

Behaviour management and exclusion policy

Frittenden Church of England Primary School



Shepherding our school community to enrich God's world and flourish.

Policy Control	
Responsible Person:	Nichola Costello
Responsible Governor Team:	Full Governing Body
Approved by Governors:	July 2023
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Our vision:

At our school each child is known and nurtured in our inclusive family; we value each member of our community equally. Our enriching curriculum develops the whole child to find joy in the every day. We are responsible and respectful, outward looking environmentalists who shepherd God's world and each other.

Our values:

Compassion, Respect and Joy

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1. Introduction and Aims

Frittenden School is a place of education where every child has a right to learn and every teacher has the right to teach without disruption. This document provides a framework for the maintenance of a happy, secure and orderly environment in which children can learn and develop.

Whilst Frittenden School recognises that all pupils are individual, we expect all children to maintain appropriate behaviour and will use this policy to support the rewards and sanctions used to maintain behavioural standards. This policy applies to all staff, students and parents.

This policy aims to:

- Provide a consistent approach to behaviour management
- Define what we consider to be unacceptable behaviour, including bullying and discrimination
- Outline how pupils are expected to behave
- Summarise the roles and responsibilities of different people in the school community with regards to behaviour management
- Outline our system of rewards and sanctions / consequences for poor behaviour

2. Legislation and statutory requirements

This policy is based on advice from the Department for Education (DfE) on:

- Behaviour and discipline in schools
- Searching, screening and confiscation at school
- The Equality Act 2010
- Keeping Children Safe in Education
- Use of reasonable force in schools
- Supporting pupils with medical conditions at school

It is also based on the special educational needs and disability (SEND) code of practice.

In addition, this policy is based on:

- Section 175 of the Education Act 2002, which outlines a school's duty to safeguard and promote the welfare of its pupils
- Sections 88-94 of the Education and Inspections Act 2006, which require schools to regulate pupils' behaviour and publish a behaviour policy and written statement of behaviour principles, and give schools the authority to confiscate pupils' property
- DfE guidance explaining that maintained schools must publish their behaviour policy online

3. Key stakeholder roles and responsibilities

Under the Leadership of the Headteacher, teachers and others who are entrusted with managing student behaviour within the school are empowered to act in loco parentis, responsible for the good of the whole student body whilst respecting and caring for the integrity and needs of the individual. The school believes that positive links with parents are essential in maintaining and reinforcing high standards of behaviour.

The school will endeavour to maintain regular contact with parents regarding all student issues. Where a school matter is being investigated, the school reserves the right not to contact parents until the initial investigation has been completed.

The school's central concern must always be the child's welfare, and also the safety of the other children and young people for whom the school is responsible.

3.1 Pupils are expected to:

- › Be positive role models for each other.
- › Listen to all staff instructions and follow the rules put in place
- › Remember our school values and embody them every day: compassion, respect and joy.
- › Take responsibility for their actions.
- › Abide by the behaviour principles laid out in Appendix 1 of this document

3.2 Staff are expected to:

- › Be positive role models for the pupils.
- › Consistently and rigorously implement this policy, using a personalised approach to behaviour management for each pupil.
- › Remain solution-focused and willing to try new approaches.
- › Engage in building relationships with pupils and parents /guardians
- › Be vigilant in observing and recording any underlying causes for poor behaviour
- › Record behaviour incidents to facilitate identification of patterns of behaviour and escalation of sanctions as required

3.3 Parents are expected to:

- › Be positive role models
- › Support their child in adhering to the pupil code of conduct
- › Support the school in implementing this policy
- › Inform the school of any changes in circumstances that may affect their child's behaviour
- › Discuss any behavioural concerns with the class teacher promptly
- › Support onward referral to external agencies if their child's behaviour does not improve

3.4 The Headteacher will:

- › Review and approve this behaviour policy in conjunction with the Governing Body
- › Ensure that the school environment encourages positive behaviour
- › Ensure that staff deal effectively with poor behaviour
- › Monitor how staff implement this policy to ensure rewards and sanctions are applied consistently.

