



Behaviour Policy (exclusions and appeals)

Person responsible: Head teacher
Ratified by the governing body: Summer 2021
Date for review: Summer 2024

A handwritten signature in black ink, appearing to read 'Anne-Marie Renshaw', is positioned below the text.

Reverend Anne-Marie Renshaw
Chair of Governors

Every child, every chance, every day

Aims of the policy

Our overall aim is to enable all children to learn effectively and within a safe and secure environment for learning.

To achieve this we need agreed principles and strategies to:

- promote positive behaviour management as a whole school principle and apply this consistently in practice.
- minimize problem behaviours through agreed and consistent support and response systems

Indicators of positive behaviour: expectations at Messing School

Our expectations are clear, communicated to all children, staff and parents and carers and modelled throughout the day to day practice of the school. They are summarised in the following Messing principles:

- **Be safe**
- **Be kind**
- **Be responsible**
- **Be respectful**

Within these parameters, class codes for learning are drawn up, in consultation with the pupils, at the beginning of every year and reflected in a class contract to which all agree.

Factors which influence positive behaviour: how we achieve our aims and expectations

Visibility and accountability: The Messing principles are prominently displayed throughout the school. Agreed class codes are also on display in each classroom.

Modelling: all staff within the school model expected behaviour and frequently draw positive attention to it when it is modelled/ displayed by pupils. They use consistent positive language E.g Encouraging children to make 'wise' choices.

The learning environment: Displays are used to celebrate achievement and positive learning behaviours. Organisation of the physical environment aims to promote responsibility, independence and orderly behaviour.

Teaching and learning: Learning experiences are designed for engagement and to maintain a focus on learning as a positive, motivating experience and the core purpose of the school. (See Learning and Teaching policy for more detail)

Involvement of pupils: Pupils are involved via School and class council; negotiating school/class codes of conduct; pupil voice surveys where their opinions regarding the schools systems and policies are sought; they are also encouraged to share any concerns with staff.

Curriculum and collective worship: Integrated into the curriculum are planned opportunities to explore, discuss and develop personal, social and moral understanding. This includes resources which focus on themes which impact on and contribute to pupils being able to manage their own behaviour and work and play effectively with others. Our PSHE scheme 'Jigsaw' supports this. This is accompanied by the use of whole school Assemblies which give opportunities to celebrate and reflect upon these themes and positive behaviour.

Managing external influences: It may be possible that children are exposed to emotional experiences outside school that cannot simply be 'switched off' when they enter school. Children are given the opportunity to indicate if they do not feel ready for learning and to talk through issues with a teacher or other trained member of staff outside of the classroom environment if appropriate. The school also encourages parents and carers to let the school know if issues at home might affect the child at school in any way. Our well-being programme supports pupils with this.

Rewards: The overall emphasis is on day to day recognition of good behaviour and positive attitudes to learning through verbal praise and feedback. Children should, above all, learn to 'want to' behave and gain satisfaction from the experience without the need for too many extrinsic rewards.

There are more formal reward systems in place to support the development and recognition of positive behaviour:

- Golden book certificates including lunch time behaviour (weekly)
- Lunchtime 'top table' awards
- Dojo's (These are given for agreed behavior and as praise for growth mindset attitudes to learning)
- Good news messages in home/school contact books

Each class may also have its own additional reward system such as 'marbles in the jar.'






Managing inappropriate behaviour (including the use of sanctions)

Children need to learn that inappropriate behaviour results in particular consequences. There are times when, although rules, routines and expectations of behaviour may be in place, different strategies may be required.

We have adopted a stepped approach, called the Levels of Intervention (see table below) to dealing with inappropriate behaviour (See below). These symbols are clearly displayed in each classroom and provide clear choices, warnings and consequences whilst also placing the emphasis on praising those who do act appropriately. It is important that the steps are followed consistently and in sequence, using a firm but calm tone of voice.

