



Capel Primary School  
'Learning today, for tomorrow'

# Behaviour Policy

Policy Control	
Responsible Governor Team:	Learning and Development
Approved by Governors:	October 18
Date due for review:	October 19

Inspiring a united community of enquiring minds #happy learners

## **Ethos**

At Capel Primary School we have high expectations for behaviour and can see the need of a whole school approach in order to mould respectful learners in a secure environment. We develop pupils who are intrinsically motivated to make positive choices in their learning and relationships. With these foundations our pupils will become lifelong learners and active citizens. Through successful implementation of this policy students will know both their rights and responsibilities.

Capel Primary School aims to ensure that all children develop effective 'behaviours for learning' in a consistent manner across the school. Whilst this is the aim, we also recognise that at times reasonable adjustments will need be made to this policy to support individuals with specific needs. teachers will make these adjustments based on pupils additional needs, in consultation with a Senior leader or the SENCO.

<b><u>Aims</u></b>		
<b>Respect</b>	<b>Learn</b>	<b>Secure</b>
Value	Reflective	Fairness
Caring	Resilient	Equality
Communication	Resourceful	Safety
Acceptance	Relationships	Trust
Diversity	Risk-taking	Voice

### **Respect:**

All members of the school community have the right to be respected and the responsibility to show respect to others through their behaviour.

It is the responsibility of all to

- Value – commit to a positive value system within the school that is reinforced through the effective modelling of expected behaviour by all staff and children.
- Caring – being conscientious and empathetic, choosing to treat others with kindness and politeness, reaching out to and supporting the wider community
- Communication – model and show effective means of verbal communication, offering and making positive choices , understanding the impact of what we say and do, providing open channels of communication and recognising others' points of view, enabling rational conflict and resolution
- Acceptance – creating an accepting culture based on open discussion and exposure to wider experiences
- Diversity – presenting and explaining differences, recognising and understanding these differences, actively forming an inclusive environment

<b>Dos</b>	<b>Don'ts</b>
Be punctual and prepared Do be a role model to reinforce expectations	Model behaviour or actions that are not expected
Use positive language (please walk)	Use negative language (don't run)
Greet and be greeted <b><u>Speak and be spoken to</u></b> <b><u>Smile and relate</u></b>	Ignore Be rude Undervalue relationships
Establish authority firmly: Try humour Be calm Listen Promote self-esteem	Shout Humiliate Use aggressive behaviour Overreact Over punish
Apply school rules consistently and fairly	Deviate from agreed school procedures
Be positive and build relationships, get to know pupils as individuals	Act without informed judgment
Ensure actions and sanctions are carried out and that they are doable and fair	Set blanket punishments
Address all issues	Ignore bad behaviour or allow unacceptable behaviour to pass without action
Inform parents at the earliest opportunity in the events of emerging behaviour problems	Close channels of communication

### **Learn:**

All members of the school community have the right to learn and the responsibility to allow others to learn. As a collective we will form the foundations for behaviour for learning using every moment as a learning opportunity. Every teacher has the right to teach, to deliver Quality First Teaching and value children's achievements. Staff will guide behaviour for learning to provide the children with the tools to make informed learning choices and to foster independence.

The five foundations for intrinsic behaviour for learning:

- Reflective – to look back on learning and grow through experience by making improvements and identifying new ways to take learning forward, to be in the cockpit of their learning
- Resilience – to accept and build on barriers, to never give up, to always seek and embrace new challenges
- Resourceful – choosing and finding the tools to support learning, independently overcoming difficulties
- Relationships – developing learning relationships with peers, using talk to extend learning, contributing effective peer assessment to create a positive learning environment
- Risk-taking – feeling secure to take risks in learning and to push for the next level, recognising the benefits of new challenges

<b>Dos</b>	<b>Don'ts</b>
Set achievable targets that will motivate, interest and extend	Have unrealistic expectations which may confuse and undermine
Keep an attractive and tidy room with interactive and engaging learning walls and displays which celebrate the children's achievements	Embed disrespect or a lack of responsibility for the learning environment
Accommodate children's interests	Limit children's engagement
Divert from attention seeking behaviour and respond to at a more appropriate time	Respond to attention seeking children
Relate sanction to behaviour	Use work as a punishment

### **Secure:**

All members of the school community have the right to be secure and the responsibility to act safely.