3.5 The Governing Body will:

- › Review and approve this behaviour policy.
- › Monitor the policy's effectiveness.

4. Definitions of poor behaviour

Pupils are expected to:

- › Behave in an orderly and self-controlled way
- › Show respect to members of staff and each other
- › In class, make it possible for all pupils to learn
- › Move quietly around the school
- › Treat the school buildings and school property with respect

- Wear the correct uniform at all times
- Accept sanctions when given
- Refrain from behaving in a way that brings the school into disrepute, including when outside school

Misbehaviour is defined as:

- Disruption in lessons, in corridors between lessons, and at break and lunchtimes
- Non-completion of classwork or homework
- Poor attitude
- Incorrect uniform

Serious misbehaviour is defined as:

- Repeated breaches of the school rules
- Any form of bullying
- Sexual violence or harassment
- Vandalism
- Theft
- Fighting
- Racist, sexist, homophobic or discriminatory behaviour
- Possession of any prohibited items such as knives or weapons, alcohol, drugs or stolen items.

5. Bullying

Bullying is defined as the repetitive, intentional harming of one person or group by another person or group, where the relationship involves an imbalance of power.

Bullying is, therefore:

- Repeated, often over a period of time ("Several Times")
- Deliberately hurtful ("On Purpose")
- Difficult to defend against

We teach pupils the acronym STOP (Several Times On Purpose) to help them identify bullying behaviour.

Bullying can include:

TYPE OF BULLYING	DEFINITION
Emotional	Being unfriendly, excluding, tormenting
Physical	Hitting, kicking, pushing, taking another's belongings, any use of violence
Prejudice-based and discriminatory	Taunts, gestures, graffiti or physical abuse focused on a particular characteristic (e.g. gender, race, sexuality)
Sexual	Explicit sexual remarks, display of sexual material, sexual gestures, unwanted physical attention, comments about sexual reputation or performance, or inappropriate touching
Direct or indirect verbal	Name-calling, sarcasm, spreading rumours, teasing

TYPE OF BULLYING	DEFINITION
Cyber-bullying	Bullying that takes place online, such as through social networking sites, messaging apps or gaming sites

Details of our school's approach to preventing and addressing bullying are set out in our anti-bullying policy which is available on request from the school office or from our website.

6. Rewards and sanctions

6.1 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.

Positive behaviour will be rewarded with:

- Specific verbal praise direct to the pupil or in class
- Praise during Celebration Assembly
- "Star of the Week" award
- Letters or phone calls home to parents
- Comments in marking and gold stars for presentation
- Taking work to the Headteacher
- Adding work to the "Aiming High" board
- Certificates for specific achievements
- Special responsibilities/privileges

Other rewards include:

- 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 Faulkner-Smith cup for creativity
- The House Point Cup is also awarded each term to further demonstrate positive learning behaviour and hard work.

6.2 Sanctions

There is a clear set of consequences for poor behaviour. They range from verbal reminders, to thinking time, to referral to senior staff, phone calls with parents / guardians and ultimately, in the very last resort, exclusion. Most instances of poor behaviour are minor and so it is important that consequences are proportionate and are characterised by certain features:

- The pupil will understand which aspect of their behaviour has fallen below expectations and thus know why the consequence is being applied.
- The pupil will know what changes in his / her behaviour are required to avoid further consequence.
- Staff should only apply consequences to the pupil or pupils whose behaviour is of concern. The school does not currently apply whole class punishments.

The school may use one or more of the following sanctions in response to unacceptable behaviour. The sanction and escalation of the sanctions is at the discretion of the class teacher, with an illustration shown in Appendix 2.

- A verbal reprimand
- Sending the pupil out of the class
- Expecting work to be completed at home, or at break or lunchtime
- Detention at break or lunchtime
- Referring the pupil to a senior member of staff
- Letters or phone calls home to parents
- Agreeing a behaviour contract
- Putting a pupil 'on report'
- Exclusion

In addition, the school will charge parents for any wilful damage caused by a pupil in accordance with the school's Charging and Remissions policy.

