



# ***Raysfield Schools***

## ***Behaviour and Exclusions***

### ***Policy***

#### **Rationale**

All pupils have the right to learn and all teachers have the right to teach. Good standards of behaviour are essential to effective learning – teachers have the right to expect appropriate behaviour from the children which entirely cooperates with the wishes of all adults working in school. The general ethos and image of the school is reflected by the behaviour of all adults and children who make up the school community. Inappropriate behaviour disrupts all learning.

#### **Purposes**

Raysfield School is a welcoming, friendly place where positive attitudes towards good behaviour and learning are encouraged. Children are given opportunities to acquire self-discipline and high standards of conduct in a safe, secure environment.

#### **Aims**

Through our policy we aim to demonstrate:

- A consistent approach to behaviour management
- Strong school leadership
- Good classroom management
- Clear rewards and sanctions
- Behaviour strategies and the teaching of good behaviour
- Staff development and support
- Pupil support systems
- Liaison with parents and other agencies
- Managed pupil transition
- Good organisation and facilities

#### **A consistent approach to behaviour management**

- Children are taught positive behaviour through our Happy School Plan (Raysfield Infants School) and Raysfield Go For It Goals (Raysfield Junior School), the main emphasis will be on positive aspects of praise and reward.
- Our Happy School Plan and Raysfield Go For It Goals is in place and the children are taught the key aspects through PHSE lessons, circle times and school assemblies.
- The Happy School Plan and Raysfield Go For It Goals is prominently displayed in all classrooms and is used to reinforce the behaviour policy.
- Rewards and sanctions are displayed in classrooms alongside the Happy School Plan and Raysfield Go For It Goals.

- In class learning situations there will be a good working atmosphere, making it possible for everyone to benefit from the learning situation
- The movement of children and adults around the school should be in a calm, quiet and orderly manner, showing proper respect for others. In the school there should never be any running, pushing or shouting. In crowded areas (Raysfield Junior School) stairs, corridors, everyone should keep to the left.
- Verbal communication should be in a calm and polite manner, with proper emphasis on courtesy and respect for feelings of others and their point of view.
- Support for the behaviour policy by parents is essential for it to work effectively. Parents and children are asked to sign the “Home/school agreement” agreeing to support the implementation of the policy. Every adult in school has a responsibility to set an example of the highest standard.

### **Strong school leadership**

The Head teacher and senior leaders provide strong leadership; they are clear about policy, have a strong presence around school and hold others to account.

### **Classroom management**

- Children are taught the difference between right and wrong and that their actions and choices have consequences.
- Children are encouraged to develop and demonstrate positive attitudes. Appropriate behaviour is praised and rewarded.
- All staff create a positive and encouraging atmosphere where everybody has mutual respect and discourage disruptive and inappropriate behaviour.
- All staff will use positive language and positive choices, they will discuss actions and consequences with children to self-evaluate their behaviour and move forward.
- Children are encouraged to be empathetic towards the needs and feelings of others and to listen to both sides of a disagreement. An apology will be expected.
- A range of appropriate strategies will be put in place to promote positive behaviour and discourage inappropriate behaviour e.g. visuals, work stations, calming spaces.

### **Clear rewards and sanctions**

All classes will clearly display the Happy School Plan/Raysfield Go For It Goals alongside rewards and sanctions. Children’s names/faces will start on the star and they can move up or down the ladder depending on their behaviour.

### **Daily rewards**

- When a child demonstrates good behaviour for learning or upholding the school values they will be rewarded with a sticker from the class teacher
- Children can also receive a “Happy note” and Head teachers sticker for what a teacher believes is worthy of further recognition.
- A “Wow” moment can be recognised in the Golden Book with Mrs Lewis.

### **Weekly rewards**

Infants:

- Each week a year groups teachers take children to Effort Service to recognise special efforts in learning linked to the school motto: “Learn, enjoy, achieve, discover, together”.
- Their name will be published in the newsletter.
- Any staff member can nominate a child in Effort service for a sticker linked to the independence scheme.

- Golden Time on a Friday afternoon is a reward for good behaviour for learning.

#### Juniors

- Each week teachers take children to Achievement assembly to recognise special efforts in learning linked to the school motto: "Love to learn, learn to care, belong, believe, achieve".
- Other out of school achievements are also recognised in this assembly.

