



## **HOLMER GREEN JUNIOR SCHOOL**

# **Behaviour and Discipline (Including Exclusions) Policy**

**November 2023**

Written	Adopted by Governors	Review date	Responsibility
SEPTEMBER 2023	NOVEMBER 2023	NOVEMBER 2024	COG/Head

### **Our ethos**

Our school is committed to achieve the highest possible academic standard by valuing all individuals irrespective of any protected characteristics or socio-economic background. We work to support children who are happy and caring, with the highest standards of courtesy, consideration and behaviour. We work to ensure that the children have the skills needed to become good citizens in a multi-cultural society.

Our values are a key part of our school ethos. These values promote in the spiritual, moral, social and cultural development of the children for whom we hold a responsibility.

### **Principles**

Our behaviour strategy is aimed at improving educational outcomes for all pupils by promoting and supporting their engagement in learning. For this reason, it is important to provide clear guidelines for a consistent and coherent approach to behaviour and discipline within the school.

While behaviour expectations are explicitly articulated, they are also implicit in the way that staff behave and the ways staff expect other around them to behave. All staff follow the school's Code of Conduct, ensuring that all children are treated fairly and all members of the school community are valued and respected. We recognise that self-esteem affects behaviour and impacts on learning so we create a sense of community that all children feel confident and secure in.

We believe that there are three fundamental rights for all within our community and those who visit us. These are:

- The right to be safe
- The right to be respected
- The right to learn.

### **Aims**

- provide an ethos and environment within which everyone feels safe and which enables everyone to learn effectively
- for every member of the school community to feel valued and respected, and for all persons to be treated fairly
- raise awareness of the need to recognise and manage emotions and reactions
- recognise the needs of individuals when supporting positive behaviour

### **Objectives**

- ensure clear expectations for a range of situations are communicated clearly
- use agreed strategies consistently to promote positive behaviour, a confident sense of self and respect for all
- promote an environment where bullying behaviour is not accepted
- focus on de-escalation and preventative strategies rather than reactive actions when managing difficult or challenging behaviours, recognising what such behaviour may be communicating

### **Procedures**

At Holmer Green Junior school we follow Jenny Mosely's principle of The Golden Rules. The purpose of the Golden Rules is to enable children to have a "picture in their mind of what good and respectful behaviour is." *Jenny Mosely*

The Golden Rules are:

- **We are gentle.**
- **We are kind and helpful.**
- **We work hard.**
- **We look after property.**
- **We listen to people.**
- **We are honest.**

The Golden Rules support our whole school approach to promote positive behaviour. The Rules are prominently displayed in each classroom, as well as around the school building, and are referred to frequently. They are discussed and reinforced through assemblies and PSHCE lessons, especially at the beginning of a new academic year. The Rules are restated often to encourage a sense of responsibility and are reinforced by every adult within the school so that every child is aware of what is expected of them.

Each class has a behaviour chart displayed. The position of the child's name on the chart indicates how well they are following the Golden Rules. At the start of each day, each child starts afresh on the sun symbol to develop children's understanding that we can always choose positive behaviour. All discussions about behaviour link to our Golden Rules and children move up and down the behaviour chart depending on the choices they have made. Positive reinforcement strategies and rewards are used consistently to develop an ethos of kindness and co-operation (see Appendix 1).

We recognise that, at times, children need support to be guided away from anti-social behaviour and towards the expected behaviour. At all times, staff will deal with children in a sensitive way to ensure that their self-esteem is not harmed. Confrontational language will not be used.

The management of unwanted behaviour is detailed in Appendix 2: Our Sanctions. At all times, the response to behaviour will be proportionate and aim to encourage the child to make the correct choices going forward. With more significant disruptive behaviour, a behaviour record sheet (Appendix 3) will be completed and given to a senior member of staff for sanctions to be implemented.

Where anti-social behaviour becomes the persistent use of aggression with the intent of hurting someone it is our duty to deal with the bullying behaviour. Our policy and procedures for dealing with this behaviour are detailed in our Anti-Bullying policy.

**Any prejudice-related behaviour will be dealt with as set out in the specific procedure**

At times, there are some children who will need additional support to help them develop positive behaviour. Where staff are concerned about a child, this should be addressed with the SENDCo/ Deputy and the Head at the earliest opportunity. These children are then supported through an individual behaviour plan.