We will promote

- Fairness – act consistently irrespective of gender, race, religion, culture, sexual orientation, social class, disability, special educational needs appearance or health related conditions.
- Equality – to feel equal, to have the freedom to develop your own identity and be accepted for who you are
- Safety – to make the choice to act safely, to provide a safe environment, to look out for each other
- Trust – to know that you are safe and respected, to feel supported and to be listened to without judgment and to know decisions will be made in your best interest
- Voice – to express opinions and be heard, to be responsible with expression, avoid confrontation, listen, establish the facts before making judgments

<b>Dos</b>	<b>Don'ts</b>
Follow up problems to their conclusion, dealing with immediately	Disparage problems
Separate the problem from the person	Allow previous experience to cloud judgment
Ensure everyone is accounted for	Let children wander unnecessarily

## **Rewards and Sanctions**

### **Rewards**

House points or in class reward - for outstanding EFFORT / POLITENESS / RESPECT in all areas of the curriculum

Praise and encouragement in lessons

Team work/co-operation encouraged through each class having its own collective reward system

Stamps/stickers/house points - given for good effort/behaviour/high achievement

Capel Star certificate - Teachers nominate children to get a certificate for achievement or effort in assembly

Positive comments in books through pink and green system

Displays of work and achievements

Sending to Head teacher for achievements to be praised

Weekly celebration of the winning House

Specific improvement focused rewards, such as handwriting stickers or kindness nominations

### **Sanctions**

We have a sanction system for times when the class charters are not followed. This is because we all want our school to have a safe, hard-working ethos, where everyone is respected and able to work and perform in conditions which bring out the best in every individual.

**We have a traffic light system. All members of staff use it so that the children know it is consistent. All members of staff can issue yellow cards and red cards.**

1. All children start the day on the green light. If a child misbehaves, the teacher will issue an oral warning.
2. If the behaviour continues, a warning will be issued and the child's name will be moved on to the amber light. Either, the child will be asked to say what rule has been broken or the teacher will make explicit what was unacceptable about the behaviour
3. If it happens again, the name will go onto the red light, their name will be entered into a log book with a brief statement as to why to be kept as a record. The child will then exit the classroom for ten minutes. (See Exit System for more detail)

4. Children will return to the green light after exit, at the end of the day all names will be returned to the green light (including children on amber)
5. Should a child exit on five separate occasions the log book will be taken to the Head Teacher and parents will be informed. A meeting will take place where the intervention of a behaviour tracking grid will be introduced.

(At lunch time – midday meal supervisors will come to the classroom before lunch and record who is on an amber, in their pockets they could have red and yellow cards, if they need to use the exit – child will be sent to the wall or outside of dining room for 10 mins – record in class log book, which they take when they check the charts before lunch – with the aim of improving consistency and awareness that all adults must be respected in the same way and that we communicate about *all* parts of the day)

With the children, we agree that some behaviours need to bypass the system above because of their serious nature. Where the following behaviours happen, the child is sent straight to the head teacher and play times will be missed.

- Aggressive use of bad language
- Aggressive physical contact
- Racist comments (these are always fully explored and always reported to the head teacher)
- Deliberate defiance

This list is not exhaustive and teachers will make a profession judgement as to whether the pupils should be escalated to the Headteacher.

**Sanction system:**

Traffic light procedure

Loss of play / lunch time

Change of seat

Removal from class (**Under supervision**)

Removing the perpetrator from key points in the day such as play and lunch times

Confiscating any personal property where the item is used to cause harm to others

Send to Deputy or Head teacher

Withdrawal of privilege including exclusion from whole school activities, trips, events, clubs

Parental contact by teacher, Deputy or Head teacher

Behaviour Tracking Grid

Reflection form (4 W form)

Exclusion—a last resort

### **Exit System and Intervention**

There exists in our school a system of mutual support between staff referred to as the 'Exit System'.

It occurs when children continuously disrupt the learning of the class and have reached the red light. It involves an agreed arrangement where the child spends a short amount of time with another class teacher during periods of major disruption. This time allows the teacher to resume their right to teach and other pupils to resume their right to learn, whilst providing the child with a reflection period. This is not a time for the receiving teacher to reprimand or punish and no work should be sent. The child should sit down with an egg timer and be ignored by the class of the receiving teacher. The child is escorted back once the time is up to the class and provided with a quick recap to assist, there should be no anger or comment at this point.

Each class has a log book to record exits from class and details why the exit has occurred. This is stored alongside the reflection form to support pupils in reflection.

