

Behaviour Policy *inc* School Exclusion



Black Firs School

“We should be gentle with those who ere, not in will, but in judgement.”

Sophocles. C450 BC

Rationale

“Good behaviour is a necessary condition for effective teaching and learning and an important outcome of education. For children to learn they need a secure environment, a clear framework of expectations derived from an agreed view, consistently implemented, on how the school attends to the development of children and the values that the school promotes. Standards of behaviour reflect all of a school's activities. They can be influenced by heads and teachers, regardless of child's home background and are amenable to change.”

“Achieving Good Behaviour in Schools”- OfStEd

This policy is based on the principle that children *choose* to behave or misbehave. If they choose to behave they will receive praise for their good behaviour; if they misbehave then a series of *agreed* consequences will be administered. In doing this we are reinforcing the DfE's principle that teachers have the right to teach and children have the right to learn, without disruption.

Purpose

To take account of need to address behaviour both within the classroom and around our School community.
To state unequivocally the values which are being promoted
To set out agreed criteria, which defines acceptable and unacceptable behaviour

Our School's Moral Code

Our School's behaviour code promotes respect for others within a moral, spiritual and cultural context. It promotes;

concern & empathy for others,
the importance of self-discipline and self-respect,
taking responsibility for our own actions,
the basic virtues of honesty, fairness and politeness.

Our School Behaviour Code

There are five, simple, observable school rules, with one over-riding principle:

Always, think of others; treat them as you would wish to be treated

Follow directions first time
Keep hands, feet and objects to yourself
No running or shouting in the school building
No swearing, teasing or name calling
Use equipment in an appropriate manner
Explain why personal equipment should not be shared

Supporting positive behaviour

Those children who behave in an appropriate manner will be rewarded for their positive response:

Individual praise

***Positive memo /certificate / team point, message on earwig and message through Teams to individual
A free choice of activity Golden Time
A card, email or SMS to notify parents of their child's success
Children will also work towards an agreed 'whole class reward'***

Where a child chooses *not* to meet our expectations regarding behaviour they will face a series of consequences:

Name noted on the Board
Time spent working away from the group - Isolation within classroom - 10 min
Stay in at playtimes with adults to reflect on their behaviour and complete behaviour journal where practicable
Parents contacted via phone call or on Teams
Formal interview with the Headteacher.

In cases of *severe* disruption, the child will be sent immediately to the Headteacher.

The sanctions are not cumulative beyond a day. However, for children who are continually choosing to breach the rules an individual behaviour programme will be introduced.

If, after a formal interview with the Headteacher the child still does not respond, then the following steps will be taken:

Official letter informing parents of their child's disruptive behaviour
Formal interview with parents and adoption of individual behaviour plan
Exclusion for up to 45 days in any school year

Permanent exclusion

Children identified, as continually choosing to break the rules will be given support and advice from other agencies - as appropriate.

Conclusion

We hope that by establishing a close partnership between home and school and by clarifying our intentions regarding discipline we will ensure the provision of a learning environment which is secure, and yet academically challenging, for each of the children in our care.

This policy should be read in conjunction with

“Assertive Discipline: Positive Behaviour Management for Today's Classroom” - Lee and Marlene Canter
“Achieving Good Behaviour in Schools” - OfStEd HMSO

As with all policies it will be kept under constant review and will be formally updated, as necessary.

Contagious diseases

The updated **behaviour policy** reflects the new rules and routines that were introduced on return after COVID lockdown to reduce unnecessary risk. We will maintain some of this including:

