



Byfield School

Behaviour Policy

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SECTION ONE

Introduction

At Byfield School we believe that there are a number of fundamental principles that underlie a productive learning environment.

- **We believe that positive behaviour approaches and feeling part of a community are more effective than sanctions and isolation.**
 - We use systems to ensure we praise children's positive behaviour constantly and consistently.
 - Pupils are given the opportunity to take on a wide range of responsible roles where they can develop their personal skills.
 - Adults within our school engage with children personally and challenge them to engage in the life of the school directly.
 - We try to promote pupil autonomy by promoting self-discipline, and active involvement in the learning process, and by showing an interest and concern for pupil development in our school.
- **We believe that 'good behaviour' is more than just compliance.**
 - Good behaviour in school is about behaving in a way that enables the best learning. The best learners don't simply follow rules – but are independent, resilient, determined; they are problem-solvers; they work well with others in a team; they are caring to those around them.
 - Good behaviour also enables others to be the best learners – by working as part of a team, collaborating with others, and enabling others to be the best that they can be.
- **We believe that good behaviour is something which needs to be taught, modelled, and supported.**
 - Children observe the way adults behave and respond to challenges and use this as a model. It is the adult's responsibility to demonstrate effective ways to deal with conflict, challenge, and problematic behaviours.
 - Positive behaviour should be consistently reinforced.
 - A restorative approach, which links in with the PSHCE curriculum, is the most effective way of teaching good behaviour.
 - Children should have opportunities to learn to be self-aware, regulate their emotions, be motivated to learn, learn how to show empathy and learn and apply a range of social skills.
 - Some children may require additional support, interventions, or use of external specialists or therapies to help them – and acknowledge that when behaviour is not good, it could be a sign of trauma, Adverse Childhood Experiences, Anxiety or worry.

SECTION TWO Legislation and statutory requirements

This policy is based on advice from the Department for Education (DfE) on:

- [Behaviour and discipline in schools](#)
- [Searching, screening and confiscation at school](#)
- [The Equality Act 2010](#)
- [Keeping Children Safe in Education](#)
- [Use of reasonable force in schools](#)
- [Supporting pupils with medical conditions at school](#)

It is also based on the [special educational needs and disability \(SEND\) code of practice](#).

In addition, this policy is based on:

- Section 175 of the [Education Act 2002](#), which outlines a school's duty to safeguard and promote the welfare of its pupils
- Sections 88-94 of the [Education and Inspections Act 2006](#), which require schools to regulate pupils' behaviour and publish a behaviour policy and written statement of behaviour principles, and give schools the authority to confiscate pupils' property
- Schedule 1 of the [Education \(Independent School Standards\) Regulations 2014](#); paragraph 7 outlines a school's duty to safeguard and promote the welfare of children, paragraph 9 requires the school to have a written behaviour policy and paragraph 10 requires the school to have an anti-bullying strategy
- [DfE guidance](#) explaining that academies should publish their behaviour policy and anti-bullying strategy online

SECTION THREE – Behaviour Systems

We are a no-shouting school. This means that at the start of each academic year, teachers and students together sign a contract agreeing not to shout whilst inside the building. It is explained that we do this because as adults – we recognise that problems and conflicts are not resolved by shouting. We also discuss there are times when it is acceptable to shout, and discuss these, including times when there is a need to prevent an emergency. When speaking to children about their behaviour through shouting, research shows, children do not listen to the words being said and are less likely to change their behaviour, it is just registered as volume and noise. In order to have a positive, nurturing environment, built on our values of respect and caring, shouting is only used inside if there is an emergency.

At Byfield School classes develop their own rules in addition to the no shouting policy at the start of the year. These are discussed with the teacher and class, linked to the British Value of 'The Rule of Law'. Children understand the reason we have rules and the value of them through having these discussions. The rules are clearly displayed in all classrooms (a child should be able to see and read the rules from any point in the classroom). Generally these rules will focus on 4 key aspects

- How everyone in the class treats others.
- How everyone in the class is expected to work with determination
- How everyone is expected to treat resources/classroom
- What children or adults do if there is a problem

These rules are linked to the whole school approach or promoting 6 values. With a focus on one per half term.

These are the values which enable children to be the best they can be and to work as part of a community. We believe these values are the key to lead a successful and rewarding life.

- We are Respectful
- We are Responsible
- We are Determined
- We are Caring
- We are Fair
- We are Courageous

In addition, sets of rules, consequences and rewards are taught and displayed in each classroom.