After an exit:

- At the next break there is a consequence, the pupil must account for their actions [by filling in the 4 W form (assisted for KS1)]
- The teacher makes it clear that the behaviour is not acceptable and why with reference to Respect, Learn and Secure
- The teacher shows the pupil as often as possible the way forward
- The teacher then decides with the pupil any missing work to be completed
- Every time the pupil is withdrawn the date and the reason is recorded in the class log book

Should a pupil use the exit system five times they will be sent with their log book to the Head Teacher and a meeting will be arranged with parents to discuss the behaviour and any reasons for it. The child will be called into the meeting where strategies will be discussed to support them and a weekly behaviour tracking grid will be introduced. The tracking grid will monitor the child's behaviour for every part of the school day across the week. At the end of the week the class teacher and pupil make a comment about the behaviour for the week. The grid will then be taken by the child at the end of each week to the Head Teacher who will also make a comment. The grid then goes home to the parents who also make a comment and given back to the school at the start of the next week, so that progress can be evidenced. The child needs to see that their behaviour infringed the rights of the teacher to teach and the other pupils to learn.

## **Exclusion:**

*The school will refer to the Kent Exclusion Guidance to inform any exclusion process, which also provides a clear process for Governors to follow as well as Model Letters.*

These are three types of exclusion that our school may use:

- Permanent – The pupil will not return to the school
- Fixed term – This is a temporary exclusion which can be between 0.5 and 45 school days in length. No pupil may be excluded for more than a total of 45 school days in any one academic year.
- Lunchtime - Fixed-term exclusion where the pupil is excluded from the school premises for one or more lunchtimes.

### **Permanent exclusion**

Permanent exclusion should usually only be used as a final step when a wide range of other strategies have been tried and failed. It is an acknowledgement by the school that it has exhausted all available strategies for dealing with the child.

There may be exceptional circumstances where, in the head teacher's judgement, it is appropriate to permanently exclude a child for a first or 'one off' offence. These might include:

- Serious actual or threatened violence against another pupil or a member of staff
- Sexual abuse or assault.
- Supplying an illegal drug.
- Carrying an offensive weapon.

We will consider whether or not to inform the police where such a criminal offence has taken place. We will also consider whether or not to inform other agencies, e.g. the Youth Offending Service, social workers etc.

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

The LA will be informed of the exclusion within one school day via Digital Front Door (DfD) on KELSI. If the pupil lives outside the LA in which the school is located, the head teacher will also advise the 'home' LA of the exclusion so that they can make arrangements for the pupil's full time education from the 6th school day of the exclusion.



### *Days 1 to 5*

The school will ensure that the parent is fully informed of their duties in the first five days of exclusion and of the school day from which the pupil will be provided with suitable alternative education by the LA. During the first five school days, the school should send work home for the pupil to complete.

Parents should note that they must ensure that the pupil is not present in a public place during school hours without reasonable justification. Parents can be prosecuted, or given a fixed penalty notice of £120 if they fail to do this. The pupil may also be removed from the public place by the police and taken to designated premises. If the LA is advised that a parent has failed to comply with supervision requirements during the first 5 school days of a permanent exclusion, the School Attendance Service will take further action if, after enquiries / evidence gathering, the relevant officer decides that there are sufficient grounds on which to proceed.

### *Day 6*

The LA is statutorily responsible for ensuring that full-time provision is made for all permanently excluded Kent resident pupils from the 6th school day of the exclusion.

### **Fixed term exclusion**

Although the law allows for a head teacher to exclude a pupil for up to 45 days in a school year, advice suggests that exclusions should be for the shortest time necessary. Ofsted inspection evidence suggests that 1-3 days is often long enough to secure the benefits of exclusion without adverse educational consequences. Where it is clear that fixed-term 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, we will consider alternative strategies for addressing that behaviour.

If a pupil transfers to a new school during the academic year, records of the fixed-term exclusions will be transferred promptly to the new school.

A fixed-term exclusion does not have to be for a continuous period.

### *Days 1 to 5*

We will ensure that the parent is fully informed of their duties in the first five days of exclusion, of the school days on which the pupil will be provided with suitable education and must attend that provision and of any sanctions that may be imposed for non-attendance.

During the initial period of up to five school days, 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. Parents can be prosecuted, or given a fixed penalty notice of £120 if they fail to do this. The pupil may also be removed from the public place by the police and taken to designated premises. If the LA is advised that a parent has failed to comply with supervision requirements during the first 5 school days of an exclusion, the School Attendance Service will take further action

if, after enquiries / evidence gathering, the relevant officer decides that there are sufficient grounds on which to proceed.

The school must ensure that work is set for the pupil to complete during the first five school days of exclusion and that it is marked, unless during that time the pupil will be attending alternative provision (arranged on a voluntary basis by the school).

