusions Policy

July 2021

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Statement of intent

James Dixon Primary School believes that, in order to facilitate teaching and learning, acceptable behaviour must be demonstrated in all aspects of school life.

1. Key roles and responsibilities

1.2. The Local Board of Governors has overall responsibility for the implementation of this policy and the procedures of James Dixon Primary School.

1.3. The Local Board of Governors has overall responsibility for ensuring that this policy, as written, does not discriminate on any grounds, including, but not limited to, ethnicity, nationality, culture, religion, gender, disability or sexual orientation.

1.4. The Local Board of Governors has responsibility for handling complaints regarding this policy, as outlined in the school's Complaints Policy.

1.5. The Head of School will be responsible for the day-to-day implementation and management of this policy and the procedures of the school.

1.6. Staff, including teachers, support staff and volunteers, will be responsible for following the policy and for ensuring pupils do so too. They will also be responsible for ensuring the policy is implemented fairly and consistently.

1.7. Staff, including teachers, support staff and volunteers, will create a supportive and high quality learning environment, teaching positive behaviour for learning and implementing this policy.

1.8. Parents and carers will be expected to take responsibility for the behaviour of their child(ren) inside and outside of school.

1.9. Parents and carers will be expected to take responsibility for promoting positive behaviour for learning and modelling acceptable behaviour in the home.

1.10. Pupils are responsible for their own behaviour both inside school and out in the wider community.

1.11. Pupils are responsible for their social and learning environment and agree to report all undesirable behaviour to a member of staff.

2. Training of staff

2.1. At the school we recognise that early intervention can prevent bad behaviour. As such, teachers will receive training in identifying problems before they escalate; this can be behavioural problems in the classroom or during playtime/lunchtime.

2.2. Teachers and support staff will receive training on this policy as part of their new starter induction.

2.3. Teachers and support staff will receive regular and ongoing training as part of their development.

2.4. The use of Kagan Teaching Strategies will further cement the school's ideology of pupil led learning.

3. Pupil expectations

3.1. Pupils and parents and carers will be expected to follow our school's Golden Rules which requires pupils to:

- ★ Conduct themselves around the premises in a safe, sensible and respectful manner.
- ★ Arrive for lessons and school on time and fully prepared.
- ★ Follow reasonable instructions given by teachers and support staff both in the classroom and on the playground.
- ★ Behave in a reasonable and polite manner towards all staff and pupils.
- ★ Follow classroom rules and procedures.
- ★ Show respect for the opinions and beliefs of others.
- ★ Complete classwork as requested.
- ★ Hand in home learning at the time requested.
- ★ Report unacceptable behaviour.
- ★ Show respect for the school environment.

3.2. The school will ensure that pupils follow our Golden Rules by teaching them how to behave sensibly, such as how to:

- Line up in groups when entering or leaving the classroom or school premises.
- Sit appropriately on school chairs, carpets, hall floors, etc.
- Use appropriate voice levels and language, including manners.
- Raise their hands when they wish to speak in class or assembly.

- Model good behaviour to other pupils.
- Work as a team and respect others' views, beliefs and faiths when engaging in tasks.
- Follow the school's system of raising hands to obtain quiet.

4. Rewarding good behaviour

Our school values good behaviour as this will develop an ethos of kindness and cooperation. Our policy is designed to promote and acknowledge good behaviour.

4.1. The school recognises that pupils should be rewarded for their display of good behaviour.

4.2. The school will use the following rewards for displaying good behaviour:

- Certificates
- Headteacher awards
- Verbal praise
- Prizes
- Stickers
- End of term whole-class rewards
- Achievement assembly each week
- Bouncy Castle Time for class with best attendance
- Attendance Certificates
- Classroom Dojo points
- Contacting parents for good behaviour

In the Foundation Stage (Preschool and Reception classes), Key Stage 1 and Specialist Provision pupils follow a pre-warning system based on a rainbow which acts as a visual representation of good behaviour. If there is inappropriate behaviour pupils are given a warning. Pupils always have the opportunity to earn back their warnings and pre-warnings. In Reception pupils earn stickers and when the target is reached a Special Award Certificate is presented. In Preschool good behaviour and achievements are celebrated appropriately at the time.