#### Termly rewards

- "Ray of Sunshine" awards for one child per class per term who always make school a happy place (Infant school).
- 100% Attendance awards

#### Consequences – "Three strikes and out"

- Step one – a reminder of the right choice/expected behaviour
- Step two – a warning
- Step three – lose 5 minutes of Golden Time, time out in a designated area of the classroom
- Step four –time out with a senior leader
- Step five – sent to the head teacher and name recorded in the Thin Ice Book

At lunchtime children on step three or four will have time out with a member of the SLT. In the Infants children will complete time out holding an adults hand. Time out at playtimes will be dealt with by the teacher on duty.

Severe/extreme behaviour e.g. racial abuse, extreme verbal abuse, physical violence, repeated physical/verbal abuse (bullying), defiance will be dealt with immediately by the head or senior leader and recorded in the Thin Ice Book. Such a serious incident may result in fixed term exclusion. Parents will be informed if their child's name is in the Thin Ice Book and after 3 occasions will be invited in to discuss the behaviour with the Head teacher. 6 occasions will trigger a behaviour plan and possibly the start of a SAF or input from an external agency.

#### Staff development and support

- Key Staff are trained to use Team Teach strategies
- Inclusion support and other agencies are invited to provide extra training to support working with individuals
- Strategies such as 'Time to Talk' and '10 minute Tea' are used when necessary for staff well being
- Extra INSET and staff meeting time are used to provide time needed for extra training

#### Pupil support systems

Where behaviour is due to a special educational need this policy should be read alongside the SEN policy.

- Individual Play Plans (IPP) – Will be used to support children in Foundation Stage who have come into school with a School Entry Plan from Nursery or Preschool. This will set play based targets to support the child's individual needs.
- Vulnerable children will be considered by the Integrated Working Team (IWT) – Infants – and Wellbeing Team – Juniors - meeting termly to consider actions to address their needs
- Individual Behaviour Plans (IBP)/Provision maps - Children who have specific special needs and have individual behaviour plans or IEPs will not necessarily follow these steps as they may require smaller steps.
- EHC Plan.

See Behaviour concern flow chart.

### **Organisation and facilities**

- Our 'Nest sensory room can be planned for or used as a break out room when required (Raysfield Infants School). A space will be provided in the hall (Raysfield Junior School) if required.
- A wide range of resources e.g. move 'n' sit cushions and visual timetables are available in each class, also in the SEN area situated in Class 3 (Raysfield Infants School) or in classes (Raysfield Juniors School).

### **Conclusion**

The highest standards of behaviour will be upheld in both schools by all adults, children and visitors at all times, in order that there is a happy, health ethos which is born out of mutual respect.

*We take opportunities to maximize positive impacts for disabled and non-disabled people, people of different ethnic, cultural and religious backgrounds, girls, boys, men and women*

**Links: Policies: Use of Force, Physical Contact, Inclusion, SEN**

Ratified

November 2017  
Review November 2018

### Appendix 3.

#### **Exclusions:**

Temporary (fixed term) or Permanent exclusions may be necessary, as a last resort, only for pupils not responding appropriately to the Behaviour policy and the procedures above.

The school will follow the DCSF guidance on exclusions, as found on the Children and Young People Intranet:

#### **The decision to exclude**

9. A decision to exclude a pupil should be taken only:

- a) In response to serious breaches of the school's behaviour policy; and
- b) If allowing the pupil to remain in school would seriously harm the education or welfare of the pupil or others in the school.

10. Only the head teacher, or teacher in charge of a PRU, (or, in the absence of the head teacher or teacher in charge, the acting head teacher or teacher in charge) can exclude a pupil.

11. A 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 following a wide range of other strategies, which have been tried without success. It is an acknowledgement by the school that it has exhausted all available strategies for dealing with the child and should normally be used as a last resort.

12. There will, however, be exceptional circumstances where, in the head teacher's judgement, it is appropriate to permanently exclude a child for a first or 'one off' offence. These might include:

- a) Serious actual or threatened violence against another pupil or a member of staff
  - b) Sexual abuse or assault
  - c) Supplying an illegal drug
  - d) Carrying an offensive weapon (for advice on what constitutes an offensive weapon, please refer to the advice in *School Security: Chapter 6*)
- Schools should consider whether or not to inform the police where such a criminal offence has taken place. They should also consider whether or not to inform other agencies, e.g. Youth Offending Teams, social workers, etc.