CONSEQUENCES:

Step 1 - Prompt

- Reminder of the rules – ask the child
- Child given reminder of what they should be doing.
- Suggested script: “what is our rule about...” “I need you to...” Key Stage 2 “You need to....”

Step 2 – Move

- Second warning
- Move to another seat/space away from distractions
- Child continues with work
- Suggested script: “I need you to...” (Key Stage 2 “You need to....”)

Step 3 - Reflection Time

- 5-minute Reflection time, where child thinks of or discusses solutions.
- When child returns welcome, discuss solutions to problem is necessary, ensure child knows what they need to do to achieve in lesson
- Loss of 5 minutes of break (in class)

Step 4 - Partner Class

- 10 minutes time in partner class.
- Loss of part of lunch in corridor by offices (their age in minutes) and spoken to about behaviour.
- Teacher speaks with parents.

Step 5 - Headteacher

Sent to partner class for rest of session. (If children refuse to move to their partner class, they will be collected by headteacher/senior teacher.)

Loss of whole of lunch – eating their lunch first

Sad letter home by Assistant Headteacher

Step 6 – Repeatedly going up to step 5.

- If step 5 happens twice in a week Executive Headteacher will contact parents and arrange a meeting to discuss behaviour.
- Child will be on a Report Card for 2 weeks
- If the behaviour continues during or after being on report, there will be a Behaviour meeting with Headteacher and parents
- Internal Exclusion

Children will move through steps 1-4 with a fresh start the next day where possible. However if behaviours occur during the afternoon consequences will carry over to the next break time. Stages 5 and 6 will only happen once per day before moving onto next stage 6. Threatening, discriminatory or violent behaviour may progress through the stages more Quickly.

Severe Clause and Bullying Clause

For serious incidents, there will be times when children are sent straight to the Assistant Headteacher or Executive Headteacher. This may lead to a formal exclusion.

Bullying is defined as the repetitive, intentional harming of one person or group by another person or group, where the relationship involves an imbalance of power.

Bullying is, therefore:

- Deliberately hurtful
- Repeated, often over a period of time
- Difficult to defend against

Bullying can include:

TYPE OF BULLYING	DEFINITION
Emotional	Being unfriendly, excluding, tormenting
Physical	Hitting, kicking, pushing, taking another's belongings, any use of violence
Prejudice-based and discriminatory, including: Racial Faith-based Gendered (sexist) Homophobic/biphobic Transphobic Disability-based	Taunts, gestures, graffiti or physical abuse focused on a particular characteristic (e.g. gender, race, sexuality)
Sexual	Explicit sexual remarks, display of sexual material, sexual gestures, unwanted physical attention, comments about sexual reputation or performance, or inappropriate touching
Direct or indirect verbal	Name-calling, sarcasm, spreading rumours, teasing
Cyber-bullying	Bullying that takes place online, such as through social networking sites, messaging apps or gaming sites

Details of our school's approach to preventing and addressing bullying are set out in our anti-bullying strategy

Zero-tolerance approach to sexual harassment and sexual violence

The school will ensure that all incidents of sexual harassment and/or violence are met with a suitable response, and never ignored.

Pupils are encouraged to report anything that makes them uncomfortable, no matter how 'small' they feel it might be.

The school's response will be:

- Proportionate
- Considered
- Supportive
- Decided on a case-by-case basis

The school has procedures in place to respond to any allegations or concerns regarding a child's safety or wellbeing. These include clear processes for:

- Responding to a report – Via CPOMs
- Carrying out risk assessments, where appropriate, to help determine whether to:
- Manage the incident internally
- Refer to early help
- Refer to children's social care
- Report to the police

Please refer to our child protection and safeguarding policy for more information.

Off-site behaviour

Sanctions may be applied where a pupil has misbehaved off-site when representing the school. This means misbehaviour when the pupil is:

- Taking part in any school-organised or school-related activity (e.g. school trips)
- Travelling to or from school
- Wearing school uniform

In any other way identifiable as a pupil of our school

Sanctions may also be applied where a pupil has misbehaved off-site at any time, whether or not the conditions above apply, if the misbehaviour:

- Could have repercussions for the orderly running of the school
- Poses a threat to another pupil or member of the public
- Could adversely affect the reputation of the school
- Sanctions will only be given out on school premises or elsewhere when the pupil is under the lawful control of the staff member (e.g. on a school-organised trip).