In Key Stage 1 good behaviour is rewarded with Classroom Dojo points. Also pupils earn stickers and when the target is reached a Special Award Certificate is presented in the Achievement Assembly.

In Key Stage 2 good behaviour is rewarded with Classroom Dojo points and pupils earn stickers and when the target is reached a Special Award Certificate is presented in the Achievement Assembly.

5. Unacceptable behaviour

5.1. Unacceptable behaviour will not be tolerated at the school.

5.2. Breaking any of the rules laid out in our Golden Rules will lead to sanctions and disciplinary action.

6. Sanctions

A positive and happy environment in which everyone is able to succeed can only be achieved if everyone involved is absolutely clear about what is expected of them.

- All pupils are fully aware of what is expected of them at all times and these expectations are consistently applied by all adults in the school community.
- Pupils who consistently behave appropriately and work well are acknowledged and praised.
- Early intervention is in place so that poor behaviour is not allowed to escalate.
- Pupils have opportunities to improve immediately.
- Pupils are treated fairly and know the consequences of poor behaviour.
- Pupils are expected to respect all members of the school community and not to make any unacceptable comments concerning race, gender or disability.

6.1. The following sanctions are used consistently by all adults throughout the school and are in 5 steps:

1. A warning.

A warning is given if the pupil:

Disrupts/disturbs the class

Refuses to follow instructions

Uses unacceptable language

Persists in calling out

Makes noises

Damages work

Does not follow the golden rules

All teachers and assistants will be expected to have spotted the signs of poor behaviour and intervened in a supportive manner.

2. A second warning.

Warnings are recorded on a tracking sheet. Pupils have the opportunity to earn back their warnings.

3. Time Out

After 2 warnings and the poor behaviour persists the pupil has “Time Out” in another class for 10 minutes and misses 10 minutes of playtime the next day called ‘**Reflection Time**’. The time is used to reflect upon their inappropriate behaviour. If a pupil shows an improvement in their behaviour and attitude upon their return to class, they can ‘earn back’ their **Reflection Time**.

4. If there is no improvement following “Time Out” the pupil will then be sent to the Deputy Head and a letter will be sent home or parents will be invited in for a meeting to discuss their behaviour.

5. “Time Out” with the Head teacher to discuss their behaviour. During “Time Out” the pupil is expected to go directly to the “Time Out” area, sit down and remain silent. If a pupil is persistently displaying poor behaviour, parents will be informed and asked to come and speak to the class teacher and the Deputy Head.

6.2. Racist comments are recorded on racist incident forms and reported to the LA. Parents are informed if their child has made a racist comment

6.3. Internal Exclusion is used for serious incidents e.g.

- Fighting/bullying
- Violence towards pupils/adults
- Abusive language
- Behaviour which puts others at risk

¹ During the current COV-19 climate, the initial contact will be made via telephone.

- Behaviour which brings the school into disrepute

Internal exclusions are used for serious incidents and are authorised by the Headteacher or Deputy Head teacher. Internal exclusions means a period of time in school but placed in a different class and appropriate work is allocated by the class teacher. Parents and carers will be informed.

If a pupil hurts another pupil, verbally or physically, the pupil should tell an adult immediately so the incident can be dealt with quickly. If a pupil retaliates instead of “telling” both pupils will receive sanctions. We hope parents will support this approach. Parents should not directly approach other pupils, or other parents, to try to resolve difficulties, but allow the school to deal with the situation.

6.4. Fixed Term Exclusion

(All exclusions are carried out in accordance with the “Exclusion from maintained

schools, academies and pupil referral units in England' document published in 2017 and the subsequent updates published, 28th August 2020).

