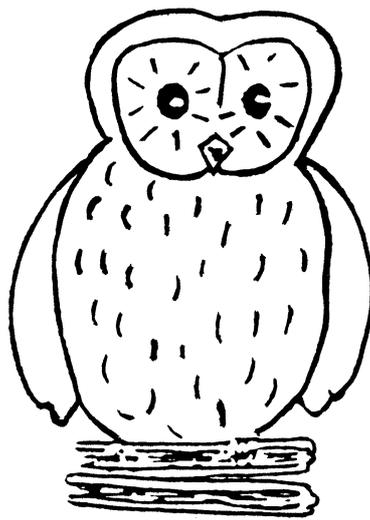


Overstone Primary School



Behaviour and Exclusions Policy

At Overstone Primary School we have a clear understanding of how children learn and continually strive to provide the best possible conditions to facilitate this. We acknowledge that we live in a changing world and that we need to prepare our children for tomorrow's needs. Consequently we not only place value on the key skills of reading, writing, oral communication and mathematical understanding, but also on developing skills for life in modern Britain. We aim to deliver a world class curriculum that will challenge and inspire all our pupils and prepare them for the future.

We have three overall aims:

That pupils will become:

- Successful learners who achieve and enjoy learning
- Confident individuals who can live safe and healthy lives
- Responsible citizens who make a positive contribution to society and achieve economic well being

We all work better, feel better, produce better results and enjoy life's challenges when our efforts are appreciated and we are given due credit and praise. Praise and credit for a child's efforts reinforce their achievement and success, which in turn promotes their self-esteem and raises their expectations. Everyone learns best in an atmosphere of mutual respect, when all members of the school community are courteous and models of appropriate behaviour are evident. It is the responsibility of the whole school to create and maintain an orderly community in which effective learning can take place.

This policy is in place to provide a framework that is consistent, fair and understood by all who are involved in Overstone Primary School.

Aims of the policy

1. To encourage respect towards others and the school environment at all times.
2. To provide an agreed strategy for managing behaviour based upon respect for the needs of all.
3. To ensure a consistent approach in managing behaviour.
4. To encourage high expectations and a sense of self worth, respect and tolerance to all.
5. To ensure all involved know and understand the reason for school and class rules.
6. To ensure all children understand the consequences of their behaviour.
7. To create a learning environment in which children feel safe, secure, respected, happy and valued.

Whole school rules

Assembly times are set aside to discuss rules and why we have them. Classroom rules are discussed in each class at the beginning of the school academic year. The school rules are displayed around the school.

The rules are:

- Always do your best
- Follow instructions straight away
- Care for everyone and everything
- Show good manners at all times.

Rewards

At Overstone we encourage good behaviour in many ways including:

- Praising children quietly
- Praising children in a more public way, in front of a group, class or the whole school

- Sharing children's achievements within the class
- Showing good work to other members of staff
- Showing good work to the Head Teacher/ Senior Teacher
- Showing good work in assemblies and awarding well done certificates
- Using displays in classrooms and throughout the school to celebrate success and show work is valued
- Positive comments on children's work
- A note of praise in their homework book to share with parents
- Stickers
- Informal praising to parents
- Commenting in reports and at parent evenings
- Weekly well done assemblies

The main vehicle for work related rewards is Owl points. Owl points can be awarded by any member of staff. In EYFS & KS1 owl points are recorded by the teacher on a class chart. In KS2 the children have an individual chart and they are responsible for collecting/ recording their own owl points. Owl point certificates are presented in Well Done assemblies.

One owl point is given each week for being on green (following the school rules) all week. Children who are on green all (short) term are rewarded with a 'Good to be green' sticker in the last assembly of each term.

The class with the highest number of pupils remaining on green for a month will be rewarded with a class celebration (record kept on chart in corridor).

20 owl points = bronze certificate

60 owl points = gold

100 owl points = platinum

40 owl points = silver

80 owl points = super gold

120 owl points = diamond

The main vehicle for behavior related rewards is Dojo points. These will be recorded electronically within each class. Dojos will be collected and pupils will work towards achieving "Behaviour Bugs."

