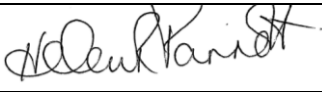





# Behaviour, Exclusions and Discipline Policy

## 2024-2025

Chair of Governors signature	
Headteacher signature	
Policy type (statutory / non-statutory)	Statutory
Date	27 <sup>th</sup> November 2024
Next review date	November 2025





# Behaviour, Exclusions and Discipline Policy

## Introduction

It is our primary aim that every member of the school community feels valued and respected, and that each person is treated fairly and well without discrimination. 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. It follows the DfE's Behaviour and Discipline in Schools: A Guidance for Headteachers and School Staff and also the following legislation:

- Education and Inspections Act 2006
- School Standards and Framework Act 1998
- Education Act 2011
- Use of Reasonable Force 2013
- Equality Act 2010

## School Aims:

- For our children to be happy, have fun and enjoy school.
- To motivate and inspire children to enjoy learning and face all challenges with confidence and maturity.
- To provide a school environment where children and adults feel safe and secure.
- To provide children with curriculum experiences that enables them to make appropriate decisions and keep themselves safe.
- To deliver a meaningful (contextual) and well-planned curriculum which offers enrichment and challenge and is led by knowledgeable subject leaders.
- To provide the highest of expectations for teaching, learning and outcomes.
- To provide opportunities for all children to participate in outdoor learning including a physically active and healthy curriculum.
- For our children to establish positive mindsets within a supportive environment where failure leads to success and new learning.
- To provide strategies for children to independently overcome various challenges by teaching our 'Skills for Learning' in order to be successful now and in their future lives.

## Positive Reinforcement and Rewards

At Droxford Junior School, our approach to managing behaviour is underpinned by our Values and Skills for Learning. These were comprised considering the views of staff, pupils, parents and governors, as was our main form of positive behaviour reinforcement. The school conducted and implemented research from Paul Dix to create our positively-driven behaviour management strategy. From this research, it was felt that praise should be focussed to enable children to clearly understand what positive learning behaviour looks like. Therefore, Droxford Junior School employs a range of strategies to promote positive learning behaviour.

### *Recognition Board*

After demonstrating a specific school value or Skill for Learning, children can have their name written on the Recognition Board for the remainder of the day (this applies despite any potential poor choices that may be made as the school day progresses). Children can have their name written on multiple 'areas' daily and this contributes to them being awarded stars for their star charts (at the discretion of the class teacher.) These stars then earn the children certificates which are presented in weekly celebration assemblies.



### *Stickers*

Children can earn stickers for showing the school Values or Skills for Learning. These can be used alongside having their name put on the Recognition Board. We believe it to be important for children to understand *why* stickers are given and are able to appreciate the intrinsic reward associated with these (in line with our Growth Mindset initiative.) Therefore, teachers frequently ask children why they were awarded their sticker, awarding further verbal praise and recognition. Headteacher's Award stickers are also given out for particularly impressive demonstration of the school Values or Skills for Learning.

### *Class Rewards*

All bases across the school have the opportunity to work together to achieve a class reward for demonstrating the school Values and Skills for Learning (for example, the children may decide upon a class film.) How this is earned is decided upon by the individual class teachers but the aim is to create a sense of unity as pupils share a common goal.

### **Sanctions**

Although rewards are central to the encouragement of good behaviour, realistically there is a need for sanctions in order to register the disapproval of unacceptable behaviour and to protect the security and stability of our school community. Therefore, the school employs a number of sanctions to uphold the school Values and Skills for Learning. We apply each sanction appropriately to each individual situation; it is important that the child understands what behaviour was inappropriate. Sanctions are designed to give opportunities for children to reflect on consequences and agree positive strategies to improve behaviour. There is an expectation that children acknowledge their inappropriate behaviour, reflect and make steps to move forward positively. Relevant incidents of misbehaviour will be immediately recorded on CPOMS (see below) and/or Hampshire ABCC forms will be completed at the time of the incident (appendix a). These are used to track patterns of behaviour with individual children across the school.

### Step by Step Sanctions System

It is vital to protect children's self-esteem therefore, Droxford Junior School implement a step-by-step sanctions system which is kept on the teacher's desk. This ensures a level of privacy but also enables other adults, such as teaching assistants or supply teachers, to be aware of where warnings may have already been given and can therefore act accordingly if this continues.