In addition there are set procedures for dealing with specific unacceptable behaviours for example, the use of time out at lunchtime. The school adheres to the principles of restorative justice, where appropriate, as this builds on the Messing principle of responsibility and reinforces the principles of choice and consequence which underpin the school's approach.

Bullying and Racism will not be tolerated in our school. (Please see Anti-Bullying Policy)

Positive Behaviour – Levels of Intervention				
<u>LEVEL ONE</u> All children are on <u>sunshine</u>	<u>LEVEL TWO</u>	<u>LEVEL THREE</u>	<u>LEVEL FOUR</u>	<u>LEVEL FIVE</u>
				
<p>Catch pupils on task/ behaving appropriately as often as possible</p> <p>Give attention for appropriate reasons.</p> <p>Plan to ignore certain behaviour only if: No safety issue The behaviour is not likely to get worse by being ignored You are able to ignore it</p>	<p>Behaviour expectation explained-thank you. (1st reminder) Child puts name on sun/cloud</p> <p>‘Name, put your name on the paper please by the time I return. Thank you.’</p> <p>‘Name, turn around and face the front. Thank you.’</p> <p>If behaviour continues...</p>	<p>Second behaviour reminder and a warning Child puts name on the cloud</p> <p>‘Name, I have already asked you to ... (repeat instruction) ... This is a second reminder. If I speak to again you will go onto the rain cloud.</p> <p>If behavior continues...</p>	<p>Child puts name on rain cloud.</p> <p>Teacher notes this and reason.</p> <p>If a child is on a raincloud 3 times in a week they miss part of their lunchtime (1 minute for each year of their age) and parents are informed.</p> <p>If behaviour continues...</p>	<p>Child puts name on lightning cloud and has TIME OUT with Headteacher if behaviour continues or pupil does not respond appropriately.</p> <p>If a child has time out with the Headteacher parents are informed. They will spend 15 minutes in at lunchtime.</p>

Managing inappropriate behaviour beyond the classroom

Expectations of behaviour at break and lunchtime are clear and take into account the social aspect of these occasions which allow for more informal behaviour amongst the children. Frequent opportunities are taken to address potentially inappropriate behaviours through reminders and modelling appropriate alternatives. However, where these expectations are persistently not met a clear sequence of consequences is in place.*(see appendix A)

Children with particularly challenging behaviour

At times there may be pupils who, despite the consistent use of a stepped approach, continue to exhibit behaviour which can be challenging to staff involved and lead to disruption that can impinge on other pupils' learning. It is important to seek to understand the reasons behind the behaviour in order to identify appropriate strategies and develop appropriate plans to address both the underlying issues and the consequent behaviour.

On rare occasions it may be necessary to consult with other professional agencies to support individuals. Instances of verbal and physical abuse will be addressed by a member of the senior leadership team and may result in a decision to exclude the pupil in extreme cases when all other avenues have been exhausted and there is a lack of positive response from the pupil (Ref DfE guidelines for exclusion).

Involvement of parents and carers

The school places a high emphasis on developing good relationships with parents and carers. Parents have a clear understanding of the expectations for their child's behaviour as a result of information provided via the school website, conversations with teachers and displays around the school. They are expected, encouraged and supported to take responsibility for the behavior of their child inside and outside of school.

Formal parents' meetings provide opportunities for parents/carers to discuss their child's progress. However, if there are concerns about a child's behaviour, these will be brought to the attention of the parent/carer at the first opportunity. In some cases there may be links to formal behaviour plans or home/school communication books.

Staff training(to enable the policy to work in practice)

All staff receive training on the Levels of Intervention and the Behaviour Policy. As and when appropriate, staff also attend courses relating to behaviour management issues and approaches. The Behaviour Policy is included in the induction pack for new staff.

The role of the class teacher

It is the responsibility of class teachers to ensure that the school rules are followed in their classes, and that their classes behave in a responsible manner during lesson time. The class teachers in our school have high expectations of the children with regard to behaviour, and they strive to ensure that all children work to the best of their ability. The class teacher treats each child fairly, and upholds the class rules consistently. The teachers treat all children in their classes with respect and understanding.

