

# Walbottle Village Primary School



## Behaviour & Exclusion Policy

## **Rationale**

At Walbottle Village Primary School we consider that good discipline is a vital part of school life, the ethos of the school is one in which its unique character and atmosphere promote an environment which will 'make a difference' to our pupils. We acknowledge that there are many other influences on pupils' social development such as parents, friends, community and the media, however, we consider the school's role as an important one, which can systematically and overtly contribute to pupils' personal and social development.

With this in mind, we have developed the school behaviour vision and aims.

## **School Behaviour Vision**

**Our vision for Walbottle Village is that all children will feel loved, happy and safe.**

**We will provide each child with many and varied opportunities to develop their character to feel accepted; to develop a sense of belonging; to be driven and resilient and to be inspired and be inspiring.**

This policy was amended in light of recent publications by Government: 'Behaviour and Discipline in Schools for Governing bodies and Head Teachers'; 'The use of reasonable force in schools'.

## **School Behaviour Aims**

All members of our school community can expect to

1. Teach and learn in an ordered, attractive, friendly and stimulating environment.
2. Be respected for their personal qualities, valued for their achievements, and acknowledged for their individual needs.
3. Be encouraged to become confident, enthusiastic, self-motivated and independent learners.
4. Have well planned, organised and balanced learning opportunities in which high standards will be encouraged.

5. Be expected to keep the school rules, show understanding and respect for others and be a valued member of the school community.

## **Walbottle Village Primary School Rules**

Walbottle Village Primary School seeks to ensure that there are clearly stated rules and a code of behaviour adhered to by all those within the school environment.

The class teacher should display the school and class rules in a prominent place within the classroom and they should refer to them regularly to remind children of positive behaviour:

- 1) Do be gentle / don't hurt others.
- 2) Do be kind and helpful / don't hurt the feelings of others
- 3) Do work hard / do not waste yours or other's time
- 4) Do look after property / do not waste or damage things
- 5) Do listen to people / do not interrupt

## **The Role of the Local Advisory Board**

The LAB, in accordance with guidance, stipulate that the following areas, as well content specific to Walbottle Village Primary, will be included within the school behaviour policy:

- a. Screening and searching pupils (including identifying in the school rules items which are banned and which may be searched for);
- b. The power to use reasonable force or make other physical contact;
- c. The power to discipline beyond the school gate;
- d. Pastoral care for school staff accused of misconduct; and
- e. When a multi-agency assessment should be considered for pupils who display continuous disruptive behaviour.

## **The Role of the Head Teacher**

In accordance with statutory guidance the Head Teacher will, with the support of the LAB and Staff (both teaching and non-teaching), create a school environment which seeks to:

- promote good behaviour, self-discipline and respect
- prevent bullying and promote safety and well being (including the deployment of powers to search pupils where necessary);
- ensure that pupils complete assigned work;
- regulate the conduct of pupils (both inside and outside of school)
- ensure pastoral care for school staff

## **A Whole School Approach**

In Walbottle Village Primary School our behaviour management system is based upon 'rewards for good behaviour'. The success of this system depends upon all those involved in the school working together in partnership – the pupils, LAB, CEO, parents, teachers, nursery nurses, teaching assistants, midday supervisors, secretaries and caretaker.

The school actively discourages poor behaviour in a variety of ways by:

1. Explaining and modelling the behaviour we wish to see.
2. Constantly reminding pupils of our school rules.
3. Highlighting and praising good behaviour as it occurs.
4. Encouraging the use of our class 'calm down kit' which is appropriately resourced for each year group.
5. Using the ones of regulation to support a child's management of emotions.
6. Withdrawing privileges when necessary and isolating a child in crisis to a quiet area with the Headteacher or Behaviour lead as appropriate.
7. Making the child aware that they have done wrong and discussing the problem with them, modelling key vocabulary, ensuring that they are aware of future expectations and sanctions.
8. Support the child as appropriate.

