

Shoreham Beach Primary School



Behaviour Policy

Revised: September 2020

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BEHAVIOUR POLICY FOR SHOREHAM BEACH PRIMARY SCHOOL

Aim of this Policy:

To provide an accessible and easily understood statement of expectation of behaviour for pupils, staff, parents and the wider community.

As a school we aim to:

- create an environment which is positive and flexible and which acknowledges that the children are individuals.
- create surroundings which promote a sense of security and well being.
- create an environment in which we openly talk about problems.
- have a Junior Governors and School Council as part of our culture which emphasises the need for children to take responsibility and have a voice that will be heard.
- praise and celebrate the children's positive behaviour.
- to create a safe, understanding environment for the re-integration of children back into school (Covid-19) – see section below, page 7.

School Values

These school values set out the core rule base of the school, are displayed in each classroom, are used as assembly themes and form the basis of our celebration assemblies.

Respect – each other as people and their rights, one another's work, views, efforts and property

Enjoyment – try to enjoy all opportunities and respect the rights of others to do the same

Acceptance – be accepting of others differences and opinions

Confidence – attempt all challenges with confidence and allow others' confidence to develop

Honesty – always be honest, it is usually best to tell the truth

These school values will be reflected in the class rules that each class sets at the beginning of the year. These rules are constantly referred to during the year and may vary in detail and language according to the developmental stage of the children.

By implication **children are expected to:**

- always walk inside the school building
- be independent in getting out and putting away their resources
- try their best
- be truthful
- follow their own class rules
- keep the classroom and playgrounds free from litter
- stay with their teacher until the person who is to collect them arrives (YR-2)

- contribute to class council

Adults are expected to:

- create a safe environment for children to express their views
- praise and encourage children in all ways for positive behaviour, good social skills, work well done, etc
- use 'solution focussed thinking' strategies to help a child change their behaviour
- find opportunities to share success
- liaise frequently with parents
- use every opportunity to promote children's self-esteem and confidence
- value contributions from home and community
- listen to children's views and respect their opinions
- be a model for children by explicitly living the school values, 'REACH'
- ensure the school is tidy and free from clutter
- not dismiss a child unless there is a known adult to collect them (YR-2)

Parents are expected to:

- monitor safeguarding practices
- encourage children to be independent in taking care of their belongings
- encourage children to talk to an adult in school if they have a problem
- support children with home/school activities
- praise children's work/behaviour and encourage them in their learning
- come to consultations evenings and contribute to the parents' section of their child's school report
- talk to teacher/head if there is a concern regarding their children
- never openly criticise other children/their families or staff
- ensure regular attendance and inform the school if children are unable to attend
- be aware of safety and therefore not park outside school in places that puts anyone at risk
- tell a teacher or the head of any concerns/problems we may encounter when helping in school

Governors are expected to:

- act for the benefits of the pupils
- be impartial and ensure they keep paramount the concern for pupils and staff
- form a close working partnership with the school and the rest of Shoreham Beach community
- seek the views of parents on important issues/developments
- support and promote the work of the school and build on its successes
- advise and oversee the work of the school
- make policy and set priorities, giving the Headteacher scope to implement them
- monitor health and safety issues at the school
- represent the views of the community to the school and of the school to the community
- treat as confidential any matter concerning the personal circumstances or welfare of an individual pupil, parent or member of staff
- promote the complaints procedure and encourage parents to use it if necessary
- not make public critical remarks about any aspect of the school in the interests of good management, courtesy and fair play

Rewards and Sanctions

Our positive behaviour policy is built on the appropriate use of rewards. Rewards are many and various and include verbal praise, stickers and certificates.

The behaviour management of all children in the school is the responsibility of all adults and is based on Solution Focused Thinking (SFT).

All classes throughout the school will have a similar tripartite system of 'traffic lights'. All children begin the day on green and move to amber or red if they choose inappropriate behaviour.

However if a child persists in poor behaviour in the classroom, it is important that they are taught to recognise that their behaviour choices lead to consequences.

