Huish Episcopi
PRIMARY SCHOOL

Behaviour Policy

(including exclusion arrangements)

Sourced from PPAT
Aligned to HEPS
Approved by SLT

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Behaviour Policy

Rationale

We seek to ensure that all our children learn and thrive in an environment completely free from the distraction or fear of intimidation by others. Values such as honesty, compassion, respect, and tolerance are key to our school.

As a school we feel it is important to promote a caring and supportive environment to enable all members of our school community to feel secure and respected. We believe that the development of personal qualities and social skills, and the fostering of manners and socially acceptable behaviour, are an integral aspect of the life of our school. This vision is supported by our curriculum content in all lessons but particularly through Personal, Social, Health Education (PSHE).

All of us make wrong choices at times, but it is our intention that these situations occur only occasionally, and not around the same point of learning for the same pupil more than once.

Aims

At the beginning of each school year, each class makes their own class charter. This ensures that pupil voice is at the forefront of behaviour in our school. Although the charters are unique to each class and each year group, they follow a similar theme. Here is an example of a charter:

- We show respect through kind words and actions.
- We feel safe and help others feel safe.
- We play fairly and are equally kind to everyone.
- We take good care of our school and the environment.
- We listen carefully in class and walk quietly and sensibly in the corridors.
- We try our hardest with our learning.
- We are friendly to everyone.
- We make our families proud.

Incentives to positive behaviour

We believe that intrinsic motivation is the best reward. Intrinsic motivation means that we engage in a behaviour because it is personally rewarding, not for an external reward. Examples of these might be:

- Pride in good work or a kind deed.
- Having good friendships.
- Learning something new.
- Feelings of respect from adults and children.
- Feelings of accomplishment especially after having faced a challenge.

- Being a positive role model.
- Feeling progress.

Whilst intrinsic motivation is important, we also recognise that a reward system has great value. We know that every child will shine in some way and that these elements deserve to be captured and celebrated. These rewards come in many forms:

- Non-verbal praise such as a smile, pat on the back, applause etc.
- Verbal praise as simple as 'That was kind.' to 'I really liked what you did there, that's a great technique with your brush, just the correct amount of pressure.'
- A child being asked to share work or a kind deed with another adult in school.
- A child being asked to share their work or a kind deed with the Headteacher in her study and receiving a Headteacher sticker.
- Children who read five or more times a week have their name entered into the 'Sparkle Jar'. At the end of each half term, the children drawn out of this jar are awarded with a book from a vast array of new and exciting titles.
- Children are rewarded for becoming 'Word Millionaires' with a certificate presented in the Celebration Assembly.
- Children are rewarded for their spelling efforts with certificates in Celebration Assembly.
- Children who make substantial progress or achieve great results in times tables have a post card sent home by the Headteacher.
- House points are awarded for a small but exceptional act of good work through progress/ achievement or kind behaviour. All children in all year groups have this system. House points are counted at the end of each half term with the winning team earning a mufti day the following half term.
- Golden tickets are awarded for a considerable and exceptional act of good work through progress/achievement or kind behaviour. These are awarded in our celebration assemblies each Friday and are sent home with the child in question.

The elements we don't do as a school are almost as important as those we do undertake. For example, we don't:

- Display and promote the neatest, prettiest or most precise work on the walls. Everyone has their work displayed and we display it all with pride.
- Favour academic achievements alone. Social, emotional, sporting and academic behaviour is all rewarded through all of our behaviour reward systems equally.

Discouraging Unacceptable Behaviour and Restorative Justice

It is important we understand negative behaviour in context and permit an opportunity for a child to make amends before resorting to applying sanctions. We will endeavour to:

- Understand the exact circumstances of the event where possible.
- Understand what may have triggered this behaviour (consider SEND and any safeguarding profile).
- Talk about the feelings of both parties or all those involved.
- Give an opportunity for the child to reflect on their actions.
- Give an opportunity for the child to put it right.
- Talk about future circumstances where this may happen again and averting actions to take.
- Discuss with the child how this will be relayed to parents or carers if this is necessary.

Unfortunately, on occasions it will be necessary to sanction negative behaviour. We ensure that when doing so, we commit to the following:

- We do not criticise the child; we discuss the behaviour.
- We never embarrass or humiliate the child.
- We listen carefully and attentively without bias to all parties involved.
- We approach any discussion with a pastoral focus knowing that children will almost always regret their actions immediately.
- We give children an opportunity to think about their actions before discussing sanctions.
- We explain the consequences, sanctions or actions to children and allow each child to respond through pupil voice.

