

Frittenden Church of England Primary School

Behaviour Management and Exclusion Policy



Learning for Life in the Light of God

Policy Control	
Responsible Person:	Nichola Costello
Responsible Governor Team:	Circle Model
Approved by Governors:	27 th March 2018
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Our school policies are written with the objective of continuously improving the school in our aim of realising the school's vision:

Our Vision

To engage every child in an exciting and meaningful educational experience, in an inclusive caring Christian community.

Our School Values

Frittenden Church of England Primary School values

Compassion • Wisdom • Hope • Trust • Forgiveness • Thankfulness

All our stakeholders are encouraged to *reflect* upon their learning and their actions.

Rationale

This document provides a framework for the creation of a happy, secure and orderly environment in which children can learn and develop as caring and responsible people. It is written for all members of the school community to allow each one to understand the policy of the school and to apply it consistently and fairly.

Education should be a positive partnership with parents, governors and the school working closely together and supporting each other.

The school wishes to promote and build further the excellent behaviour that is the norm for most of our pupils. Parents play a vital role in the development of positive behaviour patterns and attitudes in their children and the school appreciates this.

Aims

The aims of this policy are to: -

- To ensure appropriate behaviour and language throughout the school, expecting only the highest standards of behaviour of our pupils where trust, politeness and good manners are evident.
- To ensure that the school's Christian values are at the heart of everything that we do and underpin behaviour choices
- To encourage and praise greater effort in both work and behaviour.
- To ensure a whole school approach to positive behaviour management that is used and approved by all the staff in the school: teaching and non-teaching staff and school council.
- To ensure that parents are informed and are aware of the disciplinary procedures.
- To ensure a safe and happy school.
- To promote self-discipline.

Principles

Every child has a right to learn. No child has the right to disrupt the learning of others. Every teacher has the right to teach without disruption.

At Frittenden CEP School, we believe that our pupils should know and appreciate the difference between acceptable and unacceptable behaviour, learning from their mistakes and thus becoming self-correcting.

We believe that praise is the vehicle by which our pupils will appreciate the value of good behaviour.

The Framework

The framework of the Behaviour Policy is based on four components.

- **Values of wisdom, hope, trust, compassion, thankful and forgiveness**, which form the 'codes' by which we agree to behave. These values form the theme for termly collective worship and reviewed and revisited in class through teaching, learning and discussion
- **Rules** which are jointly agreed by children and staff.
- **Positive recognition** for pupils who follow the rules and take responsibility for their own behaviour and demonstrate the shared values.

- **Consequences** that result when children behave inappropriately are shared with staff, children and parents.

Responsibilities

All members of the school community - teaching and non-teaching staff, parents, pupils and Governors - works towards the school aims by: -

- Providing a well-ordered environment in which all are fully aware of behaviour expectations.
- Treating all children and adults as individuals and respecting their rights, values and beliefs.
- Fostering and promoting good relationships and a sense of belonging to the school community.
- Offering equal opportunities in all aspects of school life and recognising the importance of different cultures.
- Encouraging, praising and positively reinforcing good relationships, behaviours and work.
- Rejecting all bullying or harassment in any form.
- Helping to develop strategies to eliminate undesirable behaviour both within and outside the classroom, applying these consistently.
- Caring for, and taking pride in, the physical environment of the school.
- Working as a team, supporting and encouraging each other.

Parents' Role

Parents have a crucial role. They need to understand and support our policy and its procedures. They need to make it clear to their children that they expect them to abide by our Policy.

All aspects of our Policy apply not only to children and Staff but also to parents and others in school at all times when they are on the school premises.

Rewards

The school praises and rewards children for good efforts in their work, for appropriate behaviour and for keeping to the school rules. There may be some slight differences between the year groups as we recognise the gradual maturity of the children; what appeals to a Foundation Stage child as a reward, is not necessarily appropriate for a Year 6 child.

A wide range of achievements are celebrated through:-

- Verbal praise
- Written feedback
- House points – for learning behaviours
- Star of the Week/ magic moments
- Community recognition award
- Stickers for displaying the school values
- Entry in to The Christian Values at Frittenden book

Other rewards include: -

- Talents/achievements mentioned on newsletters

- Attendance certificates (weekly and Gold, silver and bronze termly)
- Marble Treat (Whole class award)
- Showing work, achievements in Celebration Assemblies
- Work displayed and shared with others on the We Are Proud of This board
- End of Year Book Awards for effort
- Attendance Medals at the end of year
- Citizenship Shield – awarded by the children to a Year 6 child
- Sports Cup for sportsmanship
- The House Point Cup is also awarded each term to further demonstrate positive learning behaviour and hard work.