1. Children who misbehave will be reminded that their behaviour is unacceptable (first warning) and will be (using SFT), reminded how to behave appropriately.
2. If the inappropriate behaviour continues, the child's name/picture will be moved to amber. At all times, the inappropriate behaviour is referred to rather than the child.
3. If the child's behaviour remains inappropriate after a further warning they will be moved to red. They will lose 5 minutes of their playtime.

At any time during the process and throughout the day the child can move back up to amber/green for behaving appropriately.

Inappropriate behaviour in the playground will result in the child having 'time out' in the playground. More serious incidents will result in the child being sent inside to miss the rest of their playtime. These incidents will be referred first to the class teacher, then to the AHT and on the third occurrence will result in outside playtime being withdrawn for a fixed period.

A child's version of this policy has been produced on power point (T- drive, Behaviour) Children will be reintroduced to this at the beginning of each school year.

The Headteacher will become involved with any persistent poor behaviour (3 recorded incidents).

If more than 3 incidents are recorded by the Headteacher over the course of half a term the parents are invited into school to discuss the issues and positive strategies to improve the behaviour

An individual behaviour programme/s **targeting a specific behaviour** may be devised and any improvement rewarded.

The Headteacher will continue to meet with parents, as appropriate, if the behaviour continues to be challenging. Further advice may be sought from the Behaviour Support Team.

Reference needs to be made to the Restraint guidelines in dealing with children who need to be physically removed from the classroom or playground - Appendix 2.

Learning Behaviour

As a school, we promote good learning behaviour. This is through praise, stickers, house-points, Wonderful Work of the Week board, etc. Where a child under performs due to lack of

good leaning behaviour, and not due to any difficulties the child may have with the work, this may incur extra time for the child to complete a piece of work or improve a piece of work at a lunchtime. This extra time will take place either in the classroom with the teacher or at the blue tables in the main corridor. This extra time will only be for a short period as we recognise the importance of children having the opportunity of playing with peers and 'letting off steam'.

Serious Concerns

We have agreed that the following aspects of behaviour at our school should be considered serious.

- deliberately hurting another person
- swearing and offensive language
- ignoring adults and not doing what they have been told
- persistently disturbing other's learning
- damaging other's work or property

Behaviour Logs

Behaviour Logs are kept by all class teachers, and added to by the headteacher and the lunchtime supervisors to record significant or repeated behaviour incidents. This enables us to track behaviour patterns and intervene with strategies as necessary.

Exclusions

(Ref. DofE Exclusion from maintained schools, Academies and pupil referral units in England – 2013)

The governing body will undertake decisions involving total exclusion and appeals will be considered.

A decision to exclude a pupil for a fixed period should be taken in response to breaches of the school's behaviour policy where these are not serious enough to warrant permanent exclusion and lesser sanctions are not appropriate. A thorough investigation should first be carried out considering all the evidence and allowing the pupil concerned to give their version of events. Exclusion is the only route to removing pupils from school if they have committed a disciplinary offence. Pupils cannot be sent home to 'cool off' even with parental cooperation.

A decision to exclude a pupil permanently should be taken only

- in response to serious breaches (see below) of the school's behaviour policy; and
- if allowing the pupil to remain in school would seriously harm the education or welfare of the pupil or others in the school. Permanent exclusion will usually be the final step in the disciplinary process.

There are 2 types of exclusion:

- **Fixed period exclusion**

These exclusions are usually for a short period. This can include lunchtimes (each lunchtime counts as half a day). The pupil must return after the exclusion period has ended. The law allows Head teachers to exclude a pupil for up to 45 days in any school year.

- **Permanent exclusion**

This means the pupil cannot return to the school unless reinstated by the Governing Body or by an Independent Appeal Panel.

Only the head teacher of a school can exclude a pupil and this must be on disciplinary grounds. A pupil may be excluded for one or more fixed periods (up to a maximum of 45 school days in a single academic year), or permanently. A fixed period exclusion does not have to be for a continuous period. In exceptional cases, usually where further evidence has come to light, a fixed period exclusion may be extended or converted to a permanent exclusion.

Lunchtime behaviour

Pupils whose behaviour at lunchtime is disruptive may be excluded from the school premises for the duration of the lunchtime period. In such cases the legal requirements in relation to exclusion, such as the head teacher's duty to notify parents, still apply. Lunchtime exclusions are counted as half a school day for statistical purposes and in determining whether a governing body meeting is triggered.