Opportunities to correct behaviour

For unacceptable behaviour, the following sequence may be used:

1. Praise - given to the children who are showing appropriate behaviour at all times.
- If this doesn't rectify behaviour ↓
2. Non-verbal - signal or shake of the head, look etc with the aim of avoiding disruption to learning.
- If this doesn't rectify behaviour ↓
3. Verbal - a reminder of the behaviour expectation directly related to the negative behaviour and what needs to happen to put the situation right to avoid possible sanctions.
- If this doesn't rectify behaviour ↓

4. If a child continues to misbehave they may be asked to move seat, move room or move building so they can complete their work. Notification is given to parents or carers following this event and recorded on MyConcern.

If a child continues to misbehave, the child will be referred to the Headteacher.

Where new routines are to be established such as when new pupils join the school or at the beginning of the academic year, the following sequence may be more appropriate after it has been explained to the class.

1) Praise - given to the children who are showing appropriate behaviour at all times.
- If this doesn't rectify behaviour ↓
2) Non-verbal - signal or shake of the head, look etc the aim being to cause as little disruption as possible to learning.
- If this doesn't rectify behaviour ↓
3) The name of the child is written discretely on the board with a tally of one marked against it.
- If this doesn't rectify behaviour ↓
4) A further two tally lines may be awarded if poor behaviour continues.
- If this doesn't rectify behaviour ↓
4. If a child continues to misbehave and receives a tally of three lines, the child will be referred to the Headteacher. Notification to parents or carers following this event and are recorded on MyConcern.
   Children without a tally point at the end of the school day will receive a house point.

Playtime and Lunchtime behaviour

5 minutes Time Out during a break or lunch time can be used in order to give the pupil a moment to calm down and regulate, or in order to protect the child from making further mistakes on the playground, or because of dangerous behaviour such as throwing/kicking equipment or rough play. Record the event on MyConcern.

If work is not completed in class due to wilful refusal, a pupil may be asked to complete it in their own time – break, lunch or home time. Individual needs and SEND are considered and it is important to look at underlying reasons for the refusal.

Sanctions for more serious incidents

For serious incidents and or persistent misbehaviour, the Headteacher will already be involved. Some behaviour may be so serious that the Headteacher or senior member of staff and parents are immediately involved. Behaviour such as but not limited to these examples below will result in a more serious sanction:

- Persistent low-level behaviour which disrupts learning.
- Peer on peer abuse.
- Defiance/use of inappropriate language.
- Damaging school or others' property.
- Assaulting a member of staff - verbal or physical.
- Fighting.
- Leaving or entering the school grounds without permission.
- Behaviour which causes an accident/ Health and Safety issue.

Where low level behaviour is repeated or even persistent, a report card or home-school book system may be used (see appendix). A report card relies on home and school working together to support the child to reach their potential by making good choices.

If a serious incident has taken place involving poor behaviour, and it has not been witnessed by an adult, children are asked to explain what has happened from their own perspective. This sometimes may be through a written account and will sometimes be by children not involved in the incident itself. This enables staff to take appropriate action.

At this stage, parents of those involved may be contacted as suspension or exclusion may be necessary. Children may be excluded from planned visits due to their behaviour as Health and Safety concerns are apparent due to erratic or poor behaviour.

The Headteacher may decide upon an internal exclusion where the child works away from the class for a set period of time. The child may need to be placed on the following disciplinary code:

1. A discussion with the child and another member of staff will be held in a one-to-one situation, away from everyone else, which may result in an interview with the Teacher, the parents and the child.
2. A discussion between the Senior Leader and the parents of the child. This may result in a written report system which will involve the parents. The length of time for these reports will be decided by school staff.
3. If all the above measures fail, then the Senior Leader, in consultation with the Governors, Local Education Authority and outside agencies, will apply a suspension or permanent exclusion.

Exclusion arrangements

Pupil exclusion from school – administering the process

Our exclusion arrangements are conducted in full accordance with the Equality Act 2010. If the Headteacher is satisfied that a pupil has committed a disciplinary offence, and the pupil is being removed from the school site for that reason, the formal exclusion process comes into operation.

Only the Head teacher (or in their absence the acting Headteacher) can exclude a pupil. The decision to exclude should only be taken after careful consideration of all the relevant facts and circumstances.

The Exclusion Process

- The child is removed from any area where he/she could harm him/herself or others.
- Parents or Guardians are contacted, given a brief explanation of the difficulties and notified that they must collect their child from school either immediately or at a fixed time. The length of the intended exclusion is clearly stated verbally to the Parents or Guardians.
- The School Office will prepare and send the formal exclusion letter to parents (SIMS).
- The School has a duty to provide education during a fixed-term exclusion. Work will be prepared and sent home by the child's Teacher.
- The Local Authority is advised of the suspension or exclusion.
- On the child's return to school, the Headteacher (or in their absence the acting Headteacher) will meet with the child and the parents or carers to discuss re-entry to the school and establish the need for appropriate behaviour in reference to the Behaviour Policy.

