



Barnton Community Nursery and Primary School

Behaviour Policy (inc. Exclusion Protocol)

1. Policy Statement

1.1 There is a need for the school to have a whole school approach to behaviour that all staff, children and parents are aware of. The school has adopted a whole school approach to pastoral and disciplinary issues. There is an ongoing process of training to help all staff deal effectively with behaviour and discipline. All members of staff accept their responsibility for establishing and teaching acceptable codes of behaviour and for the use of rewards and sanctions.

2. Introduction

2.1 Within school, it is important that children behave appropriately so that they can develop as independent learners – taking more responsibility and initiative; maturing in their approach to school work, in developing friendships, and co-operating with each other, and behaving appropriately within the environment outside of school and on the internet and in using technology responsibly.

2.2 By encouraging good behaviour, children are allowed the opportunity to foster positive attitudes to learning, developing listening skills and encouraging sustained concentration. This in turn should lead to an increased interest in work and should allow the children to grow in self-confidence and self-esteem.

2.3 This policy will allow for a positive, balanced approach towards behaviour management, with rules and strategies being implemented from Nursery through to Year Six.

3. Behaviour Statement

3.1 All pupils are expected to behave in a responsible manner, both to themselves and others, showing consideration, courtesy and respect for other people always. The emphasis lies in positive reinforcement and rewards and praise rather than sanctions and punishments. Setting and expecting high standards of behaviour and mutual respect is our aim.

3.2 This policy sets out to address this issue and seeks to reinforce procedures acceptable to all, with a commitment from staff to endorse the guidelines. It is important that the guidelines work towards achieving high standards of behaviour. Behaviour should be exemplary; relationships are conducive where all adults associated with the school treat pupils with respect.

3.3 All staff will provide firm and patient insistence on high standards and will take practical steps to transmit high expectations to colleagues and pupils.

3.4 It is important to note that the quality of teaching and learning activity has a direct effect on good behaviour. We aim for lively and stimulating teaching, quality learning experiences where attention is paid to differentiation and involvement in interesting activity.

3.5 Parents will be regularly informed and will be encouraged, in a climate of trust, to feel confident to visit school to discuss difficulties of their own volition. Open discussions will be encouraged, and solutions will be sought together, to identify and diffuse potential behavioural and emotional problems.

4. Purpose

4.1 The school has codes of behaviour, reflected in our five school rules, which are familiar to staff, pupils and parents. This will ensure that everyone in school is working to the same standards and fully understands what we are aiming for.

4.2 The majority of children who experience behavioural or emotional difficulties in school will have these dealt with in school, if this is possible. For those children who require additional help, support services may be brought in to advise.

4.3 For children with additional needs, with regard to the Equality Act, 2010, reasonable adjustments will be made, which may include:

- Individualised Behaviour Report Form
- Referral to other agencies
- Implementation of emotional support

4.4 Throughout school life, we are seeking to develop positive attitudes, bolstering the self-esteem of pupils and establishing school and education as being of value. We hope to achieve this through positive achievements where children can achieve and gain recognition: ‘Special Mentions’ and Certificates. A system of awards also encourages children to earn recognition for themselves and their peers.

Our School Rules

Look after yourself and others in a caring way

Follow instructions first time and listen when others are speaking

Take care and look after equipment and the environment

Settle quickly and remain on task.

Be calm and quiet around school

5. Overview of Awards and Certificates

- 5.1 Each child has an award card. In Reception and Key Stage 1 pupils have to earn 15 awards and in Key Stage 2 pupils have to earn 25 awards. The children are given ‘awards’ for good behaviour, effort and good work. The awards that they receive are recorded on the award cards, and when these are complete they receive a certificate in the weekly Celebration Assembly.
- 5.2 During the celebration assemblies, the efforts of 1 child from each class are also rewarded with a 'Special Mention'. Certificates are completed by the class teachers with a description included of why that child is being recognised. If children get a Special Mention they will also be given a special ‘Headteacher’s Award’ sticker. In addition, we recognise another child from each class for their efforts linked to the eight Essential Skills. This is again completed on a certificate with a reason for the award and children are given this and a sticker linked to the Essential Skill.
- 5.3 In conjunction with this, there are also 'Praise Postcards' which should be sent home when the child does something spectacular! (The child should not be informed, as it should be a surprise for them). It is expected that these should send home approximately once a week to different children.
- 5.4 A record should be kept of children who are rewarded, either by post card, special mention or reward certificate.
- 5.5 A whole class reward of ‘Gems’ in a jar is in place. When all children in the class are behaving as expected, (i.e. all sitting attentively following a playtime) then they will be awarded marbles. On achieving 30 marbles / gems, the children will be allowed a 10-Minute treat, of their choice, such as an extra playtime, or choosing time.

