

KETTLESHULME ST JAMES
CE (VA) PRIMARY SCHOOL

POSITIVE
BEHAVIOUR AND
EXCLUSION POLICY

AUTUMN 2023

Review Date AUTUMN 2024

Statutory - FGB

Introduction

It is a primary aim of our school that every member of the school community feels valued and respected, and that each person is treated fairly and well. We are a caring community, whose values are built on mutual trust and respect for all. The school's Positive Behaviour and Exclusion Policy is therefore designed to support the way in which all members of the school can live and work together. It aims to promote an environment where everyone feels happy, safe and secure. Everyone will be expected to act with courtesy and respect for each other at all times and all pupils have the right to learn in a safe environment.

At Kettleshulme St James, we consider that it is imperative that high standards of behaviour are encouraged through the positive reinforcement of good behaviour patterns throughout the school. The school acknowledges its legal duties under the Equality Act 2010 in respect of Safeguarding and in respect of pupils with special educational needs. (See school's Equality Statement).

Aims

- To be clear about what is meant by good behaviour and so support the development of honest, informed and honourable citizens of the future.
- To maximise the impact which the school can make on good behaviour.
- To provide a forum and an anchor for discussion and agreement on issues relating to behaviour, through circle times and children's meetings.
- To support children with their self-regulation so that they have the tools to understand and change any behaviours which they need to develop.
- To encourage a positive learning and play environment.
- To foster good relations between different groups of children.
- To offer a framework for social education.
- To be inclusive in our practices so all children are rewarded in a consistent manner.
- To help children feel good about themselves by developing their self-esteem, self-worth and self-confidence.
- To recognise the many influences on children's behaviour and take this into account when dealing with it.
- To create an environment where children are respectfully monitored and feel listened to.

For the effective and smooth running of the school we will provide:

- Clear expectations
- Celebration to support 'good' behaviour
- Sanctions for unacceptable behaviour
- Ownership of our Christian values and expectations
- Awareness by teaching / non-teaching staff of strategies
- Consistency
- Importance placed on building up the best relationships with each child so that control becomes self-motivated from respect for oneself and the adults
- Home / school links to facilitate support from parents

Promoting Children's Emotional Health and Wellbeing

We recognise that children's mental health is a crucial factor in their overall wellbeing and can affect their learning and achievement. The Department for Education (DfE) recognises that: "in order to help their children succeed; schools have a role to play in supporting them to be resilient and mentally healthy". Schools can be a place for children and young people to experience a nurturing and supportive environment that has the potential to develop self-esteem and give positive experiences for overcoming adversity and building resilience. This applies equally to all areas of learning and activities.

With this in mind we strive to develop self-esteem and resilience in all our pupils via a range of measures including use of the '*My Happy Mind*' programme which teaches children the science behind behaviour and emotions. By teaching pupils the skills to increase their awareness of their own emotional health and well-being, this will in turn help them to be in control of their own emotions and consequently be mindful of others.

The positive behaviour system is based on five key points:

All children have the right to learn and play, free from disruption and aggression.

All teachers have the right to teach, free from disruption and aggression.

Pupils who choose to follow the rules are rewarded.

Pupils who choose to break the rules will need to accept the consequences.

Pupils are responsible for their own behaviour.

There are rules in specific areas e.g. in the classroom, the playground and the hall, the corridor etc. These rules are reviewed regularly and adapted or changed according to circumstances and the needs of children at any moment in time.

Each class teacher discusses the school rules and their own class rules with their class. In this way, every child in the school knows the standard of behaviour that we expect in our school. If there are incidents of anti-social behaviour, the class teacher discusses these with the whole class or during RSE lessons. My Happy Mind can also be used to help children to understand their behaviour.

The school expects every member of the school community to behave in a considerate way towards others.

We treat all children fairly and apply the Positive Behaviour and Exclusion Policy in a consistent way.

This policy aims to help children to grow in a safe and secure environment and to become positive, responsible and increasingly independent members of the school community.

The school rewards and praises good behaviour as we believe that this will develop an ethos of kindness and co-operation. This policy is designed to promote good behaviour rather than merely deter anti-social behaviour.

