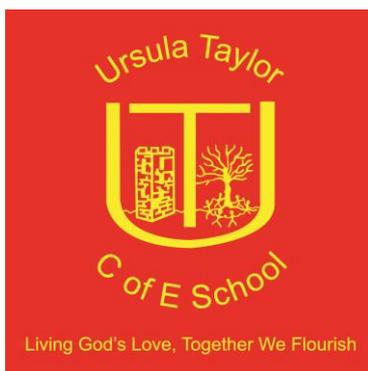


# Ursula Taylor C of E School



## Behaviour and Exclusions Policy 2020

### **INTRODUCTION:**

It is a primary aim of our school that every member of the school community feels valued and respected, and that each person is treated fairly and well. We are a caring community, whose values are built on mutual trust and respect for all.

We are a Church School which promotes a positive ethos and Values Education and as such we teach our children Christian and British Values and how they can support and influence our daily lives. The school behaviour policy is therefore designed to enhance the way in which all members of the school can live and work together in a supportive way.

Our policy and procedure aims to promote an environment where everyone feels happy, safe and secure and where values are used as a tool to manage disruptive or inappropriate behaviour. We encourage children to find solutions to conflicts and act as good role models for others.

The school has a number of expectations based around behaviour and how we conduct ourselves. These expectations are for all members of our school community.

It is a means of promoting good relationships, so that people behave in a considerate way towards others, can work together with the common purpose of helping everyone to learn and build on mutual respect.

This policy aims to help children to grow in a safe and secure environment, and to become positive, responsible and increasingly independent members of the school and wider community.

### **AIMS:**

- For every member of the school community to feel valued and respected, and for all persons to be treated fairly regardless of age, gender, race, ability and disability
- To encourage children to be moral, self-disciplined, hardworking and caring
- Provide an ethos and environment within which everyone feels safe and which enables each individual to discover and develop new skills and abilities, and enjoy learning

- To help children develop lively and enquiring minds, to question and challenge rationally and to confidently apply their knowledge to new situations
- Teach children behaviour that is appropriate to different situations
- Raise awareness amongst children of the need to recognise and manage their emotions and reactions
- Support children whose behaviour within the school environment is challenging or who may find friendship and co-operation difficult
- To support the children to find solutions to conflicts
- For all adults to act as good role models for the children.

### **OBJECTIVES:**

In order to meet these aims we have set the following objectives:

- All members of the school community will be involved in implementing this Positive Behaviour Policy
- All staff, children, parents and visitors will behave towards each other with mutual respect, consideration and tolerance
- To highlight positive behaviour with a system of rewards and reinforcing good behaviour so that children feel good about themselves
- All staff know how to manage difficult or dangerous behaviour, and to have an understanding of what challenging behaviour might be communicating
- To involve parents at an early stage if their child is persistently behaving in an unacceptable way or if a serious incident has occurred.
- To provide clear expectations for a range of situations that children will meet within the school day and/or on the school premises
- To prevent bullying and incidents of unkind behaviour
- To have clear strategies for regulating conduct and promoting good behaviour, self-discipline and respect
- For all staff to focus on de- escalation and preventative strategies rather than reactive
- Ensure that pupils complete assigned work free from distraction

All groups within our school have thought carefully about the behaviour we should expect from members of our community.

These include working together as a whole class, working together in groups, working alone, in the playground, in the hall at lunch time, in assembly, representing the school off site, on trips or at competitive events and with visitors to school.

### **OUR EXPECTATIONS:**

**School expectations that apply at all times to pupils, staff, parents, volunteers and visitors:**

- Keep your appearance smart
- Always be on time
- Take care of the fabric of our building, grounds and school / other's personal equipment
- Show respect for all adults who work in the school
- Show good manners – open doors allowing adults to pass through
- Respect the need for quiet during Collective Worship
- Follow the rule of the Silent Corridors

- Walk on the left-hand side when moving around the school
- Children to be lined up and ready when staff meet them on the playground following lunchtime break
- Children to line up outside their classrooms and be greeted into class by their teachers
- At the end of the lesson children to stand behind their chairs and wait for the teacher to dismiss them
- During lunch, children will follow the 1 2 3 Rule – 1 – stand behind your chair. 2 – Look at the adult speaking. 3 – Line up to collect your lunch

