



## **Positive Behaviour Policy** **(including Exclusions)**

**THIS POLICY IS TO BE REVIEWED ANNUALLY**

**Chair of Governors, Sue Nelson**

**Signed**

This Policy has been shared with and reviewed by the School Council

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## **Introduction**

Children learn best when they are well behaved and understand the reasons for behaving appropriately. The school can make a difference to the way in which children behave by teaching positive attitudes. Children should be guided to make decisions about the way they behave as early as possible so that they become responsible members of the community. The discipline of the school goes hand in hand with the ethos and the atmosphere created within the school. Self discipline and a respect for oneself, others and our world forms the core of our behaviour policy.

At East Preston Infant School we have high expectations of children's work and behaviour. These are fostered in a calm, secure and caring environment, with a positive approach, where praise and encouragement are given.

We believe that because staff, pupils, parents and Governors value good behaviour: -

### **Children:**

- learn what good behaviour means
- learn to care for one another
- learn the value of friendship
- develop self-confidence
- do as well as possible in their school work

### **Teachers:**

- teach effectively with fewer behaviour problems
- meet the needs of all pupils
- make positive contacts with all parents

### **Parents:**

- feel confident that their children are growing personally, socially and academically
- know that their children will receive support when they need it
- feel welcome in school to discuss their child's progress in a positive atmosphere

## **1. Aims**

We aim to:

- encourage a calm, orderly and purposeful community which is conducive to individual progress and high standards of behaviour
- foster positive, caring attitudes towards everyone, where good behaviour is recognised, praised and actively encouraged
- encourage increasing independence and self-discipline so that each child learns to accept responsibility for his/her behaviour
- Set clear boundaries for acceptable behaviour and raise awareness about inappropriate behaviour, to ensure safety and to combat bullying behaviour in school
- have a consistent approach to behaviour throughout the school with parental co-operation and involvement
- work with parents to encourage children to develop as fully as possible, socially, personally and academically
- help pupils, staff and parents have a sense of direction and feeling of a common purpose

## **2. Our Golden Rules (Code of Behaviour)**

We, the children, teachers, support staff, lunchtime supervisors, parents and Governors, aim to make our school a happy and safe place, by following these golden rules: -

- We are kind and helpful – we don't hurt anybody's feelings.
- We are gentle – we don't hurt others.
- We listen – we don't interrupt.
- We work hard – we don't waste our own or others' time.
- We are honest – we don't cover up the truth.
- We look after property – we don't waste or damage things.

## **4. Rights Respecting School**

East Preston Infant School is a Rights Respecting School. All pupils, staff and visitors have the right to be healthy, safe, educated, listened to and treated fairly. These principles are at the heart of our school ethos, and our policies and practices support these rights. We are committed to equal rights, mutual respect and shared responsibility.

In this Policy we specifically recognise the following articles from the UN convention on the Rights of the Child:

Article 3 – The best interests of the child must be a top priority in all things that affect children.

Article 19 – Governments must do all they can to ensure that children are protected from all forms of violence, abuse, neglect and bad treatment by their parents or anyone else who looks after them.

Article 28 – Every child has the right to an education. Discipline in schools must respect children's dignity.

Article 29 – Education must develop every child's personality, talents and abilities to the full. It must encourage the child's respect for human rights, as well as respect for their parents, their own and other cultures and the environment.

Article 36 – Governments must protect children from all other forms of bad treatment.

Children are taught about their rights. These help to form the class charter at the beginning of the school year and children are taught about these through the curriculum.

At East Preston Infant School we **all** have the **right** to be:

- Educated – and we promise to help create a calm place to learn
- Listened to – and we promise to listen to others
- Treated Fairly – and we promise to tell the truth and be kind to others
- Safe – and we promise to look after our environment and each other
- Healthy – and we promise to make healthy choices and encourage others to do so too

This behaviour is encouraged in every area of school activity and pupils are helped to recognise examples of good behaviour at all times.

