



**Revised: July 2016**

**Reviewed by Staff: July 16**

**Agreed by Governors: July 16 Aims of the policy**

- To promote consistent standards of behaviour throughout the school in line with its values.
- To create a positive learning atmosphere where children are praised for good behaviour.
- To have a form of discipline which allow children to feel safe, secure and valued.
- To increase pupils' self esteem, and encourage them to be responsible for their own behaviour.
- To give a plan of action to all staff for dealing with poor behaviour and bullying incidents.
- To work with parents to improve pupil behaviour.

### **Equal Opportunities**

We will treat all children equally and fairly, regardless of age, gender, race, ability and disability, using positive praise and encouragement wherever possible. Children with behaviour difficulties will be supported through SEND procedures. This may involve liaison with outside agencies.

### **Procedures**

The school follows a clear flow diagram of procedures to uphold the expected behaviour in line with our values. This process involves rules, rewards and consequences. The school makes this policy available by request and is on the school's website. As part of the home-school agreement, we remind parents of the agreed expectations, procedures within the schools behavior policy and request for parents to discuss these with their children.

A copy of the behaviour policy is available for parents on our web site or from the school on request.

#### ***The main points to remember are:***

- All staff are to look for, and reward good behavior frequently that upholds our values
- There must be consistency between all staff in behavior management
- All staff must use the school values and associated characters, to underpin positive behavior and expectations.
- The schools uses S.T.O.P (Several Times On Purpose) as a way of helping parents and staff identify bullying.
- Please remember that extreme behaviour may mask other difficulties (e.g. learning problems, domestic violence, physical abuse, neglect).

**Rules of Behaviour (displayed in all classrooms)**

School Values are displayed on all doors in the school and the pupil leadership team created rules to help uphold these values. These too are displayed in all classes.

**Rewards for good behaviour which upholds the schools values**

The main reward system will be driven by Carrot rewards. This system, will enable pupils to gain points. These are to be known as 'Values Points' (VP's), which will form a currency to be spent within the school. Children will have an online avatar which staff will issue the Values points to. As it is based online, children and parents will have access to keep track of rewards and achievements. The Carrot rewards system also enables the school to track and monitor groups and trends, allowing the school to respond to specific areas and groups who may need support e.g. nurture.

Values points will be given for behaviour in each of the 7 key values (See table below). Upon receiving milestones in these, pupils will receive whole school recognition that demonstrates to their peers that they have excelled in upholding the schools values. The examples below are not exhaustive but indicate types of behaviour that could be rewarded for upholding specific values:

R- esponsibility	Making the right choice in a bad situation, bringing homework back, finishing work, asking when stuck, being ready to learn, setting an example, acting appropriately without direction, telling an adult about something.
E-mpathy	Using kind words, listening to others, backing/calming down, show you understand how you actions affect others, act when someone is getting angry or upset.
S-mart	Correct uniform, neat work, perfect presentation, using knowledge to solve a problem.
P-olite	Holding doors, using please and thank you, sharing, using manners, eating appropriately at dinner times, putting others first, offering help
E-mpower	Self assessment, peer assessment, evaluative thinking, independent thinking, determination, perseverance, taking ownership, asking questions, using thinking hats..
C-are	Moving around safely, looking after others, helping other pupils and staff, acting on seeing someone who is upset or hurt
T-eam	Collaborative work, speaking and listening, taking turns, sharing, leading, following, planning.

The school will also issue Values points for attendance and other areas it feels fall directly outside the schools values, but that should be rewarded to promote a specific area of behaviour or reward e.g. house points.

Each week, children will be able to redeem their Values points in order to purchase virtual rewards for their avatar (at low cost) and physical items from the 'School Values Shop'. Items will vary in 'cost', enabling those whose behaviour is more in line with the values, to be rewarded through the purchase of items that a worth more. Children will also develop life skills, through their choice to either save up points, to gain larger reward items or to spend little and often.

However pupils choose to spend or save their Values Points, the school will monitor all the points achieved throughout the year and issue rewards in line with the values that they received the points in as follows:

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	Bronze (Postcard home)	Silver (Certificate in assembly)	Gold (Certificate, Postcard home, honours board and badge)
R.E.S.P.E.C.T values	500	1000	1500
Attendance	Above or at school target End of Autumn  (Postcard sent home)	Above or at school target End of Spring  (Postcard sent home)	Above or at school target End of Summer  (Postcard sent home)

For opportunities outside the classroom, where staff e.g. lunch supervisors, visitors, off site visits, etc, and are without access to the Carrot rewards system, pupils will receive a sticker which is to be 'cashed-in' for Values points, upon return to class.