SECTION FOUR - Reward Systems

Children are rewarded in a number of different ways.

Daily	Weekly	Termly
<ul style="list-style-type: none"> Stickers – especially for younger children and nursery Individual reward dojo for children for good behaviour and good work. work to show other teacher. Taking work to show headteacher. Work being put on class dojo/social media 	<p>Sharing great quality work in assembly – this work is then displayed in the school entrance, and classroom. (3-5 children weekly)</p> <p>Dojo Certificate every 25 reward points. (50/100/150...)</p> <p>Presentation and Handwriting Award (Best presented work, or improvement in presentation gets award.)</p> <p>Handwriting Pen licences.</p> <p>Golden time – Time for every session where children worked hard and completed work.</p> <p>Great work shared on class dojo.</p>	<p>End of term – class dojo certificate</p> <p>Positive postcards for other items of specific praise.</p>

There will also be other regular awards linked to subjects, for example a reading award, times-table award, presentation award, pen licences. This will change depending on the school and class priorities.

A major aim of the school policy is to encourage all children to show good behaviour by operating a system of praise and reward. In addition, each class teacher gives verbal or written praise as often as possible. Our reward system is based on classdojo. Children are not reward through dojos for academic achievements (although this work is celebrated by showing headteachers, being displayed, sharing with the class, etc) - they collect positive dojos (www.classdojo.com) for good behaviour, core values and work ethic. When children earn 50 positive dojos they will receive a certificate. They can also be given negative dojos for poor learning behaviour, not following our core values and poor playtime and lunchtime behaviour.

Achievement Assembly

All Certificates are given to individuals – based on what they have achieved.

Super-hero children are also chosen at the beginning of each week – they may be random, although some children are selected if we identify they need a boost in esteem that particular week. The Super-hero child's photograph is displayed in the classroom and other children and adults are encouraged to add a post it to the poster stating why that child is a superhero.

Class Dojo Certificates. Children are given Certificates when they have been given 50, 100, 150...Dojos – for every multiple of 50.

Superstar award - Specific Rewards and Certificates are also awarded. These reflect whole school focuses, and in the past have been based on – Presentation of Work, Times Table Speed, Improving Reading, Amount of Effort shown in class, All Star Certificates – for children who have done a particularly effective piece of work.

Examples of the child's work are shown in assembly & the reasons that children have been chosen are shared.

Lunchtimes

Lunchtime Supervisors award lunchtime stickers for good behaviour at lunchtimes. Children who have displayed particularly good behaviour are awarded a headteacher's sticker in the Achievement assembly. Records of all children receiving these are kept in the Lunchtime Behaviour Book.

Lunchtime leaders can award Dojos for children who are particularly well behaved also.

Out of school achievements

Children are encouraged to talk about their achievements out of school during assemblies. Any certificates, medals or trophies will be shown and the child's achievements celebrated. Most children respond to this positive approach where their efforts are seen to be valued. They make considerable efforts to improve their work, and, where necessary, their behaviour.

SECTION FIVE - Sanctions

Sadly, there will be times when children display unacceptable behaviours. Children need to discover where the bounds of acceptable behaviour lie, as this is a part of growing up. Minor breaches of discipline are generally dealt with by the class teacher in a caring, supportive and fair manner. There is some flexibility and sanctions are appropriate to the age of the child.

Each case is treated individually. Generally, children are made aware that they are responsible for their own actions and that breaking rules will lead to sanctions. At all times staff should encourage good behaviour through praise and reward. No member of staff must in any way physically chastise a child or belittle a child to control behaviour. Staff should try to maintain a quiet atmosphere in their classroom. If sanctions are necessary, the following may be used, depending on each child's needs.

Other sanctions, if used, should be in the spirit of this policy.

Sanctions

- Consequences as in section 2 above.
- Scripted language is used and repeated until the child has made the correct choice.
- Verbally correct the child, being explicit about what behaviour you would like from them.
- Redirect to another activity.
- Talk to the child – discuss what has happened.
- Discussion in groups or whole class or as part of circle time.
- Where a child has not completed work to their ability, repeat it during playtime.
- Miss playtime (under supervision).
- Write a letter of apology / draw a picture.
- Loss of responsibility or privilege.
- Behaviour modification programme – setting targets.
- Parental involvement.

Major breaches of discipline include physical assault, deliberate damage to property, stealing, leaving the school premises without permission, verbal abuse, refusal to work and disruptive behaviour in class.

