

Mawsley Community Primary School



Behaviour, Discipline and Exclusion Policy

Policy Ownership	Headteacher
Statutory Requirement	Yes
Date reviewed by Headteacher	Term 1 2021-22
Formal Review	Term 1 2022-23

Mawsley C.P. Primary School

Behaviour, Discipline and Exclusion Policy –

1 Aims and expectations

- 1.1** It is a primary aim of our school that every member of the school community feels valued and respected and that each person is treated fairly. We are a caring community, whose values are built on mutual trust and respect for all. The school's behaviour policy is therefore designed to support the way in which all members of the school can live and work together in a supportive way and takes account of the Department for Education's guidance: "Behaviour and discipline in schools: guidance for headteachers and staff (January 2016) and 'Exclusion from maintained schools, academies and pupil referral units (September 2017). It aims to promote an environment where everyone feels happy, safe and secure.
- 1.2** The school has a number of rules, but our behaviour policy is not primarily concerned with rule enforcement. It is a means of promoting good relationships, so that people can work together with the common purpose of helping everyone to learn. This policy supports the school community in aiming to allow everyone to work together in an effective and considerate way.
- 1.3** The school expects every member of the school community to behave in a considerate way towards others.
- 1.4** We treat all children fairly and apply this behaviour policy in a consistent way.
- 1.5** This policy aims to help children grow in a safe and secure environment and to become positive, responsible and increasingly independent members of the school community.
- 1.6** The school rewards good behaviour, as it believes that this will develop an ethos of kindness and co-operation. It builds upon the school's values of courage, determination, equality, excellence, friendship, inspiration and respect. This policy is designed to promote good behaviour, self-discipline and respect rather than merely deter anti-social behaviour.

2 Rewards and punishments

- 2.1** We praise and reward children for good behaviour in a variety of ways:
 - Teachers encourage and reward children with positive praise.
 - Teachers give children learning points for good work and behaviour.
 - Excellent behaviour and demonstration of values, in and out of lessons, may result in a values sticker being awarded.
 - Each week a child from each class is awarded with the 'Learner of the Week' award.
 - Each week a child from each class is awarded with the "Behaviour Model of the Week" certificate.
 - Throughout the week children have the chance to receive a headteacher's gold award, either for consistent good work or behaviour, or to acknowledge outstanding effort or acts of kindness in school.

- 2.2** The school acknowledges all the efforts and achievements of children, both in and out of school. Where school teams have been entered for local competitions they are praised at whole school assemblies. Certificates and/or awards are presented for out of school endeavours too, such as swimming, music, gymnastics or karate.
- 2.3** The school employs a number of sanctions to enforce the school rules, and to ensure a safe and positive learning environment. We employ each sanction appropriately to each individual situation. All classes follow a 1, 2, 3 system, which involves two warnings before a third warning results in having to take a period of time out of the nearest break time or end of the day reward time, in an age appropriate way (Appendix 1).

If a child's behaviour is of a significant level, for example a physical act towards a staff member or child, threatening behaviour, swearing or comments that are deemed offensive, a behaviour incident report will be completed (Appendix 2). Incident records are monitored by our Senior Leaders and Anti-bullying Lead. Consequences that reflect a restorative approach will be determined by the member of staff dealing with the incident. If the member of staff feels a restorative approach is not appropriate a Senior Leader will be consulted for support.

- We expect children to listen carefully to instructions in lessons. If they do not do so, a first warning may be given and they may be asked to move to a place nearer the teacher, or to sit on their own.
 - We expect children to try their best in all activities. If they do not do so, we may ask them to improve their work.
 - If a child is disruptive in class, the teacher will give an appropriate warning. If a child misbehaves repeatedly, they will be asked to leave the classroom for an appropriate amount of time, until they are again ready to learn. This may mean a child going to work in a different classroom for a short time.
 - The safety of the children is paramount in all situations. If a child's behaviour endangers the safety of others, that child will be removed from that activity.
 - If a child threatens, hurts or bullies another child, the class teacher records the incident and the perpetrator will face appropriate consequences. If a child repeatedly acts in a way that disrupts or upsets others, the school contacts the child's parents and seeks an appointment in order to discuss the situation, with a view to improving the behaviour of the child.
- 2.4** The class teacher discusses the school's expectations of behaviour with each class, ensuring all children have a clear, age appropriate understanding of our school rules; Be Ready, Be Respectful, Be Safe. In addition each class may develop their own classroom code, which is agreed by the children and displayed on the wall of the classroom. In this way, every child knows the standard of behaviour that is expect in our school. If there are incidents of anti-social behaviour, the classteacher discusses these with the whole class at an appropriate time.
- 2.5** The school does not tolerate bullying of any kind. If we discover that an act of bullying or intimidation has taken place, we act immediately to stop any further occurrences of such behaviour. While it is very difficult to eradicate bullying, we do everything in our power to ensure that all children attend school free from fear.
- 2.6** Teachers in our school do not react in a physical way to any pupils under any circumstances. Staff only intervene physically to prevent injury to a child or staff member, or if a child is in danger of hurting him/herself. The actions that we take are in line with government guidelines and have been modelled to staff through Team Teach training.

