

Long Furlong Primary School Behaviour & Exclusion Policy

At Long Furlong Primary School we believe that positive behaviour and engagement are key to creating a welcoming, caring, calm and safe environment which enables children to learn. By respecting and celebrating adults and children's religion, race, culture, gender and sexuality we aim to create a learning environment where everyone feels valued, secure and motivated to learn. We are a Growth Mindset school, creating a culture that develops positive self-esteem in each child, encouraging motivation, resilience and independence.

Values and Principles

We know that positive behaviour needs to be taught, modelled and rewarded and that unacceptable behaviour needs to be sanctioned with clear consequences which are regularly reviewed. We firmly believe that every member of our school community has a responsibility to teach children socially acceptable behaviour. All adults who are part of the school community will provide clear expectations and model high standards of behaviour at all times.

As a school community we have developed a set of core rules which are at the heart of everything we do:

1. I will move sensibly around the school
2. I will use only kind words
3. I will keep my hands, feet and objects to myself
4. I will look after my school
5. I will do as I am asked

The core rules, and the values and reward system are on display around the school and in all of the classrooms. These rules are regularly modelled and referred to in assemblies and throughout the school day, supporting pupil understanding of expectations.

Promoting positive behaviour

The school environment plays a key role in promoting positive behaviour. Staff will consider the layout of their rooms to allow maximum independence and engagement in learning. This will include furniture arrangement, access to resources and displays. Staff are expected to call upon strategies such as creating time-out spaces for children to use, using emotional barometers, considering seating arrangements in the class to provide positive role models, using visual aids and fiddle toys

Acknowledging acceptable behaviour through positive reinforcement and celebrating successes ensure sustained positive behaviours for all children.

At Long Furlong Primary School we have a clear and consistent system of rewards, and positive social and learning behaviours. These are at a whole school, class and individual level.

Last reviewed: 22 November 2016

Whole school

The school operates a House system. The Houses are Blue Dolphins, Green Turtles, Red Scorpions and Yellow Cheetahs. The names were agreed by the School Council and children are allocated to a House on entry to the school. The aim of the House system is to allow a cross-section of the school, from the Reception class to Year 6, to work together and be rewarded as a team.

Each week the Year 6 House Captains and Vice Captains collect and total the individual house points for that week for each House. These are reported to the children during Friday's Celebration Assembly. At the end of each term the House with the most house points wins a house treat.

In order to build a sense of team, develop relationships, and foster a healthy sense of competition, House competitions are organised 6 times a year. These alternate between a sports-based events and a creative, problem-solving event.

Individual

Each child can earn house points for their House team. These are recorded on an individual basis on class house point charts. House points can be given by all adults in the school community and can be awarded for the following reasons:

- High standard of work
- Sustained effort
- Consistent improvement
- General helpfulness
- Consistent good behaviour
- Any other special reason

When children reach different levels will be rewarded by receiving the following:

- A Headteacher's House Point Certificate which will be displayed on the Success Board and which will, after a short time, will be given to the child to keep.
- A prize to reward the achievements.

There are various levels to achieve: 25 house points, 50 house points, Bronze (75), Silver (150) and Gold (300), Platinum (450) and Diamond (600). These are awarded as a child progresses through the school from Reception class to Year 6.

'Star of the Week'

Each week members of the school community may nominate a child who has demonstrated one of the school's core values. These are:

- Responsibility
- Respect
- Honesty
- Thoughtfulness
- Caring
- Co-operation
- Politeness

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- Forgiveness
- Excellence
- Willingness
- Perseverance
- Independence

Children are presented with the star badges during the Friday afternoon celebration assembly. The names of the children are then displayed on the School's Value Tree.

Class

We understand that praise is the most powerful way to reinforce the behaviours we wish to develop in our children. In our classrooms, positive classroom management techniques support this ethos. Examples of strategies staff can use are:

- **Praise:** Positive behaviour should be noticed and commented on. Feedback should be specific, age appropriate and use a variety of verbal and non-verbal techniques.
- **Sharing:** Children should be given time to talk about positive behaviour and its impact with both their peers and adults. These could involve highlighting positive behaviour with others members are staff, such as members of the Senior Leadership Team (SLT).
- **Rewards:** In addition to the whole-school system individual teachers can use other strategies to reinforce positive behaviour at a whole-class and individual level. The system and reward is agreed by the class at the beginning of the term, with the class usually working together to achieve the award over a long term period. Progress is recorded in different ways e.g. points on a board, marbles in a jar.