50 Dojo points = bronze Behaviour Bug

100 Dojo points = silver

150 Dojo points = gold

Sanctions

At Overstone we recognise that although good behaviour is maintained through high expectations, praise and respect, on occasions unacceptable behaviour may be seen.

In order to enable all children to work without the behaviour of an individual having a detrimental effect on others, we have agreed a whole school approach to dealing with any misdemeanors that occur.

Stage 1 - in class or around the school

In each class traffic lights are displayed. All the children start each session on green.

1. Remind - staff member reminds child of appropriate behaviour / desirable outcomes. This is done with positive phrasing in a level and non threatening tone and is linked to the agreed rules. This warns the child that their behaviour needs to change. In some situations, especially when large groups of children are together (eg in assembly or in the dining hall), this stage may be omitted as the children know the expectations of behaviour and the potential impact on those around them may warrant an immediate orange.
2. Child is told they are on orange. The child's name is placed on the orange traffic light for the remainder of the session. The child is made aware of the transgression and the desirable behaviour.

3. Child is told they are on red. The child's name is placed on the red traffic light for the remainder of the session; the child may be removed from the situation, onto a table/ space of his or her own within the classroom or another designated place within the setting.
4. If a child's behaviour is deemed to be dangerous or aggressive to themselves or others they can be immediately placed on red and given time out.

Consequences for being placed on red:

In Foundation Stage children are given 5 minutes time out sitting on the carpet.

KS1 children miss 5 minutes of playtime and 5 minutes of golden time.

KS2 children miss 10 minutes at playtime when they complete a 'think' sheet (Appendix 1).

Each class keeps a weekly record of children who are on orange or red and a class folder recording incidents.

Stage 2

1. If it is the decision of the teacher that a child has persistent and /or significant behaviour issues they can refer the child to the Head teacher/Senior teacher. When a child is referred they will be taken to the Head teacher who will keep a record each time the child reaches this stage (Appendix 2). If the class is being taught by an Overstone staff member, the member of staff will ensure the parent is made aware of the incident. If the class is being taught by a supply teacher the Head teacher will tell the parent and fill in the log.

Stage 3

1. If a child's name is recorded for a third time in the class folder within the term parents will be formally notified by letter (Appendix 3)
2. If a child's name is recorded in the class folder again (4th time) an internal exclusion may occur. He /she will be referred to the Head teacher/Senior Teacher who will monitor the behaviour with the class teacher and SENCo. Involvement will be sought with the educational Entitlement Service at NCC or other agencies and an IEP at School Action Plus level will be completed. Parents will be informed with a letter. (Appendix 4)
3. If a child's name is recorded on one further occasion the child will be formally referred to the Head Teacher/Senior Teacher who will review all strategies used and monitor the child's behaviour. Parents will be asked to come into school to discuss the matter (Appendix 5).

At this stage the Formal Discipline Procedure may be implemented and a letter with a contract of behaviour agreed and signed by all (Appendix 6). A Support and Intervention Plan and a Risk Assessment will be formulated. A Pastoral Support Plan may be implemented.

Stage 4

A child who is already placed at Stage 3 will be receiving a great deal of support; however this should not interfere with the schools decision to exclude a child if the child's behaviour is unacceptable.

A child is placed at Stage 4 when the Head teacher implements exclusion.

Formal Discipline Procedure

1. The Head Teacher, child, child's parents, SENCO and class teacher will draw up and sign a "Contract of good behaviour" (Appendix 6). Further attendance in lessons and at the school is dependent on adherence to this contract. The Head Teacher may also exclude the child from the playground or from the school over lunchtime where appropriate.
2. The child will be monitored on a daily basis over 4 weeks. The parents will sign the child's report form on a daily basis and the Head Teacher will review each week (Appendix 7).
3. The Head Teacher may temporarily exclude the child for a short limited period as a result of him/ her not complying with the contract or in accordance with the exclusion policy. This may occur at any time and will not necessarily be after the guidelines of stage 2 have been followed.

4. The child may be placed on a reduced timetable for a fixed period of time.
5. The Head Teacher may temporarily exclude a child for a greater period of time (up to 45 days) and this may result in a permanent exclusion.
6. A case conference may be called, involving parents and support agencies.

Reasons for excluding a child placed at Stage 3 on the schools Behaviour Exclusion Policy.

