



BEHAVIOUR POLICY INCLUDING EXCLUSIONS AND THE USE OF REASONABLE FORCE

INTRODUCTION

- **THIS DOCUMENT IS** a statement of the aims, principles and strategies for Behaviour and Discipline at Gotham Primary School. It supports the school's ethos and was negotiated with the pupils in school council. This document needs to be read in conjunction with the Whole School Child Protection Policy and the Anti-Bullying Policy
- **REVIEW DATES Summer 2021**
- **NEXT REVIEW Summer 2022**

BEHAVIOUR - OUR EXPECTATIONS

Children are expected to show respect for other people including other children and adults working on or visiting the school site, or whilst engaged in off-site activities.

Children are expected to respect the environment and all property in and around the school and grounds. They are expected to keep these areas clean, tidy and safe.

WHY WE HAVE A BEHAVIOUR POLICY

- To provide consistency in approach and practice to the management, care and wellbeing of pupils.
- To provide a behavioural framework for all members of the school community.

AIMS

- To ensure the safety, security and happiness of children in our care and to safeguard their environment.
- To encourage high standards of behaviour in our pupils.
- To establish and maintain an ethos of respect between everyone at our school.
- To teach children what kind of behaviour is appropriate and acceptable at school.
- To establish systems that deal effectively and fairly with unacceptable and inappropriate behaviour and reinforce positive attitudes.
- To encourage the development of self-discipline in our children.
- To teach children that actions have consequences.

STRATEGIES FOR PROMOTING GOOD BEHAVIOUR

Positive reinforcement of good behaviour in the form of praise and encouragement is preferable to sanctions. To support this we have reward systems in school including Dojos, individual and class rewards and a weekly achievement assembly.

- **Our Code of Conduct.** This was negotiated and agreed with the children and is referred to regularly. We have one rule – RESPECT which applies to every situation.
- **Learning Behaviour and Effort** – We promote, acknowledge and reward positive learning behaviour in lessons.
- **Home School Agreement** – that outlines the principle that parents will support the school. This is in the Reading Diary and is signed by the pupil, the teacher and the parent.
- **Whole School Focus** There will be a periodic focus on elements of behaviour that are identified as needing to be improved.

LEARNING BEHAVIOURS WITHIN SCHOOL

- The development of positive learning behaviours in school are vital
- In all aspects of school life, positive learning behaviours are modelled, taught and celebrated
- Children are taught to understand how they have behaved as learners and the effect of this

 Excellent	1. Attentive – paying attention and listening well 2. Brave – trying when it seems to be tough 3. Curious - asking good questions 4. Determined – not giving up 5. Eager - ready to learn
 Good	6. Organised – having everything you need 7. Proud - doing the best work you can in this lesson 8. Productive – keeping on task and using the time well 9. Prompt – first time every time
 Disappointing	10. Respectful – of yourself and others Wasteful – of your time – and that of others Unambitious - Settling for less than best in your work Neglectful - forgetting to RESPECT yourself and others

STAGES IN WHOLE-SCHOOL MANAGEMENT OF INAPPROPRIATE BEHAVIOUR.

CLASSROOM

Where possible, positive behaviours are recognised and celebrated. Dojos are used to reward and promote good behaviours.

When necessary, we will tackle poor behaviour in the classroom by:

- 1) **A verbal warning** is given to ask the child to stop.
 - a. *This happens for most behaviours, however for certain behaviours immediate sanctions could be required, e.g. intentional injury to another person.*
- 2) **Name highlighted**
 - a. If a child continues to misbehave their name will be moved to the amber zone or written on the board.
 - b. If the child alters their behaviour they are moved back into the green zone or their name is taken off.
 - c. *This means that children are given the chance to improve their behaviour before any further action is taken.*
- 3) **Persistence**
 - a. If a behaviour persists, the teacher will put in place appropriate strategies to cater for the individual child, e.g. Red means stop, Dojos off (this would only happen in upper KS2 and if the class has agreed this action), missing playtimes, moving child to another area/table.
 - b. After using these strategies and behaviour persists, then SLT are involved.

REPORTING AND RECORDING SERIOUS INCIDENTS

- 1) SIMS Incident Reports will be used to record serious incidents and incidents with children who have a pattern of inappropriate behaviour.
- 2) Serious incidents are reported to the class teacher and Miss Allen, who will send a report to parents of involved children. Wherever possible, Miss Allen or the class teacher will speak to parents prior to the report being sent.
- 3) Serious incidents at lunchtime are reported to the class teacher by the Midday Supervisors.

PLAYTIMES

Children whose behaviour is unacceptable at playtime may be:

- Asked to stand aside to take time-out and cool off.
- Withdrawn from play and sent inside under the supervision of other staff.
- Required to forfeit further playtimes.

Incidents will be recorded, where necessary, following the same process as classroom incidents.

As a school, we use restorative practices to develop relationships between children. Restorative conversations will be carried out to establish what has happened and to support children to learn for the future.

