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# BRADFIELD DUNGWORTH BEHAVIOUR POLICY

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Signed <i>H.E. Adams</i>	
Position HEADTEACHER	CHAIR OF GOVERNORS
Reviewed by	
Staff Review – July 2016	
Standards and Curriculum, Parents and Community Committee Date October 2016	
Full Governors Meeting Date January 2017	
Date <b>July 2018</b>	
Date for Review <b>July 2020</b>	

## **Mission Statement**

Bradfield Dungworth Primary School recognises that every child is unique and brings with them a wide range of skills and abilities. The whole school community works together to create a safe and happy environment in which its members are able to develop a moral code which encourages all to make a positive contribution to society. We aim to provide challenging experiences so that all can achieve their full potential.

### **Introduction**

This policy statement asserts that, at school, children have a right to learn and teachers have a right to teach. This can only happen where there is positive behaviour.

In this policy we set out exactly what positive behaviour we want from the children, and what is not acceptable. Our policy identifies how we will praise and reward children who behave in a positive manner and the actions we will take with regard to those children who choose to behave in a negative way. .

This policy has been agreed by all staff and is communicated clearly to all staff, volunteers, parents, pupils and governors. It will be applied consistently at all times, by all members of staff. Everyone in our school has the right to be treated equally with dignity and respect. Our behaviour policy will be implemented in conjunction with other relevant policies and procedures in place, for example our Anti-Bullying policy, dignity, equality and respect policy, our physical intervention procedures and individual child behaviour management plans where appropriate.

We believe that this policy will promote appropriate behaviour, consequently increasing teaching and learning time and promoting the well-being of children and staff. It will ensure that all pupils are treated fairly and that good behaviour is always praised and rewarded.

### **Golden Rules**

Golden Rules have been agreed by children and staff and are displayed around the school. They apply equally in class as they do at break and lunchtimes. Sanctions will be applied fairly and consistently making sure that the child understands that he or she has broken a rule. Our golden rules are:

- ❖ We are gentle
- ❖ We are kind and helpful
- ❖ We listen
- ❖ We are honest
- ❖ We work hard
- ❖ We look after property

They are there to help our school values extend into every area of school life. They allow children to reflect on their behaviour and their responsibilities as members of the school community and wider society.

### **Rewarding Positive Behaviour**

Rewarding positive behaviour in our school will include allocating of golden time each week, in addition class teachers will award trophies for keeper of the golden rules and learner of the week, our school also operates a house points system. Specific details of how our rewards system operates are included with our school staff handbook.

### **Sanctions for Negative behaviour**

When discussing negative behaviour with children, reference will be made to our Golden Rules and how their behaviour has impacted on others, sanctions will be applied based on the severity of the behaviour and our behaviour matrix.

### **Behaviour Plan**

Individual behaviour management plans and a behaviour chronology log using CPoms will be created for any child who repeatedly displays negative behaviour, these plans will aim to support a pupil towards improving their behaviour. The plan may require the support of external agencies, in all cases the plan will detail the schools expectations and the rewards and sanctions attached to it will be fully discussed and agreed with relevant staff, the pupil and parents before it is implemented.

Behaviour which may result in a child been placed on a behaviour plan could include (this is not an exhaustive list):

- ❖ 'Grown up' swearing
- ❖ Biting
- ❖ Physical or verbal aggression towards staff or other pupils
- ❖ Racist or homophobic language
- ❖ Fighting

One off incidents of the above will result in missed playtime or lunch time and a written apology.

### **Children with Special Educational needs and Disabilities**

As part of the school's Special Educational Needs and Disabilities policy it is recognised that some children exhibit behaviour which has a significant effect on their learning and that of others. Our school Head and Special Educational Needs and Disabilities Coordinator (SENDCO) will be actively involved in monitoring the behaviour of such pupils in liaison with class teachers and specialists from the local authority if appropriate.

### **Exclusions**

The head teacher in line with local authority procedures and guidelines will implement a fixed term and or permanent exclusion in respect of pupils who exhibit continually negative behaviour or specific extremes of behaviour. The local authority guidance is appended to this policy.

## **Behaviour Matrix**

The level of reward or sanction applied by staff will depend on the extent of the positive or negative behaviour demonstrated using their knowledge of the child and their professional judgement. Our behaviour matrix is summarised below:

<b>Level</b>	<b>Positive Behaviour</b>	<b>Negative Behaviour</b>
One	Full Golden Time Minutes. Verbal acknowledgement of positive behaviour	Verbal warning with pupil acknowledging what was unacceptable
Two	Award of house points	Formal warning with movement to Sunshine/cloud and then to Sunshine and Cloud. sanction applied (eg loss of golden time)
Three	Movement to Shooting Star with Head Teacher praise note home.	20mins or more Golden Time lost reported to Head using CPoms. Parents informed. Child to complete reflection sheet.
Four	Weekly keeper of the golden rules and learner trophy.	Child referred to head teacher immediate action taken and IBMP initiated
Five		Exclusion applied in line with LA guidance

Policy updated by Alex Beagle

Date of this policy: July 2016

Date of review: July 2018

# Children and Young People's Directorate

## **GUIDANCE ON SCHOOL EXCLUSION FOR TEACHERS, PARENTS AND CARERS**

**September 2008**

The Department for Children Schools and Families (DCSF) produced new guidance in September 2008 called “**Improving Behaviour and Attendance: Guidance on Exclusion from Schools and Pupil Referral Units**” A copy of the full document is attached and provides guidance on procedure for Schools and Parents/Carers.

Sheffield City Council adheres to this guidance when managing school admissions.

If, as a parent or Carer you are faced with exclusion for your child you will receive written notification of the procedure and of your rights.