At this point, parents will be contacted to discuss the needs of their child and how all parties can best support the child's needs. A decision will be made as to what additional resources and provision will be put in place and this will be recorded on a support map. Further details of procedures for children at this stage can be found in the SEN policy.

All significant positive and negative behaviour is recorded on an electronic behaviour grid to ensure that patterns of behaviour can be monitored and consistency maintained.

### **The role of children in school**

All children must follow the golden rules and show the following responsibilities:

- Be respectful to all, responding courteously and with good manners
- following directions the first time they are given
- be alert and attentive, showing engagement in lessons
- try to sort difficulties out independently
- take responsibilities for their own actions, behaviours and learning
- be aware of their personal safety and that of others
- represent the school's values and ethos at all times, both in and out of school

### **The role of adults in school**

All adults in school have a role to play in promoting positive behaviour. The responsibilities of staff are listed below. Some responsibilities will be the role of specific members of staff, such as the class teacher.

- ensure the Golden Rules are understood and enforced

- have high expectations in terms of behaviour, and ensure that all children give of their best
- be friendly and approachable, knowing and treating each child as an individual, and taking this knowledge into account when working with them
- treat all children with respect and understanding, being consistent and fair when giving rewards or imposing agreed sanctions
- be consistent with school procedures
- behave at all times in a way that is a role model for children
- communicate with colleagues to monitor specific incidents and trends in behaviour
- follow the actions within any specific behaviour management plans
- inform parents and work with them where there are concerns about behaviour
- encourage respectful attitudes for others, the environment, property and equipment

### **The role of parents and carers:**

Parents are important in developing a child's personal behaviour code. Our Golden Rules are shared with parents. Children and parents are asked to sign our Home School agreement each year.

Where outstanding positive behaviour has been noted, parents will be invited to share their child's achievements. For example, children who are working hard and are respecting the golden rules are rewarded with house points, notes in their planner, Star of the Week on the newsletter and Pot of Gold stickers which are sent home and logged in their home school planner.

Where anti-social behaviour becomes a concern, parents are contacted and are involved in the development of intervention and support. At all times, they are encouraged to take part in evaluating how effective the support has been and devising the next steps.

All parents are expected to:

- ensure that the actions on the Home School agreement are followed
- recognise the need for a supportive dialogue between school and home and contact the school if there are any concerns
- support and co-operate with the school in implementing the behaviour policy
- inform the school of any concerns about their own child's behaviour or any medical or social circumstance that might affect the behaviour of their child
- respect the school staff and value their professional opinions
- promote positive attitudes towards school
- provide a good example of behaviour

### **Discipline beyond the school gate**

When there is a case of poor pupil behaviour beyond the school gate (travelling to or from school, taking part in any school organised or school related activity, wearing school uniform or in some way identifiable as a pupil at the school), the school may enforce its right to apply a consequence to a pupil in school. Examples of this may include:

- continued bullying of a pupil outside of school
- use of cyber bullying outside of school
- inappropriate behaviour taking place close to the start/end of day when pupils are in school uniform
- behaviour that poses a threat to another pupil or member of the public
- behaviour that could have repercussions for the orderly running of the school
- behaviour that could adversely affect the reputation of the school

### **Exclusion**

In exceptional and most serious cases where the safety of others has been repeatedly placed at risk, a pupil may be excluded, by the head teacher. A pupil may be suspended for one or more fixed periods (up to a maximum of 45 school days in a single academic year), or permanently excluded. When a pupil is suspended, the Headteacher will arrange for work to be completed at home and have it marked until the pupil returns to school.

### **Reasons for Suspension or Exclusion:**

A serious breach of the school's values, rules or policies.

A risk of harm to the education or welfare of the pupil or others in the school.

Physical or verbal assault against a pupil, member of staff or others in the school.

Serious damage to or theft of school property

Weapons in school

Persistent disruptive behaviour

Persistent bullying

Cyber bullying

Indecent behaviour

Unacceptable behaviour which has previously been reported and for which school sanctions and other interventions have not been successful in modifying the student's behaviour

Use of prejudice-related language.

