SANDHURST
PRIMARY SCHOOL

'Aim High Be Happy'

Behaviour Management and Exclusion Policy

Policy Control	
Responsible Person:	Rachael Beaney
Responsible Governors:	Julie Griggs
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Our school policies are written with the objective of continuously improving the school in our aim of realising the school's vision:

At Sandhurst Primary School, children come first and our priority is to deliver high quality teaching and learning whilst at the same time providing rich and truly enjoyable learning experiences for our community of children. Everything we do as a school is to ensure that the children achieve their very best; we are deeply aware that children only get one chance at their primary education and it is our job to ensure that they all reach for the highest levels of personal achievement and development. We want every child to be successful; to reach for success from the very first day that they join us and throughout their school lives so that when they leave us, they have a love of learning for the rest of their lives.

Our School Values

Sandhurst Primary School values

Enjoyment Challenge Independence Confidence Resilience

and all our stakeholders are encouraged to *reflect* upon their learning and their actions.

Rationale
This document provides a framework for the creation of a happy, secure and orderly environment in which children can learn and develop as caring and responsible people. It is written for all members of the school community to allow each one to understand the policy of the school and to apply it consistently and fairly.

Education should be a positive partnership with parents, governors and the school working closely together and supporting each other.

The school wishes to promote and build further the excellent behaviour that is the norm for most of our pupils. Parents play a vital role in the development of positive behaviour patterns and attitudes in their children and the school appreciates this.

Aims
The aims of this policy are to: -

- To ensure appropriate behaviour and language throughout the school, expecting only the highest standards of behaviour of our pupils where trust, politeness and good manners are evident.
- To encourage and praise greater effort in both work and behaviour.
- To ensure a whole school approach to positive behaviour management that is used and approved by all the staff in the school: teaching and non-teaching staff and school council.
- To ensure that parents are informed and are aware of the disciplinary procedures.
- To ensure a safe and happy school.
- To promote self-discipline.

Principles
Every child has a right to learn. No child has the right to disrupt the learning of others. Every teacher has the right to teach without disruption.

At Sandhurst, we believe that our pupils should know and appreciate the difference between acceptable and unacceptable behaviour, learning from their mistakes and thus becoming self-correcting.
We believe that praise is the vehicle by which our pupils will appreciate the value of good behaviour.

Positive Behaviour Rules

- I will do as all adults in school ask me, the first time I am asked.
- I will keep hands, feet and all objects to myself.
- I will listen carefully and stay on task and be an active learner.
- I will move politely and quietly around school.
- I will only say kind things and keep unkind thoughts to myself.
- I will look after my possessions, respect other people's property and take care of the school environment.

The Framework
The framework of the Behaviour Policy is based on four components.

- **Values** which form the 'codes' by which we agree to behave.
- **Rules** which are jointly agreed by children and staff.
- **Positive recognition** for pupils who follow the rules and take responsibility for their own behaviour and demonstrate the shared values.
- **Consequences** that result when children behave inappropriately are shared with staff, children and parents.

Responsibilities

All members of the school community - teaching and non-teaching staff, parents, pupils and Governors - works towards the school aims by: -

- Providing a well-ordered environment in which all are fully aware of behaviour expectations.
- Treating all children and adults as individuals and respecting their rights, values and beliefs.
- Fostering and promoting good relationships and a sense of belonging to the school community.
- Offering equal opportunities in all aspects of school life and recognising the importance of different cultures.
- Encouraging, praising and positively reinforcing good relationships, behaviours and work.
- Rejecting all bullying or harassment in any form.
- Helping to develop strategies to eliminate undesirable behaviour both within and outside the classroom, applying these consistently.
- Caring for, and taking pride in, the physical environment of the school.
- Working as a team, supporting and encouraging each other.

Rules

We have four core rules which are applied throughout the school and pupils are expected to adhere to these at all times. When there have been incidents of poor behaviour, pupils are asked to reflect as to which rule they have broken.

- Try to do our best in school.
- Follow instructions straight away.
- Care for everyone and everything.
- Treat others with kindness and respect.

We also have rules for specific times of the day and events.