- 2.7** If necessary school staff will search pupils with their consent for any item. The Headteacher and staff authorised by the headteacher will use the power to search pupils or their possessions, without consent, where they suspect the pupil has a “prohibited” item”. Prohibited items are:

- knives and weapons
- alcohol
- illegal drugs
- stolen items
- tobacco and cigarette papers
- fireworks
- pornographic images
- any article that has been or is likely to be used to commit an offence, cause personal injury or damage to property
- any item banned by the school rules which has been identified in the rules as an item which may be searched for.

3 The role of the class teacher

- 3.1** It is the responsibility of class teachers to ensure that the school rules are enforced in their classes, and that their classes behave in a responsible manner during lesson time.
- 3.2** The class teachers in our school have high expectations of the children with regard to behaviour and they strive to ensure that all children work to the best of their ability.
- 3.3** The class teacher treats each child fairly and enforces the classroom code consistently. The teachers treat all children in their classes with respect and understanding.
- 3.4** If a child misbehaves repeatedly in class resulting in three reflection sheets within a week, the class teacher will make a formal recording on a behaviour incident form, which is referred to Senior Leaders.
- 3.5** The class teacher may liaise with external agencies, when necessary, to support and guide the progress of each child. The class teacher may, for example, discuss the needs of a child with the school nurse or Social Services.
- 3.6** The class teacher reports to parents about the progress of each child in their class, in line with the whole-school policy. The class teacher may also contact a parent if there are concerns about the behaviour or welfare of a child and on the completion of a behaviour incident form.

4 The role of the Headteacher

- 4.1** It is the responsibility of the headteacher to implement the school behaviour policy 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.
- 4.2** The headteacher supports the staff by implementing the policy, by setting the standards of behaviour, and by supporting staff in their implementation of the policy.

4.3 The headteacher keeps records of all reported serious incidents of misbehaviour.

4.4 The headteacher has the responsibility for giving fixed-term exclusions to individual children for serious acts of misbehaviour. For repeated or very serious acts of anti-social behaviour, the headteacher may permanently exclude a child. These actions are taken only after the school governors have been notified.

5 The role of parents

5.1 The school collaborates actively with parents, so that children receive consistent messages about how to behave at home and at school.

5.2 We explain the school rules in the school prospectus, and we expect parents to read them and support them.

5.3 We expect parents to support their child's learning, and to cooperate with the school. We try 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.

5.4 If the school has to use reasonable sanctions to punish a child, we expect parents to support the actions of the school. If parents have any concerns about the way that their child has been treated, they should initially contact the class teacher. If the concern remains, they should contact the head teacher and then the school governors. If these discussions cannot resolve the problem, a formal grievance or appeal process can be implemented.

6 The role of governors

6.1 The Governing Board has the responsibility of setting down these general guidelines on standards of discipline and behaviour, and of reviewing their effectiveness. The governors support the headteacher in adhering to these guidelines.

6.2 The headteacher has the day-to-day authority to implement the school's policy on behaviour and discipline, but governors may give advice to the headteacher about particular disciplinary issues. The headteacher must take this into account when making decisions about matters of behaviour.

7. Fixed-term and permanent exclusions

Aims with regards to exclusion; the exclusions process is applied fairly and consistently, the exclusions process is understood by governors, staff, parents and pupils, pupils in school are safe and happy and pupils do not become NEET (not in education, employment or training).

