



Behaviour, Incentives & Exclusions Policy

Bitterne Park Primary School
Mansel Park Primary & Nursery School
Sinclair Primary & Nursery School,

Our vision is to empower children to become architects of a better world.

We therefore continuously seek to evolve our holistic understanding and application of learning.

We hold a shared belief that this requires knowledge, effort, empathy, passion, and innovation.

This is our mission.

Behaviour and Exclusions Policy

At our School we aim to:

Create a School community in which mutual respect is the principle for all relationships;

Ensure that children and adults display high standards of good behaviour and courtesy at all times;

Cultivate in pupils an acceptance and recognition of responsibility for their own decisions and actions, and for their consequences;

Ensure that pupils develop self-esteem and self-discipline;

Prevent aggressive behaviour and bullying;

Provide clear guidelines to staff, pupils and parents about standards of behaviour and the range of rewards and sanctions that are applied;

Encourage all community members to choose the path of truth, justice, love and peace

Encourage all to reflect and forgive;

Fully involve all members of the school community in the application of this policy.

Our success is tested not by the absence of problems but by the way we deal with them.

At Our School we:

- **Always treat people as we wish to be treated ourselves**
- **Follow instructions immediately**
- **Keep hands and feet to ourselves**
- **Walk quietly in and around the school**
- **Speak quietly and listen without interrupting**
- **Take care of our own and other people's property**

We focus our decisions on values of truth, honesty, justice and love. Respect lies at the core of our values.

Guidelines for Implementation:

As a school we adopt a positive approach to behavioural issues.

- All members of the school community are responsible for ensuring consistently high standards of behaviour at all times
- The attitude of all staff towards the implementation of this positive policy is of vital importance, for it is the adults within the school who determine the environment in which good relationships can develop

For example, we aim to:

- Start dialogue positively;
- Greet pupils;
- Deal with misbehaviour - to ignore it is to condone it;
- Set high standards of speech, manner and dress;
- Build positive relationships with children.

- Developing correct attitudes towards behaviour is an important part of the school curriculum and children should be taught from Year R onwards:

- how to behave properly in class and towards others;
- how to recognise bullying and to treat it seriously;
- how to tell an adult about bullying or other unwanted attention;
- how not to be victims.

- The general ethos of a class should always emphasise positive behaviour and attitudes towards one another framed within our School context. We aim to create and sustain a positive, supportive and secure environment, which encourages pride in everything the children do. Good behaviour in class is dependent on good teaching. Calling out should be discouraged; letting others have their turn and listening attentively should always be the norm. A calm working atmosphere should be encouraged; talking should always be related to the task. Noise levels should always be under proper control.

- We recognise that some children find it difficult to behave well all the time and for those children it may be appropriate to use additional measures such as a sticker card or good news system to promote good behaviour. Details of any special arrangements should be recorded in an Individual Behaviour Plan (IBP), however; we should always promote high standards of behaviour from all children.

- Expectations of behaviour in the shared areas of the school should be the same as those in the classroom. Staff should demonstrate a shared responsibility for addressing behaviour of all children across the school.

- Good behaviour should be praised and instances of poor or discourteous behaviour must never be ignored.

- Everyone in the school should expect to give and receive respect.

- Class teachers should always log instances of seriously poor behaviour.

- The duty staff and lunchtime supervisors should properly monitor playground behaviour (See Guidance for Lunchtime Supervisors).

- The Buddy System enables the children to facilitate play among the younger children at playtimes.

- Adults other than the school staff should never be put in a position whereby they are responsible for correcting pupils' behaviour.

Rewards & Incentives

Rewards and incentives have been divided into three key areas:

- Individual rewards;
- House rewards;
- Attendance rewards.

Individual rewards:

Individual rewards are designed to motivate all children and reward them appropriately for key areas within school life such as positive attitudes, effort, acts of kindness and outstanding attendance.

Individual rewards can be house points which go towards certificates and badges or stickers.

Children can also be rewarded for being the 'star of the week' for their class. Children receive a certificate and a house token for their endeavours during a special celebration assembly.

House rewards:

House rewards are designed to bring our children together working towards a team goal. Individual and house rewards give children the maximum opportunity to earn rewards for hard work as individuals and as a collective.

Children earn house tokens which are placed in a cylinder in a central area of the school.

Children can earn both house points and house tokens. House tokens are higher in value than house points (25 house points = 1 house token). Tokens can be earned in the following ways:

- 25 house points;
- Participation/ Success in house competitions;
- Earning star of the week.

Children are also rewarded with a certificate when they reach 50 house points. There are 10 certificates in total – bronze, silver, gold, opal, ruby, quartz, amethyst, sapphire, emerald and diamond. Gold, ruby, sapphire and diamond awards are also recognised with a badge of that colour.