**Pupils are expected to:**

- Show that they have understood what is expected of them and acknowledge the responsibility that they have for their own behaviour
- Engage in discussions about their class and school rules
- Participate in discussions in school, and at home, that are aimed to develop an understanding of the Behaviour Policy
- Adhere to the Behaviour Policy whilst in school, on off-site visits, and whilst travelling to and from school. Remembering that while wearing the school uniform, their behaviour reflects on the school
- Support other members of the school community in promoting the expectations of good behaviour
- Ensure school work and homework is well presented, completed to a high standard, and handed in on time. Older children who are struggling to meet the requirements of their workload for any reason, should discuss this with their class teacher who will work with them to draw up a support plan

**Staff are expected to:**

- Set high standards of professional behaviour, politeness, self-discipline and respect to all
- Listen to pupils, making it clear through their response that pupils' comments are being taken seriously and are of importance
- Actively support the Behaviour Policy through discussion with pupils, role modelling the expectations at all times in and out of school and leading through example
- Challenge pupils whose behaviour is unacceptable, who break school expectations or who fail to follow a reasonable instruction
- Correct/Discipline pupils at any time the pupil is in school or elsewhere under their charge
- Apply the principles, rewards and sanctions as detailed in the Behaviour Policy as part of the agreed classroom and behaviour management
- Report concerns related to behaviour of pupils, staff, governors and parent/carers to the relevant member of the SLT

**Parents and carers are expected to:**

- Indicate that they will respect and support the school's expectations
- Support the Behaviour Policy and actively support it through discussions with their child(ren) as appropriate, role modelling and leading through example to support the expectations of the school

- Ensure their child(ren) adhere to the school's expectations; that they are in school on time, appropriately dressed, rested and equipped.

### **Home / School Agreement**

We believe children learn best within the context of a home-school relationship built on trust and open and honest dialogue. Key messages in terms of the expectations of this relationship are captured in our Home School Agreement which we ask parents, children and staff to sign at the outset of their relationship with our school, or at regular intervals when the policy and procedure is reviewed and updated. In addition to this each class has agreed its own rules which are displayed in the classroom.

### **The role of the Headteacher**

It is the responsibility of the Headteacher, under the Ursula Taylor C of E School, Academy Funding Agreement 2013, in compliance with the Education Act 2002 and the School Standards Framework Act (SSFA) 1998, to implement the school behaviour policy consistently throughout the school, and to report to governors, when requested, on the effectiveness of the policy. It is also the responsibility of the Headteacher to ensure the health, safety and welfare of all children in the school.

The Headteacher supports the staff by implementing the policy, by setting the standards of behaviour, and by supporting staff in the implementation of the policy. The Headteacher keeps records of all reported serious incidents of misbehaviour, including racist or homophobic language/behaviour. The Headteacher has the responsibility for giving fixed-term exclusions to individual children for serious acts of misbehaviour. For repeated or very serious acts of anti-social behaviour, the Headteacher and Governing Body may permanently exclude a child. Both these actions are only taken after the school governors have been notified.

### **The role of governors**

The governing body has the responsibility of setting down these general guidelines on standards of discipline and behaviour, and of reviewing their effectiveness. The governors support the Headteacher in carrying out these guidelines.

The Headteacher has the day-to-day operational authority to implement the school behaviour and discipline policy. The Governing Body are required to be involved in permanent exclusions.

### **Rewards and sanctions/consequences**

We will celebrate positive behaviour by acknowledging all the efforts and achievements of children, both in and out of school.

- Praise for appropriate behaviour
- Drawing the attention of others to their good behaviour
- Certificates are awarded during Golden Assembly when children live the School Values and when children show motivation, perseverance, effort and exceptional work
- Dojo Points
- House Points
- Rewards are given in accordance with individual behaviour programmes when necessary

- Children are invited to share their work with the Headteacher and receive a Headteacher Award where a postcard may go home to share with the children's parents

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

### **WHOLE SCHOOL OUT OF CLASS BEHAVIOUR**

#### **STEP 1**

If a child has been involved in conflict, they will in the first instance be asked to take part in a restorative conversation which will be led by an adult. This is a conversation with everyone involved to discuss what is happening, look at who has been affected or upset, decide how it can be put right and find a way forward.

They will be asked:

- What happened?
- What were you thinking when it happened?
- What do you think now?
- Who has been affected or upset by this and how?
- What needs to happen to put this right?

We might also ask:

- What would you think if this happened to you?
- What could you do differently next time?
- What other choice could you have made?
- How can you make sure this does not happen again?

#### **STEP 2**

- Children who repeatedly choose to challenge the school expectations on behaviour will be red carded and forfeit a percentage of their play
- Persistent poor behaviour will result in children taking part in 'Community Service'. This could be litter picking, tidying communal areas of the school or undertaking jobs in class for a teacher.
- If a child repeatedly acts in a way that disrupts or upsets others, the school will contact the child's parents and seeks an appointment in order to discuss the situation, with a view to working in partnership with parents to improve the behaviour of the child.