LUNCHTIME

- Each week, the Midday Supervisors will nominate pupils who have exhibited exemplary behaviour and manners.
- Midday Supervisors will ask children to stand aside to take time-out and cool off where necessary.
- The Midday Supervisors will pass on incidents that they have not resolved to the class teacher or Head Teacher.
- Further sanctions will be decided between the Midday Supervisors, class teacher or Head Teacher.

EXCLUSIONS

FIXED TERM EXCLUSIONS

For serious incidents at school, children can be excluded for a fixed period of time.

We will consider a fixed-period exclusion if:

- A child has deliberately harmed another child or a member of staff
- A child repeatedly used abusive behaviour towards another child or member of staff
- A child intentionally seriously damages school property.
- Allowing them to stay in school would seriously harm their education or welfare, or the education or welfare of other pupils

Practical issues to consider

- Only the head teacher or deputy head teacher can exclude a child.
- A child cannot be given fixed term exclusions that total more than 45 school days in any one school year.
- If a child is excluded for longer than one school day, the school should set work for them and provide feedback.

The school must inform the parents on the day an exclusion is issued and follow up with a letter. The letter used is from the Nottinghamshire County Council exclusion report, which includes information on:

- the period and reason for exclusion
- parental duty during the first five days of any exclusion to ensure that the child is not present in a public place during normal school hours, whether in the company of a parent or not
- any arrangements made by the school that apply from the sixth day of the exclusion

PERMANENT EXCLUSIONS

We would only permanently exclude a child as a last resort. This would be after extensive support for the child within school using guidance from external agencies.

Please note: There may be exceptional circumstances in which a head teacher could decide to permanently exclude a pupil for a 'one-off' offence.

If a child has been permanently excluded:

- the school's governing body will review the head teacher's decision and may meet with parents should they request it
- and the governing body confirms the exclusion, parents can appeal to an independent appeal panel organised by the local authority
- the school must explain in a letter how to lodge an appeal

DEALING WITH PREJUDICE AND PREJUDICE-RELATED INCIDENTS

“A hate incident is any incident which is perceived by the victim or any other person to be motivated by the offender's prejudice against people because of their age, disability, gender, race, religion, sexual orientation or other reason.”

The following action should be taken:-

1. The Head Teacher should be informed.
2. Parents should be informed.
3. Support should be offered to the victim.
4. Counselling should be given to the perpetrator.
5. A Racist/ Hate Incident Report Form should be completed and patterns in these reports need to be tracked.

SEE THE EQUALITY POLICY FOR FULL DETAILS.

DEALING WITH BULLYING

We have a robust system for teaching children to recognise and challenge bullying behaviour using the mnemonic 'STOP'.

Bullying is behaviour that is hurtful, unkind and unwelcome and which has occurred 'Several Times On Purpose'

The initial way to challenge bullying is to **Start Telling Other People**. Other children and adults can then give support to put an end to the bullying.

SEE THE ANTI-BULLYING POLICY FOR FULL DETAILS.

REASONABLE FORCE

What is reasonable force?

1. The term 'reasonable force' covers the broad range of actions used by most teachers at some point in their career that involve a degree of physical contact with pupils.
2. Force is usually used either to control or restrain. This can range from guiding a pupil to safety by the arm through to more extreme circumstances such as breaking up a fight or where a student needs to be restrained to prevent violence or injury.
3. 'Reasonable in the circumstances' means using no more force than is needed.
4. As mentioned above, schools generally use force to control pupils and to restrain them. Control means either passive physical contact, such as standing between pupils or blocking a pupil's path, or active physical contact such as leading a pupil by the arm out of a classroom.
5. Restraint means to hold back physically or to bring a pupil under control. It is typically used in more extreme circumstances, for example when two pupils are fighting and refuse to separate without physical intervention.
6. School staff should always try to avoid acting in a way that might cause injury, but in extreme cases it may not always be possible to avoid injuring the pupil.

Who can use reasonable force?

- All members of school staff have a legal power to use reasonable force.
- This power applies to any member of staff at the school. It can also apply to people whom the head teacher has temporarily put in charge of pupils such as unpaid volunteers or parents accompanying students on a school organised visit.

When can reasonable force be used?

- Reasonable force can be used to prevent pupils from hurting themselves or others, from damaging property, or from causing disorder.
- In a school, force is used for two main purposes – to control pupils or to restrain them.
- The decision on whether or not to physically intervene is down to the professional judgement of the staff member concerned and should always depend on the individual circumstances.

Schools can use reasonable force to:

- remove disruptive children from the classroom where they have refused to follow an instruction to do so
- prevent a pupil behaving in a way that disrupts a school event or a school trip or visit
- prevent a pupil leaving the classroom where allowing the pupil to leave would risk their safety or lead to behaviour that disrupts the behaviour of others
- prevent a pupil from attacking a member of staff or another pupil, or to stop a fight in the playground
- restrain a pupil at risk of harming themselves through physical outbursts.

Schools cannot:

- use force as a punishment – it is always unlawful to use force as a punishment.