At Lunchtime

Pupils are expected to abide by the following rules at lunchtime: -

- We will talk politely to each other.
- We will treat one another with respect.
- We will line-up and walk into the lunch hall sensibly.
- We will talk quietly in the lunch hall.
- We will eat and drink politely at the lunch table.
- We will eat all of our lunch to grow strong and healthy.
- We will pick up any food or litter that we knowingly drop, to avoid any accidents in the hall.
- We will talk to somebody if we have a problem.

Wet Playtimes

Pupils are expected to engage in a quiet activity (wet playtime equipment is available in each classroom). Class teachers should ensure that pupils are clear about the rules for wet playtimes in the classroom area.

- Pupils should remain in their designated classroom area
- Pupils should remain seated as much as possible. Movement around the classroom should be calm and orderly
- No scissors, tools or glue should be used
- Pupils should not write on the board
- Pupils should clear away when asked to do so by break or lunchtime staff

Behaviour Outside School
When on trips and visits pupils are expected to behave in a manner that reflects the school's values and ethos. Before setting out on a trip pupils should be reminded to:-

- Thank any adult who has helped
- Be aware of other groups and visitors and respect their needs
- Be sensible, quiet and polite
- Move in a calm, orderly manner at all times
- Keep to their group and do as their leader asks them

Parents' Role
Parents have a crucial role. They need to understand and support our policy and its procedures. They need to make it clear to their children that they expect them to abide by our Policy.

All aspects of our Policy apply not only to children and Staff but also to parents and others in school at all times when they are on the school premises.

Rewards
The school praises and rewards children for good efforts in their work, for appropriate behaviour and for keeping to the school rules. There may be some slight differences between the year groups as we recognise the gradual maturity of the children; what appeals to a Foundation Stage child as a reward, is not necessarily appropriate for a Year 6 child.
A wide range of achievements are celebrated through:-

- Verbal praise
- Written feedback
- Dojo's
- Head Teacher Stickers/Star of the Week
- Stickers
- Sandhurst Stars
- 20/20 time
- VIP Bounce (for children who have been awarded a Sandhurst Gold Star. This is also linked with 100% attendance)

Other rewards include: -

- Talents/achievements mentioned on newsletters
- Attendance awards
- Showing work, achievements in Celebration Assemblies
- Work displayed and shared with others
- Prize giving awards

Behaviour System
We operate a 'Good to be Green' behaviour management system. We believe that children can make choices about how to behave, and we reflect that through our practice. Children are encouraged to take ownership of their own behaviour and work to correct poor choices.

GOLD	Children can be moved to Gold by doing something beyond what is expected of them. They are initially rewarded with a Sandhurst Star and this will be rewarded with a special treat such as the VIP Bounce at the start of every term. Children can move from Gold back down to green, yellow, orange or red if their behaviour deteriorates. They then lose their end of term treat.
GREEN	All children start every session on green.
YELLOW	If they make wrong choices and break the class rules, they will go to Yellow and will sit away from others in the class for a period of 5 minutes.
ORANGE	Continual wrong choice of behaviour means they will go to orange. The child will be sent to another class for the rest of that session – Potter to Nightingale (R/1 – 1/2), Nightingale to Darwin (Y1/2-Y3), Darwin to Pankhurst (Y3-Y4), Pankhurst to Shakespeare (Y4-Y5), Shakespeare to Churchill (Y5-Y6), Churchill to Potter (Y6 – YR/1). All children will then be asked to complete a sheet which asks them to reflect on which school rule has been broken and what they will do to make amends. If the incident happens towards the end of the day the child must take the reflection form home to complete.
RED	Persistent wrong choices, verbal or physical abuse of any kind, will result in being sent to the Headteacher or a member of SLT if unavailable. An internal exclusion will occur for the rest of the day or if the incident takes place at the end of the day, the internal exclusion will take place the next day. Parents will be informed if a pupil goes to Red. There will be no 20/20 time for any child who gets onto red during the week. They must miss the whole time in class and if disruptive sent to the Head or SLT. If this occurs on a regular basis then a Pastoral Support Plan / specific risk assessment or Positive Handling Plan may be implemented by the SENCo and Class Teacher in consultation with the Headteacher, Senior Leadership Team, pupil and their parents.
GREY	At this stage, parents will be asked to come into school to work alongside the teaching staff and other agencies in ensuring positive behaviour outcomes.