Behaviour System

We operate a 'Good to be Green' behaviour management system. We believe that children can make choices about how to behave, and we reflect that through our practice. Children are encouraged to take ownership of their own behaviour and work to correct poor choices.

SILVER	Children can be awarded tally marks to earn super silver by going above and beyond, they might open doors for others, help tidying without being asked, or assist another child in their learning or play with them if they are sad. The children with the most tally marks from each class will enjoy a small reward such as baking with the Headteacher. Super Silver will be awarded seasonally.
GREEN	All children start every day on green.
YELLOW	If they persist in making wrong choices they will go to Yellow and will sit away from others in the class. They will be encouraged to recognise and reflect upon their poor choices and how they can modify their behaviour in future (link to wisdom and wise choices)
ORANGE	Continual wrong choice of behaviour means they will go to orange. The child will be sent to another class for the rest of that session – Potter to Wells, Dahl to Shakespeare and vice versa. All children will then be asked to complete a sheet which asks them to reflect on which school rule has been broken and what they will do to make amends. If the incident happens towards the end of the day the child must take the reflection form home to complete. The Class Teacher will speak to the child's parents at the end of the day or phone them.
RED	Physical altercations with other children will result in an internal exclusion. If the altercation happens at lunch time then the child will be removed from the playground. If it is the end of the lunch time session they are to miss the following days play/ lunch time. Continued wrong choices will result in being sent to the Head of School. Parents will be informed if a pupil goes to Red. If this occurs on a regular basis then a Pastoral Support Plan / specific risk assessment may be implemented by the SENCo and Class Teacher in consultation with the Head of School, pupil and their parents. An internal exclusion may apply.

Extreme Behaviour

Children with extreme behaviour issues will be referred to the SENCo to enable the school to access support from Specialist Teaching Services. A Pastoral Support

Plan will be drawn up between the School, parents and the child, which will define expectations, rewards and sanctions. This will be reviewed within an agreed time frame.

Exclusion

- The Headteacher can exclude a pupil but can only do so in line with the requirements within the current Government guidelines and following any other amendments from the LA. For all exclusions, the Exclusion Officer must be informed.
- If a pupil's behaviour continues to be disruptive or violent, in spite of applying all the suggested and agreed measures and is undermining the quality of teaching and learning for other pupils, then procedures for the exclusion of the pupil will commence.
- Parents will be notified of the reason for the exclusion and invited to discuss the matter with the Headteacher and SENCo. Before the child is re-admitted to school, a meeting between the parents, school and any other outside agencies that are involved will be arranged. The purpose of the meeting will be to discuss strategies and a way forward to ensure that the offending behaviour pattern is not repeated. A written record of the discussion, and commitments to the agreed plan, by the parents, the child and the school, will be made. One copy will be kept in the school's record and one sent to the parent.

Opportunities for Children to Discuss Appropriate Behaviour

- A programme of personal, social and health education designed to promote mutual respect, self-discipline and social responsibility.
- A clear focus for work on relationships and feelings as part of the PSHE work throughout school.
- The agreement of a set of rules by each class at the beginning of Term 1.
- Knowledge of school rules, other than the classroom.
- Social skills groups are run for targeted children when appropriate.

Liaison with Parents

'Meet the Teacher Meetings' are held at the beginning of the year in September and our approach to behaviour management and our expectations are outlined.

Throughout the year, parents are kept informed about their child's behaviour.

Parents are encouraged to come into school and discuss any issues concerning their child's education/behaviour with staff.

If any pupils present an ongoing behaviour problem, all staff involved with the child will keep an internal, dated, log of the problem, including third party interventions and all strategies used. These will be regularly reviewed by the Headteacher, SENCo and SLT). A home-school contact book may, in certain circumstances, be appropriate.

A Pastoral Support Plan, specific risk assessment plan or Individual Provision Map may be agreed between pupil, staff and parents and a date set for evaluation.

Outside Agencies

Any worries about any pupil should be discussed with the SENCo. There are times when the advice of outside agencies will be required. This will be the result of discussions between the Class Teacher, SENCo, and Headteacher, or as the result of discussion at a Group School Conference. Any outside agency will need information; therefore staff need to document evidence of behaviour carefully so that it can be collated when required. Outside agencies include: Specialist Teaching Service, Educational Psychologist, Speech Therapist, Physiotherapist, School Nurse and Social Services.

Monitoring

All staff will continually monitor the behaviour throughout the school.

The effects of this policy will be evaluated annually with all parties involved, i.e. children, parents, staff and Governors.