In short, if a school Value or element of the class charter is broken, the child's name should be written on the step-by-step sanctions system (either by the class teacher, teaching assistant) and the necessary sanction implemented. This is also employed during break and lunchtimes. Following this, a restorative conversation will be held.

Initial Verbal Warning (Make expectations clear, refer to values)	Step 1 (5 minutes off break time- restorative conversation)	Step 2 (Sent to another member of staff)	Step 3 (Contact Home)

- 1) Open well and start a dialogue with the child. Physical approach – kneel down next to the child, pull a chair up or stand at the side of the classroom side by side with them – preferably have the child looking down at you.
- 2) Refer to a specific rule or school value and why it is important that they are followed.
- 3) Remind the child of previous good behaviour that you have recently noticed or have previously praised them for. Explain how that's the behaviour you want/need to see now. Thank them for listening and send them off to break/lunch/home.



The table below outlines what behaviour would require this Step-by-Step system to be implemented.

	Event	Teacher Response	Behaviour Outcome
Initial Warning	<ul style="list-style-type: none"> <li>Low-level disruptive behaviour, including in assemblies.</li> </ul>	<ul style="list-style-type: none"> <li>Initial verbal warning given by teacher.</li> </ul>	<ul style="list-style-type: none"> <li>Monitor behaviour</li> </ul>
Step 1	<ul style="list-style-type: none"> <li>Defiance, including disrespectful behaviour or offensive language.</li> <li>Poor attitude to school, including non-completion of work.</li> </ul>	<ul style="list-style-type: none"> <li>Private verbal warning given (name written onto step by step system.)</li> <li>Reinforce class rules.</li> <li>Praise given to those around the individual.</li> <li>Refer to previous good behaviour and school Values.</li> </ul>	<ul style="list-style-type: none"> <li>5 minutes off of break time or lunch time, after second warning.</li> <li>Restorative conversation held.</li> </ul>
Behaviour beyond stage 1 requires a CPOMS incident report to be completed –			
Step 2	<ul style="list-style-type: none"> <li>Persistent disruptive behaviour.</li> <li>Persistent defiance and disrespectful behaviour.</li> <li>Persistently poor attitude to school.</li> <li>Verbal and low-level physical assault towards other children.</li> <li>Deliberate damage to school property.</li> </ul>	<ul style="list-style-type: none"> <li>Second warning given (name written onto step 1 of step by step system)</li> <li>Reinforce class rules.</li> <li>Explanation of unacceptable behaviour given, with reference to school Values.</li> <li>If required, inform SLT.</li> </ul>	<ul style="list-style-type: none"> <li>Greater length of break/lunchtime missed.</li> <li>Time spent away from the classroom with another member of staff (or SLT.)</li> <li>If required, conversations held with parents/carers.</li> <li>Relevant behaviour recorded onto CPOMS and/or ABCC forms to be completed.</li> </ul>
Step 3	<ul style="list-style-type: none"> <li>Verbal and physical assault towards other children and/or staff.</li> <li>Incidents of racism, bullying or theft.</li> <li>Persistently poor behaviour (as evidenced on CPOMS or other monitoring records.)</li> </ul>	<ul style="list-style-type: none"> <li>Calm the situation and make sure everyone involved is safe.</li> <li>Establish and reinforce school rules.</li> <li>Inform Headteacher as soon as possible.</li> <li>Contact with governing body as necessary.</li> </ul>	<ul style="list-style-type: none"> <li>Temporary seclusion.</li> <li>Fixed-term exclusion.</li> <li>Modified timetable.</li> <li>Permanent exclusion.</li> <li>Re-establish relationship.</li> <li>Contact home.</li> </ul>

*Suggested script based on work of Paul Dix.*

When a child's name has been written on step one of the step system, they will be asked to miss some of their break or lunchtime. During this missed time, class teacher's hold a restorative conversation which ends on a positive reminder of the behaviour expected of the child and/or reference to a time where they *did* demonstrate a certain Value or Skill for Learning. Dix (2016) explains how this should be '*a genuine conversation that re-chalks the lines of acceptable behaviour and repairs damage. The meeting is to discuss the poor behaviour or incident: not the child's character. The discussion is structured to address what happened, reinforce expectations and reset behaviours for the next lesson. Reparation will not give you the instant satisfaction that comes from pure punishment. It will give you a platform to build relationships that change and improve behaviour for the long term*'.

We use a flexible approach based on the needs of our children and our knowledge of their situations.

