

TATWORTH PRIMARY SCHOOL

BEHAVIOUR POLICY

Reviewed by Premises and Curriculum Committee: 29 June 2017

Ratified by Full Board of Governors: 13 July 2017

Date of Next Review: June 2019

The aim of the school's behaviour policy is to promote a harmonious environment for the school community to work in.

The school is proactive in promoting good social skills and behaviour that promotes effective learning:

1. Monitoring children's group work and giving feedback on children's oral language that help promote this.
2. Regularly highlighting children who have behaved well in weekly 'sharing assemblies'.
3. Writing to parents praising their child(ren) for their good behaviour and explain why this is important.
4. Preventing problems for example at playtimes trying to provide more things for the children to do and introducing Play Leaders.

However misbehaviour will happen and the school uses the 'Good to Be Green Behaviour System'.

Each class has a 'Good to be Green' behaviour chart with each child allocated a plastic card inserted into a holder.

A. The procedure for dealing with low level disruption (eg talking out of turn) is:

1. A verbal warning and a firm reminder about what will happen next if the behaviour happens again: 'Sally you were talking when I was talking to the class. The rule is..... If you do that again I will turn your card. Do you understand?'
Too often misbehaviour is dealt with in exasperation rather than assertively. It is much better to deal with misbehaviour at this stage so 'withitness' is critically important
2. Turn card (verbal reminder as above)
3. Yellow card which **must** be recorded in log. If a yellow card is given the incident is recorded but each child starts each lesson from the start of this procedure. This allows extra leeway for teachers who have moved classes.
4. Red Card Miss playtime/ lunch time. **Must** be sent by the Headteacher.

A word on recording

Every stage in giving a card must be recorded separately on the chart. Sign your name and describe the misbehaviour avoid vagueness eg silly behaviour.

B. Procedure for dealing with more serious misbehaviour eg swearing at teacher, physical violence eg punching not pushing/shoving

Straight to red. (There should be a collective intake of breath if a red card is issued.)

The Log

The log gives the school very useful data about behaviour. It helps the headteacher identify which classes and individuals are more challenging and what is working and not working.

C. Informing Parents

Parents, must be informed at the end of the school day if a child has received a red card by the child's class teacher.

If a child is excluded (fixed period or permanent) then the parents should be notified as soon as possible and no later than the end of the day.

D. After analysing the log if a particular child is receiving more than one card per week then the class teacher should introduce a behaviour plan (see attachment).

E. Avoiding behaviour problems, praise

The school places a high priority on avoiding behaviour issues in the first place. Hence the school has established clear routines for:

Movement into and out of the class.

Walking into the Hall.

Transitions in Class.

The school also is aware of the importance of promoting good social relationships which it does through teaching social skills through cooperative group work and feeding back examples of children good social skills regularly towards the end of lessons.

Discussions with staff have been made about the importance of avoiding 'empty praise' such as well done' good girl etc and that it is much more effective to describe the behaviour you want to see eg 'Paul you're sitting up with everything you need to start the work.'

The school is also developing its spirituality work and encouraging greater awareness of empathy and self-reflection.

F. Fixed period exclusions.

Only the headteacher can exclude a child. A child can be excluded for up to 45 day. This might be for lunchtimes only (if this is deemed to be appropriate).

Fixed period exclusions would be appropriate for a one off serious offense such as deliberately injuring another child or persistent lower level disruption and the behaviour system 'Good to be Green' is not being effective.

G. Permanent Exclusion

The decision to exclude a child permanently is a serious one. There are two main types of situation in which permanent exclusion may be considered.

1. The first is a final, formal step in a concerted process for dealing with disciplinary offences following the use of a wide range of other strategies, including fixed term exclusion, which have been used without success. It is an acknowledgement that all available strategies have been exhausted and is used as a last resort and where allowing the child to remain in school would seriously harm the education or welfare of the pupil or others in the school. This would include persistent and defiant misbehaviour including bullying.
2. The second is where there are exceptional circumstances and it is not appropriate to implement other strategies and where it would be appropriate to permanently exclude a student for a first offence or one off offence. These might include.
 - Serious actual or threatened violence against another child or a member of staff.
 - Sexual abuse or assault.
 - Supplying an illegal drug.
 - Carrying a weapon.
 - Arson

The Academy will consider police involvement and other agencies for any of the above offences.

These instances are not exhaustive but indicate the severity of such offences and the fact that such behaviour seriously affects the discipline and well-being of the School.

Exclusions Protocol

Exclusions will be conducted in accordance with the DFE's exclusions guidelines (2012)

Dealing with exclusions and Special Needs and Looked after children.

The school will make every effort to avoid excluding a child and it is particularly aware that vulnerable groups such as Special Needs children and Looked after children are disproportionately represented in the numbers of children who end up permanently excluded from schools.

Only after following the behaviour policy set out above and implementing successive behaviour plans would the school consider excluding a child. In addition the school would take advice from other professionals eg educational psychologists and arrange a meeting with all interested parties before taking further steps. The exception to this is if a child does a one off serious misdeed that would warrant an exclusion eg vandalising a teacher's car.

The school is fully aware of the impact that trauma and loss can have on a child's social, emotional and cognitive development.

Main points to note:

1. Only the head-teacher can exclude a child for one or more fixed periods up to 45 days.
2. When a child has received multiple exclusions or is approaching the legal limit of 45 school days of fixed period exclusions in an academic year, the head-teacher should consider whether exclusion is providing an effective sanction.
3. Whenever a head-teacher excludes a pupil they must, without delay, notify parents of the period of the exclusion and the reasons for it.(See Section 4 paras 25-37 DFE Exclusions from maintained schools, Academies and PRUs in England 2012)
4. The head-teacher, must without delay, notify the governing body and the LEA of a permanent exclusion, exclusions more than 5 days or if the child would miss a public examination.
5. The governing body has a duty to consider parent' representatives about an exclusion and must consider the reinstatement of an excluded pupil within 15 school days

References:

Exclusions from maintained Schools, academies and pupil referral units (2012) DFE