

HORNINGSHAM PRIMARY SCHOOL

Behaviour and Exclusions Policy

'Together we learn'



OUR MISSION STATEMENT

We are a successful, community school with a strong family feel. We nurture and inspire everyone in our community to be the best they can. With strong traditional values and high expectations, we ignite a passion for life-long learning and enable our children to be confident, aspirational and creative learners.

Behaviour and Exclusions Policy

Policy reviewed by staff:	December 2023
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Policy published:	January 2024
Next review:	September 2024

Rationale

We aim at Horningsham to ensure that every member of the school community feels valued and respected and that each person is treated fairly and well. We are a caring community, whose values are built on mutual trust and respect for all. The school behaviour policy is therefore designed to support the way in which all members of the school can live and work together in a supporting way. High standards of behaviour are expected of all pupils at all times and all staff, pupils and parents have a collective responsibility to uphold our values, principles and policies consistently.

We believe that every pupil and member of staff has the right to:

- Feel safe
- Be respected (property too)
- Learn



Aims

- 1) To promote good behaviour and respect
- 2) To promote an environment where everyone feels happy, safe and secure
- 3) To foster positive caring attitudes towards everyone
- 4) To encourage self-discipline and responsibility for their own behaviour
- 5) To be consistent and fair with clear boundaries of acceptable behaviour
- 6) To provide measures in preventing unacceptable behaviour

Approach

A consistent approach by all adult members of the school community is essential in achieving and maintaining effective discipline. We believe that a positive approach to discipline is more effective than being negative and confrontational. Underpinning our approach is the notion that behaviour is choices and consequences. All pupils are responsible for the choices they make and understand the resulting consequences - both in terms of rewards and sanctions.

Golden Rules

The school expects every member of the school community to behave in a considerate way towards others. In order to achieve this, Golden Rules are established across the whole school. These are displayed in every classroom and in the hall and referred to by all staff. Golden Rules encourage good manners, respect for others, listening to others, self-control, and good working habits.



Roles and Responsibilities

Although the Headteacher is ultimately responsible for overseeing the behaviour and discipline in the school, it is a shared responsibility with teaching staff, TAs, MDSAs and parents.

The Role of the Headteacher	The Role of Governors
<ol style="list-style-type: none"> 1. The Headteacher has the day-to-day authority to implement the school behaviour and discipline policy 2. To report to Governors on the effectiveness of the policy. 3. To ensure the health, safety and welfare of all children in the school. 4. Support the staff by implementing the policy, setting the standards of behaviour, and by supporting staff in the implementation of the policy. 5. Keep records of all reported serious incidents of misbehaviour. 6. Give fixed-term exclusions to individual children for serious acts of 	<ol style="list-style-type: none"> 1. The Governing Body has the responsibility of setting down these general guidelines on standards of discipline and behaviour, and of reviewing their effectiveness. 2. The Governors support the Headteacher in carrying out these guidelines. 3. Governors may give advice to the Headteacher about particular disciplinary

misbehaviour.		issues. The Headteacher must take this into account when making decisions about matters of behaviour.
7. For repeated or very serious acts of anti-social behaviour, the Headteacher may permanently exclude a child.		
Children's responsibilities are:		Parents' responsibilities are:
☺ To abide by the Golden Rules.	☺ To make sensible choices.	☺ To be aware of the Golden Rules and expectations.
☺ To treat others with respect.	☺ To co-operate with other children and adults.	☺ To support the school in the implementation of this policy.
☺ To be responsible for their own actions.	☺ To be responsible for their own actions.	☺ To be good role models.
		☺ To make child aware of appropriate behaviour in all situations.
		☺ To encourage independence and self-discipline.
Staff responsibilities are:		
☺ To treat all children fairly and with respect.		
☺ To create a positive and safe environment.		
☺ To use rules and sanctions clearly and consistently.		
☺ To be good role models.		
☺ To teach and value appropriate behaviour and discourage anti-social behaviour.		
☺ To communicate with staff and parents re: pupils displaying notable behaviour, both excellent and inappropriate.		