The behaviour of pupils outside school can be considered as grounds for exclusion. This will be a matter of judgement for the head teacher in accordance with the school's published behaviour policy

The head teacher may withdraw an exclusion that has not been reviewed by the governing body.

If a pupil has carried out a disciplinary offence and needs to be removed from the school site for that reason, formal exclusion is the only legal method of removal. Informal or unofficial exclusions are illegal regardless of whether they are done with the agreement of parents or carers. Only the Headteacher is able to action exclusion.

See Appendix 1 for **Guides for Parents** on fixed term and permanent exclusions

When a decision is made to exclude a pupil parents should be informed immediately, ideally by phone followed by a letter within one school day. The letter will set out the reason for and length of the exclusion and how parents can access advice from the Local Authority and Advisory Centre for Education.

In addition it will explain:

- Parents have a duty to ensure their child is not present in a public place in school hours during an exclusion of up to five days in length.
- Work will be set by the school for a pupil to complete at home during an exclusion of up to five days in length.
- The school will be responsible for providing full time education off site from the sixth day of any fixed period exclusion and the Local Authority from the sixth day of any permanent exclusion.
- A re-integration interview with parents will be arranged following the expiry of any fixed period exclusion of a primary age pupil or of six or more days of a secondary age pupil.
- How parents can make representations to the governors of the school who have a duty to review exclusions.

In all cases, the Headteacher should keep a written record of their action.

Further details of procedures for review meetings can be found on the West Sussex Grid for Learning.

Covid -19 Pandemic

Due to the children's experiences during the pandemic the school recognises the need to make changes to reset behaviour and attendance expectations and consider additional support to successfully reintegrate pupils back. This **Behaviour Policy** will be applied alongside the understanding that children may exhibit challenging behaviour due to their experiences. However, the school will still set and maintain a culture where excellent behaviour and attendance is valued and expected by everyone in the school community.

The school recognises that upon returning to school the children may be experiencing a variety of emotions in response to the coronavirus (COVID-19) outbreak, such as anxiety, stress or low mood. This may particularly be the case for vulnerable children, including those with a social worker and young carers. Some may need support to re-adjust to school; others may have enjoyed being at home and be reluctant to return; a few may be showing signs of more severe anxiety or depression. Others will not be experiencing any challenges and will be keen and ready to return to school.

With these differing responses to their experiences the school will consider the provision of pastoral and extra-curricular activities to all pupils designed to:

- support the rebuilding of friendships and social engagement
- address and equip pupils to respond to issues linked to coronavirus (COVID-19)
- support pupils with approaches to improving their physical and mental wellbeing

It is likely that adverse experiences and/or lack of routines of regular attendance and classroom discipline may contribute to disengagement with education upon return to school, resulting in increased incidence of poor behaviour. The school will work with those children who may struggle to reengage in school and are at risk of being absent and/or persistently disruptive, including providing support for overcoming barriers to attendance and behaviour and to help them reintegrate back into school life.

We acknowledge that some pupils will return to school having been exposed to a range of adversity and trauma including bereavement, anxiety and in some cases increased welfare and safeguarding risks. This may lead to an increase in social, emotional and mental health concerns and some children, particularly vulnerable groups such as children with a social worker and young carers, will need additional support and access to services such as educational psychologists, social workers, and counsellors. Additionally, provision for children who have SEND may have been disrupted during partial school closure and there may be an impact on their behaviour.

The disciplinary procedures that are outlined in this Behaviour Policy, including exclusion, remain in place. As in all situations permanent exclusion would only be used as a last resort. Where a child with a social worker is at risk of exclusion, their social worker would be informed and involved in relevant conversations. Any disciplinary exclusion of a child, even for short periods of time, will be consistent with the relevant legislation.

APPENDIX 1

Fixed Period Exclusion General Guide for Parents

Fixed period exclusions mean a pupil is not allowed to attend school for a stated period of time. They are usually for a short period and can include lunchtimes (each lunchtime counts as half a day). The law allows Head teachers to exclude a pupil for up to 45 days in any school year, the limit applies to the pupil and not to the school. Therefore, any days of fixed period exclusion served by the pupil in any school in the same school year will count towards the total.