We understand the different needs and stage of development of the children in our Foundation Stage classes, and as such the rewards system is altered to suit the needs of the pupils in both our Nursery and Reception classes.

Managing Behaviour/Sanctions

The house system and other reward systems acknowledge appropriate, positive behaviour but it is also necessary to have a consistent system to acknowledge inappropriate or negative behaviour. At Long Furlong we understand that every act of behaviour is a form of communication. As such, every effort will be made to respond to individual behaviour.

The system of sanctions is consistently and clearly explained to children and is reinforced by all members of the school community. It is important that the sanction used is fair and in proportion to the offence.

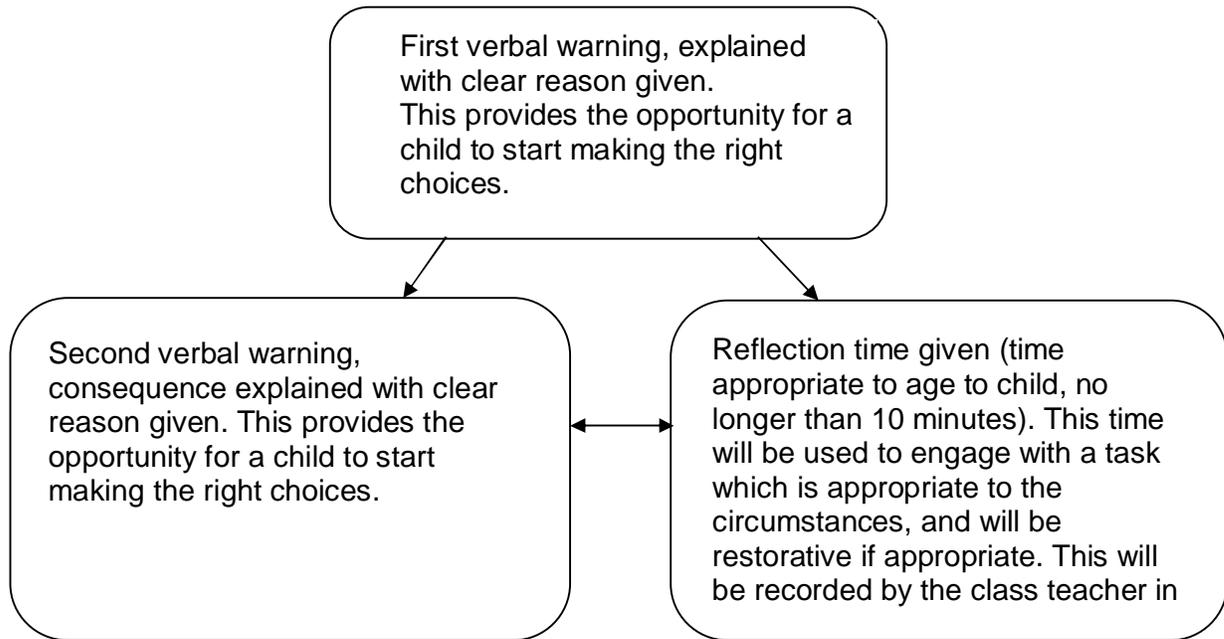
When dealing with minor incidents of unacceptable behaviour the following strategies will be used in the first instance:

- Reiterate rules
- Non-verbal gestures
- Redirecting

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- Praising another child in the classroom
- Having a quiet word with the child
- Using choices, giving the child take-up time
- Giving them a task/responsibility

If the behaviour continues, escalates or is above the level mentioned above, the response will be as follows:



Repeated unacceptable behaviour will require further out-of-class consequences (Appendix A). Whilst the school aims for a consistent approach in delivering consequences, the intention, context and severity of the incident will be taken into account when delivering further consequences. These consequences might include missing play time, or being sent to a member of the SLT. They will involve children reflecting on what has happened and agreeing strategies to repair the situation. Parents will be informed by the class teacher if further actions have been taken.

Effective systems are in place to ensure information is shared between colleagues and acted upon if necessary.

Use of Reasonable Force

In order to maintain the safety and welfare of our pupils, it may sometimes be necessary to use reasonable force on a pupil, as permitted by law. This is only to be used when all possible options for giving the child time/space to regain self control have been exhausted. This Policy takes into account advice provided by the DfE - *Use of reasonable force: advice for head teachers, staff and governing bodies* and the school's public sector equality duty set out in section 149 of the *Equality Act 2010*.