Strategies for Encouraging Good Behaviour:

- ☺ We make our expectations of good behaviour clear.
- ☺ We model positive behaviour.
- ☺ We explicitly teach social and communication skills through assemblies and PSHE.
- ☺ We discourage unsociable behaviour by promoting mutual respect.
- ☺ We encourage children to take responsibility for their own actions and behaviour.
- ☺ We set good standards of behaviour through example.
- ☺ We encourage rules being kept with reminders and positive reinforcement for good behaviour.
- ☺ We use praise as the main strategy in encouraging appropriate behaviour.
- ☺ We ensure high quality teaching to keep pupils engaged.

Rewards

- ☺ We praise good behaviour both publicly and privately.
- ☺ A quiet word, a thumbs up or an encouraging smile. Sometimes stickers are used too.
- ☺ We award team points for helpful, good and kind behaviour as well as for learning.
- ☺ Pupils earn merits when they collect a set amount of team points.
- ☺ A visit to another member of staff for recognition.
- ☺ We hold regular assemblies to celebrate and reward children's achievements in both learning and behaviour.
- ☺ Golden Time takes place in each class weekly to reward a positive attitude in class and for keeping the Golden Rules.
- ☺ We award 'Headteachers' Awards' and the 'Kindness Cup' each seasonal term.
- ☺ We reward the winning team with a certificate each term and an end of year 'treat' for the winning team.

Sanctions

When poor behaviour is identified, school will use a range of sanctions including:

- ☺ A verbal or visual reminder if the Golden Rules are broken and when inappropriate behaviour is displayed.
- ☺ A warning if misbehaviour continues.
- ☺ Being moved within the classroom.
- ☺ Finishing work in their own time.
- ☺ Asked to leave the classroom for a few minutes in order to calm down/reflect.
- ☺ Loss of privileges if the warning is not heeded, such as missing part of their Golden Time (opportunity to earn this back).
- ☺ Missing part of breaktime or lunchtime.
- ☺ Working in another classroom for a limited period.
- ☺ Setting of tasks, such as an apology letter/card, writing out the Golden Rules.
- ☺ Sent to speak to the Headteacher.
- ☺ Time out or withdrawal (e.g. within an activity, within class, with another member of staff).
- ☺ Withdrawal of major privileges e.g. not allowed to attend a school trip.

The nature of the sanction is to be decided by the class teacher or relevant member of staff. Age and context will always be considered, however our expectations are the same for all pupils. In the case of a dangerous or aggressive incident or flagrant disregard for the Golden Rules then a member of staff should go straight to loss of privileges and inform the Headteacher.

If a child repeatedly breaks the Golden Rules:

<ol style="list-style-type: none"> 1. Withdrawal of privileges over a period of time. 2. Involvement of class teacher and or Headteacher as appropriate. 3. Informal contact with the parents through the class teacher or Headteacher. 4. Formal contact with the parents through the class teacher or Headteacher. 5. Home to school behaviour book, if relevant. 6. Setting up of behaviour individual behaviour plan. 	<p>NB this list includes actions that can be taken and not necessarily the order in which actions progress. Actions will be decided by the class teacher in consultation with the Headteacher and dependent on the</p>
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7. Consideration of exclusion procedures.	context and behaviours displayed.
8. Possible exclusion – dependent on behaviours displayed.	

Partnership with Parents

- Communicating good and inappropriate behaviour with parents is important for reinforcing policy and expectations.
- Working in partnership with parents is essential so that clear and consistent messages are understood by pupils, and that parents can recognise and feel assured our policy is carefully thought out to ensure we manage behaviour fairly and effectively.

Working with Other Agencies

- Continuing disruptive behaviour may necessitate involvement of other agencies (e.g. Behaviour Support, Educational Psychologist) so that a multi-agency approach can be implemented to support a child and modify behaviour.
- Any work with other agencies will be undertaken with the consent and involvement of the parents.

De-escalation Measures

Ideally preventing disruptive behaviour is a key aim and as a staff we agree working principles based on need within each classroom to minimise situations arising where known triggers are identifiable. Staff however may need to use a range of agreed strategies to de-escalate situations in some instances with disruptive and challenging pupils.