Fixed period exclusions may not be given for an indefinite period, for example until a meeting can be arranged. Such a practice amounts to an unofficial exclusion for which no legal arrangements exist.

Lunchtime Exclusions – Arrangements should be made for pupils who are entitled to free school meals to receive their entitlement which may mean, for example, providing a packed lunch.

How does the exclusion process work?

Whenever a head teacher excludes a pupil, the parent must be notified immediately, ideally by telephone followed up by a letter within one school day. The letter must state the reason for the exclusion and your right to make a representation about the exclusion to the governing body.

What happens whilst my child is excluded?

The school is required to set work during a fixed period exclusion. When a pupil is given a fixed period exclusion of six days or longer the school must provide suitable full time educational provision from and including the sixth school day of the exclusion.

During the first 5 days of a fixed period exclusion you must ensure that your child is not found in a public place during normal school hours without reasonable justification.

What happens when the exclusion has finished?

The head teacher must arrange a reintegration interview with parents following the expiry of any fixed period exclusion of a primary aged pupil, or of more than five school days of a secondary aged pupil. The purpose of the meeting is to assist the reintegration of your child and promote the improvement of their behaviour.

The meeting should normally be held on the day your pupil returns to school. If that is not possible it must be held at a mutually convenient time between 3 days prior to your child's return and 15 days following the day they return.

Does the decision of the head teacher to exclude get reviewed?

The governing body must review certain exclusions and must consider any representations about an exclusion made by the parents of the excluded pupil. The governing body cannot increase the severity of an exclusion.

If any exclusion would result in the pupil missing a public examination, the governing body should try to meet before the date of the examination.

A parent can ask the governing body to review a fixed period exclusion of 5 days or fewer. The governing body cannot reinstate the pupil but they can add their comments to the pupil's school record.

A parent can ask the governing body to review a fixed period exclusion of more than 5 days but no more than 15 days. The governing body can decide whether to direct reinstatement or not. If

the exclusion has finished by the time the meeting is held the governing body can add their comments to the pupil's school record.

A fixed period exclusion of more than 15 school days must be reviewed by the governing body. It will be reviewed whether you request a meeting or not. The meeting will be held between the 6th and the 15th school day of the exclusion. The governing body can uphold and exclusion or direct the pupil's reinstatement either immediately or by a particular date.

Can I appeal against the governing body decision?

There are no rights of appeal for fixed period exclusions, however if you think the exclusion relates to your child's disability and you think disability discrimination has occurred you have the right to appeal and/or make a claim to the Special Educational needs and Disability Tribunal (SENDIST) at Mowden Hall, Staindrop Road, Darlington, DL3 9DN.

Permanent Exclusions General Guide to Parents

Permanent exclusion means the pupil cannot return to the school unless reinstated by the Governing Body or by an Independent Appeal Panel. The decision to exclude a child permanently is a serious one. It will usually be the final step in a process for dealing with disciplinary offences when a wide range of other strategies, have been tried without success.

There are exceptional circumstances when a pupil may be permanently excluded for a first or 'one off' offence these might include:

- * serious actual or threatened violence against staff or a pupil;
- * sexual abuse or assault;
- * supplying an illegal drug; or
- * carrying an offensive weapon.

What if the police are involved?

A school-related incident may sometimes also be the subject of a police investigation. A head teacher does not have to postpone the decision to exclude a pupil because of the possibility that criminal proceedings may be brought in respect of the same incident.

How does the exclusion process work?

Whenever a head teacher excludes a pupil, the parent must be notified immediately, ideally by telephone followed up by a letter within one school day. The letter must state the reason for the exclusion and your right to make a representation about the exclusion to the governing body.

The head teacher must inform the Local Authority and the governing body of the permanent exclusion within one school day.

What happens whilst my child is excluded?

During the first 5 days of a permanent exclusion it is the responsibility of the school to ensure that work is sent home for the pupil to complete. During this time you must ensure that your child is not found in a public place during normal school hours without reasonable justification.