7.1. We do not wish to exclude any child from school however sometimes this may be necessary. If exclusion is being considered, the school will always refer to the latest DfE guidance on the procedures to be followed.

7.2 Only the headteacher (or acting headteacher) has the power to exclude a child from school and this must be on disciplinary grounds. The behaviour of a pupil outside school can be considered as grounds for an exclusion. The headteacher may exclude a child for one or more fixed periods, for up to 45 days in any one school year. In extreme and exceptional circumstances the headteacher may exclude a child permanently.

7.3 If the headteacher excludes a child, s/he informs the parents immediately, usually by telephone, giving reasons for the exclusion. At the same time, the headteacher makes it clear

to the parents that they can, if they wish, appeal against the decision to the Governing Board. The school informs the parents how to make any such appeal. This information is confirmed in writing as soon as practicable.

- 7.4** The headteacher informs the LA and the Governing Board about any permanent exclusion, and about any fixed-term exclusions beyond five days in any one term.
- 7.5** The Governing Board itself cannot exclude a child or extend the exclusion period made by the headteacher.
- 7.6** The Governing Board has a discipline committee, convened when required, which is made up of three members. This committee will consider any exclusion appeals on behalf of the governors.
- 7.7** When an appeals panel meets to consider an exclusion, they will consider the circumstances in which the child was excluded, consider any representation by parents and the LA, and consider whether the child should be reinstated.
- 7.8** If the governors' appeals panel decides that a child should be reinstated, the headteacher must comply with this ruling.
- 7.9** The headteacher may withdraw an exclusion that has not been reviewed by the Governing Board.
- 7.10** Parents have the right to request an independent review of the exclusion by the Local Authority (the IRP - Independent review panel) if the governors panel does not reinstate the pupil and upholds a permanent exclusion.

8. Drug and alcohol related incidents

- 8.1** It is the policy of this school that no child should bring any drug, legal or illegal, to school. If a child requires medication during the school day the parent or guardian should notify the school and ask permission for the medication to be brought. This should be taken directly to the school office for safekeeping. Any medication needed by a child while in school must be taken under the supervision of a teacher or other adult worker.
- 8.2** The school will take very seriously misuse of any substances such as glue, other solvents, or alcohol. The parents or guardians of any child involved will always be notified. Any child who deliberately brings substances into school for the purpose of misuse will be punished by a fixed-term exclusion. If the offence is repeated, the child will be permanently excluded, and the police and social services will be informed.
- 8.3** The school would at all times maintain the confidentiality of any incident which occurred but would, as soon as possible, review the current delivery of the PSHE curriculum, to ensure awareness of drug, alcohol and substance misuse was given high priority within all year groups.
- 8.3** If any child is found to be suffering from the effects of alcohol or other substances, arrangements will be made for that child to be taken home.
- 8.4** It is forbidden for anyone, adult or child, to bring onto the school premises illegal drugs. Any child who is found to have brought to school any type of illegal substance will be punished by a temporary exclusion. The child will not be readmitted to the school until a parent or guardian of the child has visited the school and discussed the seriousness of the incident with the headteacher. If the offence is repeated the child will be permanently excluded.

- 8.5** If a child is found to have deliberately brought illegal substances into school, and is found to be distributing these to other pupils for money, the child will be permanently excluded from the school. Due to the seriousness of this type of incident and in order to protect the welfare of the majority of children at the school and the child concerned, the school's Safeguarding and Child Protection policy would be implemented, which would result in the Police and Social Services being informed.

9. Safeguarding

Mawsley Community Primary School is committed to safeguarding and promoting the welfare of children and expects all staff and volunteers to share this commitment.

All activities and experiences are planned with regard to safeguarding procedures for all of our children. The health and safety of our children is of paramount importance. Parents send their children to school each day with the expectation that school provides a secure environment in which children can grow and flourish. At Mawsley Community Primary School a wide range of measures are put in place to achieve this outcome (see Safeguarding and Child Protection Policy).