De-escalation measures for some pupils include:

<ul style="list-style-type: none"> • Use of calm voice and control of noise levels. • Setting clear, simple limits and responses. • Distraction and diverting attention. 	<ul style="list-style-type: none"> • Provide cool down area / resources. • Use positive statements. • Give opportunity for a face saving option.
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Individual Behaviour Plans and Risk Assessments:

- Some pupils will require an IBP (Individual Behaviour Plan) which outlines more specifically set rules, rewards and sanctions following a greater need to monitor and modify their behaviour.
- IBPs will be shared with all staff to ensure consistency in approach and some elements, where appropriate and necessary, may be shared with other children (for their own well-being and in support of a child with need).
- Risk assessments will always be completed following a serious incident (e.g. excessive violence), which clearly outline identifiable triggers, preventative measures, de-escalation strategies, use of restraint and 3 step plan in a crisis.
- Risk assessments will be shared with all staff to ensure that there is consistency and clear understanding of specific procedures and provision for the child.

Totally Unacceptable Behaviour

Vandalism, Racism, Harassment, Bullying, Rudeness to Teachers – none of these in any form is tolerated.

The following measures will be implemented following an incident (dependent on the nature of the incident and context there may be a need for immediate exclusion and this list may not be done therefore in a progressive order).

- 1) Have calm discussion with child and those involved.
- 2) Inform the parents/invite them into school.
- 3) Record incident and follow up action to be taken.
- 4) Establish / review individual behaviour plan and/or complete a risk assessment.
- 5) Review and monitor regularly.
- 6) Follow exclusion procedures.

Physical Assault, Harmful Sexual Behaviour (against either a member of staff or another child)

- 1) Try to follow steps 1 – 5 as above.
- 2) For children on an IBP refer to their risk assessment for de-escalation strategies and 3 step plan in a crisis.
- 3) If necessary use acceptable restraint procedures (see section below).
- 4) Follow exclusion procedures and follow steps 1 – 5 on child's return to school (if fixed term exclusion).

The use of 'reasonable force' in school

There are circumstances when it is appropriate for staff to use reasonable force to safeguard children. The term 'reasonable force' covers the broad range of actions used by staff that involve a degree of physical contact to control or restrain children. This can range from guiding a child to safety by the arm, to more extreme circumstances such as breaking up a fight or where a young person needs to be restrained to prevent violence or injury. 'Reasonable' in these circumstances means 'using no more force than is needed'. The use of force may involve 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 the classroom. Horningham Primary School follows DfE advice for schools is available at [Use of Reasonable Force in Schools](#).

All staff will follow our behaviour policy and all pupils are encouraged to follow these expectations to reduce the need for the need for 'use of reasonable force.' Staff will work in collaboration with pupils and parents/carers to plan positive, proactive

behaviour support which may include support plans, referral to specialist agencies and agreeing actions to reduce the occurrence of challenging behaviour.

Restraint in school

In some instances there may be a need to restrain a pupil, where they are at risk to themselves and/or others. Restraint may also be an agreed action on a child's individual behaviour plan. Only staff qualified to restrain will undertake this using Team Teach approach. Parents will always be informed immediately if this is implemented and an account will be written up and submitted to the Local Authority (using the LA restraint reporting – red book).

Fixed-term Suspensions and Permanent Exclusions

'Exclusion' is the umbrella term for both 'suspension' and 'permanent exclusion'. Exclusion will take place as a result of a serious breach of discipline which has arisen at school. Only the Headteacher has the power to suspend or exclude a pupil from school. The Governing Body itself cannot either exclude a pupil or extend the exclusion period made by the Headteacher.

A pupil may be suspended for one or more fixed periods (up to a maximum of 45 school days in a single academic year), or permanently excluded. The Headteacher may also exclude a pupil permanently. It is also possible for the Headteacher to convert a fixed-term exclusion into a permanent exclusion, if circumstances warrant this. A permanent exclusion will be taken as a last resort.

For the purposes of exclusions, a school day is defined as any day on which there is a school session. Therefore, INSET or staff training days do not count as a school day.