### **Suspensions**

A suspension will be for the shortest time necessary. A suspension for a period of time from half a day to five days for persistent or cumulative problems will be imposed only when the school has offered and implemented a range of support and management strategies. Examples of some of the strategies used are:

Discussion with the pupil

Discussions with parents

Sanctions (consequences) in school

Checking on any possible provocation

Internal exclusions

Referral to outside support agencies. (If needed).

It is important to note that exclusion will not be used for minor incidents such as academic performance or lateness. A suspension may be used in response to a serious breach of school rules or policies. In such a case, the head teacher will investigate the incident thoroughly and consider all the evidence to support the allegation, taking account of all the school policies.

The child will be encouraged to give their version of events and the head teacher will check whether the incident may have been provoked e.g. by bullying or racial harassment. For the first five days of a suspension, the school must send homework for the pupil and arrange to have this homework marked. For suspension of more than five days, the school is responsible for arranging suitable alternative full-time education from the sixth day until the end of the exclusion. The school is also aware of its duty to provide a strategy for reintegrating pupils that return to school following a suspension, and for managing their future behaviour. If a pupil has received numerous exclusions or is approaching the legal limit of 45 school days of suspension in an academic year, the school has a duty to consider whether suspension is considered to be an effective sanction.

Section 103 of the Education and Inspections Act 2006 places a duty on parents in relation to an excluded pupil. A parent has to ensure that their child is not present in a public place during school hours without reasonable justification during the first five days of each and every suspension or permanent exclusion. This requirement applies whether or not the pupil is in the company of the parent. A failure to comply with this requirement is an offence. Parents can be prosecuted, or may be given a fixed penalty notice if they fail to do this. The penalty payable increases if unpaid after 28 days, and if this is still unpaid after 42 days the parent is subject to prosecution for the original offence. The pupil may also be removed from the public place by the police and taken to designated premises.

The Education and Inspection Act 2006 also requires the school to arrange full time education from, and including, the sixth day of any period of fixed term exclusion, of six days or longer. Days of suspension are not aggregated and the regulations apply from the sixth day of each suspension.

The school will inform the Local Authority promptly of any permanent exclusions. The school governors will be fully involved in the exclusion process and will ensure that strict timetables and timescales for the reintegration of the pupil are adhered to.

The Right of Appeal and Legal Duties Depending on the type of exclusion, in most cases, parents have the right to make representations to the governing body (or discipline committee). In all cases of permanent exclusion, parents have the additional right to appeal to an independent appeal panel. The school has a duty to provide suitable full-

time education for the excluded pupil from the sixth school day of any fixed period of exclusion of more than five consecutive school days. Local Authorities are under a duty to provide suitable full-time education from the sixth school day of a permanent exclusion.

**Pupils with Special Educational Needs and Disabled pupils**

The school must take account of any special educational needs when considering whether or not to exclude a pupil. We have a duty under the Equality Act 2010 not to discriminate against disabled pupils by excluding them from school for behaviour related to their disability. Head teachers and the governing body must take into account their statutory duties in relation to SEN when administering the exclusion process. This includes having regard to the SEN Code of Practice and a Duty of Care.

The Head teacher will take reasonable steps to ensure that the school responds to a pupil’s disability so that the pupil is not treated less favourably, this includes a duty to make reasonable adjustments to policies and practices. Reasonable steps could include:

- Differentiation in the school’s behaviour policy
- Developing strategies to prevent the pupil’s behaviour
- Requesting external support for the child

Members of staff to engage proactively with parents in supporting the behaviour of its pupils with additional needs and is aware that whether or not a school recognises that a pupil has SEN, all parents have a right to request the presence of an SEN expert if their case is to be reviewed by an independent panel. If the school has concerns about the behaviour, or risk of exclusion, of a child with additional needs such as a pupil with an EHC plan or a looked after child, it is aware that it should consider what additional support may be required. Where a pupil has an EHC plan, schools should consider requesting an early annual review or interim/emergency review.