This type of behaviour is generally rare and it is the responsibility of the Assistant Headteacher, Executive Headteacher and the SENCO will decide on the appropriate consequence or interventions. In all cases, the individual circumstances of the child and the event will be taken into account. A record of serious incidents is kept in the pupil's file. Parents have the right of appeal to the Governing Body against any decision to exclude.

In extreme circumstances, physical restraint or physical intervention to move a child to another area might be necessary. This would be carried out by a trained member of staff using the Team-teach approach. Guidance on this is given in the school's Restrictive Intervention Policy.

Confiscation

Any prohibited items found in pupils' possession will be confiscated. These items will not be returned to pupils.

We will also confiscate any item which is harmful or detrimental to school discipline. These items will be returned to pupils after discussion with senior leaders and parents, if appropriate.

Searching and screening pupils is conducted in line with the DfE's [latest guidance on searching, screening and confiscation](#).

SECTION SIX -Lunchtime Supervision

Lunchtime Supervisors provide the overall supervision of children, however any serious incidents are taken to the Headteacher, or senior teacher if the head teacher isn't in school. The remaining teachers are not on duty at lunchtime, but class teachers and first-aiders may be called upon for advice if necessary. In the event of the Headteacher being off site at lunchtime, a senior teacher will take responsibility for overseeing the work of the Lunchtime Supervisors.

CONSEQUENCES:

Step 1 - Prompt

- Reminder of the rules by Lunchtime Supervisor – ask the child
- Child given reminder of what they should be doing.
- Suggested script: “what is our rule about...” “I need you to...” Key Stage 2 “You need to....”

Step 2 – Move

- Second warning
- Move to another seat/area of playground away from where the problem occurred
- Child continues with play
- Suggested script: “I need you to...” (Key Stage 2 “You need to....”)

Step 3 - Reflection Time

- 5-minute time out in designated space.
- Teacher told and child given Red Dojo
- Name written in lunchtime behaviour book
- When child returns welcome, ensure child is refocused with a game/area where they can have a better breaktime

Step 4 – Moved off playground

- Rest of lunch or break missed in corridor by school office.
- Next break of lunchtime, writing or drawing an apology.
- Message sent home to parents.

Step 5 – Assistant Headteacher/Executive Headteacher

- If step 4 happens twice in a week Headteacher will contact parents and arrange a meeting to discuss behaviour.
- Child will be on a Report Card for 2 weeks
- If the behaviour continues during or after being on report, there will be a Behaviour meeting with Headteacher and parents

Children will move through steps 1-4 with a fresh start the next day where possible. However, if behaviours occur at the end of a lunchtime, consequences will carry over to the next break time.

Severe Behaviour Clause: Threatening, discriminatory or violent behaviour may progress through the stages more Quickly.

Class teachers are informed of the decision and contact with the parent will be made if necessary. If strategies put into place, after discussions with the parent, are not effective in reducing the inappropriate behaviour, the child may be required to go home for lunch for a period of time. (See Appendix A)

During lunchtimes, the school employs a lunchtime play leader, who has a different role to the lunchtime supervisors. The lunchtime play leader runs 30 minute sessions with the specific focus on targeted interventions to help children with teamwork, social skills, making and keeping friendships, self-esteem, and other areas are planned in if necessary. In addition to this, the lunchtime play leader runs specific sporting interventions, aimed at promoting these same skills in a sporting context.

SECTION SEVEN -Parents

Byfield School strives to create a climate where staff work in partnership with parents. We try to achieve this by supporting and involving them wherever possible. This policy of shared partnership facilitates the best possible provision for each child. Concerns expressed by parents are valued, discussed and acted upon, with appropriate steps being taken to alleviate these concerns. Parents have an important role in encouraging their children to recognise good behaviour.

Parents can help by:

- Recognising that an effective school behaviour policy requires close partnership between school and home;
- Discussing the school rules with their child, emphasising their support of them and assisting when possible with their enforcement;
- Attending Termly Learning Conferences, parents' functions and developing informal contacts with school;
- Understanding that staff deal with behaviour problems patiently and positively;
- Impressing on children that they should respect adults in school;
- Not openly criticising school in front of their children, on the internet or social networking sites;
- Encouraging children to be punctual;
- Encouraging their children to talk to adults in school if anything goes wrong.