10 Monitoring and review

- 10.1** It is the responsibility of the Senior Leadership Team to update this policy and that of the headteacher to monitor the effectiveness of it on a regular basis. The head teacher may also report to the Governing Board on the effectiveness of the policy and, if necessary, makes recommendations for further improvements.
- 10.2** The school keeps a variety of records concerning incidents of misbehaviour. The class teacher records any lunchtime or classroom incidents that raise concern. Any incidents that relate to bullying will be sent to the LA, at their request, to enable monitoring.
- 10.3** The headteacher keeps a record of any child who is excluded for a fixed-term, or who is permanently excluded.
- 10.4** It is the responsibility of the Governing Board to monitor the rate of suspensions and exclusions, and to ensure that the school policy is administered fairly and consistently. The Governing Board will pay particular attention to matters of racial equality; it will seek to ensure that the school abides by the non-statutory guidance *The Duty to Promote Race Equality: A Guide For Schools*, and that no child is treated unfairly because of race or ethnic background.

The school will adhere to the requirements of the document 'Exclusion from maintained schools, academies and pupil referral units in England - statutory guidance for those with legal responsibilities in relation to exclusion DfE September 2017.

The policy will be reviewed annually.

Related School Policies/Procedures

Mawsley Primary School recognises that a number of other policies and procedures developed and operated by school form part of the wider agenda of safeguarding and children's welfare.

The Behaviour, Attendance and Exclusion Policy should be read in conjunction with the school's Safeguarding Policy and other policies as deemed necessary.

Please find below links to DfE information that is referenced in this policy:

[Exclusion from maintained schools, academies and pupil referral units \(PRUs\) in England](#)

[School discipline and exclusions: Exclusions - GOV.UK \(www.gov.uk\)](#)

Appendices

Appendix 1:

Warning System and Reward Time

Children who behave successfully will earn reward time at the end of the school day, from 15:00 – 15:10. This may consist of an additional playtime or teacher guided / teacher led activity, either inside or outside e.g. circle games etc.

Children will receive warnings for inappropriate behaviour. If the inappropriate behaviour continues and three warnings are given, the child will miss a period of time from either morning break if it occurred in the first period, lunch if within the second period or their reward time at the end of the day if within the afternoon period. The child will be sent to reflect on their behaviour and will complete a reflection sheet, describing the nature of behaviour and how they understand this to be unacceptable within school. This will be sent home with the child, to be discussed with the parent and returned to the class teacher the following day.

A child whose behaviour is such that they receive four warnings will be removed to another classroom to work independently. They will miss which ever break/reward occurs following the lesson removal and a reflection sheet will be completed and sent home. A child who is frequently removed to work in another classroom may be placed on a behaviour report card to improve their behaviour. A meeting or phone call with a parent will take place when a behaviour report card is going to be used.

Appendix 2

Child information						Incident information								
Name						Day	Mon	Tue	Wed	Thur	Fri	Report writer		
Year group						Date						Incident reported by	e.g. child, parent, lunch staff, friend	
Class						Time	Lesson	Break	Lunch	Reward	Out of school	Other Please state:	Others involved	e.g. another child/adult who was hit, witnessed, involved
						e.g. transition/assembly								
Other factor	PP	SEN	EAL	Male	Female	Location	Classroom	Playground	Hall	Home	Other Please state:			
						e.g. toilets, park								

Incident details				
*Lead up to incident (if any)				*Description of incident
Type of incident	Intentional physical/violent act to child/adult	Threat of harm to child/adult	Intentional spitting at someone else	
	Intentionally swearing at someone else	Abscond from the premises	Sexual incident (intentional or unintentional)	
	Racial incident (intentional or unintentional)	LGBTQ incident (intentional or unintentional)	Intentional damage to property (school or personal)	
	Theft	Accusation of bullying	Inappropriate use of ICT/Social media	
	Internal exclusion	3 reflections within 1 week	Other Please specify:	

Incident follow up					
*Consequence given	Time in with adult at break/reward time	Letter/picture to indicate apology	Notified (Please date)	Parent/Carer	Other (please state)
	Tidying class area/resources	Cleaning equipment		Email:	Email:
	Create a poster promoting positive behaviour	Other: Please state		Face to face:	Face to face:
				Telephone :	Telephone:
*Education given (Please give brief description)					
*Additional follow up/check in (where necessary)	Date:	Adult:	Brief description:		
	Date:	Adult:	Brief description:		
	Date:	Adult:	Brief description:		
Incident noted by (please sign to verify)	Class teacher (must sign and date)			Safeguarding team (date and sign where applicable)	
	PSHE lead (must sign and date)			Additional agencies/services (date and sign where applicable)	