6.3 Zero-tolerance approach to sexual harassment and sexual violence

The school will ensure that all incidents of sexual harassment and/or violence are met with a suitable response, and never ignored. Pupils are encouraged to report anything that makes them uncomfortable, no matter how 'small' they feel it might be.

The school's response will be:

- Proportionate
- Considered
- Supportive
- Decided on a case-by-case basis

Sanctions for sexual harassment and violence may include:

- Detention
- Letters or phone calls home to parents
- Exclusion

The school has procedures in place to respond to any allegations or concerns regarding a child's safety or wellbeing. These include clear processes for:

- Responding to a report
- Carrying out risk assessments, where appropriate, to help determine whether to:
 - Manage the incident internally
 - Refer to early help
 - Refer to children's social care
 - Report to the police

Please refer to our child protection and safeguarding policy for more information.

6.4 Off-site behaviour

Sanctions may be applied where a pupil has misbehaved off-site when representing the school. This means misbehaviour when the pupil is:

- Taking part in any school-organised or school-related activity (e.g. school trips)
- Travelling to or from school
- Wearing school uniform
- In any other way identifiable as a pupil of our school

Sanctions may also be applied where a pupil has misbehaved off-site at any time, whether or not the conditions above apply, if the misbehaviour:

- Could have repercussions for the orderly running of the school
- Poses a threat to another pupil or member of the public
- Could adversely affect the reputation of the school

Sanctions will only be given out on school premises or elsewhere when the pupil is under the lawful control of the staff member (e.g. on a school-organised trip).

6.5 Malicious allegations

Where a pupil makes an allegation against a member of staff and that allegation is shown to have been deliberately invented or malicious, the school will discipline the pupil in accordance with this policy.

Where a pupil makes an allegation of sexual violence or sexual harassment against another pupil and that allegation is shown to have been deliberately invented or malicious, the school will discipline the pupil in accordance with this policy.

In all cases where an allegation is determined to be unsubstantiated, unfounded, false or malicious, the school (in collaboration with the local authority designated officer, where relevant) will consider whether the pupil who made the allegation is in need of help, or the allegation may have been a cry for help. If so, a referral to children's social care may be appropriate.

The school will also consider the pastoral needs of staff and pupils accused of misconduct.

Please refer to our child protection and safeguarding policy and managing allegations against staff policy for more information on responding to allegations of abuse against staff or other pupils.

7. Behaviour management

7.1 Classroom management

Teaching and support staff are responsible for setting the tone and context for positive behaviour within the classroom.

They will:

- Create and maintain a stimulating environment that encourages pupils to be engaged
- Display the pupil code of conduct or their own classroom rules
- Develop a positive relationship with pupils, which will include:
 - Greeting pupils in the morning/at the start of lessons
 - Establishing clear routines
 - Communicating expectations of behaviour in ways other than verbally
 - Highlighting and promoting good behaviour
 - Concluding the day positively and starting the next day afresh
 - Having a plan for dealing with low-level disruption
 - Using positive reinforcement

7.2 Physical restraint

All staff receive Team Teach training. In some circumstances, staff may use reasonable force to restrain a pupil to prevent them:

- Causing disorder
- Hurting themselves or others
- Damaging property

Incidents of physical restraint must:

- **Always be used as a last resort**
- Be applied using the minimum amount of force and for the minimum amount of time possible
- Be used in a way that maintains the safety and dignity of all concerned
- Never be used as a form of punishment
- Be recorded and reported to parents

7.3 Confiscation

Any prohibited items (such as knives or weapons, alcohol, drugs or stolen items) found in pupils' possession will be confiscated. These items will not be returned to pupils and the police will be informed if illegality is suspected.

We will also confiscate any item which is harmful or detrimental to school discipline. These items will be returned to pupils after discussion with senior leaders and parents, if appropriate.

Searching and screening pupils is conducted in line with the DfE's [latest guidance on searching, screening and confiscation](#).

7.4 Pupil support

Our approach to challenging behaviour may be differentiated to cater to the needs of the pupil. The school's special educational needs co-ordinator will evaluate a pupil who exhibits challenging behaviour to determine whether they have any underlying needs that are not currently being met. Pupils will be referred to the SENCO by the class teacher.