If a child misbehaves in class they will have an expectation reminder and be moved onto the **suncloud (level 2.)** If they continue they will have another rule reminder and be moved onto the **cloud(level 3.)** If they continue they will be moved onto the **raincloud (level 4)**. The class teacher keeps a record of incidents where pupils are moved onto the raincloud (level 4) and the reason for this. If a child is on the raincloud 3 times in a week parents are informed verbally by the class teacher and the child will miss minutes off their lunchtime equivalent to their age in years. (Eg a child of 7 will miss 7 minutes for their lunchtime) If the behaviour continues the child is moved to the **lightning cloud (Level 5)** where they will have time out with the Headteacher, parents/carers will be informed and the child will miss 15 minutes lunchbreak. Children will be informed about the level they are on -this isn't displayed. Additional strategies may be used by the class teacher to support positive behaviour management such as rewards and tallies.

Children who are always on sunshine and have not been on level 4 or 5 will receive a sunshine certificate home each half term and will have a reward of additional playtime .

The class teacher liaises with external agencies, as necessary, to support and guide the progress of each child. The class teacher reports to parents about the progress of each child in their class, in line with the whole-school policy. The class teacher may also contact a parent if there are concerns about the behaviour or welfare of a child. Should the behaviour require extra support the SENCO will be involved, and, working with the pupil, parent or carer and teacher draw up a behaviour management support plan. External support from agencies will then be involved to support the family and school in managing the behaviour.

The role of the Headteacher

It is the responsibility of the Headteacher, 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 their implementation of the policy. The Headteacher keeps records of all reported serious incidents of misbehaviour.

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 may permanently exclude a child. These actions are taken only after the school governors have been notified.

The role of parents

The school collaborates actively with parents, so that children receive consistent messages about how to behave at home and at school. We explain the school rules in the school prospectus, and we expect parents to read them and support them. We expect parents to support their child's learning, and to cooperate with the school, as set out in the home-school agreement. We try to build a supportive dialogue between the home and the school, and we inform parents immediately if we have concerns about their child's welfare or behaviour.

If the school has to use reasonable sanctions to punish a child, we expect parents to support the actions of the school. If parents have any concerns about the way that their child has been treated, they should initially contact the class teacher. If the concern remains, they should contact the Headteacher followed

by the Chair of the school governors. (Complaints policy) If these discussions cannot resolve the problem, a formal grievance or appeal process can be implemented.

The role of governors

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

The Headteacher has the day-to-day authority to implement the school's policy on behaviour and discipline, but governors may give advice to the Headteacher about particular disciplinary issues. The Headteacher must take this into account when making decisions about matters of behaviour.

Fixed-term and permanent exclusions

We do not wish to exclude any child from school, but sometimes this may be necessary.

Only the Headteacher (or the acting Headteacher) has the power to exclude a child from school. The Headteacher may exclude a child for one or more fixed periods, for up to 45 days in any one school year. In extreme and exceptional circumstances the Headteacher may exclude a child permanently. It is also possible for the Headteacher to convert a fixed-term exclusion into a permanent exclusion, if the circumstances warrant this. If the Headteacher excludes a child, s/he informs the parents immediately, giving reasons for the exclusion. At the same time, the Headteacher makes it clear to the parents that they can, if they wish, appeal against the decision to the governing body. The school informs the parents how to make any such appeal.

The Headteacher informs the LA and the local governing body about any permanent exclusion, and about any fixed-term exclusions beyond five days in any one term.

The local governing body itself cannot either exclude a child or extend the exclusion period made by the Headteacher. The local governing body has a discipline committee which is made up of between three and five members. This committee considers any exclusion appeals on behalf of the governors.

When an appeals panel meets to consider an exclusion, they consider the circumstances in which the child was excluded, consider any representation by parents and the LA, and consider whether the child should be reinstated. If the governors' appeals panel decides that a child should be reinstated, the Headteacher must comply with this ruling.