If a child's behaviour is deemed by a member of staff to be of such a serious nature that it could pose a threat to either their own safety/wellbeing or the safety/well being of others they may need to be restrained using positive handling techniques. All members of school staff, including peripatetic teachers, have a legal power to use reasonable force. This power also applies to people whom the Headteacher has temporarily put in charge of pupils such as unpaid volunteers or parents accompanying pupils on a school organised visit. Any use of force by staff will be reasonable, lawful and proportionate to the circumstances of the incident and the seriousness of the behaviour (or the consequences it is intended to prevent). Reasonable force will be used only when immediately necessary and for the minimum time necessary to achieve the desired result.

Whether it is reasonable to use force and to what degree also depends on the age and understanding of the pupil and whether they have Special Educational Needs or disabilities. Medical advice will always be sought about the safest way to hold pupils with specific health needs, special educational needs and disabilities. For further information refer to the *Use of Force & Restraint* policy.

Vulnerable Children

This policy takes into account the needs of all children, including those with Special Educational Needs, disabilities and those considered vulnerable. During their time at school some pupils will require extra support in managing their behaviour. Long Furlong School understands behaviour as a form of communication, which will form the basis of the support offered and reasonable adjustments made in regards to this Policy. This may include involving the SENCo, who may suggest working with outside agencies or developing Behaviour Plans. For further information on the range of support and expertise on offer refer to the *Special Educational Needs and Disability Policy*.

We will also be vigilant to signs which may lead us to suspect that the child is suffering, or is likely to suffer, significant harm. In this instance staff will refer to the school's *Safeguarding Policy*.

Off-site Activities

On occasion it may be appropriate for the school to deal with unacceptable behaviour which occurs outside the school, for example in a school-organised or school related activity, while a pupil is travelling to or from school, or in issues relating to cyberbullying. The school has the same high expectations for children's behaviour during off-site activities as it does when they are in school, and as such the rewards and sanctions section of this policy is still applicable. When deciding whether or not to intervene in such matters, the school will take into account whether the child's actions:

- have repercussions for the orderly running of the school
- pose a threat to another pupil
- adversely affect the reputation of the school

Exclusion

In instances where the Headteacher feels it may be appropriate to exclude a child, he/she will follow the relevant Oxfordshire County Council Guidance.

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

If the Head excludes a pupil, he/she must inform the parents immediately, giving reasons for the exclusion. At the same time, they must make it clear to the parents that they can, if they wish, appeal to the governing body against the decision. The school informs the parents how to make any such appeal.

The governing body has a discipline committee, which is made up of between three and five members. This committee considers any exclusion appeals on behalf of the governors. When an appeals panel meets to consider exclusion, they consider the circumstances in which the pupil was excluded, consider any representation by parents and the LA, and consider whether the pupil should be re-instated. If the governing body's appeals panel decides that a pupil should be re-instated, the Head must comply with this ruling. The governing body itself cannot either exclude a pupil or extend the exclusion period made by the Head.

The Head must keep a record of any pupil who is suspended for a fixed term or who is permanently excluded. (S)he must inform the LA and the governing body about any permanent exclusion and about any fixed term exclusion.

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.

Allegations against members of staff

All allegations made by children against a member of staff will be taken seriously and investigated fully, in line with the DfE 2012 guidance *Dealing with allegations of abuse against teachers and other staff: Statutory guidance for local authorities, head teachers, school staff, governing bodies and proprietors of independent schools* and Oxfordshire County Council *Allegations of Abuse made against staff and volunteers working with children* policy.

If an allegation is determined to be unsubstantiated or malicious, the matter will be referred to the children's social care services to determine whether the child concerned is in need of services, or may have been abused by someone else. If an allegation is shown to be deliberately invented or malicious, the Headteacher will consider whether any disciplinary action is appropriate against the child who made it; or whether the police should be asked to consider if action might be appropriate against the person responsible, even if he or she was not a pupil, this is particularly relevant in schools. While considering which action might be appropriate the Headteacher will consider the context and severity of the allegation, as well of any history of allegations.

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Appendix A: Possible consequences for repeated unacceptable behaviours/escalation of behaviour

- Time out of class in a partner class
- Time out of class with a member of the SLT
- Loss of part of playtime
- Completing work which has been missed
- Internal exclusion
- Restorative task i.e. letter of apology
- Inform parents
- Name on the board/book