



BEHAVIOUR, DISCIPLINE AND EXCLUSION POLICY

Last reviewed: September 2017

Due for review: March 2019

Owner: Chair of Governors

Reviewed by: Full Governing Body

Review Status: Every 3 years

1. AIMS

Our behaviour policy aims to enable pupils to:

- 1.1. become confident, self-assured learners with excellent attitudes to learning;
- 1.2. be proud of their achievements and of their school;
- 1.3. value their education;
- 1.4. maintain good attendance;
- 1.5. understand how to keep themselves and others safe in different situations and settings;
- 1.6. develop skills and strategies to resolve conflict effectively;
- 1.7. develop mutual respect and tolerance of those with different backgrounds and beliefs;
- 1.8. take responsibility for their own behaviour.

2. AN ETHOS TO PROMOTE GOOD BEHAVIOUR

We are pro-active about promoting good behaviour for learning and providing opportunities to develop skills which lead to good behaviour.

- 2.1. **Our School Code** outlines our expectations for behaviour in school and is shared with parents as part of the home-school agreement. It is shared with children at the start of each school year by class teachers.
- 2.2. **The School Values** (underpinned by the four British Values) are explored in assemblies and followed up in class time, alongside SEAL (Social and Emotional Aspects of Learning) themes in PSHE.
- 2.3. **Our School Council** meets monthly to discuss issues and make decisions which will help everyone in the school, including reviewing this policy.

3. REWARDS

We always seek to use praise to acknowledge and promote good behaviour, and prevent undesirable behaviour. Adults make every effort to congratulate children publicly and personally, encouraging them to take pride in their effort and achievements, and move children's names up the behaviour scale in class in response to ongoing good behaviour. We also use the following reward systems:

- 3.1. **Merits** for recognition of individual achievement or progress in learning are awarded in class and collected on a wall chart. When children have collected

twenty, they visit the Headteacher for a certificate (bronze/silver/gold for each set of twenty earned).

- 3.2. **House points** are awarded to recognise good behaviour or good examples of children upholding the school values. They may also be awarded for team effort in group work. These are recorded in class and collected by the house captains each week, who announce the weekly winning house in Friday's assembly. The house with the most house points at the end of the year receives an award.
- 3.3. **Certificates** linked to the School Learning Charter are awarded in celebration assembly each week, to highlight how children have used their learning skills well.
- 3.4. **'Star of the Week'** is chosen by the Headteacher and recognised in the school weekly newsletter. This can be a pupil, member of staff or other member of the school community.
- 3.5. **The Governors Star Award** is awarded each term for contribution to the school's values. Governors receive anonymous nominations from teachers and vote for the winner, who is awarded a trophy in a whole-school assembly.
- 3.6. **Sports / specific awards** for long-term commitment to extra-curricular clubs and sports teams are given in a special achievement assembly at the end of each academic year.

4. **CONSEQUENCES AND SANCTIONS**

All staff are trained in restorative approaches and will use restorative conversations to encourage children to reflect on any poor behaviour that occurs. We expect children to follow the School Code and uphold the School Values. If they choose not to do so, we use the following strategies to ensure fair treatment of all children. If a child has special needs or individual circumstances contributing to the behaviour seen, this will be taken into account by the adult dealing with the behaviour and whilst expectations will remain the same, strategies may be adjusted to meet individual needs.

4.1. **Behaviour Management in Class**

■ **Warning**

If a child is disruptive in class or not following the school code, in the first instance a warning is given - teachers indicate this by moving a child's name on the behaviour scale. The nature of the warning will depend on the age and understanding of the child, with allowances made for children with additional needs where further support may be needed.

■ **Consequence**

If low-level behaviour continues, the child moves to the second point down on the scale and will either move to another class/place to continue their work or lose some of their break time (no more than 5 minutes). They will have a restorative conversation and be asked to reflect on the purpose of School Code. A note may be sent home in the child's planner to inform

parents if appropriate.

- *NB: If the child has lost learning time as a result of the behaviour, they may be asked to stay in and complete work in their lunch time. This will be proportionate to the amount of learning time lost as a result of poor behaviour. In some cases, with SLT approval, the child may be asked to complete work at home. This should always be discussed with parents by the class teacher to ensure it is done.*
- If these strategies are ineffective and behaviour continues, or if the behavioral incident is very serious (including bullying and persistent significant disruption) then the child may be sent to SLT or SLT may be sent for (as needed) for a restorative conversation and consequence. The consequence is decided by the member of SLT in discussion with the pupil and teacher, and wherever possible will focus on addressing the behaviour e.g. by making up missed work, writing a letter of apology, repairing damage, etc. In these instances, parents are informed and may be called in to agree next steps.

4.2. Behaviour Management at break and lunchtimes

We have a scale of response for dealing with behaviour on the playground or in the lunch hall. This can be found on the Lunchtime Supervisors' noticeboard in the staffroom and in the Lunchtime Supervisors' kit bags.