The Headteacher keeps a record of any exclusions on file.

Monitoring and review

The Headteacher monitors the effectiveness of this policy on a regular basis. She also reports to the local governing body on the effectiveness of the policy and, if necessary, makes recommendations for further improvements.

The school keeps a variety of records concerning incidents of misbehaviour. The class teacher records classroom incidents following the levels of intervention. The Headteacher records those incidents where a child is sent to him/her on account of inappropriate behaviour. We also keep a record of any incidents that occur at break or lunchtimes: lunchtime supervisors give written details of any incident in the incidents in the lunchtime book. The Headteacher keeps a record of any child who is suspended for a fixed term, or who is permanently excluded. It is the responsibility of the Local governing body to monitor the rate of suspensions and exclusions, and to ensure that the school policy is administered fairly and consistently.

The Governors, Headteacher and staff will ensure there is no differential application of the policy and procedures on any grounds, particularly ethnic or national origin, culture, religion, gender, disability or sexuality in accordance with the equality act 2010. They will also ensure that the concerns of students are listened to, and appropriately addressed.

The governing body reviews this policy every two years. The governors may, however, review the policy earlier than this if the government introduces new regulations, or if the governing body receives recommendations on how the policy might be improved.

Appendix A

Managing behaviour outside the classroom.

Our priority at lunchtime/break time is to provide a safe yet stimulating environment, where children feel secure and fully develop their social and interpersonal skills. They learn to deal with conflict in an appropriate way with the support and guidance of the adults supervising them.

Staff will always:

- Talk to children in a calm manner.
- Ask a child to come to them rather than calling across to them
- Give a child time to calm down if needed
- Give a child a behaviour reminder.
- If they repeat the same behaviour then they will be in the adult's small book.
- If they continue this behaviour they will be in the large lunchtime book.
- Where a pupil is disagreeing with versions of events the staff member will listen to the victim, perpetrator (separately) and gather any witness points of view. (each of these separately) These will be recorded.
- Any child in a small book 3 times in a week will talk to the Headteacher and miss 15 mins of their lunchtime on a Monday(KS2) 10 mins(KS1) (Proportionate to the behaviour and occurrence of behaviour). Parents will be informed.

Behaviours which will put children into the small book after a reminder:

- Back chatting/arguing with an adult
- Using the equipment inappropriately
- Play fighting
- Bad language
- Name calling
- Repeated unkindness (Laughing at someone who is hurt)
- Talking/messing around in the line

The following behaviours will put a child straight in the large book and they will be sent in immediately:

- Running away from an adult when being spoken to—straight in the large book and sent in.
- Shouting at an adult—straight in the large book and sent in if they continue after a calm down reminder.
- Deliberately hitting someone else—Straight in the large book and sent in(after it has been investigated with witnesses)
- Extreme bad language straight in in the large book and sent in.

Behaviour Consequences

Behaviour	Consequence
Ignore behaviour if minor and not disruptive.	
<p>Work through levels 1-4 for the following behaviour examples:</p> <p>Ignoring instructions Talking in assembly Repeat occurrence of above Refusing to work Being disruptive Back chatting Taunting/teasing/winding others up/ Silly name calling</p>	
<p>Sent to Head /Parents informed/ Loss of playtime at lunchtime</p> <p>Throwing small objects Harming someone Damage to property Swearing Verbal abuse to staff/children</p>	
<p>Sent to Head / Meeting with parents/ Internal exclusion /Support plan</p> <p>Fighting/biting Throwing dangerous objects Serious verbal abuse to staff/children Refusal to do as asked and defiance Serious damage to property</p>	
<p>Sent to Head /Meeting with parents /Fixed term exclusion</p> <p>Physical violence, intimidation, racism or persistent bullying Cyber bullying Vandalism Sexual swearing Running out of school Stealing Serious physical abuse to staff/children</p>	