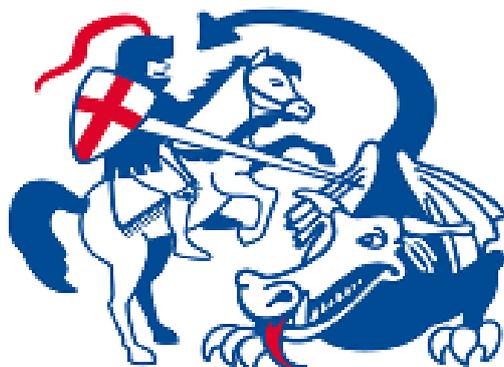


Behaviour for Learning Policy (Inc Exclusions)

**Reviewed on: September 2018
Next review: July 2019**

**St George's CEP School
Wrotham
Kent**



Ratified by the Full Governing Body 6th December 2018

This policy is underpinned by our Christian Values:

Respect Courage Kindness Forgiveness Honesty Hope

Introduction:

DfE Guidelines have been taken into consideration in the formation of this policy. It should be read in conjunction with other related policies to establish the general mission, ethos and values of the school.

Rationale:

At St George's CE Primary School we believe that children thrive best in a well-disciplined caring environment. We have a responsibility to develop children's understanding of the importance of our British and Christian values in recognising what good behaviour looks like; and to teach them strategies to help them make appropriate choices.

We believe that:

Every child has the right to learn and good behaviour is essential in allowing our children to achieve their full potential. Good behaviour promotes effective learning; and effective teaching and learning promotes good behaviour.

A school with a sound, positive and caring ethos is therefore an essential for learning. It depends upon developing relationships with a high degree of trust, and putting in place a process of cooperative teamwork. The school therefore welcomes and encourages the involvement of the LEA, Governors, parents and others in the community.

We believe in a culture of inclusion, equal opportunities and respect for all members of our community and in the importance of self-discipline and self-esteem.

Discrimination of any form is not tolerated. No one should be allowed to behave in a way that adversely affects the learning, well-being and school experience of others.

We also recognise that children with emotional and behavioural needs need support to achieve these standards of behaviour.

We expect:

Learners to:	Adults to:
Contribute to a warm, caring positive ethos focused on our values of respect, courage, kindness, forgiveness, honesty and hope	Contribute to a warm, caring positive ethos focused on our values of respect, courage, kindness, forgiveness, honesty and hope
Consistently use positive language which refers explicitly to our values towards others in our community	Consistently use positive language which refers explicitly to our values towards others in our community
Behave positively towards others in our school community, actively demonstrating our Christian values, treating everyone with consideration and respect and ensuring freedom from bullying, harassment and discrimination.	Behave positively towards others in our school community, actively demonstrating our Christian values, treating everyone with consideration and respect and ensuring freedom from bullying, harassment and discrimination.

Assess and manage risks appropriately and keep themselves safe	Ensure that learners are safe and feel safe and secure in the school environment
Be a good role model for others and ambassadors for the school	Be a good role model for others and ambassadors for the school
Have good attendance and punctuality at school and in lessons	Have good attendance and punctuality at school and in lessons
Respond to adults high expectations by being enthusiastic, persevering and self-motivated, accepting mistakes as part of learning	Have high expectations of pupils and to ensure that all pupils have an equal and fair chance to thrive and learn in an atmosphere of respect and dignity
Engage in all lessons and learning experiences to ensure good progress is made, avoiding the disruption of others	Plan and teach interesting and engaging lessons that enables all learners to make good progress
Support and encourage one another	Support and encourage one another
Respect and work within our behaviour management procedures	Apply our behaviour management strategies consistently, fairly and transparently
Demonstrate positive behaviour on any part of our school site, on and off, at any time while they are representing our school	Demonstrate positive behaviour on any part of our school site, on and off, at any time while they are representing our school by adhering to the Teachers' Standards, part 2 regarding Personal and Professional conduct

Please see Appendix 1 for full details of our behaviour management strategies

EXCLUSION

In keeping with our values, a decision to exclude a pupil externally, either for a fixed period or permanently, is seen always a last resort.

