

# St John's Highbury Vale C of E Primary School

## BEHAVIOUR AND EXCLUSION POLICY

### PART 1: Behaviour Policy

#### Governors' statement of principles for a behaviour policy

- encourage pupils to have respect for themselves, for their peers and for adults;
- encourage pupils to have a respect for the rights of others, including teachers;
- encourage pupils to have a respect for the property of others, including the school;
- encourage pupils to be accountable for their own behaviour;
- encourage self - discipline and self - control;
- strongly discourage aggressive behaviour of all kinds;
- place importance on reinforcing positive behaviour more than punishing misbehaviour;
- increase and widen pupil's sense of belonging in the school community;
- ensure fair and honest treatment and place an emphasis on attempts to identify and address causes for mis-behaviour rather than just treating symptoms;
- encourage the partnership between school and home through the early involvement of parents of a pupil whose behaviour is persistently difficult.

The general principles may be summarised as:

- respect for people,
- respect for property and
- respect for the school.

### **Our vision**

Our vision is:

**“to be a school where every child is valued as a unique individual created in the image of God, where everyone has equal opportunities and where teaching and learning are of a consistent high standard.”**

We could summarise our vision with the phrase: **“Every Child, Every Opportunity, Every Day.”**

We aim to provide the foundation on which children can grow, enabling them to move on to the next stage of their lives, confident that, in the words of St. Paul:

***“I can do all things through Christ who strengthens me”***

*Philippians 4:13*

### **Our ethos and values**

St John's is a nurturing and dynamic community, rooted in Christian values, where children are encouraged to be the best they can be.

The following values are our guiding principles:

- Love
- Kindness
- Forgiveness
- Friendship
- Respect

- Wisdom
- Courage
- Trust

We will do everything we can to help every child understand the importance of these values through the way we behave towards them and each other. Each child's educational, emotional and spiritual welfare is vitally important and we commit to doing our very best for every child.

### **How these values are promoted**

We are alert to signs of bullying and harassment, and deal firmly with such behaviour if it occurs. Our strategies for these areas of behaviour are inter-linked and can be seen in greater detail in the Anti-Bullying policy.

Staff recognise that an absorbed and stimulated child is less likely to display uncooperative behaviour.

To achieve these objectives, and to promote these values, staff will formulate and work towards guidelines or rules, which will be shared with children and parents, in order to promote positive behaviour.

### **Our behaviour principles**

We have the St. John's 'Golden Rules' which are prominently displayed at school and with which all children should be familiar.

Everyone at St John's will:

- work co-operatively and to the best of their abilities
- take time to listen carefully to one another
- act safely and with consideration to one another
- speak politely without swearing or shouting
- care for each other and for their property
- be trustworthy, truthful and honest
- value each other's culture and language

Other rules on more practical matters such as toys, playtime and meals are formulated by staff and communicated to parents.

Class rules are established with each class and are regularly reinforced to ensure that the children are clear as to what is expected of them in terms of behaviour. Class rules are regularly reviewed to ensure consistency across the school.

### **Disputes between children**

Inevitably there will be times when children fall out with each other or have arguments. Children are expected to deal with disputes calmly, listening carefully to others' points of view. If they cannot resolve arguments themselves, they should ask a member of staff to assist them. Staff members will encourage the children to be honest and truthful when explaining what has happened, to listen carefully to others without interrupting and to accept that the resolution may be that they are in the wrong or cannot have things as they want them.

## **Rewards and sanctions**

- We use praise constructively and award recognition and responsibility where appropriate. We give more tangible rewards such as merit or good effort certificates/ stickers, or award House Points, as suited to the child and the situation.
- Although we stress encouraging and rewarding good behaviour, sanctions will sometimes be necessary. Children should be aware that if they fail to reach expected standards of behaviour, there will be consequences.
- Sanctions may include verbal disapproval, loss of play or privileges such as Golden Time, working out of class with a member of staff, working in another class or being given extra work.
- Children who have displayed unacceptable behaviour may be referred by a member of staff to the Headteacher, Deputy Headteacher or a senior member of staff.
- If children are exhibiting unacceptable behaviour, members of staff may call parents in to discuss the situation and how the child may be supported.
- At termly review meetings, teaching staff may alert the management team of children exhibiting unacceptable behaviour or children who may need additional support. These children can be referred to the school pastoral care team who can enlist external support from professionals if appropriate.
- In more serious or continuing cases of inappropriate behaviour, staff will make a written record of incidents which will then be passed to the Head teacher in the form of a Behaviour Report. Parents will normally be called in to see the Headteacher after three Behaviour Reports have been received for the same kind of misbehaviour.
- A serious case of misbehaviour, including bullying may result in a child having an internal exclusion for a day. This involves a child being educated in a class other than their own class or in the headteacher's office.
- Although exclusions are extremely rare in this school, in extreme cases a fixed term or permanent exclusion is an option. Exclusion would only be used when other strategies and sanctions have not been effective over time or when there has been a single clear and serious breach of discipline. Further details are given in Part 2 of this policy.