In addition to reflection time, our PSHE sessions provide the children with an outlet for feelings of injustice. Across our curriculum, the children enrich their vocabulary to enable them to describe how they are feeling. The children of Walbottle Village Primary School are actively encouraged to calmly discuss feelings of anger with teachers to avoid escalating negative behaviours in the yard or against other children.

The smooth running of the school and its approach to behaviour relies upon communication between all school staff. The school day commences with all staff reading the staff notice board for information regarding the school day or any information regarding children who need monitoring. At the end of break and lunch times, the class teachers are informed of any incidences or positive behaviour which has occurred. Behaviour problems are to be reported to the senior managers who in turn keep the Headteacher or Behaviour lead informed. The class teacher or senior management will deal with each child on an individual basis depending upon the incident and problems of the child.

## **Award System**

Walbottle Village Primary School positively encourages good behaviour in a variety of ways.

- Children are verbally praised for good behaviour and may be used as examples of the ways in which we expect them to behave.
- There is a school council which meets regularly to discuss aspects of school life and behaviour. This allows children to bring forward any concerns to the teachers.
- Each week there is an assembly to celebrate good work, good behaviour, good attitude and birthdays. The children receive a variety of certificates to celebrate their success.
- The lunchtime supervisors are encouraged to nominate children to receive an award for their good behaviour during lunchtimes.
- Visits to and rewards from the Head Teacher.
- Postcards home from the Head Teacher, as well as certificates from class teachers.
- Immediate rewards, such as stickers, are awarded for good behaviour.
- Golden tickets are earned in key stages 1 and 2. These can be exchanged for prizes.
- All year groups have a class reward jar in order to celebrate whole class behaviour.

## **Classroom Management**

*Creating safe and supportive learning environments*

Children bring to their early learning provision different experiences, interests, skills and knowledge that affect their ability to learn. It is therefore

essential that class teachers create *safe and supportive learning environments*, free from harassment, in which the contribution of all children is valued.

### **Classroom set up**

The classroom set up is suited to all children adopting a Hessian style. At the beginning of each term the class teacher should revise the school rules and establish the classroom routines and procedures. Classroom systems are set up so children are under no misconception of what is expected. This ensures the boundaries of acceptable and unacceptable behaviour are set.

Each class teacher must maintain high expectations of behaviour to ensure consistency throughout the school. Children are expected to work in an orderly, calm manner, keeping their tables organised and staying on task. The class teacher will monitor the class to ensure all children remain on task, paying particular attention to children who are under-performing or who are likely to distract others. Praise should be used effectively to reinforce good behaviour, referring to the children's rewards systems.

Good behaviour should be highlighted and rewarded throughout the course of the lesson and during award assemblies. Rewards are consistent across school and include stickers, certificates, verbal praise, smiles, golden tickets, the allocation of responsibilities or moving to the star on our behaviour system.

When children are displaying negative behaviour, our whole school system is implemented: three faces showing a smile, neutral and sad. Children are provided with one warning before moving their name down to the neutral face (2 minutes off play time for KS1 and 5 minutes off play time for KS2) and then the sad face (5 minutes for KS1 and 10 minutes for KS2). Where behaviour involves physical unkindness to others, children's names are moved instantly to the sad face. Children are encouraged to improve their behaviour and move up to the happy face. Each class teacher is to have a behaviour book, which records incidences where children have been on the sad face three times. If children are in the book three times, they speak to a member of SLT before a meeting with the head teacher and their parents is put in place.

## **Lunchtime Supervision**

For some children the lunchtime break can present challenges and often incidents of poor behaviour can occur at this time. It is essential therefore,

that there are strict systems and routines in place at lunchtime so as to minimise these incidents. At Walbottle Village Primary School we believe that the lunchtime supervisors play a vital role in establishing and maintaining discipline and good behaviour and to this end our supervisors have regular meetings with the Head Teacher to keep them up to date with systems and routines.