Warning	Restorative conversation only	Short time out (2 minutes)	Long time out (5 minutes)	Sent in - lose playtime	Sent to SLT or SLT sent for
Ensure all incidents are followed up with a restorative conversation and actions, if required (e.g. repairing damage, cleaning property, replacing equipment.)					
No record needed	No record needed	No record needed	Behaviour slip to teacher	Behaviour slip to teacher	SLT intervention form

4.3. Behaviour Management during before/after school clubs, including activity clubs

School clubs - including breakfast and after school club - take place in a time and place where usual procedures may be difficult to follow. The scale used at break and lunchtimes will also be used in club situations and adapted as required for the activity. Persistent disruptive behaviour could result in a child being excluded from the club or prevented from using the school's extended services, following consultation with the Headteacher.

4.4. Ongoing concerns about behaviour

If a child repeatedly acts in a way that disrupts or upsets others, the school contacts the child's parents or carers and seeks an appointment in order to discuss

the situation, with a view to improving the behaviour of the child. A behaviour plan or actions will be agreed on an individual basis.

4.5. **Dangerous or serious behavioural incidents**

All areas of the school have red and yellow cards on the walls which can be sent to the office to request assistance urgently (red) or shortly (yellow). If a situation arises in which a member or staff is concerned a pupil is likely to behave in a dangerous manner, assistance should be sought first in a preventative way whenever possible, e.g. to support a child and reduce the likelihood of dangerous behaviour occurring.

4.6. The safety of the children is paramount in all situations. If a child's behaviour endangers the safety of him/herself or others, staff must respond quickly in the following manner:

- **Stop the activity** and either remove the child concerned or the other children from the learning environment. All staff are trained in positive touch and should follow the physical interventions policy at all times.

- **Send the child to the Headteacher** with another member of staff
OR
Send a red card to the office with a responsible child for a member of SLT to attend and assist immediately.

- **Complete an SLT referral form** with details of the incident at the first available opportunity.

The child must remain supervised whilst he/she calms down, and will be given time to do this in a safe area. A restorative approach will be used to help the child reflect upon their actions and behaviours. An appropriate course of action will then be decided by the Headteacher, after discussion with all those involved.

5. **BULLYING**

The school does not tolerate bullying of any kind. The Anti-bullying policy details the strategies we use to prevent and respond to any reported incidents of bullying.

6. **PHYSICAL INTERVENTION**

All members of staff are aware of the regulations regarding the use of force by teachers, as set out in DfE guidance of September 2012 *The Use of Reasonable Force* and Surrey's guidance on *Touch and the use of Physical Intervention*. Physical intervention is only ever used to prevent harm; the school's Physical Intervention policy provides further details on this.

7. ROLES AND RESPONSIBILITIES

- 7.1. **All staff** must ensure that the school rules are enforced around the school and that children behave in a responsible manner.
- 7.2. **All staff** must have high expectations of the children with regard to behaviour, and strive to ensure that all children work to the best of their ability.
- 7.3. **All staff** must treat children equally and fairly, reinforcing the School Code consistently. Adults treat all children in the learning environment with respect and understanding.
- 7.4. **The Headteacher**, under the School Standards and Framework Act 1998, must implement the school behaviour policy consistently throughout the school, and to report to governors, when requested, on the effectiveness of the policy, which includes a report on the school's log of behavioural incidents (see section 10.1.)
- 7.5. **The Headteacher** keeps records of all reported serious incidents of negative behaviour.
- 7.6. **The Headteacher** has the responsibility for giving fixed-term exclusions to individual children for serious acts of negative behaviour. For repeated or very serious acts of anti-social behaviour, the headteacher may permanently exclude a child. These actions are taken only after the school governors have been notified, and in line with Surrey County Council policy and procedures.
- 7.7. **The Headteacher** will inform parents and carers immediately if we have serious concerns about their child's welfare or behaviour, or if their child will be receiving any additional support (such as anger-management or social skills support) to help them deal with their own behaviour.
- 7.8. **Parents and Carers** agree to support their child's learning, and to cooperate with the school, as set out in the home-school agreement. The school and governors expect parents and carers to support the actions of the school, and seek to work with parents and carers to achieve the best outcomes for each child. If parents and carers have any concerns about the way that their child has been treated, they should initially contact the class teacher and then the headteacher. If these discussions cannot resolve the problem, parents can follow the School's Complaints Policy.
- 7.9. **The Governing Body** has the responsibility of endorsing these general guidelines on standards of discipline and behaviour, and of reviewing their effectiveness. The governors support the headteacher in adhering to these guidelines.
- 7.10. **The Governing Body** must monitor the rate of exclusions, and to ensure that the school policy is administered fairly and consistently. The governing body will pay particular attention to matters of racial equality; it will seek to ensure that the school abides by the non-statutory guidance The Duty to Promote Race Equality: A

Guide For Schools, and that no child is treated unfairly because of race, ethnic background or disability.