Serious breaches of the behaviour policy will result in a fixed term exclusion from school. These include:

- Violence towards pupils/adults
- Breaking a window
- Deliberately setting off the fire alarm when there is no fire
- Malicious damage

A record of fixed term exclusions is kept.

6.5. Permanent Exclusion

Only the Headteacher (or the acting head teacher) has the power to exclude a pupil from school for misbehaviour. The Head teacher may exclude a pupil for one or more fixed periods for up to 45 days in any one school year. The Head teacher may also exclude a pupil permanently for persistent or serious misbehaviour. It is also possible for the Head teacher to convert fixed-term exclusion into a permanent exclusion.

6.6. Playtime

Playtime incidents should be dealt with by the members of staff on duty. Staff members should communicate any incidents to the class teacher. Any behaviour which warrants a 'Time Out' will be carried out for 10minutes at lunchtime.

6.7. Lunchtime

At lunchtime, supervision is carried out by a team of midday supervisors. They are expected to ensure that children behave appropriately. Poor behaviour should be dealt with by lunchtime supervisors using a 'Time Out' system on the playground. Incidents should be recorded on the school's incident form and persistent or serious misbehaviour must be brought to the attention of the Head or Deputy Head teacher.

7. Support systems for Individual Pupil Need

If there is a persistent problem the class teacher and the SENCo will draw up a Provision Map to support the pupil in partnership with the parents. If the problem continues, we will work together with outside agencies to seek solutions to support the pupil and form a Pastoral Support Plan (PSP). There are social skills groups, buddy systems and a school Counsellor. At lunch times the midday supervisors and 'Peer Mediators' talk to pupils about arguments and incidents and allow pupils to talk about their grievances. Incidents are recorded on an 'Incident' form and monitored by the Deputy Head.

To support pupils teachers use the following strategies:

- Redirection to another activity
- Talk to the pupil about their problem
- Discussion in groups or whole class
- Individual need is considered on an individual basis
- Move the pupil from the group to work on his/her own
- Talk to parents
- Personal behaviour charts with clear targets

Educational Needs and Disability (SEND) and vulnerable individuals:

We fully appreciate that some children will find it more difficult to respond to the rewards and consequences in this policy. In particular, pupils with SEND may require reasonable adjustments to be made in line with their primary and secondary needs. These individuals require a carefully planned and personalised response involving parents or carers and the inclusion team. We also understand that a child may require increased support and care when they experience trauma and loss in their lives. The school may use a number of different strategies and also consider how the involvement of external agencies can support a child with additional needs

- Behaviour charts to enable celebration of good behaviour.
- Increased communication between home and school.
- Individual behaviour plans.
- Timetabled Thrive Practitioner intervention.
- Support from the special educational needs coordinator (SENDCo) or identified teaching assistants.
- In house counselling service to offer 1:1 support to develop self-esteem and social skills
- Lunchtime nurture group sessions.
- Additional literacy or mathematics support where this is identified as a barrier to learning and impacts on the pupil's behaviour.
- Adjusted curriculum provision.
- An adapted timetable with an agreed timescale.
- Pastoral support meeting with parents and carers
- Facilitate multi agency meetings to plan next steps for a child's SEND provision
- Involve external professionals such as Planning Officers, Provision Evaluation Officers and Inclusion and Attendance Officers.
- Strategies recommended by professionals are consistently implemented.
- Referral to outside agencies such as: ISEND Front Door Education Support, LIFT, Behaviour and Attendance Service (ESBAS), the Educational Psychology Service, Child and Adolescent Mental Health Services (CAMHS), the local paediatric unit, (CLASS) or the Virtual School for Children in Care.

Risk Assessments and Risk Reduction Plans:

- The leadership team may judge it to be necessary to construct a risk assessment or a risk reduction plan for identified children.
- These will be constructed in collaboration with key members of staff and parents/carers. The information recorded will then be disseminated to staff.
- The plan will be reviewed at the end of each seasonal term or sooner if circumstances change, e.g as part of a reintegration meeting following a fixed term exclusion.