The lunchtime supervisors are made aware of the school rules and the standards of behaviour required from the children. They are also informed by class teachers of any children who may require particular attention, or any children who currently require additional support.

When the weather is inclement and the children are required to remain inside, each class should have a range of activities provided by the class teacher in an indoor playtime box.

## **Bullying**

Bullying has been defined as any behaviour which is intended to hurt, threaten or frighten another person or group of people. Bullying is often repeated and can continue over a long period of time. It can include physical aggression such as hitting, kicking, taking or damaging belongings. It can be verbal which involves naming-calling, nasty teasing or spreading rumours. It can also be indirect such as when someone is left out or ignored deliberately. Bullying can also take subtle forms such as 'nasty looks' which can be very frightening to the child or young person on the receiving end.

Racial, homophobic and sexual harassment are also linked to bullying. These may involve the same kinds of behaviour but may be directed against a person because of their social background, religious belief, disability, race, cultural identity or gender.

At Walbottle Village Primary school we understand bullying makes children very unhappy and they can lose their self-confidence and self-esteem. This often results in children finding it difficult to concentrate on their schoolwork and taking time off school to avoid being bullied. Our approach to tackling bullying is promoted through assemblies and collective worship; circle time, projects, role plays and stories. The children are made fully aware that all forms of bullying are unacceptable and will not be tolerated. Damage, injury or theft and other incidents demand a serious response. We believe raising awareness of the issues increases pupils understanding and makes them more likely to report incidents.

In Walbottle Village Primary School, action will be taken before bullying becomes a major problem. As bullying is often well hidden and carefully disguised it can often be underestimated and in order that this does not become the case in our school it is a high priority to identify the early signs and act upon them.

Bullying will be taken seriously by all teaching and non-teaching staff. Children should be encouraged to tell an adult if they are being bullied or if they know someone who is being bullied. Signs of bullying will be investigated and responded to quickly and appropriately. Each case will be handled as deemed appropriate but may follow these steps: -

- Acknowledge bullying is taken place.
- Speak to the 'victim' about the problem, find out exactly what has been happening and when.
- Report the matter to a senior leader and outline to him/her the strategies used and intentions for follow up action.
- Decisions at this stage will be taken about the involvement of the Head Teacher and Parents.
- Take follow up action to ensure the problem has been resolved. Do this by checking with the 'victim' and the adults involved in monitoring the situation.

## **Discipline and Sanctions**

At Walbottle Village Primary School we believe that the best way to manage behaviour is to provide consistent and positive reinforcement of good behaviour. However, there will inevitably be occasions when children, for whatever reason, do not conform to the rules and there is therefore a need to discipline them. This is in line with statutory guidance, including Section 91 of the Education and Inspections Act 2006. The authority to discipline children extends to all paid staff with responsibility for pupils throughout the school.

### **Discipline within the school grounds**

Positive behaviour is consistently reinforced and by being alert to any injustices during the course of the daily routine, it can be demonstrated that such injustices are always addressed and resolved. At times of conflict, the staff help the child to manage their emotions and feel in control by intervening calmly, acknowledging the feelings of the children, gathering

information about what has happened, restating the problem, asking for ideas about solutions and supporting negotiation about how to move forward. Attention is drawn to the emotional impact that a child's action may have had on another child.

Children with on going behaviour challenges are encouraged to sit quietly and to think about their actions with a class teacher during a break or lunch time. During these discussions, children across KS1 and KS2 are asked to complete a reflection, where they consider their actions and how to avoid a repetition. Parents are always informed when a child has consistently displayed challenging behaviour either verbally or via a letter.

Children with SEND need individual approaches to behaviour management whilst maintaining high expectations that they will follow the school and classroom rules. Our SEND children have communication passports, which are read by all staff members and provide information of successful approaches to use with them. Behaviour plans will be drawn up for children with extreme problems and who require support from outside agencies.