- 7.11. **The Headteacher** has the day-to-day authority to implement the school's policy on behaviour and discipline, but governors may give advice to the headteacher about particular disciplinary issues. The headteacher must take this into account when making decisions about matters of behaviour.

8. FIXED PERIOD AND PERMANENT EXCLUSIONS

- 8.1. We do not wish to exclude any child from school as we are a fully inclusive school. However, sometimes exclusion may be necessary. Powell Corderoy School follows Surrey Exclusions Guidance which has been updated in line with DfE guidance on Behaviour and Discipline In Schools (2017). We recognise the duty on schools and local authorities to make full-time educational provision for excluded pupils from day 6 of their exclusion, the duty on parents and carers to ensure their child is not present in a public place during the first five days of an exclusion, and the duty on headteachers to offer the parent a reintegration interview in respect of certain fixed-period exclusions.
- 8.2. Only the headteacher (or the acting headteacher) has the authority to exclude a child from school. The headteacher may exclude a child for one or more fixed periods, for up to 45 days in any one school year. In extreme and exceptional circumstances, the headteacher may exclude a child permanently. It is also possible for the headteacher to convert a fixed-period exclusion into a permanent exclusion, if the circumstances are extreme and exceptional.
- 8.3. If the headteacher excludes a child, s/he informs the parents or carers immediately, giving reasons for the exclusion. At the same time, the headteacher makes it clear to the parents or carers that they can, if they wish, appeal against the decision to the governing body. The school informs the parents or carers how to make any such appeal.
- 8.4. The headteacher informs the LA and the governing body about any permanent exclusion and, in line with best practice, about any fixed-period exclusions.
- 8.5. The governing body itself cannot either exclude a child or extend the exclusion period made by the headteacher.
- 8.6. The governing body will, when required, form a governing board which is made up of three governors. Wherever possible, one of these governors will be an SEN governor. This committee considers any exclusion appeals on behalf of the governors.
- 8.7. When a governors' appeals panel meets to consider an exclusion, they consider the circumstances under which the child was excluded, consider any representation by parents/carers and the LA, and consider whether the child should be reinstated.

- 8.8. If the governing board decide that a child should be reinstated, the headteacher must comply with this ruling.

9. DRUGS AND ALCOHOL

- 9.1. It is the policy of this school that no child should bring any drug, legal or illegal, to school. If a child needs medication during the school day, the parent or guardian should notify the school and ask permission for the medication to be brought. This should be taken directly to the school office and is subsequently stored in our Medical Room. Any medication needed by a child while in school must be taken under the supervision of a teacher or other adult worker. Training is made available to all staff for epi-pen and insulin injections as necessary.
- 9.2. The school will take very seriously misuse of any substances such as glue, other solvents, or alcohol. The parents or guardians of any child involved will always be notified. Any child who deliberately brings substances into school for the purpose of misuse will face the consequence of a fixed-period exclusion. If the offence is repeated and/or if the child is supplying substances to others, the child may be permanently excluded, and the police and the Multi-Agency Safeguarding Hub will be informed.
- 9.3. If any child is found to be suffering from the effects of alcohol or other substances, arrangements will be made for that child to be taken home.
- 9.4. It is forbidden for anyone to bring illegal drugs onto the school premises. Any child who is found to have brought to school any type of illegal substance will face the consequence of a fixed period exclusion. When the child returns to schools, it is expected that a reintegration meeting will take place between the headteacher, child and parents.
- 9.5. If the offence is repeated, consideration will be given to permanent exclusion.
- 9.6. If a child is found to have deliberately brought illegal substances into school, and is found to be distributing these to other pupils for money, the child will be permanently excluded from the school. The police and Multi-Agency Safeguarding Hub will also be informed.

10. POSSESSION OF AN OFFENSIVE WEAPON

- 10.1. If a child is found to be in possession of an offence weapon in school, consideration will be given to a permanent exclusion and the police will be informed.

11. SEARCHING CHILDREN

- 11.1. The school follows the current DfE guidance on searching and confiscation, which can be found on the DfE website: ([Searching, Screening and Confiscation, advice for headteachers, school staff and governing bodies, February 2014.](#))

12. BEHAVIOUR LOG

- 12.1. The Headteacher keeps a behaviour log to track patterns of behaviour and follow-up on any patterns of persistently concerning behaviour, for example by contacting parents, writing to the pupil, or putting in place a formal behaviour plan. The behaviour log may be shared with parents as part of this process. A summary of the behaviour log is reported termly to governors in the Headteacher's Report.

Policy approved by: _____ (print name)

On behalf of: _____ (committee or FGB)

Signed: _____

Date: _____