Good behaviour will be rewarded by:

- Celebration Assembly certificate – awarded each Friday to two pupils from each class
- Verbal praise – well done, smile, thumbs up
- Sharing work with other classes/buddy
- Stickers
- House points / VIP day (last Thursday of each half term – own clothes, special lunch time, special dessert, 5 mins extra break, 30min iPad time)
- Visit to Headteacher for sticker and certificate
- Proud moment card sent home which can be awarded by any adult in school
- All celebrations and awards are all shared on the weekly Newsletter
- Termly breakfast with the Headteacher for achievements which are above and beyond and which affect our school community or their own community
- Email home from Headteacher or Class Teacher
- Each term 8 pupils per class will access 30 minutes extra play/iPad time for their Reading Reward. They can achieve this by reading 5+ times per week and entering this in their Reading Record, in exchange for a raffle ticket. 8 of which will be pulled out of each class raffle box each half term.

It is our ethos that all children should be praised for a range of achievements on a regular basis. Praise can be given verbally or via a physical reward. All staff can reward all children for both academic and non-academic success. Rewards can be immediate and quick, such as thumbs up or a house point or they can be individual, such as a sticker. We want children to be proud of their achievements. We provide rewards which enable them to share their successes at home and with their peers, so that it enables them to hold discussions about their achievements. We aim to encourage children to learn from each other and to model good behaviour. By using these systems, we aim to support the development of intrinsic pride in all the children do.

Actions when the right choices are not made:

- Use children who are making the right choice as a model – ‘Fred I love the way you are sitting’, ‘Lisa thank you for showing me that you are ready’, ‘We’re just waiting for two people.’ ‘I can see two people are not looking at me.’
- Non-verbal warning directed at individual
- Verbal reminder aimed at individual
- Name written on green post it (no dialogue). As soon as possible T has dialogue with pupil to resolve/explain situation. Use ‘Reflection Questions’ to steer conversation.
- If needed offer time in ‘Calm Corner’ (Forest), reset time in library (Meadow), reset time on the stage (Hillside).
- If behaviour is unsafe then additional adults should be called for. If this happens then parents will be informed.

Whenever a pupil is sent to the HT their parents will be informed.

On occasion the CT (Class Teacher) will feel it necessary to have a discreet dialogue with the parents.

If poor behaviour is serious enough then staff can jump the steps.

If we are aware that an individual has additional needs which means that they find it hard to self-regulate or make good behaviour choices then we will address this in a different way using an approach bespoke to them

Each day is a new day and offers the chance of a new start.

Staff will always support children to help them to understand why their behaviour is not acceptable and we will help them to think what they could do next time.

If deemed appropriate, a Behaviour Contract between the school, the parents/carers and the child will be initiated for a period of one half term or equivalent (approx 6 weeks). An extension may be applied.

Break and lunchtime, wraparound care and other members of staff

We expect all pupils to maintain the same standard of behaviour during all times of day, irrespective of the adult who is supervising them. All staff, including MDAs (Midday Assistants), Forest School leads, music teachers and PE coaches have been trained in the same way to ensure consistency. They have access to the same strategies. Pupils are aware of this.

If behaviour during these times of day warrants any sanction, then the class teacher will always be informed.

Bullying

Kettleshulme St James Primary School does not tolerate bullying of any kind. If we discover that an act of bullying or intimidation has taken place, we act immediately to stop any further occurrences of such behaviour. Whilst it is very difficult to eradicate bullying, we do everything in our power to ensure that all children attend school free from fear. Please see separate Anti-Bullying Policy for more information.

We are involved in national initiatives such as Anti-Bullying Week that takes place every November. We take part in Odd Socks Day to recognise and celebrate our differences.

Cyber-bullying

Cyber-bullying is not tolerated at Kettleshulme. Children are explicitly taught about safeguarding and on-line safety. If an incident does occur then it is taken very seriously and additional lessons will be put into place to address the knowledge and understanding of all pupils, alongside one-to-one work if needed.

Sexual abuse and discrimination

The school prohibits all forms of sexual abuse and discrimination, including sexual harassment, gender-based bullying and sexual violence. The school will respond promptly and appropriately to any sexual harassment complaints in line with the Child Protection and

Safeguarding Policy; appropriate steps will be taken to stop the harassment and prevent any reoccurrence. Discipline for incidents of sexual harassment will be determined based on the nature of the case, the ages of those involved and any previous related incidents

Positive Handling and Physical Intervention

All members of staff are aware of the regulations regarding the use of force by teachers, as set out in DfE Circular 10/98, relating to section 550A of the Education Act 1996: The Use of Force to Control or Restrain Pupils. Staff only intervene physically to restrain children or to prevent injury to a child, or if a child is in danger of hurting themselves. These actions are in line with government guidelines on the restraint of children. Relevant staff members have been TEAM TEACH trained and work within their guidelines.