Extreme Behaviour

Children with extreme behaviour issues will be referred to the SENCo to enable the school to access support from Specialist Teaching Services. A Pastoral Support Plan will be drawn up between the School, parents and the child, which will define expectations, rewards and sanctions. This will be reviewed within an agreed time frame.

Exclusion

- The Head Teacher can exclude a pupil but can only do so in line with the requirements within the current Government guidelines and following any other amendments from the LA. For all exclusions, the Exclusion Officer must be informed.
- If a pupil's behaviour continues to be disruptive or violent and is identified as being a serious breach of this policy, in spite of applying all the suggested and agreed measures, and is undermining the quality of teaching and learning for other pupils and, if allowing the pupil to remain in school would seriously harm the education or welfare of the pupil or others in the school then procedures for the exclusion of the pupil will commence.
- Parents will be notified of the reason for the exclusion and invited to discuss the matter with the Head Teacher and SENCo. Before the child is re-admitted to school, a meeting between the parents, school and any other outside agencies that are involved will be arranged. The purpose of the meeting will be to discuss strategies and a way forward to ensure that the offending behaviour pattern is not repeated. A written record of the discussion, and commitments to the agreed plan, by the parents, the child and the school, will be made. One copy will be kept in the school's record and one sent to the parent.

- The Headteacher will inform the governors of fixed term exclusions of more than 5 days.
- Parents have the right to make representation about all exclusions to the governors.
- Governors' Discipline Committee meets to consider a fixed period exclusion of more than 15 days in any one term.

Use of Physical Restraint

Physical restraint is only used to prevent a pupil causing harm to himself/herself or others, seriously damaging property, or committing an act which risks harm to people or property. Alternatives to physical restraint should always be considered and tried prior to handling a child. Some of the key points are listed below, but staff must also refer to the Positive Handling Policy.

- Only the minimum necessary force should be used and every effort made to avoid injury to the child
- Physical contact and restraint should never be used in anger
- Restraint should continue for no longer than is necessary
- Where at all possible, more than one adult should be present
- No adult should be expected or required to restrain a child, if by doing so they will put themselves at risk
- Children who require complex or repeated physical management will have a written positive handling plan which has been agreed by parents and relevant external agencies
- All incidents will be recorded by individual staff and the child will be asked to record a written reflection of their behaviour
- Staff dealing with such children should be trained in proper and safe methods of restraint.

Opportunities for Children to Discuss Appropriate Behaviour

- A programme of personal, social and health education designed to promote mutual respect, self-discipline and social responsibility.
- A clear focus for work on relationships and feelings as part of the PSHE work throughout school.
- The agreement of a set of rules by each class at the beginning of Term 1.
- Knowledge of school rules, other than the classroom.
- Social skills groups are run for targeted children when appropriate.

Liaison with Parents

'Meet the Teacher Meetings' are held at the beginning and end of each year and our approach to behaviour management and our expectations are outlined. Regular updates and reminders are added to newsletters throughout the year.

Throughout the year, parents are kept informed about their child's behaviour.

Parents are encouraged to come into school and discuss any issues concerning their child's education/behaviour with staff.

If any pupils present an ongoing behaviour problem, all staff involved with the child will keep an internal, dated, log of the problem, including third party interventions and all strategies used. These will be regularly reviewed by the Headteacher, SENCo and SLT).
A home-school contact book may, in certain circumstances, be appropriate.
A Pastoral Support Plan, positive handling plan, specific risk assessment plan or Individual Education Plan may be agreed between pupil, staff and parents and a date set for evaluation.

Outside Agencies

Any worries about any pupil should be discussed with the SENCo. There are times when the advice of outside agencies will be required. This will be the result of discussions between the Class Teacher, SENCo, and Head Teacher, or as the result of discussion at a Group School Conference. Any outside agency will need information; therefore staff need to document evidence of behaviour carefully so that it can be collated when required. Outside agencies include: Specialist Teaching Service, Educational Psychologist, Speech Therapist, Physiotherapist, School Nurse and Social Services.

Monitoring

All staff will continually monitor the behaviour throughout the school.

The effects of this policy will be evaluated annually with all parties involved, i.e. children, parents, staff and Governors.