## **Extended schools**

We expect children attending out of school hours classes, activities and clubs to abide by our behaviour policy guidelines. Tutors /instructors are aware of our behaviour expectations. Children receiving two verbal warnings relating to behaviour during an out of school hours activity will be given a written warning. If the behaviour continues the children will be excluded

## **PART 2: Exclusion Policy**

**St John's Highbury Vale Primary School seeks to avoid exclusions and they are extremely rare in this school. They take place only for very serious incidents or when other strategies have been tried and have failed over time.**

In most cases exclusion will be the last resort after a range of measures have been tried to improve the pupil's behaviour and after a range of strategies have been put in place to address the inappropriate behaviour which may lead to exclusion.

The Headteacher and staff will identify pupils whose behaviour places them at risk of exclusion, and seek additional provision to meet their individual needs, which could include working in partnership with other agencies.

Fixed term and permanent exclusions are used when other strategies and sanctions have not been effective over time or when there has been a single clear and serious breach of discipline.

A serious offence could by itself justify a pupil's exclusion. This may include an aspect of the following:

- Violence towards an adult or child
- Swearing at an adult or child
- Racist verbal abuse
- Sustained bullying (*see Anti-Bullying Policy*)
- Frequent high level disruption to lessons
- Frequent high levels of non-compliance
- Frequent high levels of disrespect to adults who work in the school

### **Exclusion**

Each individual situation will be investigated according to need. The Headteacher will gather evidence and seek the opinions and advice of colleagues. The views of the pupil/s will also be sought to gain the full picture before action is taken. If satisfied that, on the balance of probabilities, the pupil did what he or she is alleged to have done, the Headteacher may exclude the pupil.

### **Managing serious or persistent problems**

- We accept that it is the behaviour that is the problem and not the child
- The behaviour of children giving cause for concern will be assessed
- Triggers or antecedents will be established
- Individual programmes will be planned to help modify inappropriate behaviour
- The child may be referred to an external agency for some extra support
- Parents will be invited to discuss their child's behaviour and an individual programme drawn up. They will be kept informed of progress.

### **Individual Behaviour Support Plans**

Behaviour Support Plans will be used to help pupils at risk of exclusion in order to support them to make correct behaviour choices. They will:

- Identify objectives and address one target at a time;

- Include strategies for managing the environment, the class or group, the activities which give rise to the inappropriate behaviours;
- Emphasise teaching the child alternative positive behaviours;
- Specify the behaviour that is unacceptable and the consequence should it occur e.g. time-out, reporting to Headteacher etc;
- Include some form of self-assessment – e.g. chart to grade own behaviour during a session – to encourage responsibility for own behaviour.

## **Classrooms**

Teaching and learning must be able to take place undisturbed in classrooms. If this is prevented from happening by an individual or group, the behaviours must be tackled.

The aim of our positive behaviour management policy is:

- to help pupils realise the appropriate behaviour and provide strategy/guidance on putting it right
- to reward positive behaviour
- to help support behaviour modification if pupils persist in making 'wrong' choices with their behaviour.

To support good behaviour we have a clear process that is shared with the children. Class rules are established with each class. These are regularly reinforced to ensure that the children are clear about the levels of expectation of their behaviour, and reviewed to ensure consistent use across the whole school.

## **Types of exclusion**

1. Fixed term exclusion (formerly known as being 'suspended'). This is used when persistent inappropriate behaviour continues over time or if a one-off serious offence is committed.
  - Violence towards an adult or child ( which is deliberate and/or causes serious injury )
  - Swearing at an adult or child
  - Racist verbal abuse
  - Sustained bullying (see Anti-Bullying Policy)
2. Permanent exclusion (formerly known as being 'expelled'). Permanent exclusion is very rare as it is a very serious matter and is never undertaken lightly. Only the Headteacher can permanently exclude a pupil or a named deputy if the Headteacher is out of school.

The Headteacher may decide to permanently exclude a pupil only when s/he is sure that:

- the pupil has seriously breached the school's behaviour policy.
- if the pupil remains in school, it would seriously harm the education or welfare of the pupil or others in the school.

There is a formal process for all exclusions and these have to be reported to the Local Authority. The school is able to seek advice from the relevant LA officers, such as the Inclusion Officer if necessary.

Parents are able to seek advice from the Local Authority if they have concerns, and may also contact the Governing Body following an exclusion if they wish to.

Parents of all pupils who are excluded for a fixed-term will be invited to a reintegration meeting, usually on the pupil's first morning back into school, so that an appropriate way forward can be agreed. A Pastoral Support Plan will then be put in place to support the pupil. This is reviewed with parents until it is no longer felt to be necessary or further measures are needed.

Date approved by Children, Families and Community Committee:	Nov 2015
Date adopted by Governing Body:	Nov 2015
Date for next review:	Autumn term 2017

Related policies:

St. John's Golden Rules  
Anti-Bullying Policy  
Home-School Agreement