Horningsham Primary School is aware that off-rolling is unlawful. Ofsted defines off-rolling as: *"...the practice of removing a pupil from the school roll without a formal, permanent exclusion or by encouraging a parent to remove their child from the school roll, when the removal is primarily in the interests of the school rather than in the best interests of the pupil."*

We are committed to following all statutory exclusion procedures to ensure that every child receives an education in a safe and caring environment. Any decision to exclude must be:

1. lawful (with respect to the legislation relating to exclusions and to a school's wider legal duties)
2. reasonable
3. fair
4. proportionate

A decision to exclude a pupil will be taken only:

- In response to serious or persistent breaches of the school's behaviour policy, and
- If allowing the pupil to remain in school would seriously harm the education or welfare of others.

Before deciding whether to exclude a pupil, either permanently or for a fixed period, the headteacher will:

- Consider all the relevant facts and evidence, including whether the incident(s) leading to the exclusion were provoked
- Allow the pupil to give their version of events
- Consider if the pupil has special educational needs or a disability (SEND)

Procedure for exclusion:

1. Headteacher verbally informs the parents immediately.
2. Within 24hrs the Headteacher confirms in writing the reasons for the exclusion and the length of a fixed-term exclusion and makes it clear to the parents that they can, if they wish, appeal against the decision to the Governing Body.
3. Headteacher informs the LA and the Chair of Governors about any fixed-term or permanent exclusion.
4. Headteacher endeavours to meet with the parents and child prior to their return from a fixed exclusion for a reintegration meeting to discuss how their behaviour will be monitored and measures that will be in place.

Appeals

1. The Governing Body shall form an Exclusion Appeals Committee, which is made up of three members. This committee considers any exclusion appeals on behalf of the governors at a Governor Disciplinary Committee Meeting for the child.
2. When an Exclusions Appeals Committee meets to consider an exclusion they consider the circumstances in which the pupil was excluded, consider any representation by parents and the LA, and consider whether the Headteacher's decision is to be upheld.
3. If the Governors' Exclusion Appeals Committee decides that a pupil should be reinstated, the Headteacher must comply with this ruling.

Positive return to education planning (PREP) meeting

Following a fixed-term exclusion the pupil and their parents will be invited to attend a reintegration meeting to discuss how their behaviour will be monitored and measures that will be in place. The purpose of a meeting with parents and a pupil following an exclusion is to maximise the chances of the pupil having a successful return to school.

School connectedness and relationships are seen as crucial in leading to a number of positive outcomes for children. Exclusion from school is likely to have a negative impact on such relationships and a consistently applied approach to helping pupils return positively to school can reduce the likelihood of further suspension or even permanent exclusion.

For further information, please refer to the DfE document: [School Suspensions and Permanent Exclusions](#) (September 2023).

Staff Development and Support:

Regular training and professional development of behaviour strategies will be undertaken by all staff to ensure we are equipped to deal as effectively as possible with all behaviour needs and situations.

Training includes: de-escalation, managing ADHD, ADD, ASD, Behaviour Support surgeries with SEND support and EP take place alongside surgeries for staff to discuss and develop strategies with external professionals for specific and general need.

Monitoring

- The Headteacher monitors the effectiveness of this policy with staff on a regular basis.
- The school keeps a variety of records of incidents of misbehaviour and the Headteacher keeps a record of any pupil who is excluded for a fixed-term, or who is permanently excluded.
- The Governing Body monitors rate of exclusions, and ensures that the school policy is administered fairly and consistently.

<p>This behaviour policy is written in accordance with the school's legal duties under the Equality Act 2010, in respect of safeguarding and in respect of pupils with SEND.</p>	<p>Supporting Policies:</p> <ul style="list-style-type: none"> ▪ SEND Policy ▪ Safeguarding and Child Protection Policy ▪ Staff Behaviour Policy ▪ Whistleblowing Policy ▪ Online Safety Policy ▪ Code of Conduct for Parents ▪ Complaints Policy
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Agreed by Governing Body:	January 2024
Date for review:	September 2024