

	<b>POLICIES AND PROCEDURES</b> <b>BEHAVIOUR POLICY INC. EXCL. OF PUPILS</b>	
	DATE AGREED BY GOV'S;	SPRING 2018 TEACHING AND LEARNING COMMITTEE
	DATE AGREED BY FULL Gov BODY;	SPRING 2018
	REVISION DATE;	SPRING 2021
<b>STATEMENT FOR EQUALITY;</b> <i>Manor Park Primary School is committed to gender, racial, religious and disability equality in every part of school life.</i>		

'This advice ensures schools have the powers they need to provide a safe and structured environment in which teachers can teach and children can learn.'

*DFE Behaviour and discipline in schools 2014*

The school abides by the DFE -Behaviour and discipline in schools – Advice for headteachers and school staff.

### **Mission Statement**

Manor Park Primary School seeks to create an environment within the school that encourages and reinforces good behaviour. Society expects good behaviour and it is important for the educational process to reflect this. Manor Park Primary School has a role in the children's social and moral development. The children bring to school a wide variety of behaviour patterns based on differences in home values and attitudes. At Manor Park Primary School we work towards standards of behaviour based on the basic principles of honesty, respect, consideration and responsibility. In trying to define acceptable standards of behaviour it is acknowledged that these are goals to be worked towards rather than expectations, which are fulfilled, or not.

*This policy is on the website for parents*

*There is a behaviour meeting yearly for staff*

*There are Behaviour assemblies every week for children*

### **Aims**

- To create an environment which encourages and reinforces good behaviour.
- To make all children feel happy and safe about coming to school.
- To promote self-esteem, self-discipline and positive relationships.
- To encourage consistency of response to both positive and negative behaviours.
- To define acceptable standards of behaviour.
- To ensure that the school's expectations and strategies are widely known and understood.
- To encourage the involvement of both home and school in the implementation of this policy.

### **Inclusion**

With regard to the Equality Act 2010, it is a fundamental part of the Manor Park Primary School Behaviour Policy that all staff and adults ensure fair treatment for all children, regardless of age, gender, race, ability and disability. This includes the

safeguarding in respect to SEN children. However SEN/EAL must be considered sensitively and a distinguish made between behaviour related to the SEN /EAL and deliberate behaviour. The relevant staff i.e. Class teacher/SEN Leader/EAL Leader/parent must consider the SEN and produce a behaviour plan including parts that they feel the child is capable of achieving and leading towards the whole policy .e.g. An autistic child may react to a new routine that has not been introduced. This does not need a sanction as it is not deliberate. Early Years children will be introduced to parts and the whole of this policy, when the class teacher feels that their cognitive development has reached the capability of understanding the concept of rewards and sanctions. For details of dealing with Early Years Behaviour please see the Foundation Stage Policy.

## Off Site

School business — for example, on school trips, away school sports fixtures, will be subject to the school's behaviour policy. Poor behaviour in such circumstances should be dealt with as if it had taken place in school. For behaviour outside school, but not on school business, a head teacher may exclude a pupil if there is a clear link between that behaviour and maintaining good behaviour and discipline among the pupil body as a whole. This will be a matter of judgment for the head teacher. Pupils' behaviour in the immediate vicinity of the school, or on a journey to or from school will be subject to the school's behaviour policy and can be grounds for exclusion also.

## Rewards

Rewards have a motivational role, helping children to see that good behaviour is valued. These may take the form of;

- Verbal and written praise, informal and formal
- To share good work of children, who are working hard, in Achievement assembly on Thursday; two children are chosen from each class to show work they have worked hard on. Their names go in the parent newsletter. They receive praise and a certificate to take home. It is aimed that all children should receive a certificate each year.
- To share in good behaviour. A Good Behaviour Assembly on Tuesdays, focusing on the Golden Rules. Highlighting rule of the week. Two children from each class are chosen for good behaviour or improved behaviour from the previous week. Their names go in the parent newsletter they receive a certificate to take home. The aim is that all children should receive a certificate each year
- An added privilege given. Book monitor etc.
- Stickers given for keeping the Schools Golden Rules.
- If a class is lining up well a golden time minute is awarded by the adult on duty.
- Golden time is given for good behaviour. An object (cotton wool or marbles etc) is placed in a golden time jar for good behaviour throughout the week. When and if full golden time is given, it should last half an hour and is usually at 12.00 – 12.30 on Thursday. This needs to be structured.
- Prize giving assembly takes place at end of each year. A certificate and book token is given to selected children who have consistently shown a good attitude towards their behaviour and work. Prizes are given for the following reasons: Most Polite Child, Most Hardworking Child, Child Most Kind to Others, Most Helpful Child, Child Who Asks Terrific Questions, Child Who Most Enjoys Challenges in Their Work, Child With The Best Attitude Towards Learning. The aim is that all children will receive a certificate at least once during their time spent at Manor Park between Year 1 – Year 6.