This ensures that pupils can be rewarded at any opportunity, context or location, for any Value they are seen to uphold.

Other agreed reward approaches:

- Verbal praise
- Positive Postcards (Sent home)
- Individual class reward systems e.g. table points (nothing that detracts from whole school system)
- House points (Driven by Carrot rewards)
- Golden book
- In school competitions (Driven by Carrot rewards)
- 5 Values points each day, for receiving no cards or warnings

### **Consequences**

Where behaviour falls short of the schools values, simple reminders of values, yellow and red cards (Stages 2-3) are to be used to communicate to parents and children about their child's behaviours. Where extremely severe, fixed or permanent exclusions may apply. (Please see relevant section, later in the policy)

As a consequence of receiving yellow cards, parents will be made aware that a child's behaviour briefly fell short of the schools values. Upon further poor behaviour or out right bottom line behaviour, a pupil will be sent to SLT to discuss their behaviour and a log of the incident will be made in order to track recurring behaviours. Parents will also be notified by the issuing of a red card. To encourage more positive behaviours, pupils will be reminded that there are clear rewards, via value points, for pupils who continuously uphold the schools values. If a child improves their behavior following a yellow card, they may still achieve 2 values points however red cards will result in a child not achieving any of the 5 values points, awarded daily, for those who fully uphold the schools values.

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Where children begin to show patterns of poor behavior, a 'Behaviour tracker' will be put in place with a maximum of two targets. Each day, the child must report to Academy Head/member of SLT attached to the academy each day, to review progress. These forms are then collated by SENCO to track behaviour. School reviews Nurture, SEAL needs etc and SLT review possibility of Positive handling plan /risk assessment.

Where this does not have the desired impact, a revised behavior tracker, which is to be signed by parents daily is developed which is also to be reflected at home through a PSP. Parents are to be informed that their child is at serious risk of exclusion. Sanctions of the next stage in the policy (Internal exclusions), will also be made clear. These forms are collated by SENCO to track behaviour. Scheduled reviews are to take place with parents.

In some cases, where behavior is poor, either as continuous low level or more serious, school trips and memorable experiences may be reviewed. This may result in risk assessments being carried out and/or children not being taken.

### Staged behaviour procedure

<i>Step 1</i>	<i>Warning</i>	Look or simple reminder of the value not being upheld. 'Chillout chair' offered for 5 minutes (If required)
<i>Step 2</i>	<i>Parallel class</i>	<b><u>Yellow Values Concern Slip to be sent home</u></b>
<i>Step 3</i>	<i>SLT</i>	<b><u>RED Values Concern Slip to be sent home</u></b>
<i>Step 4</i>		<b><u>Behaviour tracker</u></b>
<i>Step 5</i>		<b><u>PSP</u></b>
<i>Step 6</i>		<b><u>Internal exclusion</u></b>
<i>Step 7</i>		<b><u>Fixed term exclusion</u></b>
<i>Step 8</i>		<b><u>Permanent exclusion</u></b>

- At no time should children be sent to stand outside Headteacher's room as they will be unsupervised.
- SLT can keep a child in school at lunch for a severe incident without giving notice to parents in order to keep the child or others safe.
- Monitoring logs are to be kept for termly analysis for patterns and trends in behaviour.
- The school can refuse to allow pupils to take part in special events or trips, if staff have concerns about the safety of the child or other children following prior behavior incidents either in or outside of school.

Staff adopt previous 'Good to be green' visual trackers to support children in upholding the values. These named class trackers, should be visible for all to see so that pupils are able to see, using visual cards, the stage they are on. These should be reset daily.

### **Lunchtimes and after school**

Lunchtime supervisors can issue yellow cards and request red cards to be issued by the member of SLT on duty. This is to ensure consistency and effective recording of any of the children involved in any incidents.

Where a red card is issued, pupils may be asked to complete a reflection that day and talk about the values they have broken. The red cards issued will be logged.

To further support behaviour in school, prefects are deployed at key positions around the school to help their peers in upholding the schools values. There will also be table menus of expected behaviour and a slideshow of images demonstrating this are on display in the dining hall.