Attendance rewards:

Attendance rewards are designed to motivate children to attend school and make the most of their time here.

The attendance rewards are as follows:

- If a child is in school for a week with no late marks (Monday-Friday) they will receive a raffle ticket which will be in the end of half term draw. Children can earn up to one raffle ticket per week.
- At the end of the term, a prize draw will take place and the winning ticket will win a prize for themselves and their family. (The prizes will differ each half term.)
- Children who have 100% attendance over a term will be invited to have tea and cake with Mrs Montague.

Ensuring that the children know that we are pleased with them is central to the success of this policy. There is a House point system that exists right through the school from Year R to Year 6 (with year R having an adapted rewards and incentives system). We hope to raise children's self-esteem through the regular and consistent use of praise and House Points for achievement, as well as through the Friday morning assemblies.

All adults in the school are able to issue up to 5 House Points to any child for high academic effort, or acts of kindness or helpfulness. A certificate for courtesy will be awarded to any child who consistently displays a high standard of behaviour.

There is a detailed set of guidelines for House points. A points and certificate based system is in operation. Part of Friday morning's assembly is given over to House point achievement which allows class teachers the opportunity to praise publicly children who have been noteworthy. It is envisaged that most children will have their efforts celebrated at some time during the year during the assembly and teachers should keep a record of pupils whose work has been celebrated to ensure that this happens.

In addition, there can also be a system for encouraging good behaviour in every class. Examples of this could be a collective smiley face chart for the whole class to contribute to. Sweets should never be awarded for achievement or behaviour.

When dealing with issues, we aim to:

- Avoid confrontation;
- Listen;
- Establish the facts on both sides; each child needs a voice;
- Judge only when certain;
- Target the behaviour, not the child;
- Use punishment sparingly.

We aim to create and sustain a positive, supportive and secure environment, which encourages pride in everything the children do. Well prepared, stimulating lessons generate good behaviour and earn respect.

Teachers are expected to:

- Bring the children in from the playground promptly and quietly to begin on time;
- Walk their children in from lunch and settle them;
- Be prepared for lessons at all times;
- Keep everyone on task;
- Extend and motivate all pupils;
- Encourage confidence in discussion;
- Keep an attractive, clean and tidy learning centred classroom.

Behaviour Boards

Each classroom has a behaviour board which is located centrally and aims to serve as a prompt for reminding children about being responsible for their behaviour as well as celebrating good behaviour.

Boards are divided into 7 sections which appear in the following order:

Outstanding
Great job
Good day
Ready to learn
Think about it
Teacher decides
Parent contact

Each child has a peg with their name on it which starts each new day on 'Ready to learn'. Pegs can then be moved up the chart as a way of celebrating good behaviour and conduct or down the chart as a reminder for the pupil to address any misbehaviour.

Boards are monitored daily by the school's Behaviour Lead who keeps a record of persistent misbehaviour in order to offer support to pupils and staff.

If a child reaches 'parent contact' the class teacher will discuss the reasons for this with their parent. The Senior Team will also be notified as a way of tracking individual pupils and any support needs they may have.

Steps for Dealing with Basic/'low level' Misbehaviour

Basic misbehaviour may also be described as 'low level' and should usually be dealt with by the class teacher in the first instance. Types of 'low level' misbehaviour may include general disruption e.g. talking on the carpet at inappropriate times, wilfully distracting other learners etc.

Step 1: Name(s) on behaviour chart move to 1st warning 'Think about it'

Step 2: Name(s) on behaviour chart move to 2nd warning 'Teacher decides'

This may result in the pupils being asked to spend time in another classroom or explain their actions to their House Leader

Step 3: Name(s) on behaviour chart move to 3rd warning 'Parent contact'

At this point parents will be made aware of the behaviour.

An A, B, C Entry is made for that child, detailing the three steps and parents are invited (by office) into school to discuss at the end of the day and this discussion is added to A, B, C chart – see appendix.

Continual low level disruption/misbehaviour does not necessarily have to reach this point before parents are made aware. We want to work closely with our families in order to address and resolve any concerns as quickly as possible.

Step 4: Repeat low level behaviour, i.e. three steps are attained more than once in a day - needs to be discussed with SMT immediately and an internal exclusion may occur. Both SMT and class teachers discuss the issue with parents At LUNCH, AFTER SCHOOL or FOLLOWING MORNING if not available after school. Notes added to the ABC chart.

Fresh start on return

Steps for Dealing with High Level Misbehaviour

This type of behaviour could involve:

Refusal to do what is asked;
Physical aggression towards an adult;
Destruction of school property;
Verbal abuse, swearing.

An A, B, C Entry is made for that child by the class teacher and both SMT and class teacher discuss the issue with parents AFTER SCHOOL or FOLLOWING MORNING if not available after school.

Step 5: A, B, C Chart completed.