If children have a problem in school, parents are welcome to come in and discuss it. Parents should not approach other children or parents directly. The Head teacher will notify parents of the decision to impose a fixed term temporary exclusion and if parents do not agree they can make their views known to the Governors via the School Office.

SECTION EIGHT - Supporting children with specific behaviour needs

If a child is identified as having behavioural difficulties, there are a number of systems that are in place to support them.

These are:

- Individual targets are set for each child with negotiated rewards for reaching these targets;
- Half termly reviews of progress towards targets take place;
- Children receive Teaching Assistant time in which to work on their specific targets;
- If appropriate outside agencies are involved in which to work on anger management, raising self-esteem or protective behaviours;
- Circle time groups;
- Where appropriate, a Lunchtime Group focusing on teamwork, social skills, making and keeping friendships, self-esteem, or other area if necessary.
- The child's seating positions and grouping are carefully thought through;
- All staff are informed of the child's needs and regular updates are provided;
- Where a child has a significant problem they may receive specific teaching input in behaviour modification techniques.

Behaviour Support Plan

Whilst our procedures for managing behaviour are successful in most cases, occasionally a child with specific behavioural issues may need an alternative approach if they do not respond to the regular course of action. Staff and parents will be made aware of sanctions used in these cases. These children may be given additional support and strategies to manage their behaviour which may be targeted on a Behavioural Support Plan (BSP) in line with the Special Educational Needs Policy. A Behavioural Support Plan will include:

- A description of the inappropriate behaviour
- The target behaviour (preferred behaviour)
- Strategies in place to teach target behaviour
- Know triggers
- Strategies to avoid incidents
- Adult response
- Closure
- Follow Up/Further Action 12
- Date for Review

The Behavioural Support Plan should be signed by the parent/carer and class teacher before it is implemented. A copy should be sent to the Headteacher.

SECTION NINE - Record-Keeping

Records of poor behaviour are kept on class-dojos as red dojos for minor issues. Specific children, who are consistently moving up the steps in the school sanction ladder have records kept by the class teacher. Year on Year comparisons are made and any escalation in behaviour by individuals or groups is investigated.

These children have behaviour plans in the form of one page profiles, where strategies and triggers are reviewed termly. If these strategies are not sufficient, as identified through the behaviour records, Personal Behaviour Plans will be put in place. These are regularly updated and reviewed to ensure that the child's targets are being met. Copies of working records are kept in school to inform the reviewing and planning of the Personal Behaviour Plan. They are monitored by the SENco.

It may often be necessary to log a child's behaviour so that this information can be used to inform any decisions that are made, relating to the management of the child's behaviour.

Violent, aggressive, or peer-on-peer abuse will be recorded on CPOMs in accordance with our safeguarding policy.

If a child uses racist language against a member of an ethnic minority group, the appropriate paperwork should be completed in addition to sanctions given. If physical intervention is necessary, the appropriate form should be completed by the member of staff who intervened.

Children who continually struggle with their behaviour may also have a Positive Handling Plan.

If an assault is made on a member of staff (either verbal or physical) the appropriate form will be completed.

SECTION TEN- Roles of Staff

As a part of the rewards and sanctions approach within our behaviour policy, all staff use behaviour modification strategies to change individual children's behaviour when it is unacceptable. Each child is different, so it is important that the cause of the behaviour is investigated and plans made to meet individual needs. There is an acknowledgement that the causes of poor behaviour cannot always be identified. These strategies include supporting a pupil during times of stress, modelling behaviour, using rewards and praise to encourage good behaviour and using small step targets for some individuals.

The Class Teacher will

- expect a high standard of behaviour from all children.
- Implementing the behaviour policy consistently
- Modelling positive behaviour
- Providing a personalised approach to the specific behavioural needs of particular pupils
- Recording behaviour incidents

Where a child has difficulties, the class teacher will:

- Ensure that appropriate behavioural targets are set and progress towards them is being made;
- Monitor target charts and complete them as necessary;
- Monitor the child's behaviour;

- Ensure that Teaching Assistants (TAs) are spending time with the child;
- Review targets on a termly basis;
- Inform parents as to progress being made at Termly Learning Conferences

The SENCO will:

- Have an advisory role during initial contact with the class teacher;
- Where a more substantial problem exists, the Deputy Head will become directly involved with behaviour modification and liaise with external agencies including an Educational Psychologist
- Ensure that TAs are spending the allocated amount of time with the child;
- Review targets on a termly basis with the class teacher – if appropriate;

Teaching Assistants will:

- Work with children in groups or individually on targets for set periods;
- Complete working records;
- Provide more informal feedback to the class teacher relating to the child's progress;

Lunchtime Supervisors will:

- Monitor the general behaviour of children;
- Record and report back to staff relating to behaviour, where appropriate;
- Identify children who are experiencing behavioural problems on the playground for the member of the Senior Leadership team on duty, who will assess the problem.