## Class Time outs

Teachers have the authority to use the time out facility for a whole class, to support school systems, e.g. lining up, walking around school, changing over lessons etc. This would be a time to explain or practise whole school expectations. This would generally be used when it is more than a few children or to reinforce a safety rule e.g. walking around school which extends to trips etc. **This is also to bring the class or school together to understand a sense of community and it is our responsibility to work together.** The class teacher also has the authority that should she/he consider that the behaviour of

a minority may affect the safety of the class the lesson maybe postponed. E.g. PE using apparatus. This would be explained to the class. Teachers will consider if they have a teaching assistant and it is a minority of children whether these alone can have time out. Any whole class time outs would be explained that it is not everyone. Whole class detentions are not to be used.

## Sanctions

Sanctions are needed to register the disapproval of unacceptable behaviour and to protect the security and stability of the school community.

- It should be clear to the child why the sanction is being applied. A card/note with the rule or rules that have been broken may be sent with the child.
- It should be clear what changes in behaviour are required to avoid future sanctions.
- There should be a clear distinction between minor and major offences.

If a pupil misbehaves, breaks a school rule or fails to follow a reasonable instruction the staff member can impose a punishment on that pupil. The decision to make the punishment must be made on the school premises or whilst the pupil is under the charge of the member of staff. It must be reasonable (account must be taken of age, any SEN or disability or any religious requirements affecting them) in all the circumstance and equal opportunities must be considered. Also a consideration should be made if the child is suffering harm or the result of unmet needs. If this is suspected then the Safeguarding policy or SEN policy would also be followed. Non-criminal bad behaviour and bullying which is witnessed by a staff member or reported to the school will be dealt with the same sanctions as if it occurred in school. Any staff member can impose a sanction except for exclusion which would be imposed by a Senior Leader and formal exclusion the Headteacher or Deputy Headteacher.

## Sanctions may take the form of;

- Verbal or written disapproval using Golden rule terminology.
- Writing the name of the child on the board for breaking a Golden Rule. A cross put by the name for a second occasion, another cross for a third occasion. In KS2, if a name with 2 crosses is on the board at then the name is written on the detention list and the child has a lunchtime detention, writing out how to improve behaviour, and the Golden Rules. However in the same way crosses and names can be earned back for desired behaviour at any time and privileges can be given back at the teachers discretion, however once a detention is given this cannot be earned back. If the child continues to disrupt the learning after a detention is given, the child is sent out to the opposite year class for a time out and will have a detention. (Take into account whether another class is more appropriate) Withdrawal to the KS manager's classroom, for a session, will occur if disruptive behaviour continues after a time out has occurred in the next door class.
- In KS1, if a name with 2 crosses is on the board at playtime, then this is withdrawn and the child is sent to the opposite year class for a time out. Timeout usually lasts for 10 minutes, allowing children sufficient time to reflect on their behavior. Children may be sent to another classroom to write out how to improve their behavior using the golden rules.
- In Foundation Stage, happy and sad face systems operate. When following the Golden rules, the children will be placed on the happy face. If a child is on the happy face three times in one day they will receive a sticker in recognition. However, if a child is not following the golden rules or is being disruptive, the child's name will be placed under the sad face. If the child has 2 crosses next to his/her name he/she will receive a timeout. This

system will continue to be used for the 1<sup>st</sup> term of Year 1 as part of transition. If the behaviour is repeated after receiving a time out, they will be sent to the KS manager for a time out.