Behaviour Lead/SMT Interviews the child and can instigate an internal exclusion e.g. removal from playtime.

A formal warning letter may be issued at the discretion of the Senior Manager.

Step 6: Parent invited to formal interview with Headteacher, senior manager, class teacher and letter of warning re behaviour is issued. Parent, teacher, Assistant Headteacher / Deputy Head (and child at appropriate point). Exclusion may occur at this point at Headteacher's discretion.

Step 7: Immediate exclusion following severe behaviour - Headteacher's discretion.

Notes

Children move through the steps for repeated bad behaviour and enjoy a 'clean slate' at the end of every day.

Some misbehaviour will be dealt with at Step 5 level immediately.

This includes items such as:

- blatant rudeness, such as swearing and answering back;
- violence between children/unsafe behaviour;
- refusal to cooperate/children who continuously reach step 2;
- theft;
- cases of bullying(see specific guidance section within this policy);
- racism(see Equal Opportunities Policy).

In the most serious cases, misbehaviour may be dealt with at Step 6 level.

This includes:

- violence (all forms) towards a member of staff;
- repeated bullying and violence;
- vandalism towards school or staff property.

Headteacher's measures are at the discretion of the Headteacher and may include exclusion.

Exclusions Policy

It is the Policy of our school to try to deal with all behavioural issues in an active, positive way, employing a wide range of strategies, including ABC sheets and specifically designed "recovery" programmes, to avoid such issues reaching the point of exclusion.

However should the need for exclusion arise, following a sustained period of unacceptable behaviour or a single case of an extremely dangerous and/or violent act, the school will adopt the following recommended approach.

- The child will be excluded, initially for a fixed period of 1 - 4 days.
- *An evidence portfolio will be made so that a fair judgement can be made for all community members.*
- Parents/guardians will be notified immediately by telephone and asked to remove their child from the school. - *Homework will be set for the first five days of any exclusion period.*
- They will be given a formal letter outlining the reason for exclusion, the exclusion process and details of procedures they may wish to adopt e.g. appeals procedure.
- The Chair of Governors will be notified at the time exclusion is decided, as will the appropriate agencies of Southampton City Council e.g. Inspectorate, Behaviour Team.
- The school will also work to put in place a "rescue" programme for the pupil on his/her return be this fully agreed after the 4 days or for staged return.
- The package will include input from staff at the school, parents, School Support Team, Psychology department, Attendance Service and, if deemed appropriate, the child.

Should it be decided for whatever reason that the matter needs to be put in the hands of another agency i.e. the incident leads to the discovery that there is a Child Protection issue, the school will continue to monitor the situation and work closely with that agency. It is hoped that in most cases following an exclusion, the child will be able to return to school and that the rescue programme will promote in him/her a more positive attitude and a subsequent improvement in behaviour. If not, then PHIG (Primary Heads Inclusion Group) protocols will be used in order to obtain a fresh start for individuals.

When dealing with issues, we aim to

- Avoid confrontation;
- Listen;
- Establish the facts;
- Judge only when certain;
- Target the behaviour, not the child;
- Use punishment sparingly.

Specific Guidance for Incidents of Bullying

At our school we define bullying as;

Deliberately hurtful behaviour, repeated over a long period of time, where it is difficult for those being bullied to defend themselves. The three types of bullying are:

- Physical e.g. hitting, kicking, theft.
- Verbal e.g. name calling, racist remarks.
- Indirect e.g. spreading rumours, excluding from social groups.

We take this type of behaviour seriously and we actively seek to reduce its recurrence and impact by adhering to the following principles:

- Promote in our children a sense of self-worth and respect for others.

- Promote a culture where children are willing to report incidents of bullying.
- Use the curriculum to raise children's awareness of bullying and to provide opportunities to discuss issues related to bullying.

In any cases of racial remarks a Racial Incident Form (appendix 3) must be completed and returned to the Local Authority.

Guidance for dealing with incidents of bullying

Find out the details and facts of reported incidents and ensure that they are recorded fully, do this by:

- Taking the incident or report seriously - Inform Senior Management Team.
- Taking action as quickly as possible.
- Listening to the victim -alone – recording the incident.
- Speaking to the bully –alone- then explaining that this behaviour is unacceptable to pupils and staff.
- Obtaining solutions to the problem, including ideas from all involved in the incident.
- Monitoring the success of the solutions.
- Informing the parents/carers of all actions.
- In some cases it may be necessary to seek advice from specialists in this area via the Local Authority Inclusion Group.

Systems which will support our ethos

Preparing to enter the school

Teaching staff will be in class from 8.20. Children will enter the building through classroom/corridor entrances and move silently to their classroom. This protocol applies to the end of playtime and the end of lunch. At the end of playtime, the children will filter off into their classroom/sets in a quiet, calm and controlled manner. Teaching staff will monitor this.

