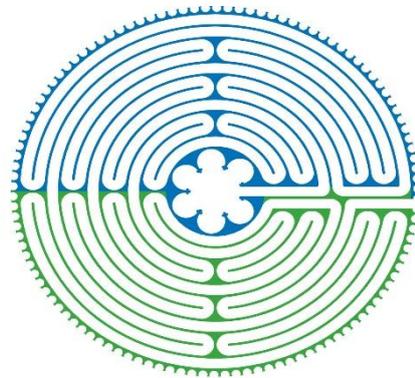




The Keys Academy Trust

Behaviour and Exclusion Policy



The
Coombes
CE Primary School

Date: September 2017

Review: September 2018

(1) Aims

The aim of this policy is to indicate to Staff, Parents, Governors and other interested parties how good behaviour and discipline are promoted and encouraged at The Coombes C of E School.

(2) Introduction

Schools are places of learning and it is important that behaviour is managed in a way to enable each and every child to fulfil their potential. We want to create a safe, positive environment where children are happy and ready to learn. All Staff at the school recognise that good behaviour and discipline are vital if pupils are to feel safe and secure and are to make the progress of which they are capable.

(3) Key points

(i) Expected behaviour

Across the whole school there will be seven main guiding principles which are applicable to every child, this is known as The Coombes Code.

Coombes Code

Work hard and always do your best

Be kind, friendly and respectful to everyone in school

Listen when someone is talking to you

Respect your own and others possessions

Always tell the truth

Be ready to forgive each other

Look smart and have the uniform and kit you need for each day

Within the first couple of days of the new school year, each class will write a class charter which will describe in a more detailed and age appropriate manner the behaviour that is needed to achieve these guiding principles.

The behaviour we expect from our pupils is set out in our 'Coombes Code'. The code is also regularly discussed during Assemblies and in PSHE lessons.

(ii) The role of parents and carers

The school works collaboratively with parents and carers in an effort to ensure that children receive consistent messages about how to behave from home and within school.

We explain the school values and expectations in the Parent Guide, and we expect parents and carers to read these and support them.

We hope that parents and carers will be keen to support their child's learning, and to cooperate with the school, as set out in the Parent Guide. We try to build a supportive dialogue between the home and the school, and we inform parents and carers immediately if we have significant concerns about their child's welfare or behaviour.

If the school has to use reasonable sanctions for a child, the expectation is that parents and carers will support the actions of the school. If parents and carers have any concern about the way that their child has been treated, they should initially contact the class teacher. If the concern remains, they should contact the school office who will arrange for a senior member of staff to meet with them. If these discussions cannot resolve the problem, a formal grievance or appeal process can be implemented via the Interim Academy Committee.

iii) Encouraging and rewarding good behaviour

Rewarding Positive Behaviour

All classroom behaviour will be measured through a traffic light system which focusing on acknowledging and rewarding good behaviour.

Each day a child starts on green and when a child has shown exceptional learning skills (resilience, patience, concentration, team work, listening etc) or demonstrates one of the guiding principles, they will move onto the sunflower. As this great behaviour continues the child then progresses onto the 'Star'. This achievement is recorded and their name is entered into a prize draw at the end of each term. You will be informed every time this happens so that you can share in your child's achievements. (The more times that their name goes into the book, the more chances they have of winning a prize). Teachers will acknowledge and model positive behaviour at all times.



At Lunch Time

At lunch and break times, the staff can award green cards to children who demonstrate exceptionally positive behaviour. These cards can be used, back in class, to move through the traffic light system.

Support

At The Coombes we recognise that each child has individual behavioural needs, therefore rewards and support are always the first option of the school to ensure that the child can make positive choices. However, if a child's behaviour interferes with the learning of others then consequences will be used.

Bullying

"unwanted negative behaviour, verbal, psychological or physical conducted by an individual or group against another person (or persons) and which is repeated over time"

The school will follow a 'zero tolerance' approach to all bullying.

Achievement Certificates

Where a pupil's work or behaviour has been particularly noteworthy their name can be written in the Achievement Book which is kept in each class room. This is checked on a weekly bases and the names are publicised in the weekly newsletter. If a child has really impressed a teacher for a particular element of behavior or attitude they are awarded a certificate which is given to them during assembly. Their names are also added to the newsletter.

To preserve the value of these certificates as a reward a maximum of one name per class per week. However, Staff may feel there are weeks no children in their class merit a certificate.

Where no names are included one week or for several weeks for a class for whatever reason, the maximum of one name still applies – missing three weeks does not mean that four names can be included for week four.

(iv) Sanctions

Sanctions for unacceptable behavior

Consequences for Inappropriate Behaviour

If a child chooses to behave in a way that does not follow the guiding principles their name will be moved from green to amber. This acts as a warning and gives the child the opportunity to make positive behaviour choices. If the inappropriate behaviour continues the name will be moved onto red and finally the storm cloud which is below this. At this point the child's name will be recorded, and their behaviour will be monitored by Mr Robinson. As a consequence, they will lose some of their play time.

At this point, if the inappropriate behaviour continues, the child will be moved through a series of steps from time out in SLT classroom, into the 'Time Out Room' and then to see the Head Teacher. At this point, parents will be informed to discuss appropriate consequences.