- Children who have not worked hard in lessons and need to finish work are kept in at playtime/lunchtime (with an adult) to complete the work. However we ensure the child knows it is finishing time and this is not termed as a detention. This also enables more support to be given if needed.
- Lunchtime detention has a rota of teachers and usually lasts 15 minutes. **If you have more than 5 children (from one class) class teachers will have to carry out detentions.** TA can take class for 5 minutes for break, if necessary.
- The setting of written tasks a, such as lines or a piece of writing
- Being placed on report
- In some cases a punishment to fit the offence. E.g. graffiti made to clear it up, picking up litter
- Verbal discussion with parents/carers. Inform senior manager/ AHT/ Deputy or Head teacher of any discussions. KS Manager report any recurring behaviour or any behaviour that has been referred to them by a class teacher to Senior Leaders on a weekly basis.

***For major offences or continual unacceptable behaviour, the following procedure may occur:***

- Referral to the Senior leader (AHT/DHT/HT) for disrespect and answering staff back, refusal to do as a member of staff asks, direct swearing, throwing , hitting, kicking, any form of bullying or racism. (Please also see Anti-bullying policy)
- A behaviour plan put in place and reviewed.
- Head teacher or Deputy to have a discussion or send letters to parent/carers
- Additional specialist help and advice from the SEN Coordinator, Educational Psychologist.
- Ultimately and in the last resort exclusion (following LEA guidelines)-where appropriate a Pastoral Support Plan(PSP) then needs to be put in place with HT/Deputy ,CT, Parent and child
- For a more serious incident where physical restraint is required, please see physical restraint policy.
- Where the behaviour of a child is giving cause for concern it-is important that all those working with the child in school and at home, are aware of those concerns and of the steps which are taking place. The school will communicate policy and expectations to parents/carers. Parents/carers will be informed at an early stage, and given an opportunity to discuss the situation. Parental/Carer and borough support will be sought in devising a plan of action within this policy, and further disciplinary action will be discussed with the Parents/carers. Records need to be kept by the AHT/ Deputy/HT of incidents/sanctions and accounts sought from staff and children. Also investigating events prior to incident.
- Internal exclusions may be given for more serious behaviour, usually for a first time offence. Examples such as: such malicious allegations against staff, direct swearing or a fight. (This is not an exhaustive list)
- Pupils may be placed in an area or room away from other pupils; a staff member would always be monitoring this
- A second offence is usually a formal exclusion, which may be permanent.

## Exclusion

A decision to exclude a pupil for a fixed time or permanently will be taken by the headteacher (or acting in absence of) only in response to serious breaches of the school's behaviour policy and if allowing the pupil to remain in school would seriously harm the education or welfare of the pupil or others in the school.

There will, however, be exceptional circumstances where, in the head teacher's/teacher in charge's judgment, it is appropriate to permanently exclude a child for a first or 'one off' offence. These might include:

- serious actual or threatened violence against another pupil or a member of staff
- sexual abuse or assault
- supplying an illegal drug or repeated possession and/or use of an illegal **drug** on school premises
- persistent and defiant misbehaviour including **bullying**
- carrying an offensive weapon
- a second malicious allegation against a staff member
- breaches of school uniform rules or rules on appearance (for example, relating to jewellery, body-piercing, hairstyles, etc.) **where these are persistent and in open defiance of such rules.** Pupils may be sent home, their parents first having been contacted on recorded authorised absence to change clothes without being excluded in the first instance (This should be documented). This should be for no longer than is necessary, otherwise it may amount to an unofficial exclusion

*This is not an exhaustive list*

The school may have a duty to inform the police where a criminal offence may have taken place. They should also consider whether or not to inform other agencies such as Youth Offending Teams or social workers.

## Expectations of Staff and Governors

Staff and Governors have an important responsibility to model high standards of behaviour, both in their dealings with the children and with each other.

*As adults we aim to:*

- create a positive climate with realistic expectations.
- emphasise the importance of being valued as an individual within a group.
- promote through example, honesty and courtesy.
- provide a caring and effective learning environment.
- encourage relationships based on kindness, respect and understanding of the need of others.
- show appreciation of the efforts and contribution of all.
- to deliver the Schools Golden Rules and sanctions consistently and fairly.
- to promote the idea that every member of the school has responsibilities towards the whole.
- pre-empt and avoid undesirable behaviour potential by careful consideration of classroom management and effective teaching strategies.
- each class may have its own additional rules or rewards but these must compliment the existing ones in this policy and should be clear to children, parents/carers and the HT/Deputy

Under the DFE guidance of Behaviour and discipline in schools 2016. All Staff have a statutory authority to discipline pupils whose behaviour is unacceptable, who break the school rules or who fail to follow a reasonable instruction (Section 90 and 91 of the Education and Inspections Act 2006). Staff are allowed to

- search pupils for prohibited items including those listed in the Behaviour and discipline in schools advice 2016 and confiscate pupils' property
- to use reasonable force or other physical contact
- to discipline beyond the school gate
- to work with other local agencies to assess the needs of pupils who display disruptive behavior

## Expectations of the Children

All children at Manor Park Primary School are expected to keep the Schools Golden Rules. The child on the Home School Agreement signs these.