- ✓ following school instructions on hygiene, such as hand washing and sanitising
- ✓ moving around the school as per specific instructions (*for example, one-way systems, out of bounds areas, queuing*) Adults will need to support this.
- ✓ expectations about sneezing, coughing, tissues and disposal (*‘catch it, bin it, kill it’*) and avoiding touching your mouth, nose and eyes with hands, sanitise hands straight after.
- ✓ tell an adult if you are feeling ill (*Adults to observe, discuss in their classes & chat to younger children*)
- ✓ rules about sharing any equipment or other items including drinking bottles *Drink bottles kept on their table in main building, EYFS will set up a drink station so children can get their drinks safely.*
- ✓ amended expectations about breaks or play times, including where children may or may not play (*Discuss school rules*)
- ✓ use of toilets (*Talk to children about 1 at a time in the toilet and the need to flush toilet and wash and sanitize hands*)
- ✓ clear rules about coughing or spitting at or towards any other person
- ✓ clear rules for children at home about conduct in relation to remote education

School Exclusions



Black Firs School

Exclusion is always the last resort. Other than in cases of extreme one-off behaviour, such as serious physical or verbal abuse, before the school considers this sanction all other steps within our behaviour policy will have been explored.

This information is to help you understand what it means when your child has been excluded from School and what your rights are.

What exclusion from school means

There are two types of exclusion - fixed term and permanent:

- a fixed term exclusion means an exclusion of anything totalling up to 45 school days in any one school year. After the exclusion period your child returns to school.
- a permanent exclusion is when your child will not be allowed to return to the excluding school unless the headteacher's decision is reversed, either by a committee of school governors or an independent appeal panel.

Whilst your child is excluded for a fixed term staff at the school will set work for your child and will advise you on this process.

It is important to bear in mind that you will be responsible for your child's welfare during the time he or she would normally be in school. For the first five days of an exclusion, you must make sure that your child is supervised and not in a public place during school hours.

Failure to comply with this could lead to prosecution.

Examinations could be affected. If the headteacher considers that your child should not sit their examinations at the school, the school should make alternative arrangements and tell you about them.

Child exclusion from school

Exclusions

Every school must have a behaviour policy. Head teachers are responsible for setting the standard of behaviour expected of children at the school and any sanctions and rewards in relation to the school rules. The school behaviour policy must be shared with staff, parents and children at least once a year.

Schools have been given powers to use exclusion as a means of maintaining high standards of discipline. The government have set out these powers in statutory guidance. More information can be found on the education.gov.uk website exclusions pages.

The following summary gives a brief overview of exclusions and the new statutory guidance.

Unofficial exclusions

An unofficial exclusion is when a child is sent home from school without a formal fixed term exclusion being recorded. The school may suggest that the child needs a 'cooling off' period. It may last for more than one day. The parent does not receive any paperwork for this.

Why parents agree to this

- they do not want an exclusion on their child's record
- they are worried that if they do not agree there will be a more serious consequence
- they do not want to make a fuss
- they do not know about or understand the statutory regulations regarding exclusions

Why all exclusions should be official

- if there are no official records of exclusions it appears to others that the child is not having difficulties in school

- formal exclusion gives the parents the right to meet with the governors who will consider the exclusion and reinstatement of the child
- without formal disciplinary evidence it is harder to obtain advice and / or support from agencies
- parents will be unaware of the fine that may be imposed if the child is out in a public place when they are not allowed into school
- guidance is clear that unofficial exclusions are unlawful

The head teacher is responsible for the safeguarding of all children on roll during the school day. The only times they are not responsible are if the child is ill and has been kept at home or if they are formally excluded and the responsibility goes to the parents

Paragraph 13 of the Statutory Guidance states that ‘informal’ or ‘unofficial’ exclusions are unlawful regardless of whether they occur with the agreement of parents or carers. Any exclusion of a child, even for a short period of time, must be formally recorded”.

Fixed period exclusions

A fixed period exclusion is when a child is not allowed on the school site for a defined period of time because they have done something which is against the school’s behaviour policy (the school rules) and the head teacher decides warrants exclusion.

Most fixed term exclusions are for short periods of time (usually less than 5 days) so the child does not miss too much school work. If the fixed term exclusion is for more than 5 days then the school must provide full time education from the sixth day at an alternative venue.