6. Overview of ‘Traffic Light System’

6.1 Our consequences will also be standardised, using our ‘Traffic Light System’ for KS1 and KS2. Reception will adopt this approach from Spring 2 onwards depending upon the children. They will be as follows:

- Informal Warning
- Formal warning - Name moved into green
- Name moved into Amber: (spend the next playtime in the Thinking Room, Early Years children spend time in the reflection areas in their classrooms).
- Name moved into Red: (move down a class for 10 minutes or depending on the severity, sent to the Head of School or SLT).
- Any further problems the children will be sent to the Head of School.

6.2 Each member of staff will be responsible for a 'Thinking Room' duty, which will be highlighted on the playground duty rotas. The Thinking Room will take place for all pupils each morning breaktime. The date, child and reason they are in the Thinking Room will be logged each day in the Thinking Room Record. At the end of each 1/2 term, the records will be analysed and any child who has been in the Thinking Room 5 times or more will be discussed by the Senior Leadership Team and appropriate action will be taken, which will usually result in communication with the parents or carers.

6.3 Pupils in the Thinking Room are asked to reflect about how they can modify and improve their behaviour. We encourage pupils to be aware of the element of choice they have in their behaviours and that a change in behaviour would result in a different outcome, which would be better. If appropriate an apology card may be written.

6.4 It is hoped that the Thinking Room will be a short-term measure, and that through the introduction and consistent use of the reward and consequence system the children's behaviour will improve to an extent where pupils kept in during playtime is rare. The success of the Thinking Room will be evident in the decreasing number of children who attend.

6.5 In Early Years, all staff have been trained using 7 key principles from the Learning Behaviours: A Practical Guide to Self-Regulation in Early Years by Sue Cowley. This supports staff in recognising ‘typical’ behaviours and strategies to support early years children to develop self-regulation. A programme of role-playing, adult modelling and support is imperative to the children developing these skills.

6.6 In Early Years, the consequences are standardised and adopted by all adults working with the children. They are as follows:

- Child is not meeting behavioural expectation – Adult says to child/ren “That’s 1.”
- Child continues behaviour after adult has counted 5 seconds in head - Adult says “That’s 2”
- Child continues behaviour after adult has counted 5 seconds in head – Adult says “That’s 3. Reflection Area.” Child spends as many minutes as their age in the reflection area before they can continue with their day.
- Physical behaviours – such as hitting, kicking or pushing – are an immediate ‘3 behaviour’ and children will need to go to the Reflection Area.

6.7 As with the Thinking Room, children in the Reflection Area is regularly reviewed. Conversations between staff and SLT take place at Pupil Progress Meetings to discuss children’s development in Self-Regulation and PSED with interventions put in place when appropriate.

6.8 Across school, it is important that we adopt a uniform approach to discipline, and that we all adhere to these rewards and consequences. In doing this we will be ensuring we have consistently high expectations about behaviour from ALL children. In addition, the children will know how we all expect them to behave and they should soon begin to behave in this manner.

6.9 Our Smart School Council and other pupil voice groups has been established to allow our children the opportunity to express themselves and share their ideas.

6.10 At Lunchtime, pupils’ behaviour is rewarded with lunchtime awards. Midday Supervisors give pupils lunchtime awards to reward their good behaviour. Midday supervisors liaise closely with class teachers to use the traffic light system to record formal warnings given on the playground.