- ❖ I will be helpful polite and kind.
- ❖ I will try my best to do my work and not disturb others.
- ❖ I will listen carefully when others are talking.
- ❖ I will keep my hands, feet and remarks to myself.
- ❖ I will be honest and always tell the truth.
- ❖ I will line up quietly and walk sensibly and quietly around the school.
- ❖ I will look after and respect others property.
- ❖ I will share and be friendly to others.

## Expectations of the parents

We give high priority to clear communication within the school and to a positive partnership with parents since this is crucial in promoting and maintaining high standards of behaviour.

- As early as possible to let the Class Teacher, Head teacher or Deputy know if there are any concerns.
- To support the Behaviour policy of Manor Park primary School.
- To encourage their child to keep the school Golden Rules. The parent/carer on the
- To offer praise to their child if they receive positive verbal or written feedback from staff, a sticker or a certificate.
- To support staff with sanctions and discuss with their child the reasons for them and make it clear what changes in behaviour are required to avoid future sanctions.

## Assessment

Parents are kept informed of general behaviour of their child through discussion with Class teachers. These could involve things such as; at Parents Evenings, arranged meetings, letters, stickers and certificates which are sent home. General behaviour /Social behaviour /Attitude to school life are commented on in the End of year report.

**MANOR PARK PRIMARY GOLDEN RULES**

❖ I will be helpful polite and kind.



❖ I will try my best to do my work and not disturb others.



❖ I will listen carefully when others are talking.



❖ I will keep my hands, feet and remarks to myself.



❖ I will be honest and always tell the truth.



❖ I will line up quietly and walk sensibly and quietly around the school.



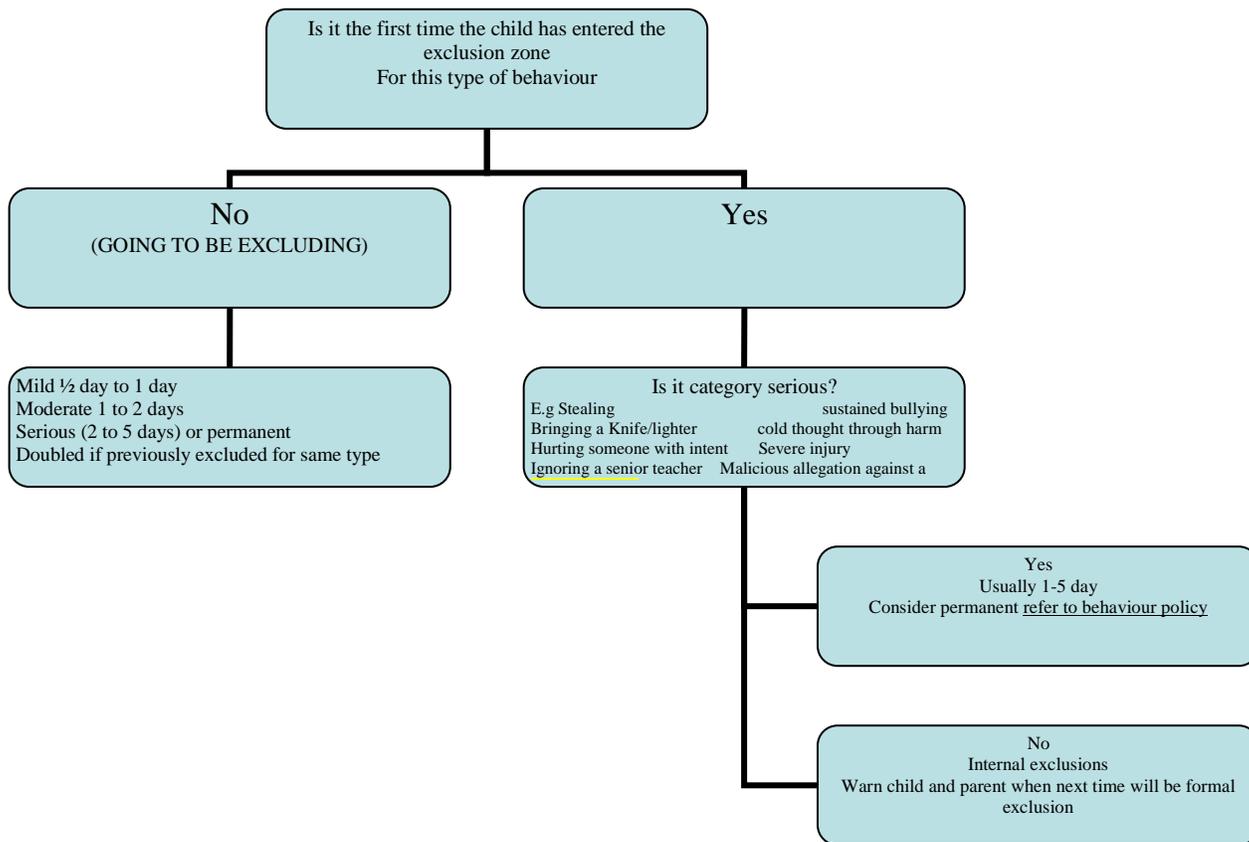
❖ I will look after and respect others property.