Where necessary, support and advice will also be sought from specialist teachers, an educational psychologist, medical practitioners and/or others, to identify or support specific needs.

When acute needs are identified in a pupil, we will liaise with external agencies and plan support programmes for that child. We will work with parents to create the plan and review it on a regular basis. However, the principles of this behaviour policy will still apply, in that every child has a right to learn and every teacher has the right to teach without disruption. Although reasonable efforts will be made to accommodate acute needs, the sanctions and escalations set out in this policy will still apply.

Staff have completed attachment and trauma training, coupled with restorative approaches training. As a result, staff are mindful of adverse childhood experiences that could affect pupils who attend Frittenden CofE. Each pupil will be treated as an individual.

Our restorative approach focuses on developing pupil's ability to empathise, reflect and take responsibility for their own behaviour. This approach should be used when the learner is calm and able to reflect. A restorative response to an incident of conflict involves asking the following questions:

- What happened?
- What were you thinking and feeling at the time? What do you think/feel now?
- Who has been affected by this?
- What needs to happen to put things right?
- How can we make sure this doesn't happen again?

In preparation for a restorative conversation, pupils may be asked to fill in a Restorative Preparation Sheet either independently or with the support of an adult.

The school recognises its legal duty under the Equality Act 2010 to prevent pupils with a protected characteristic from being at a disadvantage.

7.5 Safeguarding

The school recognises that changes in behaviour may be an indicator that a pupil is in need of help or protection. We will consider whether a pupil's misbehaviour may be linked to them suffering, or being likely to suffer, significant harm. Where this may be the case, we will follow our child protection and safeguarding policy.

CPOMS is the safeguarding and behaviour monitoring system used by Frittenden CEP School. The Designated Safeguarding Team receives immediate alerts when a concern is logged. CPOMS is used to log behaviour incidents and is used to record any pastoral concerns that may be the cause of poor behaviour or marked changes in behaviour.

7.6 Exclusions

Fixed-term exclusion involves being isolated from the school community for a set number of sessions / days. This may mean being in isolation at school or being kept at home. Further details of the exclusion process are outlined in the full **exclusions policy**, which is available on request from the school office.

- Exclusions will take place either if a single instance of a pupil's behaviour falls sufficiently short of expectations that an exclusion is warranted, or if a pupil's behaviour does not improve following application of lesser sanctions.
- The Headteacher will exclude pupils in line with the requirements within the current Government guidelines and following any other amendments from the LA. For all exclusions, the Exclusion Officer will be informed.
- 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.

7.7 Liaison with parents

The school will liaise with parents in the following ways:

- General information on behaviour will be provided in Parent's Evenings and reports
- Following persistent low-level poor behaviour, or a more serious incident, parents will be contacted by the class teacher. This will either be via a phone call, or the parent will be contacted at school pick-up or drop-off and invited for a private conversation.
- If a child has been on the receiving end of unkind behaviour the class teacher will inform the parents of the event and of the actions taken by the school.
- Parents are expected to raise any behavioural concerns with their child's class teacher in the first instance.
- Parents are expected to refrain from gossiping or "witch-hunts" using social media or private messaging groups

8. Pupil transition

To ensure a smooth transition to the next year, pupils have transition sessions with their new teacher(s). In addition, staff members hold transition meetings.

To ensure behaviour is continually monitored and the right support is in place, information related to pupil behaviour issues is transferred to relevant staff at the start of the term or year.

Information on behaviour issues may also be shared with new settings for those pupils transferring to other schools.

A senior member of staff will always attempt to speak to the parents / guardians of new pupils being admitted to Frittenden CEP School to make sure that any additional needs are well planned for. This may take place virtually and includes speaking with the parents / guardians of pupils who have been absent from school for an extended period of time. All children returning to school following a long absence will have a 1:1 reintegration conversation with a known member of staff with appropriate training to conduct a 'back to school' interview. Staff will contact the pupil's previous setting for any relevant information to support a smooth and successful transition.