### *Day 6*

Where a pupil is given a fixed-term exclusion 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.

We will monitor the pupil's attendance from the 6th school day of an exclusion, in conjunction with the Area Inclusion and Attendance Team. It is possible to prosecute for non-attendance from the 6th school day of exclusion if criteria are met. All exclusions will be reported to the LA via Digital Front Door (DfD) on KELSI. The LA will be informed of the exclusion within one school day where the exclusion totals > 5 days in a term. The LA will be informed as soon as possible of exclusions of 5 days or fewer in a term.

### **Reintegration meeting:**

Whilst the Statutory Instrument requiring a reintegration meeting was revoked as part of the September 2012 revisions guidance, it is considered good practice that schools meet with parents and the young person to discuss the issues and reasons for the exclusion and agree a way forward. The purpose of the reintegration meeting should be to support the pupil's reintegration and promote the improvement of his or her behaviour. The pupil should normally attend all or part of the meeting with at least one of his/her parents.

A fixed-term exclusion will not be extended if such a meeting cannot be arranged in time or the parents do not attend.

### **Lunchtime exclusion**

Pupils whose behaviour at lunchtime is disruptive may be excluded from the school premises for the duration of the lunchtime period, this is a fixed-term exclusion counted as one half of a school day (1 session). The Secretary of State does not expect to see lunchtime exclusion used for longer than a week, in the long run another strategy for dealing with the problem should be worked out. A lunchtime exclusion for an indefinite period, like any other indefinite exclusion, would not be lawful.

Taking into account the child's age and vulnerability, the head teacher should ensure that a parent/carer has been contacted and is available, if appropriate, to arrange collection and

supervision of the pupil during the lunchtime exclusion. Arrangements should be made for pupils who are entitled to free school meals, which may mean providing a packed lunch. The LA must be informed, via DfD, of the exclusion within one school day where the exclusion totals > 10 lunchtimes in a term. The LA should be informed as soon as possible of exclusions of 10 lunchtimes or fewer in a term.

### *6th day provision*

Schools are not required to provide full-time education from day six of a lunchtime exclusion, lunchtime exclusions are not affected by the regulations on day six provision.

### **Decision**

A decision to exclude should not be taken in the heat of the moment, unless there is an immediate threat to the safety of others in the school or the pupil themselves. Before reaching a decision as to whether to exclude the head teacher should:

- Ensure that a thorough investigation has been carried out.
- Consider all the evidence available to support the allegations, taking into account the school's behaviour and equal opportunities policies, and where applicable the Equality Act 2010 as amended.
- Be satisfied that, \*on the balance of probabilities, the pupil did what he/she is alleged to have done.
- Allow and encourage the pupil to give their version of events.
- Check whether an incident may have been provoked, for example by bullying (including homophobic bullying) or by racial/sexual harassment.
- Consider whether the proposed sanction is proportionate in itself and in light of the treatment of any others involved in the incident.
- Consult others if necessary (being careful not to involve anyone who may later take part in the statutory review of their decision e.g. a member of the Governors Review Meeting).
- Keep a written record of the actions taken (and copies of written records made by other members of staff), including any interview with the pupil concerned. Witness statements must be dated and should be signed, wherever possible.
- Be satisfied that the decision to exclude the pupil was lawful, reasonable and procedurally fair, taking account of their legal duties.
- There is no alternative can be found by the school or Kent LA to the exclusion.

\*The standard of proof to be applied is the balance of probabilities, i.e. is it more probable than not that the pupil did what he or she is alleged to have done. The 2012 guidance removes the need for there to be more convincing evidence the more serious the allegation.

A head teacher may choose to withdraw the exclusion at any time prior to it being reviewed by the governors.

A checklist to assist schools in making a decision in relation to pupil exclusion (Appendix 2).

### **Notification of parents**

Whenever a head teacher excludes a pupil, they must notify the parent without delay, ideally by telephone followed up by a letter.

All exclusion cases should be treated in the strictest confidence, only those who need to know the details should be informed of them.

In exceptional cases, usually where further evidence has come to light, a fixed-term exclusion [given 'pending further investigation'] may be extended, or converted to a permanent exclusion, a second letter should be sent to the parents explaining the reasons for the extension/change.

The school will use the model letters the Kent Exclusion Guidance for Schools to keep parents informed. The school will keep evidence to prove that parents were notified of their responsibilities for days 1-5 and 6+.

#### *Day 6*

In the case of an exclusion of >5 days, the parent must be informed of arrangements for 6th day provision, in writing at least 48 hours before the provision is to commence.