A whole school overview is updated to reflect the number of children on these plans and with their review dates.

- If the behaviour of a child escalates suddenly, then a member of the senior leadership team will carry out a dynamic risk assessment as stated in the individual risk assessment/risk reduction plan.
- This is to ensure that alternative provision with specific supervision is agreed for the next session or the afternoon so that the child does not resume their scheduled, timetabled activities.
- This is to allow a continued period of quiet reflection for the child in an alternative, safe space. Parents/carers will also be updated.

Equality Act 2010:

The governing body, the leadership team and staff will ensure there is no variation in the application of this positive behaviour policy and procedures on any grounds, particularly ethnic or national origin, culture, religion, gender, disability or sexuality. They will also ensure that the concerns of children are listened to and appropriately addressed.

8. Support Systems for Staff

The school will support all adults working with pupils to ensure the pupils are achieving. It is school practice to discuss behavioural issues with the Headteacher and the Deputy Head in order for the staff feel supported and to ensure school is working together to provide a cohesive approach to supporting individual needs. All staff have a copy of the Child Protection and Safeguarding policy in order that behaviour management is consistent throughout the school. Staff always encourage good behaviour through praise and rewards. We encourage intrinsic rewards. Cooperative learning signals are used to gain silence rather than a raised voice. Physical chastisement of a pupil in any way is unacceptable.

9. Support Systems for Parents and Carers

Parents and Carers are encouraged to visit the school to discuss any relevant issues. Appointments should be made to ensure availability of staff and to give parents/carers proper time to discuss their concerns. Parents/carers should not

try to talk to staff at the beginning of the day with no appointment. Teachers are available at the end of the day. Parents will be involved at the earliest possible stage if behaviour problems are persistent or recurring. Parents can help by:

- Recognising that an effective school behaviour policy requires close partnership between parents, staff and pupils
- Supporting school/home agreements
- Discussing school rules with their child and emphasising their support of them and assisting with their enforcement
- Attending Parents Evenings and developing informal contacts with the school
- Knowing that learning and teaching cannot take place without consistent positive behaviour management
- Remembering staff deal with behaviour problems patiently and positively
- Inform staff if their child is upset e.g. changes at home, bereavement
- Ensuring their child attends school every day
- Ensuring their child is punctual
- Ensure their child leaves sweets and chewing gum at home
- Ensures their child hands in their mobile phone into the office (if brought to school)
- Ensuring that jewellery is not worn at school
- Ensuring earrings worn are studs (For Health and Safety reasons)
- Ensuring school uniforms are worn
- Informing staff if their child is upset e.g. a bereavement

SCHOOL GOLDEN RULES

- ★ We will respect each person in our community
- ★ We will help each other to do our best
- ★ We will treat everything in school carefully
- ★ We will be honest
- ★ We will be kind

10. Mobile Phones

Mobile phones and, in particular, the new generation of smartphones, such as the iPhone, now include many additional functions such as an integrated camera, video recording capability, instant messaging, mobile office applications and mobile access to the internet. These allow immediate access to email, searching for information on the internet and other functions such as access to social networking sites e.g. Facebook, twitter and blogging sites.

For many young people today the ownership of a mobile phone is considered a necessary and vital part of their social life. When used creatively and responsibly the smartphone has great potential to support a student's learning experiences.

Acceptable use statements

Pupils are allowed to bring mobile phones into James Dixon Primary school. If they choose to do so it is on the understanding that they agree with the following limitations on its use, namely:

- Mobile phones must be switched off once the pupil enters the school grounds.
- Upon entering the classroom, all phones must be given to a member of staff and placed within the classroom safe where they will be locked away until the end of the school day.
- At the end of the day, a member of staff will return each phone to its rightful owner.
- Mobile phones must remain switched off whilst the pupil is on the school grounds.

Unacceptable use

The school will consider any of the following to be unacceptable use of the mobile phone and a serious breach of the school's behaviour policy resulting in sanctions being taken.