A hierarchy of strategies to discourage and stop unwanted behaviour within the classroom have been discussed as a staff and should follow the following model.

1. Early intervention.
2. Reference to the zones of regulation
3. Use of the class 'calm down kit' which contains a range of tools and strategies to support a child when emotions are heightened.
4. Non-verbal sign.
5. Tactical ignoring.
6. Verbal reminder of unacceptable behaviour to the individual, and then if appropriate involving the whole class.
7. Verbal reprimand from Head Teacher.
8. Missing part of break or lunchtime to reflect upon inappropriate behaviour.
9. Discussions with parents regarding unacceptable behaviour.
10. Consideration of a multi-agency assessment when pupil(s) display continuously disruptive behaviour.
11. Suspension or exclusion is a final action - this is a decision made between the Head Teacher and CEO. The CEO is the final decision maker.

## **Exclusions**

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

If the Head Teacher excludes a pupil, she informs the parents immediately, giving reasons for the exclusion. At the same time, the Head Teacher makes it clear to the parents that they can, if they wish, appeal against the decision to Valour Trust. The school informs the parents how to make any such appeal.

The Head Teacher will inform the LA, LAB and Trust Board about any permanent exclusion, and about any fixed-term exclusions beyond five days in any one term. The LAB itself cannot either exclude a pupil or extend the exclusion period made by the Head Teacher. Valour Mat will convene the appeals committee to considers any exclusion appeals on behalf of the trust.

When an appeals panel meets to consider an exclusion, they consider the circumstances in which the pupil was excluded, consider any representation by parents and the LAB, and consider whether the pupil should be reinstated. If the Trust's appeals panel decides that a pupil should be reinstated, the Head Teacher must comply with this ruling.

### **The use of reasonable force**

In addition to the above and where appropriate as a last resort (primarily for the safety of a child, staff or other children) staff may use reasonable force to discipline a child. Reasonable force or restraint (*to hold back physically or to bring a pupil under control*) may be used to prevent a pupil or pupils from committing an offence, injuring themselves or others, damaging property and to ensure classroom order and discipline is maintained

### **Power to search pupils without consent**

In addition to the use reasonable force described above, staff may also use such force as is reasonable, given the circumstances, to conduct a search for the following '*prohibited items*'

- 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.

It should be noted that the aforementioned **cannot** be used to search for items banned under the school rules. Furthermore, the aforementioned guidance on reasonable force should be adjusted, as is considered reasonable by a member of staff, to take into account the physical or learning needs of disabled children or those identified as having special educational needs. It should also be noted that staff do not require parental consent to use force upon a child.

### **Discipline outside the School Gates**

Where appropriate, staff may also discipline children outside the school gates (This will include: where a member of staff witnesses non criminal acts or behaviour; the aforementioned are reported to the school.) This will also cover the following circumstances where a child is:

- \* taking part in any school-organised or school-related activity or
- \* travelling to or from school or
- \* wearing school uniform or
- \* in some other way identifiable as a pupil at the school.

or, misbehaviour at any time, whether or not the conditions above apply, that:

- \* could have repercussions for the orderly running of the school or
- \* poses a threat to another pupil or member of the public or
- \* could adversely affect the reputation of the school.

### *Accusations against members of staff*

Any allegations of abuse, against a member of staff, are dealt with extremely seriously (see related documents on safeguarding and child protection) During the process of dealing with an allegation against a member of staff, every effort will be made to maintain confidentiality and guard against unwanted publicity while the allegation is investigated (in accordance with Department of Education guidance) Suspension will not be used as an automatic response ,when an allegation has been reported. Any child making a malicious accusation against a member of staff will receive a verbal reprimand from a member of the Senior Leadership Team and have the incident noted on their school record. This includes false or malicious allegations by parents. Any form of bullying towards staff, by parents, guardians or relatives, will be dealt with by the Senior Leadership Team and if necessary action taken to bar the adult from the school site.

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