Parents and children are made aware at the start of the process that failure to modify and control anti – social behaviour in school will result in fixed term exclusion from school. As the child progresses through the stages the likelihood of the exclusion rises.

Parents of children at Stage 3 of the policy, who are not complying with school rules, will be sent one warning letter stating that the behaviour changes needed are not in evidence (Appendix 8). Part of this letter will explain that one further unacceptable incident will result in an exclusion of one day.

Exclusion from school is a serious step to take however this step is sometimes the only course of action available to the school. Actions for exclusion from the school day should be implemented when a child is responsible for any of the following actions.

- physical assault on another child or member of staff
- constant disruption to the education of other children
- regular breaches of the schools behaviour policy which result in the teacher being distracted from the task of teaching the class in order to attend to the needs of an individual child
- deliberate and wilful damage to school or other children's property, or threats to other children or their property
- absconding/ leaving the school premises without permission
- verbal abuse or threatening behaviour
- theft
- in possession of drugs

It is likely that a combination of the above will contribute to exclusion. Parents will be contacted immediately and invited to school to discuss the seriousness of their child's actions.

If a child violently attacks another child or adult and does not respond to requests to calm down, then positive handling will be used (as per the Team TEACCH training). The child should be removed from the situation as soon as possible and taken to the Head teacher or Senior Teacher. An incident form should be filled in and the situation discussed with the Head teacher.

Separate consideration will be given to children with special educational needs before exclusion to ensure that there are no incidents of discrimination. Early identification of children with behaviour problems will take place in the termly pupil progress meetings. Intervention strategies will be used and accurate assessment will take place. The school will arrange appropriate provision and may ask the LA to carry out a statutory assessment of the child.

Excluding a child not on Stage 3.

Occasionally a child not on Stage 3 seriously breaches the schools Behaviour Policy. In these circumstances, after a thorough investigation by the Head teacher, consideration will be given to the use of a 1 day fixed term exclusion in order to show the child that the school will not tolerate such actions. Similarly the parents of any other parties involved will be made aware, by letter, of the course of events and action taken by the school.

The Head teacher may consider that the behaviour of a child poses a serious threat to the safety and welfare of others. If this is the case a longer period of exclusion will be implemented and a

meeting of the Discipline Committee will be convened to consider the possibility of a permanent exclusion.

The school will provide work for the child to complete at home.

Staged returns to school.

Consideration should be given to the staged return of a child into school. However the school recognises that this type of arrangement is one which can only be entered into voluntarily with the child's parents. If agreement is given the re- integration plan will be carefully staged and monitored by the Head teacher. At all times work will be provided for the child to complete when not in school and free school meals provided in the form of sandwiches.

Exclusion at lunchtime.

All parents and children should be made aware that inclusion in lunchtime is dependent on the schools ability to reasonably supervise children. If a child regularly presents behaviour difficulties which cannot be regulated by normal school sanctions the Head teacher must consider implementing lunchtime exclusion. Prior to implementing exclusion the Head teacher will warn the child and will write to the parents expressing the school's concerns. Children who are entitled to free school meals will be provided with sandwiches if this is the wish of the parents.

Alternatives to exclusion

A number of options may be available in response to a serious breach of behaviour policy:

- restorative justice
- mediation through a third party
- internal exclusion
- managed move to another school

All of these options will be explored when an incident occurs.

Pastoral support Plan

The Pastoral Support Programme (PSP) is a school based and co-ordinated intervention to help individual pupils to improve their social, emotional and behavioural skills. As a result of a PSP pupils should be able to better manage their behaviour and /or improve their attendance.

A PSP will be needed in particular for those children and young people whose behaviour is deteriorating rapidly. The PSP should identify precise and realistic outcomes for the child or young person to work towards. The PSP will act as a preventative measure for those children and young people at risk of exclusion.

Appendix 1

Name:

Date:

What I did wrong.....



What I should have done.....

What I need to do next.....

Appendix 2

Stage 2 Log

Name:		Class:
Date	Brief description of incident/ conversation	Signature: Child/ teacher/ Head teacher/ parent

Appendix 3

Breach of school rules ~ Stage 3

Dear

We have become concerned about *(name)*'s behaviour *(in class/ on the playground)* recently. In that time, despite warnings, *(s/he)* has *(consistently called out and disrupted other children whilst they have been working)*.