### *Physical Intervention*

All members of staff are aware of the regulations regarding physical intervention. Staff will only intervene physically to restrain children to prevent an injury to another or if a child is in danger of hurting themselves or if there would be significant damage to property. The actions that we take are in line with government and LA guidelines (Refer to Restrictive Physical Intervention Policy.)

### *Meeting the Needs of individual Children*

Some children may have Individual Behaviour Plans which are devised, monitored and reviewed for when they require a more sensitive and differentiated approach. Personal and emotional skills are promoted and social skill programmes are also used to support and to challenge children to show respect and take on responsibility for their own behaviour and learning. Staff liaise with the SENCo, Emotional Literacy Support Co-ordinator (ELSA) and external agencies, as necessary, to support and guide children with emotional and behavioural difficulties. This includes managing transition between schools.

### **The Role of the School Staff**

It is the responsibility of all staff to ensure that the school Values are upheld in lessons and that children behave in a responsible manner in and around school. Staff have high expectations of the children in terms of behaviour, and they strive to ensure that all children work to the best of their ability. All staff treat each child with respect and understanding and apply rewards and sanctions consistently. We do everything in our power to ensure that all children feel safe in school. Where deemed necessary, a teacher may contact a parent if there are concerns about the behaviour or welfare of a child. The school will endeavour to work in partnership with parents to implement clear and consistent strategies. Suspected or alleged behavioural incidents will be investigated, appropriately sanctioned and strategies will be implemented to prevent any further incidents. Anti-bullying procedures are regularly communicated and discussed (refer to Anti-Bullying Policy.) Staff should make use of the behaviour policy at all times, including on school visits. Should it be necessary, staff can confiscate inappropriate items and have the power to search for weapons, knives, alcohol, drugs and stolen items without consent (as per LEGAL GUIDANCE). The Headteacher has the right to exclude a child in these circumstances and inform the police where necessary.

<https://www.gov.uk/school-behaviour-exclusions/searches>

### **The Role of the Headteacher**

It is the responsibility of the Headteacher to implement behaviour management strategies 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. Children are frequently sent to the Headteacher to receive praise for hard work or particularly impressive demonstration of the school Values or Skills for Learning. Here, they will be awarded a Headteacher's Award. The Headteacher sets high standards of behaviour based on the school Values and has the responsibility for giving fixed-term exclusions to individual children for serious acts of misbehaviour. For repeated or very serious acts of negative behaviour, the Headteacher may permanently exclude a child. Government guidelines are followed and the following legislation applies: Education and Inspections Act 2006, Schools Standards and Framework Act 1998 and Education Act 2011.

## **Fixed-Term and Permanent Exclusions**

The Headteacher will follow the local authority and government guidance. Only the headteacher of a school can suspend or permanently exclude a pupil on disciplinary grounds. A pupil may be suspended for one or more fixed periods (up to a maximum of 45 school days in a single academic year), or permanently excluded.

### **Fixed-term exclusion (suspension)**

When establishing the facts in relation to a suspension (or permanent exclusion) decision the headteacher must apply the civil standard of proof, i.e. 'on the balance of probabilities' it is more likely than not that a fact is true, rather than the criminal standard of 'beyond reasonable doubt.' This means that the headteacher should accept that something happened if it is more likely that it happened than that it did not happen. The headteacher must take account of their legal duty of care when sending a pupil home following an exclusion. Appropriate referrals should be made to engage the support of other agencies.

Headteachers should also take the pupil's views into account, considering these in light of their age and understanding, before deciding to exclude, unless it would not be appropriate to do so. They should inform the pupil about how their views have been factored into any decision made. Where relevant, the pupil should be given support to express their view, including through advocates such as parents or, if the pupil has one, a social worker. Whilst an exclusion may still be an appropriate sanction, the headteacher should also take account of any contributing factors identified after an incident of misbehaviour has occurred and consider page of the Behaviour in Schools guidance.

The government trusts headteachers to use their professional judgement based on the individual circumstances of the case when considering whether to exclude a pupil. The reasons below are examples of the types of circumstances that may warrant a suspension or permanent exclusion.