The Assistant Headteacher

The Assistant Headteacher has responsibility for supporting the Executive with the day-to-day management, – this includes school's work, including the welfare and safety of pupils.

The Assistant

- Ensuring that Behaviour Policy is consistently followed throughout the school – ensuring that children are praised consistently, and the correct approach, as agreed to in this policy, is followed for Sanctions
- Ensuring that parents are informed about the provision and procedures and liaise with parents over any concerns regarding their child's behavioural needs.
- Facilitating regular liaison time for teaching staff and support staff to discuss concerns and programmes for children with behavioural difficulties;

The Executive Headteacher

The Executive Headteacher's responsibilities include:

- Keeping the governing body fully informed of all developments concerning the management of behaviour in the school;
- Ensuring Governors are provided with information about exclusions both fixed and permanent.
- Keeping the class teachers informed of all decisions made by outside agencies concerning children with behavioural difficulties;
- Along with the SENCo, ensure that the involvement of all appropriate external agencies aids the development of provision for children with behavioural difficulties whilst maintaining appropriate provision for other pupils in the school;
- Ensuring that Behaviour Policy is consistently followed throughout the school.

SECTION ELEVEN - External agencies

External agencies are contacted when required, to observe and assess children, to give advice to staff and to help develop appropriate programmes. Written or verbal parental agreement is required before any member of these agencies sees a child.

On rare occasions, the police might request information about a pupil, because of events in or out of school. On these occasions, the parents may or may not be informed, depending on the circumstances.

There are times when it might be necessary to disclose information to Social Services about a child. On these occasions, action will be taken in accordance with the child protection guidelines issued by Northamptonshire County Council.

SECTION TWELVE - Governors

The Governors' duties include promoting the importance of a behaviour policy to all stakeholders.

The Governing board has the brief of monitoring the work of the school regarding the behaviour of pupils.

Parents of excluded pupils can make representations to the Governing Board if they feel the exclusion is not warranted. This will be through the Stowe Valley MAT complaints procedure.

The Headteacher will report any exclusions or behavioural issues to governors by direct contact with the Chair of Governors and through the governors' meetings.

The Governors' policy on the use of exclusion is included in this policy as Appendix A.

SECTION THIRTEEN - LINKS TO OTHER DOCUMENTATION & POLICIES

- Physical Intervention Policy
- Anti-Bullying Policy
- Safeguarding/Child Protection Policy
- SEND policy

Appendix A – Use of Exclusion

Governors' policy on the use of exclusion

In any situation where exclusion is being considered, the DfE guidance and advice will be carefully followed.

Exclusion of a pupil for any period will normally be used only after all other available strategies to improve the pupil's behaviour have been conscientiously employed.

However, as the legislation recognises, there are situations which arise suddenly and are of a particularly serious nature where exclusion will be appropriate, even though the usual procedures prior to exclusion have not been in place. This guidance tries to indicate what these situations might be and to make clear, for the benefit of the Headteacher, staff, parents and pupils, the circumstances in which the Governing Body would support the exclusion of a pupil.

Before deciding to exclude a child, the Headteacher will give careful consideration to the child's intention and motivation in the specific incident or incidents leading to the possibility of exclusion.

Whenever a child is temporarily excluded, a plan will be agreed with parents, the pupil and the staff concerned for the return of the child after the period of exclusion. The aim will always be to help the child improve his or her behaviour.

Immediate exclusion can be used where there is a threat to the safety of others in the school or to the pupil concerned. Such exclusion would usually be temporary, but in the most extreme circumstances permanent exclusion may be the appropriate response. A permanent exclusion would only be made after the Executive Headteacher has had further opportunity to consider the incident in question. The following could be met with immediate exclusion, though this would not be an automatic response.