No exclusion will be initiated without first exhausting other strategies or, in the case of a serious single incident, a thorough investigation.

Reasons for exclusion:

- Serious breach of the school's values or policies
- Risk of harm to the education or welfare of the pupil or others in the school

The decision to exclude a child from the school can only be taken by the Headteacher, and only when no other course of action can achieve the same objectives.

Exclusion will not be used for minor incidents e.g. failure to do homework, lateness, poor academic performance or breaches of uniform rules.

Temporary exclusion

A temporary exclusion will be for the shortest time necessary. Exclusion for a period of time from half a day to 5 days for persistent or cumulative problems would be imposed only when the school had already offered and implemented a range of support and management strategies.

Temporary exclusion may be used for a single serious incident. In such cases the Head will investigate the incident thoroughly and consider all evidence to support the allegation, taking account of the school's policies. The pupil will be encouraged to give his/her version of events and the Head will check whether the incident may have been provoked, for example by bullying or racial harassment. **Permanent exclusion**

A permanent exclusion is a very serious decision. As with a temporary exclusion, it will follow a range of strategies and be seen as a last resort, or it will be in response to a very serious breach of school rules and policies or a disciplinary offence such as:

- Serious actual or threatened violence against another pupil or a member of staff
- Possession or use of an illegal drug on school premises
- Carrying an offensive weapon
- Persistent bullying
- Racial harassment

If the headteacher decides to exclude a pupil they will comply with statutory procedures

Pupils with special educational needs and disabled pupils

The school will take account of any special educational needs when considering whether or not to exclude a pupil. We have a legal duty under the Disability Discrimination Act 1995 as amended not to discriminate against disabled pupils by excluding them from school for behaviour related to their disability. The headteacher will ensure that reasonable steps have been taken by the school to respond to a pupil's disability so the pupil is not treated less favourably for reasons related to the disability.

Pupils with additional behaviour support

There will be occasions when some pupils find it difficult to work within the identified system of sanctions and rewards. These pupils require additional behaviour support. Allocation of additional support will be agreed with parents and carers after a full discussion of the child's needs. At this point the child will be placed on the school monitoring SEN register and a range of strategies and resources will be considered.

It is vital that records are kept of all behavioural incidents. This helps to safeguard children and to build a full and accurate picture of their needs. (See Inclusion Policy)

Positive Handling/Reasonable Force

Positive Handling uses the **minimum** degree of force necessary for the **shortest period of time** to prevent a pupil harming himself, herself, others or property.

The scale and nature of any physical intervention must be **proportionate** to both the behaviour of the individual to be controlled, and the nature of the harm they might cause.

Staff would be expected to follow the Behaviour Policy in the first instance to manage an incident/challenging behaviour and will have had Team Teach training.

Wherever possible, assistance should be sought from another member of staff before intervening.

Physical intervention may involve staff:

- escorting a pupil
- shepherding a pupil away

- supportively holding a pupil to keep them or others safe until they have regained control of themselves or can be supported to an area to calm down

All incidents necessitating positive handling will be recorded and reported termly.

Other Policy Links

This policy should be read in conjunction with the Home-School Agreement, SEN policy, anti-bullying policy, PSHE policy, Safeguarding Policy, Disability & Accessibility Policy & Plan and the Teaching and Learning (Curriculum) Policy

Monitoring

The Senior Leadership Team and Governors will continually monitor and evaluate the behaviour throughout the school, and the effectiveness of this policy and the school's procedures. Agreed changes will then be made as necessary.

Appendices

- 1. Whole School Approach to Good Behaviour**
- 2. Behaviour Consequences**

APPENDIX 1

Whole School Approach:

At St. George's C of E Primary School, we want to uphold the school's Christian values: Respect, Courage, Kindness, Forgiveness, Honesty and Hope.

We are focusing very much on the positive and the children will still receive stickers, house points, dojos, achievement rewards, 'Golden Reward Time' and certificates for good behaviour. For exceptional behaviour and attributes reflecting the school's vision, one child per term in each class will be chosen to receive the Achievement Cup.