### **Pupils with special educational needs**

Pupils with a statement of special educational need, with an EHCP or in the process of having a SEN Statement or an EHCP should not be permanently excluded except in the most exceptional circumstances. This is because head teachers/teachers will usually be aware of increasing problems of this cohort of pupils before the situation has escalated and should try every practicable means to maintain placements, including seeking LA and other professional advice and support. Where this process has been exhausted the school should liaise with the LA to arrange an interim annual review of the statement and seek advice from the relevant agencies.

If a head teacher decides to permanently exclude a pupil with a statement of SEN, they should use the period between their initial decision and the Governors Review Meeting to work with the LA to see whether more support could be made available, or whether the statement could be changed to name a new school. If either of these two options is possible, the head teacher should normally withdraw the exclusion.

It is extremely important that parents of children with SEN who are excluded from school receive advice on the options available for their child's future education.

## **Restraint**

Recent legislation clarifies the position as far as the restraint of pupils is concerned. The Education and Inspections Act 2006 enables school staff to use “such force as is reasonable in the circumstances to prevent a pupil from doing or continuing to do” any of the following:

- committing any offence (or, for a pupil under the age of criminal responsibility [10 years old], what would be an offence for an older pupil)
- causing personal injury to any person (including the pupil themselves)
- causing damage to the property of any person (including the pupil themselves)
- prejudicing the maintenance of good order and discipline at the school, or among any pupils receiving education at the school, whether during a teaching session or otherwise

The Act also defines to whom the power applies as follows:

- any teacher who works at the school
- any other person whom the Headteacher has authorised to have control or charge of pupils. Specific mention is made of support staff, teaching assistants, learning support assistants, learning mentors and lunchtime supervisors

Staff and families can also refer to the ‘Use of reasonable force – advice for headteachers, staff and governing bodies’ (July 2013) for additional guidance on this issue.

Appendix:

The 4 W Form		
What I did:		
What Rule I broke:		
Why I did it:		
What I think I can do to put it right:		
Name: _____	Class: _____	Date: _____
Teacher's comments:		

## Head teacher's exclusion checklist

	Yes	No
On the balance of probabilities, do you consider the pupil committed the offence		
Does the incident represent a serious breach of the school behaviour policy / the final straw in a series of incidents which has persistently breached the Schools behaviour policy despite support to change those behaviours?		
Does the pupil's presence seriously harm the education/welfare of pupils/others?		
Is exclusion the appropriate response? Factors to Consider <ul style="list-style-type: none"> <li>• Decision to exclude not taken in the heat of the moment</li> <li>• A thorough investigation has been carried out</li> <li>• Evidence has been considered in the light of policies and discrimination</li> <li>• The pupil's views have been encouraged, heard and recorded</li> <li>• Mitigating circumstances and provocation (bullying etc.) have been considered</li> <li>• Appropriate wider consultation has been considered</li> </ul>		
Has there been involvement from specialist teaching service, Early Help, LIFT, PIAS or other relevant service?		
Have the school considered whether the case meets the criteria for a High Need Funding support as an alternative to exclusion?		
Has a pastoral support programme been implemented?		
Have alternatives to exclusion been considered (e.g. restorative justice, mediation, internal exclusion, school to school managed move, respite at PRU) <a href="#">click here to see details on Kent KELSI?</a>		
<b>Special Considerations (exclusion should only be used as exceptional)</b>		
Does this pupil have an EHCP (formerly statement of special educational needs) or in the process of having EHCP? If so: <ul style="list-style-type: none"> <li>➤ Have you contacted the special needs officer to find alternative to exclusion?</li> <li>➤ Has an emergency annual review been called to avoid exclusion?</li> </ul>		
Is this pupil currently a child in the care of the Local Authority? If so: <ul style="list-style-type: none"> <li>➤ Have you contacted the Head of the Virtual School Kent (VSK) and Social Worker?</li> </ul>		
Is this pupil subject to Child Protection procedures or a Child In Need? If so: <ul style="list-style-type: none"> <li>➤ Have you spoken to the Social Worker?</li> </ul>		
Is there a Kent Early Help Plan for this pupil? If so: <ul style="list-style-type: none"> <li>➤ Have you spoken to the Early Help Worker?</li> </ul>		
Have issues of SEN, disability, race and care been fully considered? <i>See separate check list for considerations around the exclusion of children with SEN/disability</i>		
Has the appropriate length of exclusion been considered?		
Has the school contacted PIAS including to find an alternative to the exclusion?		