#### **Factors to consider before making a decision to exclude**

17. Exclusion should not be imposed in the heat of the moment, unless there is an immediate threat to the safety of others in the school or the pupil concerned. Before deciding whether to exclude a pupil, either permanently or for a fixed period, the head teacher should:

- a) Ensure that a thorough investigation has been carried out;
- b) Consider all the evidence available to support the allegations, taking account of the school's behaviour and equal opportunities policies, and, where applicable, the Race Relations Act 1976 as amended and the Disability Discrimination Act 1995 as amended;
- c) Allow and encourage the pupil to give his or her version of events
- d) Check whether the incident may have been provoked, for example by bullying, including homophobic bullying, or by racial or sexual harassment

e) If necessary, consult others, but not anyone who may later have a role in reviewing the head teacher's decision, for example a member of the governing body.

**18. The standard of proof to be applied is the balance of probabilities, i.e. if it is more probable than not that the pupil did what he or she is alleged to have done, the head teacher may exclude the pupil.** However, the more serious the allegation, the more convincing the evidence substantiating the allegation needs to be. This is not the same as requiring the criminal standard to be applied but it does mean that when investigating more serious allegations, head teachers will need to gather and take account of a wider range of evidence (extending in some instances to evidence of the pupil's past behaviour), in determining whether it is more probable than not that the pupil has committed the offence.

*(revised 21 July 2004)*

### **Early intervention and alternatives to exclusion**

20. Local Authorities should have preventative programmes in place to enable them to refer pupils identified as being at risk of exclusion to appropriate support. Experience has shown that such intervention has a high success rate and few pupils go on to be excluded (see **Part 1**: paragraphs 3-6). Exclusion, whether fixed period or permanent, should be used as a last resort when all other alternatives have been exhausted, but there will be circumstances where exclusion is appropriate. Some examples of alternatives to exclusion schools should consider are given in **Part 1**: paragraph 7 of this guidance.

### **When exclusion is not appropriate**

21. Exclusion should not be used for:

- a) Minor incidents such as failure to do homework or to bring dinner money
- b) Poor academic performance
- c) Lateness or truancy
- d) Pregnancy
- e) Breaches of school uniform rules or rules on appearance (for example, relating to jewellery, body-piercing, hairstyles, etc), except where these are persistent and in open defiance of such rules
- f) Punishing pupils for the behaviour of their parents, for example where parents refuse, or are unable, to attend a meeting. Guidance on dealing with difficult parents is contained in the *Legal Toolkit for Schools* (See **Part 7**: related documents).

### **Length of fixed period exclusions**

25. The regulations allow head teachers to exclude a pupil for one or more fixed periods not exceeding 45 school days in any one school year. The limit of 45 school days applies to the pupil and not to the institution. Therefore, any days of fixed period exclusion served by the pupil in any school or PRU in the same school year will count towards the total. It is important therefore that, when a pupil transfers to a new school during the academic year, records of the fixed period exclusions a pupil has received so far during the current academic year are also transferred promptly to the new school. **However, individual fixed period exclusions should be for the shortest time necessary, bearing in mind that exclusions of more than a day or two make it more difficult for the pupil to reintegrate into the school.** Ofsted inspection evidence suggests that 1-3 days is often long enough to secure the benefits of exclusion without adverse educational consequences. Exclusions may not be given for an unspecified period, for example until a meeting can be arranged. Such a practice amounts to an indefinite exclusion for which no legal arrangements exist.

### **Lunchtime exclusion**

31. Pupils whose behaviour at lunchtime is disruptive may be excluded from the school premises for the duration of the lunchtime period. A lunchtime exclusion is a fixed period exclusion (deemed to be equivalent to one half of a school day) and should be treated as such, and parents have the same right to be given information and to make representations. A lunchtime exclusion for an indefinite period, like any other indefinite exclusion, would not be lawful. 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.

32. The Secretary of State does not expect lunchtime exclusion to be used for a prolonged period. In the long run another strategy for dealing with the problem should be worked out.

### **Procedures for review and appeal**

34. Governing bodies must review all permanent exclusions from their school, and all fixed period exclusions that would result in a pupil being excluded for more than 15 school days in any one term, or missing a public examination. Governing bodies must also review fixed period exclusions which would result in the pupil being excluded for more than 5 school days but not more than 15 school days in any one term, only where the parent has expressed a wish to make representations. They must decide whether or not to reinstate the pupil, if appropriate, or whether the head teacher's decision to exclude the pupil was justified.

In line with Dfe guidance, other alternatives to exclusion may be sought. In addition, the involvement of outside agencies, such the Behaviour Support Team and Inclusion Support may be sought, with a Pastoral Support Programme put in place to work with parents and multi-agencies to change a child's behaviour.