## **5. Encouraging Good Behaviour – Roles and Responsibilities**

We must be aware of the importance of encouraging appropriate behaviour in school. In this school we recognise that everyone is different and we value their contributions.

### **Staff responsibilities:**

- to treat all children fairly and with respect
- to raise children's self-esteem and develop their full potential
- to provide a challenging, interesting and relevant curriculum
- to believe that all pupils can learn and to expect high standards
- to create a safe and pleasant environment, physically and emotionally
- to explain clearly the behavioural expectations of the school
- to use rules and consequences clearly and consistently
- to recognise good behaviour and ensure that criticism is constructive
- to be a good role model by being warm and welcoming and being positive in gestures and body language
- to form a good relationship with parents so that all children can see that the key adults in their lives share a common aim
- to encourage children to be responsible for their own behaviour

### **Children's responsibilities:**

- to work to the best of their ability and allow others to do the same
- to co-operate with other children and adults
- to develop an understanding of what is acceptable and unacceptable behaviour
- to know and abide by the school Code of Behaviour and class rules

### **Parents' responsibilities:**

- to make children aware of appropriate behaviour in all situations
- to encourage independence and self-discipline
- to show an interest in all that their child does in school
- to be aware of the school Code of Behaviour 'Golden Rules' and the Behaviour Management procedures
- to support the school in the implementation of this policy

### **Governors' responsibilities:**

- to review this policy annually and ensure its effective implementation

## **6. Rules and Routines**

### **Classroom Charter**

Each class devises its own class charter at the beginning of the school year. The children, along with the class teacher discuss, through Circle time, the rights that the children agree are essential for the smooth running of their class. These form the class charter which is then displayed on the wall throughout the year and is added to if necessary.

### **Playtime**

Playtimes are supervised by a class teacher and classroom assistants who encourage the children to play well together and form good relationships with their peers. The staff closely monitor the children and follow the Behaviour Management procedures when behaviour is causing concern.

### **Lunchtime**

At dinner times, supervising staff interact fully with the children, and are actively engaged in playing games with them and encouraging social and emotional development through positive play. They monitor behaviour on the playground and in the hall and report any concerns about behaviour to the class teacher or Head teacher if relevant. The supervising staff abide by the schools Code of Behaviour 'Golden Rules' and follow the Behaviour Management procedures.

## **7. Strategies for Promoting Self-esteem and Encouraging, Recognising and Teaching Appropriate Behaviour**

At East Preston Infant school we believe in recognising and rewarding good behaviour and developing every child's confidence and self-esteem. Children need to feel secure and good about themselves in order to help them treat others with consideration and respect. We make every attempt to focus on the positive rather than the negative behaviour and class teachers use positive classroom management strategies. We treat every child with respect and encourage children to do likewise. We do not discriminate against any child on the grounds of gender, race, faith or disability.

The adults within our school exercise the following strategies to promote good behaviour and positive attitudes:

- an approving look or smile
- private praise
- public praise in class and assemblies
- certificates, good news letters and stickers
- informing parents and carers
- displays –e.g. achievement trees, stars of the week
- privilege time
- special responsibilities
- child's name written on the board – Well Done
- collaborative rewards – filling a jar with pasta or marbles for a reward agreed by the class
- visit other adults in the school to share good behaviour
- visit the head teacher to share good behaviour

## **8. Behaviour Management Procedures (including Exclusion)**

All staff, teaching and non-teaching, are familiar with the school code of practice regarding behaviour and discipline, and all follow agreed procedures. Children and parents are also made aware of the school rules and expectations. Occasionally young children may forget our aims for good behaviour and be inconsiderate to others. When this happens the following procedures and sanctions are applied.

**Stage 1 - Class-based sanctions** which could be carried out by any member of staff (no specific order) :

- a warning or reminder of the rule which has been broken
- notice other children's good behaviour
- give a visual reminder – a look / use of body language
- count to .....
- choices and consequences
- time out to calm down
- move to another place
- verbal apology requested

### **If you misbehave...**

1. You will be asked to stop.

If you do not stop...