Pastoral Support Plan (PSP)

After a fixed term exclusion, a PSP will be considered by the Senior Leadership team. A PSP plan is for children who are at risk of further suspension or exclusions.

The School's Obligation

Fixed period suspensions totalling 5 or fewer days or 10 or fewer lunchtimes or half days must be reported for monitoring purposes to the Local Governing Body (LGB).

Where a pupil is given a fixed period exclusion of a duration of six days or longer, the school has a duty to arrange suitable full-time educational provision from and including the sixth school day of exclusion. This would happen in consultation with the Support Services.

Fixed Period Exclusion of 15+ days

The Clerk should secure from the Headteacher the following:

- Pastoral support plan
- Log of incidents
- Copy of any professional reports
- Any other relevant information
- School assessment test results
- Most recent school report

The Clerk must then check the availability of the Headteacher, relevant LGB and Parents or carers for the review meeting. This must take place between the 6th and 15th school day following notification from the Headteacher. The meeting should be at a time and place convenient to all parties.

Witness Statements

The Head teacher should, where appropriate, keep written records of the actions taken, including any interview with the pupil concerned.

Permanent Exclusion

When a permanent exclusion is notified to the LGB, the Clerk must secure the following information from the Headteacher:

- Any information in support of the decision to exclude
- A summary of the strategies and interventions used to try to prevent permanent exclusion
- Copies of PSP and IEPs for the pupil over the past 12 months
- A log of incidents
- Attendance record
- Copies of reports from the Support Services
- Behaviour/Discipline Policy
- School assessment results
- Copy of the most recent School report
- If the pupil is in KS1, information from Foundation Profile, School Entry Plan, Boxall Profile

- Relevant information about the pupil's home circumstances
- Relevant information regarding SEN, disability or medical conditions
- Witness statements

The Clerk must then check the availability of the Headteacher, relevant LGB and parents or carers for the review meeting. This must take place between the 6th and 15th school day following notification from the Headteacher. The meeting should be at a time and place convenient to all parties.

The Clerk will collate and forward the information to the LA where a Pupil Support Casework Officer will be allocated.

Governors Duty – Permanent Exclusion

The LGB will comply with the statutory time limits. They may ask the Trust for advice but must make their decision alone. A note of the LGB's views on the exclusion will be placed on the Pupil's School Record with copies of the relevant papers. The Clerk will take detailed minutes, bearing in mind the parental right to appeal. A copy will be required if this goes to Independent Appeal.

The LGB will inform the Parent and Headteacher of its decision in writing no more than one day from the hearing, stating the reasons.

The LGB will not attach conditions to any direction it may give to the Headteacher to reinstate the pupil.

Where the LGB decides to uphold the permanent exclusion, its letter to the parent or carers will include the following information:

- The reason for the decision
- Their right to appeal to an Independent Appeal Panel, together with the name and address of the person to whom any notice to appeal should be sent
- The date by which the appeal should be lodged
- That any notice of appeal must set out grounds on which the appeal is made
- That any claim on grounds of disability discrimination can also be set out in the notice of appeal

Behaviour support plans

Occasionally some children may be beyond normal incentives and sanctions. Their behaviour may stem from physical or emotional needs which are not being met. They may be very unhappy and have a low self-esteem. In cases like this the SENCo will be involved. His/her parents will be involved in agreeing the Individual Behaviour Plan, which will be consistent with the principles and practices within this policy.

Conclusion

The Behaviour Policy has been written in order that we can manage the behaviour in our school in the best possible way and for the good of all who work in the school whether staff or pupils. If it is to be

effective everyone must use it with confidence and consistency. Throughout these situations, it is the principle of always promoting good behaviour that will apply.

11/10/26

Appendices

Appendix 1 Daily Routine in inclement weather:

All children go to their classrooms. Teachers will be in their classrooms by 08:40 so that children are supervised.

Appendix 2 Procedures for Playtimes

KS1 & KS2 will line up in the morning at playtimes and lunchtimes, in designated areas.

The designated playground areas will be used on a rota basis.

Lunchtime Supervisors will supervise children lining up after lunch

Teachers and HLTAs will collect their classes after lunch

HLTAs and Tas will supervise the children walking form the playground after breaks

Appendix 3 Movement around the school

When moving around the school, children will not always be supervised but will follow the behaviour expected of quietly, smartly and with others in mind.

Children will be accompanied to and from the hall for assemblies and at the beginning of lunch for all year groups

Children will be encouraged to use the toilet during playtimes. They will also be allowed to use toilets during lesson times if necessary.

Appendix 4 Safety rules

1. We will walk quietly along corridors and on pathways.
2. We will not run inside the building.
3. We will stay on the playground before school, at playtimes and at lunchtime.
4. We will not go into teaching areas without supervision.
5. We will not go into the car park
6. We will not harm others