You may be contacted initially by the school by telephone, to inform you about the exclusion, but you must always receive a letter telling you when the exclusion starts and ends. The letter may also give you information about your child’s return to school e.g., who they should report to or if the school want to meet with you and your child to plan for and support the return. It is important that you attend this meeting.

The school must always provide work for an excluded child to do at home. It is your responsibility as the parent to ensure your child does the work and it is returned to the school to be marked.

Fixed period exclusion does not have to be for a continuous period. If your child attends college or a work placement on some school days they may still continue with this with the agreement of the school.

An individual child may not be given more than 45 days fixed term exclusion in any one school year. If the number of days fixed term exclusion exceeds this it will automatically become a permanent exclusion. If your child is being excluded from school it is very important for you to work with the school to support your child’s education. The school may arrange meetings with you or may suggest a multi-agency meeting such as a CAF (Common Assessment Framework).

Lunchtime exclusions

Children who misbehave at lunchtime may be excluded just for the lunch period. Each lunchtime exclusion counts as half a day. Lunch time exclusions should never continue indefinitely. If a child is entitled to free school meals the school should offer to provide a packed lunch.

Schools usually have other ways of managing child behaviour at lunch time such as lunchtime clubs/activities.

Permanent exclusion

Permanent exclusion is the most serious punishment a school can give for infringement of the schools’ behaviour policy (the school rules). It means the child cannot continue to attend the school unless they are reinstated by the governors. It should only be used as a last resort when a school has exhausted all support and strategies to keep the child in school and where, allowing the child to remain in school, would seriously harm the education or welfare of the child or others in the school. A permanent exclusion can be used for a serious, one-off offence.

For more comprehensive information about behaviour and exclusions you can visit the Child Law Advice website where you will find legal advice on exclusions. They have a free advice line open daily Monday – Friday 8am - 6pm. Call 0300 330 5485.

Exclusion – your rights

The Local Governing Board has a duty to consider the reinstatement of a child:

- if the exclusion is permanent

- if it is a fixed period exclusion which takes the child's total to more than 15 days in the term
- if it would mean the child would miss a public examination or national curriculum test
- if the parent / carer requests a meeting when the child has been excluded from school for more than 5 but not more than 15 in a term.

If the number of days exclusion is not more than 5 in the term the governing body must consider the view of a parent, but they do not have to meet with them and they cannot direct re-instatement.

Your child can attend this meeting with your permission, and you can if you wish be accompanied by a friend or representative.

The Local Governing Board, after listening to everyone's views can either:

- uphold an exclusion
- direct re-instatement of the child immediately or by a certain date.

In the case of a permanent exclusion, if the governing body uphold the exclusion and you want to take the matter further, you have the right to request an independent review of the decision. The letter that is sent to you by the governing body will tell you how you can do this. If you believe the exclusion has occurred as a result of discrimination then you can make a claim under the Equality Act 2012 to the First-Tier Tribunal (Special Educational Needs and Disability) in the case of disability discrimination or the County Court, in the case of other forms of discrimination.

WHAT EXCLUSION FROM SCHOOL MEANS

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Fair Access Protocol

The School Admissions Code (December 2014) requires all Local Authorities to have a Fair Access Protocol in place to ensure that all children, particularly the most vulnerable, secure a school place as quickly as possible and that all schools within the Local Authority admit their fair share of children who may need additional support because of their vulnerability/challenges.

Admissions under the Fair Access Protocol will only progress with the agreement of parents/carers except where there is evidence of challenging behaviour. All permanently excluded children ready to be admitted into new school will be offered admission under the Fair Access Protocol.

Cheshire East has a Fair Access Protocol agreed in partnership with the head teachers of both primary and secondary schools. There are separate protocols for each phase, which can be [found here](#).

The protocols highlight categories of children who may potentially be considered vulnerable when needing to secure a school place, however, admission under this protocol is not restricted to these groups; it can support any child who is unable to secure a school place.

Policy Review

This policy will be reviewed annually and be approved by the Local Governing Board.