1. Physical assault against pupil
2. Physical assault against adult
3. Verbal abuse / threatening behaviour against pupil
4. Verbal abuse / threatening behaviour against adult
5. Bullying
6. Racist abuse
7. Drug and alcohol related
8. Damage/Theft
9. Persistent disruptive behaviour / Disruptive general behaviour
10. Use or threat of use of an offensive weapon or prohibited item
11. Abuse against sexual orientation and gender identity
12. Abuse relating to disability
13. Inappropriate use of social media or online technology
14. Wilful and repeated transgression of protected measures in place to protect public health

This list is not exhaustive and is intended to offer examples rather than be complete or definitive.

## **Permanent exclusion**

A permanent exclusion is when a pupil is no longer allowed to attend a school (unless the pupil is reinstated). The decision to exclude a pupil permanently should only be taken:

- in response to a serious breach or persistent breaches of the school's behaviour policy; and
- where allowing the pupil to remain in school would seriously harm the education or welfare of the pupil or others such as staff or pupils in the school.

Permanent exclusion will be the last resort after a range of measures have been tried to improve a pupil's behaviour. If the Headteacher permanently excludes a pupil, they will inform the parents immediately. At the same time, it is made clear that if the parents wish they can appeal the decision to the governing body. The Chair of Governors is also informed at the point of exclusion. When a governors' appeal panel meets to consider an exclusion, they consider the circumstances in which the pupil was excluded, any representation by parents and the LA, and 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. Following the child's return to school, a restorative conversation will be held with either the Headteacher or Deputy Headteacher.

We understand that throughout this process, it is imperative that we explain what is happening and why it is happening to parents and arrange reintegration meetings to discuss.

## **The Role of Parents**

The school works collaboratively with parents to ensure children receive consistent messages about how to behave at home and at school. We expect parents to support their child's learning, and to co-operate with the school, as set out in the home-school agreement. We endeavour 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, 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 learning base teacher. If the concern remains, they should contact the Headteacher. If these discussions cannot resolve the problem, the formal grievance or appeal process can be implemented (refer to Complaints Policy.)

## **The Role of Governors**

The governing body has the responsibility of setting down these general guidelines on standards of discipline and behaviour, and of reviewing their effectiveness. The Headteacher has the day-to-day authority to implement this policy but may consult governors about particular disciplinary issues and may take this into account when making decisions about matters of behaviour. Governors and the Headteacher will deal with allegations fairly and consistently in a way that protects the child and at the same time supports the person who is subject to the allegation. The governing body will perform the key role of determining whether an excluded pupil should be reinstated. This will involve reviewing the decision of the Headteacher and considering the outcome of any independent review panel hearing.

## **The Role of Children**

As part of the rights and responsibilities 'agenda', children know they are expected to behave in accordance with school Values in the classroom and around the school. At the beginning of the year, each class constructs a class charter which every child signs. This sets the expectations for the coming year. A playground charter is also created and referred to during breaktimes and lunchtimes. Children understand the system of rewards



and sanctions and the possible consequences of any misbehaviour. The school endeavours to involve the children in the decision-making process and any discussions concerning behaviour to help provide a sense of unity and ownership.

### **Monitoring**

The Strategic Leadership Team (SLT) will run half termly CPOMS reports based on Stage 2 and above incidents, reported on by Droxford Junior School staff. These reports and actions are shared with governors and staff where appropriate.

Incidents can also be recorded on a behaviour log by class teachers and shared with SLT via email or uploaded to CPOMS. All staff can support with this Behaviour log being completed: office staff, TAs, club leaders and also visitors to the school. This may be because of incidents at break and lunchtimes; at clubs or tuition or information sent via the school office.

SLT aim to identify trends in order to address any underlying issues; tackle persistent, disruptive and unkind behaviours; support children and class teachers and lead to conversations with parents where needed.

The Headteacher monitors the effectiveness of this policy, reports to the governing body and, if necessary, makes recommendations for further improvements. The Headteacher 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 exclusions, and to ensure that the school policy is administered fairly and consistently.

This policy acknowledges the school's legal duties under the Equality Act 2010 and in respect of children with SEND.

This policy should be read in conjunction with:

- Anti-Bullying Policy
- Restrictive Physical Intervention Policy
- Complaints Policy
- Marking and Feedback Policy
- Attendance Policy

**Accepted by Full Governing Body:**

**To be reviewed:**

## ABCC Behaviour Chart

Day/Date	Time of Day	A. Antecedents	B. Behaviour	C. Consequences	C. Communication
		What was happening before the behaviour occurred?	What did ..... do?	What you/others did after the behaviour occurred.	What is the behaviour communicating?