2. Your name will be written down.

If you choose to carry on...

3. You will be given 'time out' to think about making a good choice.

If you still choose to carry on...

4. You will lose a privilege.

If you continue to carry on...

5. You will be sent to another class and we will talk to your parents

If you still continue to carry on...

6. You will be sent to Mrs New.

**Stage 2 – To be carried out by the teacher** (no specific order):

- meet with parents to discuss concerns
- miss a playtime or part of it / hold an adult's hand or walk alongside when out to play
- lose some 'Golden Time' in Years 1 and 2 or 'Star Time' in Reception
- ('Golden Time' or 'Star Time' is a beneficial social interactive time with child initiated tasks using agreed resources)
- be sent to another class for time out
- use of a timer to give the child thinking time and an opportunity to change their behaviour

### **Stage 3** – (no specific order) :

- behaviour modification strategies e.g. chart, marbles in a jar
- child talks to head teacher
- a telephone call or letter home to parents to report the behaviour
- parents formally brought in
- letter of apology
- ‘Incident’ form filled in and shared with appropriate staff
- behaviour logs and detailed observations may be used to obtain further information/ understanding
- ‘Time In’ - this is where a child is given a limited time outside with an activity, for example five minutes of play, before coming back inside for the remaining amount of play time
- internal exclusion where a child goes to another class
- classroom code shared with children and displayed in all classrooms as follows:-

At East Preston Infant School Positive Behaviour Management Strategies are actively encouraged. Under Section 89 of the Education and Inspections Act 2006 the school also has the power to discipline beyond the school gate. In exceptional circumstances staff may need to use reasonable force when managing challenging behaviour. Please refer to the Policy for further information.

### **Stage 4** – Exclusion (fixed term or permanent)

If there are occasions where discipline and good conduct cannot be maintained by a particular child, or if by allowing that child to remain in school it would be seriously detrimental to the education or welfare of the child or others in the school, there may be no other option but to exclude. This will only be considered after all possible avenues have been explored and will be a last resort.

### **Fixed Period Exclusions**

If it is deemed necessary to exclude a child for a fixed period, the pupil’s parents/carers will be notified without delay of the specific reason and length of the exclusion. This will be followed by written information without delay, no later than the end of the afternoon session of the first day on which the pupil is excluded. Only the Head teacher can exclude for one or more fixed term periods – up to a maximum of 45 days. The parents/carers will also be notified that they have the right to make representations to the Governing body and the LA and how any such representations should be made. They will be given the name and address of the appropriate people to contact and be invited to inform the Governing body and LA in writing of their intention to make representations. The Head teacher will inform the Chair of Governors at this stage, without delay. The Head teacher must notify parents in writing of the reasons and the period of fixed period exclusion.

The Head teacher will inform the LA of all exclusions without delay.



The Governing body has the power to direct the Head teacher to reinstate a pupil who has been excluded for a period in excess of five days. The LA may also direct reinstatement however they must consult the Governing body first.

If parents give notice to the Governors or LA that they wish to make representations, the Governing body will arrange and convene a meeting to discuss the exclusion as soon as practicable. Where there is a legal requirement for the governing body to consider the exclusion, parents have a right to attend a meeting, to be represented at that meeting (at their own expense) and to bring a friend. In the case of a short fixed period exclusion the pupil will usually be back before the meeting is arranged, however the meeting may nevertheless serve the purpose of enabling the parents to be satisfied that their views have been heard. Governing bodies are required to notify all parties of their decision following consideration of an exclusion, without delay.

The committee convened for the purpose of considering exclusion requires at least three members of the Governing body, none of whom should be the Head teacher.

If the Head teacher decides to extend the fixed period exclusion for a further period not exceeding 15 days in total in any one term, or in very exceptional circumstances to replace a fixed period exclusion with one which is permanent, the parent will be informed without delay.

If the fixed exclusion period is for 5 days or more, the Governing Body must arrange suitable full time education for the child.