Headteachers, teachers in charge of a Pupil Referral Unit (PRU), governing bodies, local authorities (LAs) and Independent Appeal Panels must by law have regard to this guidance when making decisions on exclusions and administering the exclusion procedure. This means that, whilst the guidance does not have the force of statute, there is an expectation that it will be followed unless there is good reason to depart from it.

The Headteacher does have the ultimate authority to exclude a child from school. Sheffield City Council and all Sheffield Schools have a clear commitment to reduce the number of Fixed Term and Permanent Exclusions. Schools must exhaust all possible avenues before considering exclusion.

## **1. Fixed Term Exclusion**

Fixed term exclusions must not add up to a total of more than **45 school days** in one school year. The guidance states that exclusion should **not** be used for any of the following:

- minor incidents such as not doing homework or not bringing dinner money;
- poor academic performance; truancy and lateness;
- pregnancy;
- punishing pupils for the behaviour of their parents;

breaching school uniform policy - including hairstyle or wearing jewellery (except possibly where there is also "persistent and malicious disruptive behaviour"

A decision to exclude a pupil for a fixed period should be taken, on a balance of probabilities, only in response to breaches of the school's behaviour policy, including persistent disruptive behaviour, where these are not serious enough to warrant permanent exclusion and lesser sanctions such as detention are considered inappropriate. Individual fixed period exclusions should be for the shortest time necessary, bearing in mind that exclusions of more than a day or two make it more

difficult for the pupil to reintegrate into the school afterwards. Ofsted inspection evidence suggests that 1–3 days are often long enough to secure the benefits of exclusion without adverse educational consequences. Where it is clear that fixed period exclusions are not being effective in deterring poor behaviour, for example if they are being repeatedly imposed on a pupil in response to the same behaviour, head/teachers in charge should consider alternative strategies for addressing that behaviour.

Only the head teacher, or teacher in charge of a PRU (or, in the absence of the head teacher or teacher in charge, the acting head teacher or teacher in charge) can exclude a pupil. Other exclusion-related activities do not have to be undertaken by the head teacher personally, but may be delegated.

## **2. The decision to Permanently exclude**

A decision to exclude a pupil permanently should be taken only:

- a) in response to serious breaches of the school's behaviour policy; and
- b) if allowing the pupil to remain in school would seriously harm the education or welfare of the pupil or others in the school.

A decision to exclude a child **permanently** is a serious one and should only be taken where the basic facts have been clearly established on the balance of probabilities. It will usually be the final step in a process for dealing with disciplinary offences following a wide range of other strategies which have been tried without success. It is an acknowledgement by the school that it has exhausted all available strategies for dealing with the child and should normally be used as a last resort.

There will, however, be exceptional circumstances where, in the head teacher's/teacher in charge's judgment, it is appropriate to permanently exclude a child.

For a first or 'one off' offence. These might include:

- a) serious actual or threatened violence against another pupil or a member of staff;
- b) sexual abuse or assault;
- c) supplying an illegal drug; or
- d) carrying an offensive weapon

These instances are not exhaustive, but indicate the severity of such offences and the fact that such behaviour can affect the discipline and well-being of the school community.

Exclusion should not be used just for breaking the home-school agreement - the incident itself should justify exclusion. An exclusion should not be extended if parents refuse to attend a meeting. For exclusions of more than one day, schools should set and mark work.

Schools must have a discipline/behaviour policy, which should include the order of severity of their punishments.

### **3. Alternatives to Permanent Exclusion**

All measures will be explored to avoid permanent exclusion. If however all avenues have been exhausted a school may consider one of the following alternatives:

### **4. Intervention**

A child may be referred for a period of intervention (usually up to 6 weeks) to one of the Authority's Inclusion Centres. This is normally appropriate for a specific issue (e.g. Behaviour) which the Inclusion Centre aims to address through intensive strategies. The intention is that the pupil returns to the referring school following a period of intervention.

### **5. Supported Transfer**

In more serious cases, where a school is considering permanent exclusion, a referral would be made to the Inclusion Centre, but this time with a view to a move to another school, again following intensive intervention strategies.

### **6. Managed Move**

On occasion a pupil may have committed an offence that is out of character, but nonetheless the Headteacher is considering permanent exclusion. In these circumstances the Authority may consider a "Managed Move" between two school.

In any of the circumstances outlined above, parents and carers will be kept fully informed.

### **7. Provision for Exclusions up to 5 Days and Penalty Notices**

For the first five days of an exclusion the school is responsible for setting and marking work at home.

During the initial period of up to five school days of any exclusion, whether fixed period or permanent, the parents of the excluded pupil must ensure that he or she is not present in a public place during normal school hours without reasonable justification.

This requirement applies whether or not the pupil is in the company of the parent. A failure to comply with this requirement is an offence.  
**Parents can be given a fixed penalty notice of £50 if they fail to do this**

### **8. Provision from Day 6 of an Exclusion**

The school's obligation to provide education continues and must be met during a fixed period exclusion of more than 5 days.

Where a pupil is given a fixed period exclusion of a duration of six school days or longer, the school has a duty to arrange suitable full-time educational provision from and including the sixth school day of the exclusion.

If a pupil is either permanently excluded or referred for a Supported Transfer the Local Authority, not the school is responsible for providing full time education from the sixth day.

### **Contact and Further Advice**

**This document provides an overview of the key issues around exclusion based on the national guidance and more specifically on procedures within Sheffield. For further specific advice and guidance please contact:**

**Exclusions and Reintegration Officer  
Floor 3, Howden House  
Union Street  
Sheffield City Council S1 2SH**

**Tel. (0114) 273 5750.**