### **CLASSROOM BEHAVIOUR**

- In the first instance of poor behaviour a child will be asked to take part in a short restorative conversation which will be led by an adult
- Children who persist in disrupting a lesson will be asked them either to move to a place nearer the teacher, or to sit on their own
- If a child continues to be disruptive in class, s/he will be asked to go and work in their partner class
- We expect children to try their best in all activities. If they do not do so, we may ask them to redo a task
- The safety of the children is paramount in all situations. If a child's behaviour endangers the safety of others, the class teacher stops the activity and prevents the child from taking part for the rest of that session. The Class Teacher may seek to secure the support of a member of the Senior Leadership Team in this situation

- If a child threatens, hurts or intimidates another child, the class teacher records the incident and a sanction is deployed
- If a child repeatedly acts in a way that disrupts or upsets others, the school contacts the child's parents and seeks an appointment in order to discuss the situation, with a view to working in partnership with parents to improve the behaviour of the child.

### **Support**

- Children can be supported in behaving as we expect through the following means:
- Use positive rather than negative phrasing e.g. using the 'We' Script
- Play Pal Scheme
- Friendship Bench
- House groups and points
- Parental involvement in partnership working within behaviour management plan
- SENCo/Headteacher and SLT involvement
- Education Psychology / Behaviour Support Service External agencies
- Limited choice e.g. where shall we talk, here or in the library?

When working with challenging behaviour staff use the agreed 'we' script reminding of expected behaviours and verbalising when such behaviours are noticed so as to positively recognise and enforce i.e. .... we expect..... thank you.

Peter, we expect everyone to speak politely to one another, thank you.

### **UNSAFE BEHAVIOURS**

#### **Use of reasonable force (See policy for specific details)**

- Physical contact may be used by all members of the school staff to control, restrain or direct children without the use of force. Physical restraint (the positive use of reasonable force) may be used in order to protect a child from hurting her or himself or others, or from seriously damaging property.
- The decision on whether or not to physically intervene is down to the professional judgement of the staff member concerned and should always depend on the individual circumstances. The DfE Guidance of the 'Use of Reasonable Force' 2013 is used to support this.

#### **Reasonable force can be used to**

- Prevent pupils from hurting themselves or others.
- Prevent a pupil from seriously damaging property
- Prevent a child from attacking another child or an adult

### **EXCLUSIONS:**

#### **FIXED-TERM EXCLUSIONS;**

- We do not wish to exclude any child from school, but sometimes this may be necessary
- In an ever-changing environment, it is not possible to produce an exhaustive list of offences that warrant a fixed-term or permanent exclusion. However, we can be clear that any threatening

behaviour, persistent bullying or harassment, possession of an offensive weapon, misuse of alcohol/solvents/drugs, theft, swearing and physical assault could result in an exclusion

- We follow the DfE 'Exclusion from maintained schools, academies and pupil referral units in England' Guidance, September 2017.
- Only the Headteacher or Deputy Headteacher can exclude a pupil from school. The HT / DHT may exclude a pupil for one or more fixed periods, for up to 45 days in any one school year. A fixed-period exclusion does not have to be for a continuous period.
- Fixed-Term Exclusions can also be for parts of the day. For example; if a pupil's behaviour at lunchtimes is disruptive, they may be excluded from the school premises for the duration of the lunchtime period.
- The Headteacher may also exclude a pupil permanently. The law does not allow for extending a fixed-term exclusion or 'converting' a fixed-term exclusion into a permanent exclusion.
- The behaviour of a pupil outside school can be considered grounds for an exclusion.
- Any decision of a school, including exclusion, must be made in line with the principles of administrative law; i.e. that it is lawful, rational, reasonable, fair and proportionate.
- The HT and Governing Body must comply with their statutory duties in relation to SEN when administering the exclusion process. This included having regard to the SEND Code of Practice.