The excluded pupil will receive school work to do at home, which should be returned to school for marking until he or she returns to school. The Governing body will keep these arrangements under review.

Very careful arrangements will be made to ensure that any child returning to school after exclusion is helped to behave appropriately. To support a child's successful reintegration to school after a fixed term exclusion the school may consider starting a PSP (Pastoral Support Programme) with the child. The Special Educational Needs Code of Practice will be used to support children, if emotional or behavioural difficulties are identified.

### **Permanent Exclusion**

The Head teacher will inform the pupil's parents/carers of the exclusion and the specific reason for it without delay. The notification will provide sufficient particulars to ensure that the reason for the exclusion is fully understood and that all relevant circumstances are made known. Notification will be without delay and in writing. The notification will also document for reference, any relevant previous warnings, fixed period exclusions or other disciplinary measures taken prior to the excluded behaviour being committed. Rather than delaying notification of exclusion, this information will be contained in a prompt follow-up letter.

The Head teacher will notify the parents of their right to make representations to the Governing body and the LA and how any such representations should be made. This will be done within seven days of notification. The parents/carers have right of access to all curricula records of the pupil and to other educational records through a request to the Governing body.

The LA will be notified of all permanent exclusions.

The LA are under a duty to consider whether permanent exclusions should stand. They have the power to direct the Head teacher to reinstate the excluded pupil.

The Governing body has the power, but is not under any duty, to direct the Head teacher to reinstate a permanently excluded pupil. The Governors will convene a meeting to consider the exclusion and any representations made by the parents/carers, within a maximum of 15 school days of the notification by the Head teacher. Where there is a legal requirement for the governing body to consider the exclusion, parents have a right to attend a meeting, to be represented at that meeting (at their own expense) and to bring a friend. The Governing body will then make their view known to the LA as the LA consider their response to the exclusion.

If the Governing body and the LA decline to reinstate the excluded pupil they must notify the parents of their decision. The LA must do this within 20 school days from the day the Head teacher informed them of the exclusion. Parents must be informed of their right to appeal to an Independent appeals committee. The notification will make it clear that parents should set out their grounds for appeal within 15 school days of notice from the LA of their right to appeal.

A direction by the LA is binding unless the Governing body appeals against the direction. This must be done within 5 school days of the date of the direction.

The pupils name should remain on the school roll until the appeals procedure is completed, or until the time for appeals has expired without an appeal being lodged, or earlier if the parents/carers give notice in writing that they do not intend to appeal.

The above procedures have been taken from the DFE circular 09/17 EXCLUSIONS FROM MAINTAINED SCHOOLS, ACADEMIES AND PUPIL REFERRAL UNITS IN ENGLAND. In the event of exclusion reference should be made to this circular for more in depth details.

[https://consult.education.gov.uk/school-absence-and-exclusions-team/statutory-exclusion-guidance/supporting\\_documents/Draft%20statutory%20guidance%202017.pdf](https://consult.education.gov.uk/school-absence-and-exclusions-team/statutory-exclusion-guidance/supporting_documents/Draft%20statutory%20guidance%202017.pdf)

Where a pupil has SEN, the LA must ensure that appropriate full time placement in identified school is provided. Parents still retain the right to express the preference for the school.

When notifying parents about an exclusion, the head teacher should draw attention to relevant sources of free and impartial information. This information should include:

- a link to this statutory guidance on exclusions  
(<https://www.gov.uk/government/publications/school-exclusion>);
- a link to sources of impartial advice for parents such as the Coram Children's Legal Centre ([www.childrenslegalcentre.com](http://www.childrenslegalcentre.com)) or ACE Education (<http://www.aceed.org.uk>) and their advice line service on 03000 115 142 on Monday to Wednesday from 10 am to 1pm during term time); and
- where considered relevant by the head teacher, links to local services, such as Traveller Education Services or the Information Advice & Support Services Network (formerly known as the local parent partnership - <http://www.iassnetwork.org.uk/>)