Teachers cannot be responsible for children until 8:20 unless given express permission.

Pupils are not permitted to play football in the playground before school. At other times only a soft sponge ball can be used for football.

Lunchtime Behaviour

Lunchtime is managed in two sittings, by lunchtime supervisors. Sandwiches and dinners all eat in the halls.

The Lunchtime supervisors and catering staff reward positive behaviour in the dining hall and play areas. These awards then feed into the class House Point system and a certificate of courtesy awarded to children who display consistent high standards of behaviour.

A message book will be kept by the lunchtime supervisors in which they should note names of children who misbehave. One lunchtime supervisor is assigned to each year group and is responsible for communicating the names of children who have misbehaved to the appropriate class teacher at the end of lunchtime. These children are then dealt with as if they have reached step1. In cases of extremely bad behaviour which merit being dealt with at step 4 (see previous page for examples), these children are dealt with by an SMT member immediately.

Guidance on the use of Force to Control or Restrain Pupils

Use of reasonable force advice for headteachers, staff and governing bodies was published July 2013 which clarified further the powers of teachers and other staff to use reasonable force to prevent pupils committing a crime; causing injury or damage; or causing disruption.

In reading the following guidance we should never forget that the number of situations which require the use of some physical control or restraint are extremely small.

What is reasonable force?

- The term 'reasonable force' covers the broad range of actions used by most teachers at some point in their career that involve a degree of physical contact with pupils.
- Force is usually used either to control or restrain. This can range from guiding a pupil to safety by the arm through to more extreme circumstances such as breaking up a fight or where a student needs to be restrained to prevent violence or injury.
- 'Reasonable in the circumstances' means using no more force than is needed.
- As mentioned above, schools generally use force to control pupils and to restrain them. Control means either passive physical contact, such as standing between pupils or blocking a pupil's path, or active physical contact such as leading a pupil by the arm out of a classroom.
- Restraint means to hold back physically or to bring a pupil under control. It is typically used in more extreme circumstances, for example when two pupils are fighting and refuse to separate without physical intervention.
- School staff should always try to avoid acting in a way that might cause injury, but in extreme cases it may not always be possible to avoid injuring the pupil.

When can reasonable force be used?

- Reasonable force can be used to prevent pupils from hurting themselves or others, from damaging property, or from causing disorder.
- In a school, force is used for two main purposes – to control pupils or to restrain them.
- 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. 2 Section 93, Education and Inspections Act 2006
- The following list is not exhaustive but provides some examples of situations where reasonable force can and cannot be used.

Before intervening physically an adult should, wherever practicable, tell the pupil who is misbehaving to stop and what will happen if he or she does not. The adult should continue to attempt to communicate with the pupil throughout the incident, and should make it clear that physical control or restraint will stop as soon as it ceases to be necessary. A calm and measured approach to a situation is needed and adults should never give the impression that they have lost their temper, or are acting out of anger or frustration.

Sometimes a teacher should not intervene in a situation without help (unless it is an emergency). In those situations an adult should remove other pupils who might be at risk, and then summon assistance from a colleague or colleagues.

Application of Force

Physical intervention can take several forms. It might well involve staff:

- physically interposing between pupils;
- blocking a pupil's path;

- holding;
- pushing or pulling;
- leading a pupil by the hand or arm;
- shepherding a pupil away by placing a hand in the centre of the back.

Staff should NEVER:

- hold a pupil around the neck, or by the collar, or in any way that might restrict the pupil's ability to breathe;
- slap, punch or kick a pupil;
- twist or force limbs against a joint;
- trip a pupil;
- hold a pupil by the hair or ear, or face down on the ground.

Staff should always avoid touching or holding a pupil in a way that might be considered indecent.

Recording Incidents

It is vital that there is a detailed, contemporaneous, written report of any occasion where force is used. There will be a record kept by the Headteacher of all incidents. Immediately following any incident the member of staff concerned should tell the Head or Deputy and provide a written report as soon as possible afterwards. That should include:

- the name(s) of the pupil(s) involved, and when and where the incident took place;
- the names of any other staff or pupils who witnessed the incident;
- the reason that force was necessary (e.g. to prevent injury to the pupil);
- how the incident began and progressed, including steps taken to calm the situation, the degree of force used, how that was applied and for how long;
- the pupil's response, and the outcome of the incident;
- details of any injury suffered by the pupil, any member of staff and any damage to property.

It is also essential to inform parents of any incident involving the use of force or restraint involving their child, and give them an opportunity to discuss it.

Staff will need to seek advice from a senior colleague when compiling a report. They may also find it helpful to contact the relevant professional association.

NOTE:

This Act does NOT authorise the use of corporal punishment in any circumstances. Nor does it intend to encourage the use of inappropriate force.

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