### **Permanent Exclusion**

- A decision to exclude a pupil permanently should only be taken:
  - In response to a serious breach of the school's behaviour policy; and
  - Where allowing the pupil to remain in school would seriously harm the education and welfare of the pupil or others in the school.
- The decision whether to exclude is for the Head Teacher / Deputy Head Teacher to take. However, where practical, the HT should give the pupil an opportunity to present their case before taking the decision to exclude.
- Whenever a HT excludes a pupil they must, without delay, notify parents of the period of exclusion and the reason(s) for it. They must also, without delay, provide the parents with the following information, in writing:
  - The reason(s) for the exclusion
  - The period of the fixed-term exclusion, or for a permanent exclusion, that fact that it is permanent;
  - Parent's rights to make representations about the exclusion to the governing board and how the pupil may be involved in this;
  - How any representations should be made; and
  - Where there is a legal requirement for the governing board to consider the exclusion, that parents have the right to attend a meeting, to be represented at the meeting (at their own expense) and to bring a friend.
- The Headteacher must, without delay, notify the governing board and the local authority of:
  - Any permanent exclusion (including where a fixed-period exclusion is followed by a decision to permanently exclude the pupil)
  - Any exclusion which would result in the pupil being excluded for a total of more than 5 school days (or more than 10 lunchtimes) in a term; and
  - Any exclusion which would result in the pupil missing a public examination or national curriculum test.

- The governing body has a discipline committee which is made up of three Governors. This committee considers any exclusion appeals on behalf of the governors
- When an appeals panel meets to consider exclusion, they consider the circumstances in which the pupil was excluded, consider any representation by parents and the LA, and consider whether the pupil should be reinstated
- If the governors' appeals panel decides that a pupil should be reinstated, the Headteacher must comply with this ruling.

### **Monitoring**

- The Headteacher monitors the effectiveness of this policy on a regular basis. The Headteacher also reports to the governing body on the effectiveness of the policy and, if necessary, makes recommendations for further improvements.
- The school keeps a variety of records of incidents of misbehaviour. The class teacher records minor classroom incidents. The Headteacher records those incidents where a child is sent to him/her on account of bad behaviour. We also keep a record of any incidents that occur at break or lunchtimes: lunchtime supervisors give an account of the incident to class teacher upon handover each day.
- The Headteacher keeps a record of any pupil who is suspended for a fixed-term, or who is permanently excluded.
- It is the responsibility of the governing body to monitor the rate of suspensions and exclusions, and to ensure that the school policy is administered fairly and consistently. This monitoring will take place through FGB meetings and HT reports where appropriate.

### **Review**

The Headteacher, staff and Governing Body reviews this policy every two years. The policy may undergo review earlier than this, if the government introduces new regulations, or if the governing body receives recommendations on how the policy might be improved.

Policy updated January 2020

Review due January 2022

**Ursula Taylor C of E School**  
**Home/School Agreement**



**Name of child:**

At Ursula Taylor C of E School, we recognise each child as an individual, and aim to give all children every opportunity to realise their full potential. We believe that a close partnership between the school, parents and the child is essential if we are to achieve this aim. We therefore ask all parents and children to sign up to our Home/School Agreement.

**The Responsibilities of the School**

**At Ursula Taylor C of E School we will:**

- Provide a secure, happy and stimulating learning environment where Christian faith leads our way.
- Provide a broad and balanced curriculum which challenges your child to reach their potential and fulfils the requirements of the National Curriculum.
- Encourage your child to show friendship and respect for others and to abide by the school behaviour policy, ensuring a safe, caring environment for all.
- Keep you informed about your child's progress and behaviour, as well as their termly curriculum.
- Set regular and appropriate homework for your child.
- Make you feel welcome whenever you visit the school and respond to your questions or concerns as quickly as possible.
- Allow children safe and secure use of the Internet through a combination of site filtering, supervision and by fostering a responsible attitude in all pupils, in partnership with parents.

**Signed:** ..... (On behalf of Ursula Taylor C of E School)

**Date:** .....

**The Responsibilities of the Parents/Carers**

**All parents/guardians will:**

- Having chosen Ursula Taylor School for your child, accept the school's aims and Christian Values and Life Values, positively supporting the school.
- Ensure that your child attends school punctually every day during term time, unless there is a good reason for absence (e.g. illness).
- Notify the school by letter or telephone in the event of absence.
- Support the school's policies and guidelines on learning, behaviour and uniform, both in School and at home.
- Attend parent/teacher meetings to discuss your child's progress.
- Support your child with homework that is set, including reading.

- Keep us informed of where to contact you in case of emergency.
- Promptly inform the school of any concerns or problems that may affect your child's learning, behaviour or happiness at school.
- Support school in the teaching of safe and secure Internet use at home.
- Refrain from posting negative comments about the school or its staff on social media, instead addressing concerns directly with members of staff.

Signed: .....(Parent/Carer) Date:.....

**The Responsibility of the Child**

I will try my best to:

- Do all classwork and homework as well as I can, asking questions when I don't understand.
- Be respectful towards others and behave in a safe and responsible way.
- Be kind, helpful and forgiving.
- Be honest.
- Use the Internet safely as I have been taught in class.
- Be prepared for the school day, having all the equipment I need with me.

Signed: ..... Date:.....