All of the children have had explained to them the standards of behaviour required to enable them to benefit from lessons. *(Name)* has chosen not to comply with this standard and has been placed on "red" three times this term. It would be helpful if you could discuss *(name)*'s inappropriate behaviour with *(him/her)* as it is having a detrimental effect on *(his/her)* progress and affecting the others in *(his/her)* class.

Please would you signify that you have received this letter by returning the slip below to me within the next five days.

Yours sincerely

Head Teacher

To (Head Teacher) Re: *(name, class)*

I acknowledge receipt of your letter dated.....concerning my child's behaviour in school.

Signed _____ (Parent/ Guardian)

Date _____

Appendix 4

Breach of school rules ~ Stage 3

Dear (parents)

As you know from our previous correspondence we are concerned about *(Name)*'s behaviour *(in class)*. On *(day and date)* despite warnings *(Name)* *(consistently called out and disrupted other children whilst they have been working)*. This resulted in *(Name)* being excluded from the lesson.

I would like to assure you that all children at Overstone have had explained to them the standards of behaviour we expect from them if they are to benefit from lessons. *(Name)* has chosen not to comply with this standard. It would be helpful if you could discuss *(Name)*'s inappropriate behaviour with *(him/her)* as it is affecting the others in *(his/her)* class and having a detrimental effect on *(his/her)* progress.

Should *(Name)*'s behaviour not improve I will ask you to make an appointment with me so that we might discuss it with *(him/her)* and this may lead to a contract of good behaviour being written.

Should you wish to discuss *(Name)*'s behaviour please make an appointment with the school office by calling in there or telephoning ----- . Please would you signify that you have received this letter by returning the slip below to me within the next five days.

Yours sincerely

Head Teacher

To Head Teacher Re: *(Name, class)*

I acknowledge receipt of your letter dated.....concerning my child's behaviour in school.

Signed _____ (Parent/ Guardian)

Date _____

Appendix 5

Breach of school rules ~ Stage 3

Dear *(parents)*

Following my recent correspondence with you on *(date)* I have to inform you that *(Name)*'s behaviour continues to be unacceptable.

Please will you contact the school office (telephone-----) and make an appointment to see me within three days so that we can discuss *(his/her)* behaviour and write a contract that will be signed by *(Name)* yourselves and myself.

I need to emphasize to you that I am seriously concerned by *(Name)*'s behaviour and if *(s/he)* should break this contract *(s/he)* may be excluded from lessons.

Please will you signify that you have received this letter by returning the slip below to me tomorrow.

I look forward to seeing you within the next three days.

Yours sincerely,

Head Teacher

To: Head Teacher Re: (Name)

I acknowledge receipt of your letter dated concerning my child's behaviour in school. I confirm that I will make an appointment to see you within the next three days.

Signed _____ (Parent/ Guardian)

Date _____

Appendix 6

**Overstone Primary School
Contract of behaviour**

Pupils name	D.O.B.	Class
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Details of agreed contract of behaviour as discussed on between Head teacher, (Name), (Parents name), SENCo, class teacher

Date: Reason for contract

Agreed targets to correct inappropriate behaviour:
Signed (pupil) (parent) (teacher)

Evaluation Date:
Signed (pupil) (Parent/ Guardian) (teacher) (Head Teacher)

Appendix 7

Overstone Primary School ~ Disciplinary Report

Pupils name:	Date:
Reason for contract	

Dear Parent,

As you know, due to the reasons stated above your child has been placed on a School Disciplinary Report. This means that your child's behaviour will be monitored in relation to the targets set and reported upon on a daily basis for the next five days of school attendance. We would very much appreciate your cooperation in signing this form and ensuring that it is returned to school daily.

Behaviour Targets:

Please score each session with:

☺ Good ~3

☹ Satisfactory ~2

⊗ Unsatisfactory ~1

	Session 1	Session 2	Session 3	Session 4	Session 5	Session 6	Session 7	Parent's signature
Day 1								
Day 2								
Day 3								
Day 4								
Day 5								
Comments:								
5 day total =			Report to be continued discontinued					

Signed (Head) _____ (Teacher) _____ (Parent/ Guardian) _____