- Photographing or filming staff or other pupils.
- Bullying, harassing or intimidating staff or pupils by the use of text, email or multimedia messaging, sending inappropriate messages or posts to social networking or blogging sites
- Refusing to switch a phone off or handing over the phone at the request of a member of staff
- Using the mobile phone outside school hours to intimidate or upset staff and pupils will be considered a breach of these guidelines in the same way as unacceptable use which takes place in school time

Sanctions

Pupils and parents/carers are notified that appropriate action will be taken against those who are in breach of the acceptable use guidelines following the schools behaviour policy. In addition

- Pupils and their parents should be very clear that the school is within its rights to confiscate the phone where the guidelines have been breached.

- If a phone is confiscated, school will make it clear for how long this will be and the procedure to be followed for its return.
- Pupils should be aware that the police will be informed if there is a serious misuse of the mobile phone where criminal activity is suspected
- If a pupil commits an act which causes serious harassment, alarm or distress to another pupil or member of staff the ultimate sanction may be permanent exclusion. The school will consider the impact on the victim of the act in deciding the sanction and parents will be involved.

Volunteers, Visitors, Governors and Contractors

All volunteers, visitors, governors and contractors are expected to follow our mobile phone guidelines as it relates to staff whilst on the premises. On arrival, such visitors will be informed of our expectations around the use of mobile phones. The school will advise visitors that mobile phones are not to be used in the setting. If a visitor, governor or contractor is seen using their mobile phone, they will be asked to use it away from the children.

Parents and Carers

While we would prefer parents not to use their mobile phones while at school, we recognise that this would be impossible to regulate and that many parents see their phones as an essential means of communication at all times.

We therefore ask that parents' usage of mobile phones, whilst on the school site is courteous and appropriate to the school environment. We also allow parents to photograph or video school events such as shows or sports day using their mobile phones – but insist that parents/carers do not publish images (e.g. on social networking sites) that include any children who do not have prior consent given by their parents/carers.

10. Monitoring and Review

Behaviour management will be under constant review.

This policy should be read in conjunction with:

- The Anti-Bullying Policy
- Equality Act Policy
- Restraint Policy
- Child Protection/Safeguarding Policy
- Special Educational Needs Policy

Appendix 1

1. Definitions

1.1. For the purpose of this policy, the school defines “serious unacceptable behaviour” as: any behaviour which may cause harm to oneself or others, damage the reputation of the school within the wider community, and/or any illegal behaviour, including, but not limited to:

- Discrimination – not giving equal respect to an individual on the basis of disability, gender, race, religion, age, sexuality and/or marital status
- Harassment – behaviour towards others which is unwanted, offensive and affects the dignity of the individual or group of individuals
- Vexatious behaviour – deliberately acting in a manner so as to cause annoyance or irritation
- Bullying – a type of harassment which involves criticism, personal abuse or persistent actions which humiliate, intimidate, frighten or demean the individual
- Cyberbullying – the use of electronic communication to bully a person, typically by sending messages of an intimidating or threatening nature
- Possession of legal or illegal drugs, alcohol or tobacco
- Possession of banned items
- Truancy
- Refusing to comply with disciplinary sanctions
- Theft
- Swearing, racist remarks or threatening language
- Fighting or aggression
- Spitting and biting

1.2. For the purpose of this policy, the school defines “low level unacceptable behaviour” as: behaviour which may disrupt the education of the perpetrator and/or other pupils, including, but not limited to:

- Lateness
- Shouting in class, talking when others are speaking
- Swinging on chairs
- Running around the classroom or school
- Inappropriate body language with others, such as not keeping hands to oneself
- Throwing items either in the classroom or on the playground
- Failure to complete classwork and not concentrating on tasks
- Rudeness and not using manners
- Telling lies
- Lack of correct equipment
- Refusing to complete homework, incomplete homework, or arriving at school without having completed home learning.