<u>Wave</u>	<u>Type of behaviour</u>	<u>Main strategies/ procedures</u>	<u>Definitions</u>
Wave 1	Low level disruption in class	Use of classroom strategies. Verbal reminder of expectations.	Wave 1 behavioural incidents are those that can be resolved using the normal behaviour management strategies of

		Visual display for pupils (Traffic lights, name on the board etc.). Follow up discussion with member of staff.	the class teacher or other responsible member of staff. Incidents at this level would include examples such as name calling, talking in class, lack of completion of a task, inappropriate language or other predictable low level behaviours that have occurred as a one off or infrequently.
Wave 2	Persistent Low level disruption	Isolation within the class (Time out), e.g. Removal from activity for short time, Isolation out of class to another class, e.g. short time in other Year class. Withdrawal of privileges, e.g. loss of break for specified time, later completion of work, or other appropriate sanction at this level. Follow up discussion with class teacher or team leader as appropriate.*	Wave 2 behavioural incidents are those that can be resolved using additional strategies such as Time Out for 5-10 minutes. Incidents at this level would include examples such as deliberate disruption within a lesson, offensive language, inappropriate physical behaviour or repeated low level behaviours over a longer period of the day.
*Where a child's behaviour at Wave 2 has been concerning enough for the child to be referred to the Key Stage Leader or more senior staff member then consideration should always be given to the need to inform parent/carers via a follow up conversation with the child's class teacher or other responsible member of staff. Consideration should also be given to the need to review current provision or targets to support a proactive approach to improving pupil behaviour.			
Wave 3	Significant incidents of unacceptable behaviour.	Isolation to the Headteacher. Withdrawal of privileges/School Community Service. Parent/carers meeting to be held.	Wave 3 behavioural incidents are those that cannot be resolved using Wave 1 and Wave 2 strategies. They will typically involve the child or young person becoming extremely angry and upset, significantly disrupting the learning of others, and refusing to follow adult direction. They may also involve significantly abusive language or aggressive behaviour directed at others.
Exclusion will be used as a last resort.			

Guidelines for sanctions for unacceptable behaviour at lunchtimes

<u>Wave</u>	<u>Type of behaviour</u>	<u>Main strategies/ procedures</u>
Wave 1	Low level disruptive behaviour on the playground/field.	Child to spend a few minutes in time out from issue e.g. up to 5 minutes walking with an adult on duty or sitting quietly.

	Verbal lack of respect to adults/peers.	An apology verbal/written is expected from the child.
Wave 2	Physical /aggressive behaviour or persistent infringement of Wave 1 behaviour.	Time out – remove from playground and place outside staffroom/office. Report to teacher. If necessary, Key Stage Leader/LMT to record incident on a lunchtime incident form in school behaviour file. Withdrawal of privileges may be appropriate.
Wave 3	Persistent infringement of Wave 2 behaviour or Wave 2 behaviour that is a Health and Safety issue.	Incident recorded on a lunchtime incident form in school behaviour file. – child to miss lunchtime for up to 5 days. An apology to <ul style="list-style-type: none"> ✓ Aggrieved pupil ✓ Adult ✓ Class Parents to be informed if name appears 3 times in any half term period.

(v) Behaviour of Staff

Staff are aware of the powerful influence they exert as behaviour role models. Therefore staff treat all pupils and also each other with courtesy and respect at all times.

(vi) Physical/corporal punishment

At no time is physical or corporal punishment used. Other unacceptable sanctions include:-

- Giving 'lines' – the punishment needs to fit the 'crime'.
- Punishing the whole class for the misdemeanors of individual pupils.
- Leaving or putting a child in an unsupervised situation – this would include keeping a child 'in' unless a member of Staff is with the child or sending a child out of the room to somewhere they cannot be seen.
- Leaving a child standing or sitting outside the Office during playtime or lunch time unless this has been discussed and agreed with the Headteacher – Office/Admin Staff have their own jobs to do and cannot be expected to supervise pupils.

(vii) Exclusion

At The Coombes C of E School, we aim to avoid excluding pupils through:

- the establishment of positive relationships with our pupils;
- the timely application of in house intervention strategies such as social skills groups;
- the involvement of The Keys Academy Trust services.

Nevertheless, serious misbehaviour may still arise and may result in a pupil being excluded from school. **Only the Headteacher can take the decision to exclude** and it would follow a **significant** breach of school rules such as

- Violence and/or threats towards another pupil or a member of Staff;
- An attack or threat of a sexual nature;
- Persistent refusal to follow instructions or requests;
- Disruption of lessons;
- Bringing any sort of weapon, drugs or alcohol into school, whether or not there was an intention to use it.

Three types of exclusion are open to schools – fixed term, which is temporary for a specified number of days; permanent, where the pupil may not return to the school; and exclusion for the lunch time period, where the Parent is required to collect the child at the start of lunch and return him/her for the afternoon session.

The type and duration of exclusion is related to

- the nature of the misdemeanor
- the child's previous record.

Permanent exclusion would not normally be the first resort. However, this remains open to the school even after just one incident where the misbehaviour is particularly significant – for example serious and deliberate damage to a fellow pupil or teacher.

In all cases of exclusion the appropriate Department for Education guidance, forms and letters are acted upon and used.

(viii) Additional Behavioural Support

At The Coombes C of E Primary School we recognise that in order to meet our aims of ensuring that every member of the school community feels valued and respected, and that each person is treated fairly and well we sometimes need to offer an individual approach.

Some children such as pupils with a specific Special Need or exceptional circumstance will require additional support with regards to their behaviour in order to learn the standards of behaviour that come naturally to the majority of our community. In such cases a Pastoral Support Plan will be put in place (or specific behaviour targets including on a child's Individual SEN provision plan) and shared with parents/carers as well as relevant staff. This plan will outline the extra support needed for these pupils as well as appropriate rewards and sanctions to use for their individual needs. The class teacher, Inclusion Leader and senior staff liaise where appropriate with external agencies to support and guide the progress of each child.

Date of this policy	November 2015
Date for review	Autumn 2017