In addition, we promote behaviour so that everyone feels safe, respects one another, treats each other nicely, and looks after equipment and possessions.

Further to this there will be progressive actions, dependent on age, if these behaviours are not adhered to within our school community.

Behaviour Management In Class:

Good planning for learning is the first step towards positive behaviour management in class. This involves clear differentiation, motivating and engaging children and building their self-esteem.

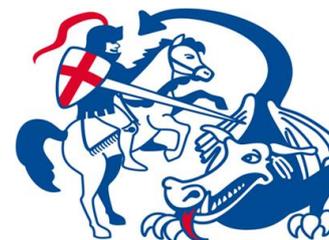
Adults should provide support for children in a positive way which prevents low level disruption from becoming more serious.

Children will be encouraged through positive behaviour strategies.

Each class teacher is to be responsible for determining rules, rewards and consequences with the class.

- ◆ Green, yellow and red school behaviours should be shared with the children (see Appendix 2)
- ◆ Children should be provided with positive rewards for good behaviour eg verbal or written praise, house points, certificates, free choice etc.
- ◆ Children should be involved in discussing and determining rewards.
- ◆ Rules should be displayed in the classroom and children reminded of them regularly.
- ◆ Children should be made aware of sanctions involved in breaking the rules, so that they have the opportunity to modify their behaviour.
- ◆ Blank timetables can be used to identify any pattern in regular bad behaviour.
- ◆ Bullying, whether verbal or physical, is unacceptable and the child being victimised should be removed from the situation immediately.
- ◆ Playtime detention: Teachers should always remain in the class with children staying in.

St. George's Whole School Approach to Good Behaviour



We have a happy day if we:

Have a go at our learning	
Doing work and tasks when asked	
Look after and use equipment in the correct way	
Use appropriate speaking voice in class time	
Be kind to adults and peers	
Respond politely to all adults and peers	
Tell someone if we are not feeling ok	
Only leave the learning area with permission	
Encourage and support those around you	

YELLOW You will be asked to have time out if you:

Do not respond to an instruction by the second request	
Persistent low level disruption eg tapping, humming, wandering	
Refuse to do your own learning	
Say unkind words or use an unkind tone	
Shout or are rude in lesson time	
Leave the learning area without permission	
Kick anything indoors, or outdoors that causes upset	
Deliberately provoke others	
Are blatantly defiant	

RED You will not be allowed in our lesson if you:

Behave violently or dangerously towards others	
Swear at others	
Use racist, sexist or hurtful words or behaviours towards others	
Use items as a weapon eg hitting someone with a stick	
Damage school property	
Are cruel to, or bully, others	
Refuse to leave the class when asked to do so	
Leave the school building without permission	
Leave the school grounds without permission	

Inappropriate behaviour and actions

If a child, for example, refuses to do the learning that is set out by the teacher, or fails to take reasonable care of school equipment or others' possessions, prevents others from learning or behaves badly towards another child.

These types of yellow behaviours will be highlighted by the teachers and teaching assistants through a verbal warning then followed with a visual reminder.

If the behaviour continues the child's name will be ticked and an appropriate sanction put in place e.g. missing part or all of their playtime to reflect on their behaviour, and make up any missed learning time.

If the child continues to use a yellow behaviour for the second time in a day the process follows the same format as above, though the time they spend will be with a senior teacher.

If a child uses red behaviours such as violent behaviour, vandalises school property, behaves extremely aggressively, fights or otherwise acts in a physically abusive manner, shows racism towards others, persistently bullies or steals this can lead to either an exclusion or internal exclusion, where the child will be away from their Year Group for a period of time.

Record of Behaviour

A record of all detentions will be kept by class teachers. If a child is receiving regular detentions over the course of a term, parents/guardians will receive a letter asking them to make an appointment with a senior teacher within school, to discuss their behaviour. However, teachers may have informal discussions with parents if they feel this would be helpful. Communication between child, parents and teachers is key to ensure we are all working together to create a positive learning environment for all.

If a child uses extreme inappropriate behaviour, parents will be informed as soon as possible and a meeting to discuss this with a member of the Senior Leadership Team will be made.