(Please see lunchtime policy for additional information)

### **Reasonable Force (Positive handling)**

UNDER GENERAL CIRCUMSTANCES, no member of staff should attempt to restrain a child who is being violent. In this situation, the rest of the class should be evacuated to another area, and a staff member should remain close at hand to observe the child until the head or deputy arrives to deal with the child. The supervising staff member can observe the child from outside the classroom if they believe the child will try to harm him/her.

However, if a child's behaviour is likely to harm another, or him/herself, then a member of staff may decide to restrain the child using reasonable force. You do not need training, or permission if a child's safety is in question. E.g. You may use reasonable force to prevent a child from leaving the school grounds if you believe that the safety of the child is at risk. See DFE guidance ([www.education.gov.uk](http://www.education.gov.uk)). Where a child is Team taught, the Number and bound book is completed and parents are notified.

However, we do have staff members who are 'Team teach' trained, should there be the need to remove a child if they are at risk and keep them safe. PHP's will be put in place for pupils who the school has identified as being at risk of needing to be restrained.

### **Home/School agreements**

These will be signed by the Headteacher/pupil and parent at the beginning of every year and can be found in the home learning diary. For Nursery and Reception pupils, they will be included in the induction pack. Teachers will share what is expected from pupils before pupils are asked to sign.

Where children struggle to uphold the school values, a behavior promise contract may be used. These make clear the expectations of what is required of their behavior recovery and explain the consequences, should they fail to follow the expectations. These are agreed and signed by the parent, pupil and school with the aim of getting children to engage with the schools values and avoid exclusions.

## **Exclusions from school**

Children who find it difficult to conform to school expectations will often be identified as having Special Educational Needs (social, emotional and behavioral difficulties). Such children will be given as much support as possible. This may include support from external agencies or interventions in school. (see SEN policy). However, there may be times when the available support is insufficient to prevent an aggressive outburst, where the safety of a child or adult is at risk.

In general terms, children receive fixed term exclusions when they are repeatedly violent, aggressive to others or consistently fail to uphold the schools values. These exclusions may take place as internal exclusions to start and then move onto, off site. Three fixed term off site exclusions, may result in a permanent exclusion, however, support for the child and family will be put in place where this is the case. An assault on a member of staff will result in an automatic fixed term exclusion. A child who has made a malicious allegation against a member of staff, or a visiting teacher is likely to be excluded, and may be permanently excluded should this be found to be untrue.

Where children do not uphold the values and reach stage 6 of the schools behavior process, exclusions may be put into place. Internal exclusions with a 1,2 and 3 day, staged model will begin. Risk assessments, PSPs, Positive Handling Plans and behaviour tracker, will be reviewed and a reintegration meeting with the pupil and parent, at end of sanction is to take place. The school will also review the possible need for PPE (Primary Prevention Exclusion Team) referral need to contact Sandwell Behaviour.

When a child is excluded at stage 7, for a fixed term, the school MUST provide and mark work so that the child does not miss learning opportunities. If a child is excluded for more than 5 days, an alternative provision must be provided. On return to school, a re-integration meeting should take place between the parents and a member of SLT. When children, following reintegration, continue to break the agreed values and processes, a permanent exclusion will be considered.

Blackheath Primary School works in partnership with other schools in the Rowley Regis Learning Community to provide support for excluded children. The community is also seeking ways to provide respite education for troubled children. This policy will be updated as plans are agreed at Learning Community level. We agree, along with other schools, that should a child be permanently excluded from our school, we are willing to accept another "hard to place" child.

### **Examples of severe (Bottom line) misbehavior include (This list is not exhaustive.)**

- Physical abuse towards another child/member of staff
- Verbal abuse to another child/member of staff
- Bullying including social exclusion, racist remarks, physical abuse (eg. hitting, kicking, biting)
- Threatening behaviour with or without a weapon to another child/behaviour
- Malicious allegation against staff
- Carrying a weapon, or banned item

Although such incidents are extremely rare at Blackheath Primary, staff should remain aware of the procedures so that children and staff are kept from harm. Should a member of staff believe that a child is carrying a weapon, other banned item, including stolen items, there is no need to

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request parental permission to search the child, though it is good practice to check that the child is happy to turn out pockets and bags etc. If a search is made, then a child should not be asked to remove any item of clothing which is worn next to the skin.

In the event of such an incident, parents/carers may be invited to attend a meeting to discuss the possible cause of the incident, and what actions the school can put into place to ensure that it is not repeated. Should a parent or carer wish to make a complaint about the use of sanctions including lunchtime detention, or a search without permission etc, the parents should follow the usual channels.

**Next review date: September 2017.**