- Intentional violence against a member of staff or a volunteer
- Extreme violence against another child
- Extreme verbal abuse deliberately directed at a member of staff
- Possession of alcohol, drugs or cigarettes
- Sexual abuse of another child
- Exclusion as a final sanction

Where other strategies for improving the child's behaviour have failed and the behaviour is repeated or sustained, the following may also be grounds for exclusion:

- bullying of another child, in the form of physical attack, emotional abuse or through racist, sexual or other forms of verbal abuse
- verbal abuse of a member of staff
- damage to or destruction of property
- persistent disruption or disobedience which prevents other children from learning

The decision to permanently exclude is made by the Headteacher or person nominated by the Headteacher. Permanent exclusion is the last sanction and only used in extreme circumstances.

The Governors board must then meet to consider that decision and decide to support that decision or to reinstate.

At all times the views of the parents of excluded pupils should be taken into account.

Exclusion at lunchtime

This may be used in response to incidents during the lunch break.

Intentional violence against a Lunchtime Supervisor or extreme verbal abuse directed deliberately towards a Lunchtime Supervisor may result in immediate exclusion.

Exclusion will also be considered when other strategies have failed and unacceptable behaviour such as that outlined in the previous section repeatedly occurs at lunchtime.

The maximum period for lunchtime exclusion will be three weeks. The Executive Headteacher has the discretion to require the child to be off the premises at lunchtime for a longer period where shorter exclusions have already been used and the child continues to behave unacceptably. The child will always be offered a fresh start at the beginning of the school year.

Internal Exclusion

It is important to us at Byfield Primary School that the above exclusions are kept to a minimum where possible. Internal exclusion will therefore, be introduced as and when it is felt appropriate, as a staged sanction prior to a fixed term exclusion and / or permanent exclusion.

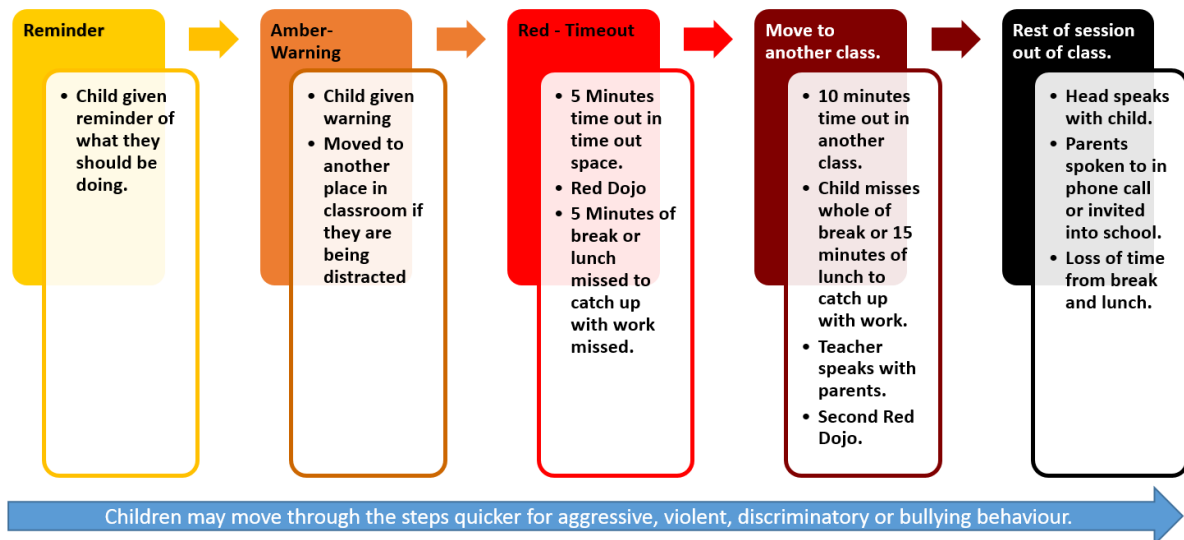
Internal Exclusion means that a child will be supervised on the premises by a member of staff but away from other children who are not internally excluded. Break times will also be timetabled at other times to children in school. Work will be provided by the school and will be completed by the child during the school day.

This sanction will be discussed verbally with the parent of the child and confirmed by letter.

NB The school is under a duty to make reasonable adjustments to its policy to ensure pupils with SEND are not discriminated against. We may, in these instances need to apply different sanctions or apply our existing sanctions in a different way to avoid putting a disabled pupil at a substantial disadvantage in relation to non-disabled pupils.

Appendix 2 – Behaviour Steps

Behaviour Steps



Appendix 3 – Lunch and Play Behaviour Steps

Lunch and Play Behaviour Steps