9. Training

Our staff are provided with training on managing behaviour, including proper use of restraint, as part of their induction process. Behaviour management also forms part of continuing professional development, and this includes:

- Annual refresher training for all staff and induction training for new staff on the Behaviour Policy, our values and core expectations for creating a positive learning environment.
- Targeted training for staff on meeting specific additional needs such as attachment and trauma disorder, demand avoidance profile or autism spectrum conditions.
- Specialist in-school support to meet any acute behaviour needs provided by external agencies, such as STLS.
- All staff receive annual training in the use of de-escalation strategies to reduce risk and instances of restraint and to increase staff confidence and competence in responding to challenging behaviour whilst promoting and protecting positive relationships. Key members of staff have also attended Team Teach training.
- All staff receive annual training on Safeguarding and Special Educational Needs with the aim of ensuring they understand that pupils' poor behaviour may be a sign that they are suffering harm or that they have been traumatised by abuse.
- All staff are trained on how to log pastoral or child protection concerns using CPOMS.

10. Monitoring arrangements

This behaviour policy will be reviewed by the Head Teacher and the full Governing Body annually.

11. Links with other policies

This behaviour policy is linked to the following policies, which are all available on request from the school office or from our website: www.frittenden.kent.sch.uk

- Anti-Bullying Policy
- Equality Statement
- Exclusions Policy
- Safeguarding Policy
- SEND Policy
- Staff Code of Conduct Policy
- Supporting Pupils with Medical Conditions Policy

Appendix 1: behaviour principles

Our key behaviour principles are:

- Every pupil understands they have the right to feel safe, valued and respected, and learn free from the disruption of others
- All pupils, staff and visitors are free from any form of discrimination
- Staff and volunteers set an excellent example to pupils at all times
- Rewards, sanctions and reasonable force are used consistently by staff, in line with the behaviour policy
- The behaviour policy is understood by pupils and staff
- Pupils are helped to take responsibility for their actions
- Families are involved in behaviour incidents to foster good relationships between the school and pupils' home life

These behaviour principles are underpinned by the following rules:

- Pupils are to do as they are asked by adults in school, at the first time of asking.
- Pupils will keep hands, feet and all objects to themselves.
- Pupils are to listen carefully, stay on task and be active learners.
- Pupils will move politely and quietly around school.
- Pupils will only say kind things and keep unkind thoughts to themselves.
- Pupils will look after their own possessions, respect other people's property and take care of the school environment.

There are also rules for specific times of the day and events.

In class and during transitions:

- Pupils stop and attend immediately to the 'hands up signal'.
- Pupils are respectful and informed in their questioning and/or disagreements.
- Pupils' talk is purposeful and focused on learning.
- Pupils maintain a calm, ready-to-learn state and understand what tools they need if they feel dysregulated.
- Pupils move around the school quietly and calmly and always with adult permission.
- Pupils use transitions effectively and independently to ready themselves for what they are doing next.

During play and lunchtime:

- Pupils' play is inclusive, friendly and safe – they 'choose kindness'.
- Pupils stop and attend immediately to the 'hands up signal'.
- If there is a conflict, pupils treat each other with respect, knowing what tools they need to cope when feeling angry, sad or worried.

Behaviour Outside School

- Be aware of other groups and visitors and respect their needs
- Be sensible, quiet and polite
- Move in a calm, orderly manner at all times
- Keep to their group and do as their leader asks them

The governing board also emphasises that violence or threatening behaviour will not be tolerated in any circumstance