Role of the Class Teacher

It is the responsibility of the class teacher to ensure that the school rules are enforced in their class and that their class behaves in a responsible manner during lesson time and when moving, working or playing in other areas of the school.

We have high expectations of all children in terms of behaviour and we strive to ensure that all children work to the best of their ability.

All children are treated fairly and encouraged to follow school rules consistently.

All children are treated with respect and understanding.

Class teachers liaise with the school's SENDCO and with external agencies if necessary, to support and guide the progress of each child.

Class teachers report to parents about the progress of each child in their class, in line with whole school policy. The class teacher may also contact a parent if there are concerns about the behaviour or welfare of a child.

Role of the Headteacher

It is the responsibility of the Headteacher, under the School Standards and Framework Act 1998, to implement the school behaviour policy consistently throughout the school and to report to governors, when requested, on the effectiveness of the policy. It is also the responsibility of the Headteacher to ensure the health, safety and welfare of all children in the school.

The Headteacher supports staff by implementing the policy, by setting the standards of behaviour and by supporting staff in the implementation of the policy.

The Headteacher keeps records of all reported serious incidents of misbehaviour.

The Headteacher has the responsibility for giving fixed-term exclusions to individual children for serious acts of misbehaviour. For repeated or very serious acts of anti-social behaviour, the Headteacher may permanently exclude a child. Both these actions are only taken after the school governors have been notified.

Role of Parents

The school works collaboratively with parents so that children receive consistent messages about how to behave at home and at school. We share the school rules with parents so we expect parents to read these and support them. The policy is shared on the website and parents are directed to this with updates on the school's newsletters. The children are reminded of the behaviour policy as and when it is needed and the class teacher will share it with their class at the beginning of each academic year.

We expect parents to support their children's learning and to co-operate with the school. We try to build a supportive dialogue between the home and the school and we inform parents immediately if we have concerns about their child's welfare or behaviour.

If the school has to use reasonable sanctions to punish a child, parents should support the actions of the school. If parents have any concern about the way that their child has been treated they should initially contact the class teacher.

If the concern remains, they should contact the Headteacher. If they are still not happy, then they should contact school governors (school can advise on how to do this). If these discussions cannot resolve the problem, a formal grievance or appeal process can be implemented. (See Complaints Policy)

Role of Governors

It is the responsibility of the Governing Body to make sure the school has policies designed to promote good behaviour and discipline and prevent all forms of bullying among pupils. They should also formulate and periodically review the principles that determine this Policy and so help the Head Teacher manage behaviour in the school.

The Governing Body also has a statutory duty to consider certain instances of exclusions and decide whether the decision should be upheld or the pupil re-instated.

Fixed-term and Permanent Exclusions

Only the Headteacher has the power to exclude a pupil from school. The Headteacher may exclude a pupil for one or more fixed periods, for up to 45 days in any one school year. The Headteacher may also exclude a pupil permanently. It is also possible for the Headteacher to convert a fixed-term exclusion into a permanent exclusion if the circumstances warrant this.

An internal exclusion may be issued initially. This may be half a day or a full day. Children will work outside of the classroom and have breaks away from their peers. The Headteacher will inform the parents / carers orally but will not be put into writing. It will not be on the child's permanent record.

If the Headteacher excludes a pupil, they must inform the parents immediately, giving reasons for the exclusion. This is put into writing in a formal letter, a copy of which is sent to Cheshire East Education Office. At the same time, the Headteacher makes it clear to the parents that they can, if they wish, appeal against the decision to the Governing Body. The school informs the parents how to make any such appeal.

The Headteacher also informs the Governing Body about any permanent exclusion and about any fixed-term exclusions beyond five days in any one term. The Governing Body itself cannot either exclude a pupil or extend the exclusion period made by the Headteacher. The Governing Body will convene a Panel to consider any exclusion appeals on behalf of the governors as and when required. The Governing Body will always be mindful of the impact exclusion has on both the pupil and the school.

When an appeals panel meets to consider an exclusion, they consider the circumstances in which the pupil was excluded, consider any representation by parents and the LEA, and consider whether the pupil should be reinstated. If the governors' appeals panel decides that a pupil should be reinstated, the Headteacher must comply with this ruling.

Monitoring

The school keeps a variety of records of incidents of misbehaviour. The class teacher records lower level classroom incidents whilst the Headteacher records those incidents where a child is sent to them.

The Headteacher also keeps a record of any pupil who is excluded for a fixed-term or who is permanently excluded. It is the responsibility of the Governing Body to monitor the rate of suspensions and exclusions, and to ensure that the school policy is administered fairly and consistently.