❖ I will share and be friendly to others.



**FLOW CHART TO SUPPORT EXCLUSION (Please note there are many factors to consider when excluding and this is used to guide rather than a decisive tool.)**



Complete **ACTION PLAN** for Internal or external exclusions

Actions	Led by whom	Tick when completed

**CATEGORY** Consider Vulnerability before categorizing

Is it mild, moderate or serious?

GUIDE (ONLY)	MILD (1 DAY)	MODERATE (2 DAYS)	SERIOUS (3-5 DAYS)	PERMANENT
1 <sup>ST</sup> OCCASION				Putting other people at risk and themselves. No provocation with clear intent causing severe injury
2 <sup>ND</sup> OCCASION			If same nature permanent	
3 <sup>RD</sup> OCCASION			Permanent whatever nature	

**EXTERNAL EXCLUSION CHECKLIST**

<b>BEFORE MAKING DECISION</b>	✓
Decision not imposed in the heat of the moment, unless there is an immediate threat to the safety of others in the school or the pupil concerned. (leave it 30 minutes if possible )	
Ensure that a thorough investigation has been carried out; keep a written record of the actions taken (and copies of written records made (ON GOOD PAPER) by other members of staff), including any interview with the pupil concerned. Ask the child to write a witness statements must be <b>dated</b> and put there <b>name</b> on, wherever possible. <b><i>Then sort them out to establish children directly involved /indirectly involved/not involved</i></b>	
Allow and encourage the pupil to give their version of events, written with name on it where possible.(Or record verbatim if not)	
Check whether the incident may have been provoked, for example by bullying, or by racial or sexual harassment;	
If necessary, consult others, but not anyone who may later have a role in reviewing the head teacher's/teacher in charge's decision, for example a member of the governing body or management committee	
Does the standard of proof need to be applied; is the balance of probabilities, i.e. if it is more probable than not that the pupil did what he or she is alleged to have done, the head teacher/teacher in charge may exclude the pupil.	
Consider all the evidence available to support the allegations, taking account of the school's behaviour and equal opportunities policies, and, where applicable, the Race Relations Act 1976 as amended and the Disability Discrimination Act 1995 as amended; head teachers and others involved in exclusion procedures have a positive duty to promote equality	
Child protection issues are taken into account e.g. bearing in mind the child's age and vulnerability, that a parent/carer is at home and the child is not placed at risk by, for example, being left to wander the streets.	
Would another pupil without the disability, to whom the reason did not apply, be excluded? Is the exclusion for a reason related to the pupil's disability? The exclusion does not have to be because of the pupil's disability but 'for a reason related to it'. This means that if there is any connection between the behaviour resulting in the exclusion	