6.11 All behaviour incidents should be recorded, accurately, and with as much detail as possible on CPOMs.

6.12 Should children persistently disrupt learning, choose to leave class without permission or behave in such a way that the safety of themselves or others is compromised; this should be referred to the Head of School for an appropriate consequence such as an internal exclusion.

6.13 In extreme cases, exclusion will be considered following Cheshire West and Chester Council procedures (see below).

6.14 Reasons when a suspension may be considered are (in no particular order and not exhaustive):

- fighting,
- cyber-bullying and intimidation of peers,
- physical and emotionally threatening behaviour.

6.15 Reasons when a permanent exclusion may be considered are (in no particular order and not exhaustive):

- Physical assault against a pupil

- Physical assault against an adult
- Verbal abuse or threatening behaviour against a pupil
- Verbal abuse or threatening behaviour against an adult
- Use or threat of use of an offensive weapon or prohibited item that has been prohibited by a school's behaviour policy
- Bullying
- Racist abuse
- Abuse against sexual orientation and gender reassignment

7. Suspension

7.1 The Education Act 1997 amended the law on suspensions as from 1st September, 1998. From that date, Head of School may exclude a pupil for up to 45 school days in any one school year. The DfE advises that where the exclusion is for a period of more than a day or two, the school should arrange for work to be undertaken at home. The letter sent to parents explaining the period of suspension should indicate arrangements for setting and marking the work. It is recommended that when the pupil is about to return to school, arrangements should be made for re-introduction to school life under appropriate conditions and with agreed expectations, this is done through a re-integration meeting with the child, parent and Head of School / SLT.

7.2 Governors must ensure that when the Headteacher suspends a pupil, they inform the pupil's parents of the period for which they will be suspended, and the reason for the suspension. Parents must also be made aware that they can make representations to the Governing Body and the LEA about the appropriateness of the exclusion.

7.3 The following extract is taken from the Cheshire West and Chester Education and Learning Web Page, which provides guidance on the process, including the appeal process:
<https://www.cheshirewestandchester.gov.uk/residents/education-and-learning/pupil-exclusion-from-school.aspx>

7.4 Your rights when your child has been suspended from school

7.5 You have the right to make written representations to the Local Education Committee about any suspension. If the suspension is for more than five days in any one term and less than 15 days you can ask to attend a meeting of the Local Education Committee when the suspension will be considered.

7.6 If the suspension is for more than 15 days in any one term, then you will be invited to a meeting of the Local Education Committee where the exclusion will be reviewed. The school will let you know the details. You can take a friend along to help you if you wish, you may provide written information

to be circulated to the Governing Body, and you must be allowed to ask questions and say what you think about the suspension. You may also wish your child to give his or her own side of the story to the Governing Body. You are entitled to receive a copy of any information circulated to the Governing Body by the school.

7.7 If the suspension is for a fixed period of five days or less (including any previous suspensions earlier in the term) the Governing Body cannot direct the Headteacher to re-admit your child before the end of the exclusion period. The Committee can, however, come to a view on whether the suspension was appropriate.

7.8 For longer suspension periods, the Governing Body will either allow your child back in school or agree with the Headteacher's decision. You must be told of the decision as soon as possible after the meeting and this should be confirmed by the school in writing. This settles the matter if the suspension is a fixed period one. There is no further right of appeal.

8. Permanent Exclusion

8.1 If the exclusion is permanent, however, then you will be invited to a meeting with the Local Education Committee (LEC) where the exclusion will be reviewed. The school will let you know the details. You can take a friend or family along to help you if you wish, you may provide written information to be circulated to the Local Education Committee, and you must be allowed to ask questions and say what you think about the exclusion. You may also wish your child to give his or her own side of the story. You are entitled to receive a copy of any information circulated to the LEC by the school.

8.2 The LEC will either allow your child back in school or agree with the Headteacher's decision. You must be told of the decision as soon as possible after the meeting and this should be confirmed by the school in writing. If the LEC decides to agree with the Headteacher's decision, the clerk to the meeting will write to inform you of the decision. You then have 15 school days to submit an appeal to an independent review panel. The excluding school will provide you with the address details of where to lodge your appeal.