Appendix 2: Example sanctions

Pupil Action		Staff Response
Pupils show signs of becoming dysregulated e.g., restlessness, clenching, not sitting still, talking under breath, etc.	Use of one of the following tools based on the staff member's knowledge of child: <ul style="list-style-type: none"> ➤ Validate their feelings and use the Zones of Regulation ➤ Re-direct or offer a different task ➤ Offer a movement break 	
Behaviour that falls below the expected standard e.g., taking equipment, disrupting lessons, ignoring instructions, wasting learning time, refusing to do work, not sharing, leaving other children out, etc.	These steps are accumulative dependent on whether the behaviour of the pupil is resolved. <ul style="list-style-type: none"> ➤ Positively enforce the behavioural expectation ➤ Verbal reminder (privately if possible) ➤ 1:1 30 second conversation: State the behaviour that was observed and which expectation it contravenes, explain the consequence and refer to previous good behaviour/learning as a model for the desired behaviour. Walk away from the student; allowing them time to decide what to do next. ➤ Follow-up restorative conversation – plus lost playtime to finish work/make up for lost. The behaviour should be recorded, and a call home made. 	
If the behaviour above continues or for any of the following behaviours: <ul style="list-style-type: none"> ➤ Swearing ➤ Shouting at adults ➤ Leaving class without permission ➤ Minor damage to property ➤ Endangering others ➤ Pushing or hitting ➤ Taunting or name calling 	<ul style="list-style-type: none"> ➤ Removal from the class and "thinking time" in another class or with the Head Teacher. During this time pupils will reflect on their behaviour and complete the Restorative Preparation Record Sheet – an adult can help with this. Appendix 3 ➤ Follow-up restorative conversation – plus lost playtime to finish work/make up for lost learning. The behaviour should be recorded, and a call home made. 	
If the behaviour above continues or for any of the following behaviours: <ul style="list-style-type: none"> ➤ Bullying ➤ Discriminatory language ➤ Physical aggression or threats ➤ Deliberate physical violence ➤ Profuse verbal aggression /swearing / threats ➤ Persistent, reckless defiance ➤ Theft ➤ Serious property damage ➤ Discriminatory incidents ➤ Persistent bullying ➤ Peer-on-peer abuse 	<ul style="list-style-type: none"> ➤ 3 reflections in close proximity might result in an internal exclusion ➤ Internal exclusion or Fixed Term external exclusion. ➤ This behaviour is recorded and parents will be expected to attend a meeting with the Head Teacher. ➤ A letter is sent home explaining behaviour 	

Multiple Fixed Term exclusions or any of the following criminal behaviour: ➤ Serious violence / assault ➤ Drug use or supply ➤ Weapon carrying or use ➤ Arson	➤ Permanent exclusion
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Appendix 3

Restorative Preparation Record Sheet:

Name:	Date:	Class:
When was this consequence given: LEARNING TIME /BREAK TIME / LUNCH TIME/ PM PLAY		
Reasons for the consequence: VIOLENCE / SWEARING /UNKIND BEHAVIOUR / RUDENESS TO AN ADULT What happened? (Record pupil's voice)		
Questions for restorative conversation: <ul style="list-style-type: none"> • What were you thinking at the time? • What have you thought about since? • Who has been affected by what you have done? 		
Which of our school values has been broken?		
Compassion	Respect	Joy

What do you think you need to do to make things right?

- Letter of apology to other pupil/staff
- Completing or improving work missed by being off task
- Time missed from playtime/lunchtime
- Helping in the hall at lunchtime
- Litter collection in KS1 or KS2 playground
- Other _____

Letter sent out to parents by;

CONSEQUENCE LETTER

Date:

Pupils Name:

Class:

Dear Parent/Carer,

Re: Restorative Conversation due to Negative Behaviour

At Frittenden Church of England Primary School we have high expectations of our pupils and the behaviour we expect from them. Pupils are given warnings for poor behaviour choices and are sanctioned accordingly. If a child has displayed Amber or Red behaviours they will have to reflect on their behaviour and receive an agreed consequence.

If a pupil in either key stage uses foul language or is aggressive in any way, they will be given an immediate consequence.

Your child has received a 'consequence' as a result of the following action:

If your child receives three consequences in one term they will go 'on report' and their behaviour will be closely monitored and recorded in a behaviour book. You will be required to attend school to discuss their behaviour, any support required and next steps. Your child has received ____ consequences this term.

If you would like to discuss anything with myself regarding this matter or your child's general behaviour, please feel free to book an appointment with me by telephoning the School Office on 01580 852250

Many thanks for your co-operation and support in this matter. Kind regards,

Ms. Costello