and the pupil's disability this is considered less favourable treatment for a reason related to the pupil's disability. (Appeals against permanent exclusion, where discrimination is alleged to have taken place, or the disabled pupil has allegedly been placed at a substantial disadvantage by the exclusion procedures, will be heard by the Independent Appeal Panel. Claims alleging discrimination in respect of fixed period exclusions will be heard by the SEN and Disability Tribunal (SENDIST). Schools will be required, in disability discrimination claims, to demonstrate that their actions are justified and that there are no reasonable adjustments to their policies and practice they might have made to prevent the incident which led to the exclusion. Since many disabled pupils will also have special educational needs, schools may wish to consider the action they have taken to address those needs in this context)	
Removal of a pupil on medical grounds is only if it is an immediate and serious risk to the H&S of the pupils (consult the Nurse where possible)	
Call another HT for advice if needed.	
SMT to meet to categorise see below and agree time for fixed term.	
If SEN consider how the exclusion will be structured to be effective and whether this the exclusion should take an alternative form to support the SEN. Consider Appendix 1 or consider Appendix 2 or something else applicable	
If SEN and permanent exclusion or nearing this call SEN team	
<b>AFTER DECISION</b>	
Should the Police be called notified - Police Liaison Officer: Police: 86491212	
Parents are formally notified of the exclusion; formally record and specify the length of the exclusion. Letter given by Office to incl:-During these initial five school days of exclusion parents must ensure that their child is not present in a public place during school hours without reasonable justification. They commit an offence if they do not. Parents are subject to prosecution or a fixed penalty notice if they fail to do this.	
Is the child on a child protection plan or./and has a social worker? If so inform them immediately	
That work is sent home or alternative provision is arranged (up to 5 days) hand over to LA for 6 days onwards. (Can say pop in tomorrow morning for work etc)	
For a permanent exclusion inform the LA and the Governing Body immediately	
Consider informing/calling parents of children indirectly involved or saw	
<b>For a fixed term exclusion HT to include in termly report .</b>	
Update monitoring on exclusion by ethnicity (incl in HT report)	
A reintegration interview must take place within two weeks (before child returns pref/ Failure to attend will be one factor taken into account by a magistrate when deciding to impose a parent order)	
Pupil remains on roll until appeal determined	
For a pupil with a statement, the school should liaise with their LA about initiating an interim review of the pupil's statement. Schools might usefully advise parents that advice and information on SEN is available through their local SEN Parent Partnership	
Governors have to meet within 15 days of a permanent exclusion	
Parent has 15 days to appeal for permanent exclusion	
Ensure all paperwork saved in a folder with name of child and exclusion and kept in CP locked cabinet	

Indefinite lunchtime and Informal exclusions are unlawful.

- ◆ Allowed 45 days short fixed term exclusions
- ◆ Ensure in child's records being passed to school (especially in same yr)

Reference update

The DfE has published *Exclusion from maintained schools, Academies and pupil referral units in England: A guide for those with legal responsibilities in relation to exclusion* ('the Guide'). From September 2012 this will replace the existing statutory guidance, *Improving behaviour and attendance: guidance on exclusions for schools and Pupil Referral Units* September 2008 ('the Guidance').

<https://www.education.gov.uk/publications/standard/publicationDetail/Page1/DFE-00042-2012>

October 2015

Reference update

Behaviour and discipline in schools Advice for headteachers and school staff February 2014

<https://www.gov.uk/government/publications/behaviour-and-discipline-in-schools>

**Appendix 1 Internal Exclusion SEN checklist**

Inclusion leader to organise a meeting after school prior to the Internal exclusion to go through this and then organise it all

<b>Location</b>	
<b>Items in the room (consider throwing/colour/crawling under table)</b>	
<b>People in the room who are usually there</b> are they going to go somewhere else?	
<b>People in the room and their roles</b>	
<b>Does a nurture room need to be cleared also e.g. OT</b>	
<b>Time span of internal Inclusion</b> (How much is appropriate)	
<b>Tasks</b>	
<b>Strategies that work for the child</b>	
<b>Strategies that don't work for the child</b>	
<b>Other</b>	

Copy and send to all SL and those involved

APPENDIX 2 (An example only for guidance)

Dear Parent,

**STUDENT:**

**YEAR GROUP:**

This is a letter to inform you that today; *Name of child and exclusion behaviour*. This incident was an unprovoked incident and would usually be followed up with a fixed term external exclusion. Taking into account the SEN needs of *child* we have decided, on this occasion, not to exclude him which would be usual practice. *Instead we have reflected on strategies that are in place and will continue these in the hope that they will teach him not to hit others.*

We request that you please follow up the work we have completed with *child* today on *using kind hands* so that together we can support him in the learning, that *we do not hurt others with our hands and feet.*

Yours sincerely,