From the sixth day the Local Authority is responsible for ensuring full-time education is provided, this will be by the pupil's home Local Authority not the Local Authority which maintains the school.

You will be contacted by West Sussex's Access and Exclusion Team who will discuss how your child's education will continue. They will also assist you in finding another school placement if the decision to uphold the permanent exclusion is upheld.

How does the decision of the head teacher to exclude get reviewed?

The governing body must review the permanent exclusion, it will be reviewed whether you attend the meeting or not. The meeting will be held between the 6th and the 15th school day of the exclusion at a time convenient to all parties. You can submit your case in writing but it is advisable for you to be there in person. The governing body can uphold the exclusion or direct the pupil's reinstatement either immediately or by a particular date.

If any exclusion would result in the pupil missing a public examination, the governing body should try to meet before the date of the examination.

Who will be at the meeting?

Generally 3 or 5 governors, a clerk to take notes and advise the governors on procedure, a Local Authority representative and the head teacher. You may be accompanied by a friend or a representative.

What happens at the meeting?

The parents, head teacher and Local Authority representative should go into the meeting at the same time. The head teacher will be asked to present their case for excluding your child. The governors, parents and LA representative can ask the head teacher questions. You will then be asked to state your case and the governors, head teacher and LA representative can ask you questions. The head teacher and you are given the opportunity to sum up and then everybody except the clerk and the governors leave the room and the governors will make their decision.

Can I appeal against the governing body decision?

If the governing body upholds the head teacher's decision you may appeal against this decision to an Independent Appeal Panel. You must put the reasons for your appeal in writing and may also include reference to any disability discrimination claim you may wish to make, and send this notice of appeal to the Local Authority no later than the 15th school day after receipt of the letter confirming the governing body's decision.

The Independent Appeal must meet no later than the 15th school day after the date on which your appeal is lodged. The meeting is conducted in the same way as the governing body meeting and the panel can make one of three decisions: they may uphold your child's exclusion, they may direct your child's reinstatement in school or they may decide that the exclusion should not have taken place, but that reinstatement in the school is not in the best interests of all concerned

The Independent Appeal Panel's decision is binding on the parent, governing body, head teacher and the Local Authority. The pupil remains on the roll of the school until any appeal is decided or until the time limit for parents to lodge an appeal has ended.

A parent can complain to the Local Government Ombudsman about maladministration and either the parent or the governing body may apply to the High Court for a judicial review if they consider the panel's decision to be perverse.

Who can help?

The Access and Exclusion Team of West Sussex County Council can provide you with more information.

E-mail : ACDExclusions@westsussex.gov.uk

Useful contacts:

Advisory Centre for Education (ACE) – an independent national advice centre for parents in state schools.

www.ace-ed.org.uk

APPENDIX 2

Guidance for Staff on the Use of Reasonable Force to Control or Restrain Pupils

(Ref. DofE 2013)

School staff have a power to use force and lawful use of the power will provide a defence to and related to any criminal prosecution or other legal action.

Suspension should not be an automatic response when a member of staff has been accused of using excessive force.

Senior school leaders should support their staff when they use this power.

Reasonable force can be used in the following circumstances:

- where pupils may injure themselves or others
- where there is a developing risk of injury or significant damage to property
- where the behaviour is prejudicial to maintaining good order and discipline at school

There is no legal definition of 'reasonable force' but there are 3 points for guidance:

- the circumstance of the incident must warrant it
- the degree of force must be in proportion to the incident
- the degree of force must be in proportion to the age and understanding of the pupil

Minimum force should only be used and never as a punishment

Physical intervention can take a number of forms:

- physically interposing between pupils
- standing in the way of a pupil
- holding the pupil until he/she calms down
- leading a pupil away from an incident by the hand or by gentle pressure on the centre of the back

All incidents involving restraint must be recorded and reported to the HT or DHT or Class Teacher. The information should include:

- names of pupils involved
- time and date
- place where the incident occurred
- names of other staff or witnesses involved

Staff should be cautious about using any form of restraint but clear that it may sometimes be necessary. If restraint is in the best interests of the child and/or other children and the preceding guidance is adhered to there is no cause for anxiety.

Teaching Unions and Staff organisations may well be able to offer further advice.