8.3 If you do not appeal within 15 days the permanent exclusion will stand and cannot be changed.

8.4 Appeals against permanent exclusion – Independent Review Panel

8.5 The purpose of the appeal is normally to consider whether the exclusion is appropriate and whether the pupil should be reinstated. If you decide to appeal, you will have the opportunity to request an independent review panel. You may at your own expense, appoint someone to make written and/ or oral representations to the panel and you may also bring a friend to the review. You may also wish your child to tell his or her side of the story.

- 8.6 The Independent Review Panel will have three members, which will comprise of one serving or recently retired (within the last five years) Headteacher, one serving or recently serving experienced governor/ management committee members and one lay member who will be the Chairman.
- 8.7 Regardless of whether your child has a recognised special educational need, you have the right to require the Local Authority / Academy Trust to appoint a special educational need (SEN) expert to attend the review. There is no cost to you for this appointment.
- 8.8 The SEN expert will provide impartial advice to the panel on how special educational needs might be relevant to the exclusion, whether the school's policies or application of these policies were legal, reasonable and fair and whether the school acted in a legal, reasonable and procedurally fair way with respect to the identification of any special educational needs.
- 8.9 You must make clear if you wish for an SEN expert to be appointed in your written notice when requesting an independent review panel.
- 8.10 The panel will review the governing body's decision not to reinstate a permanently excluded pupil. Following its review, the panel can decide to: uphold the exclusion decision, recommend that the governing body reconsiders their decision, or quash the decision and direct that the governing body considers the exclusion again. The Panel's decision is binding and ends the process.

9. Review and Evaluation

This policy will be shared with pupils, parents, staff and Governors. Staff will review it every year, in line with our Policy Review Cycle, unless there are significant changes and therefore a need to review it sooner.

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Appendix

Guidance for Staff Traffic Light System

1. Informal Warning

Pupils are reminded of the school rules and what behaviour needs to stop and why. Examples include; fiddling, time wasting, swinging on a chair, talking out of turn, calling out; walking around the classroom. We aim to do this through positive reinforcement of others behaviour and aim to encourage and praise.

At this stage it is made clear what changes in behaviour are required to avoid a formal warning and use of the traffic light system.

2. Formal Warning: Name moved to Green

This is a formal warning and the child's name is recorded within the traffic light system. A child's name will be moved to **Green** for continued incidents, as outlined above, or more serious incidents. Examples of more serious incidents include; rude noises; arguing; lying; name calling.

3. Name moved to Amber (Thinking Room)

This is the second formal stage of the behaviour system. A child's name is moved to **Amber** for continued incidents, after they have had their name moved into green; or more serious incidents. Examples of more serious incidents include; refusing to comply; swearing; verbal abuse towards children or adults; damaging property.

4. Named moved to Red (Head of School informed – Thinking Room)

This is the third formal stage of the behaviour system. A child's name is moved to **Red** for continued incidents, having had their name in amber - or more serious incidents. For example; stealing; vandalism; racism; violence; fighting; inappropriate contact towards an adult. If a child's name is moved to **Red** then they are sent to another classroom to reflect on their behaviour.

In view of our shared school rules and our Dignity at Work Policy, regarding care and respect for others, **Profanities (swearing)** will not be tolerated in our school. Instances of this will be escalated immediately to the Head of School and a decision may be taken to issue a fixed term exclusion.

Similarly **Inappropriate Behaviour** such as **running out of a classroom, refusing to follow an adults' instruction, disruptive behaviour** is not acceptable and will be escalated to the Head of School, who may exclude.

Thinking Room Record

If a pupil receives more than one formal warning and their name is moved into **Amber** or **Red**, they will spend their next playtime in the Thinking Room. Their names will be recorded in the Thinking Room Record Book, also outlining the reason for spending time in the Thinking Room. This record will be regularly reviewed by the Behaviour Lead and Senior Leadership Team.

If a child is in the Thinking Room on 5 or more occasions within a Half Term, then they are discussed by the Senior Leadership Team and appropriate action will be taken, which may include a meeting with the parents to review the child's Behaviour.