**COVID-19**

*During the Covid pandemic we endeavour to maintain a consistent approach to behaviour management. Adjustments have been made in line with the school risk assessment and Covid -19 guidelines. A behaviour addendum ( Appendix 4) has been shared with all staff and a clear home school agreement has been shared with the children to outline behaviour expectations. Behaviour expectation posters are also being used alongside the golden rules to help maintain positive Covid-19 expectations. We continue to monitor and behaviour as outlined in this policy.*

**Monitoring and Evaluation**

This policy will be monitored and evaluated by senior staff and governors. They will look through behaviour records, the exclusions file and visit school to ensure that current practice is effective.

It will be reviewed in line with the school’s Governors policy review schedule.

**Headteacher’s Signature:** .....

**Date:**

**Chair of Governors’ Signature:** .....

**Date:** 5<sup>th</sup>

**Review date:**

## **APPENDIX 1**

### **OUR REWARD SYSTEMS**

Our behaviour system is based on positive reinforcement of expected behaviours. Our rewards are linked to our Golden Rules and provide a consistent approach across the school. We actively seek to reward every pupil in the following ways:

- Praise/smile to notice the child
- Written comment or indication of praise
- Proximal praise
- Use of stamps in books
- Moving up the behaviour chart
- House points
- Displayed work
- Good work or behaviour shown to class
- Good work or behaviour shown to another teacher
- Good work or behaviour shown to Head or Deputy
- Team effort or individual achievement recognised in assemblies
- Pot of Gold sticker sent home
- Bronze, Silver and Gold badges given for collecting Pots of Gold Stickers. The badges are given every time the child has been awarded ten pot of gold stickers.
- Star of the week awarded and certificate sent home
- Subject awards are given at the end of the year.

#### **Verbal praise and positive written comments**

We make every effort to recognise and encourage good behaviour of all children by highlighting the positive actions of pupils. Such praise will link to our Golden Rules. Every effort is made to praise positive behaviour that exhibits the Golden Rules.

#### **Use of the behaviour chart**

Where children are consistently following the Golden Rules, they will be moved up the behaviour chart. Additional rewards of house points will be given when this reward is used. When a child reaches the top of the behaviour chart, a Pot of Gold sticker will be sent home to parents to share in the child's achievement.

#### **Headteacher awards**

If a pupil or group of pupils do something worthy of particular praise they receive a Headteacher award.

#### **Star of the week in Assembly.**

Each week, class teachers nominate pupils who have embraced the Value of the month and the focus of the week. The pupils' names and outstanding contributions are celebrated in assembly with the children being presented with a certificate and a sticker. The name of each star of the week is included in the weekly school newsletter where parents have agreed to the inclusion.

#### **Recognition of team efforts/ Individual achievement**

The performances of our school teams and the achievements of children outside of school are highlighted during assemblies and mentioned in the weekly school newsletter.

## **APPENDIX 2 OUR SANCTIONS**

The right of pupils to learn, to be respected and to be safe goes hand in hand with their individual responsibility. We all have a duty to ensure others are afforded the same rights. If behaviour falls short of our expectation, we fairly and consistently apply sanctions (listed below) with a view to amending the poor behaviour.

The list of sanctions is subdivided into 3 categories, the first category being sanctions used by all staff. The second category are sanctions used by the Head or senior staff and the third are those sanctions used by the Head in consultation with the Governors.

### ***Category 1***

Frown/disapproving comment

Verbal reminder

Warning (actions/consequences) to be followed through with moving down the behaviour chart. A time to reflect followed by moving to the bottom.

Three movements to the bottom results in a yellow card.

Records of yellow cards logged on to the spreadsheet to monitor patterns of behaviour.

### ***Category 2***

Incident recorded on Incident Report Form

Use of detention in the form of lost break and lunchtimes. These are recorded on spreadsheet.

Amber card and referral to Deputy Head or senior teacher

Time lost at break time as a consequence of Amber Card.

Teachers may also take the decision to remove the child from a position that is held where the child is not providing a good role model or not showing the skills needed to be a representative of the school.

Note in planner and communication with parents outlining the issues and actions taken. Parent may be called to discuss the incident.

### ***Category 3***

Incident recorded on Incident Report Form

Red card

Teacher's decision to exclude from an activity such as a team sport.

Telephone call to parents - verbal report

Meeting with parents if required

Behaviour contract maybe used or an individual behaviour plan

Exclusion – external or internal.

Internal exclusion will result in removal from the classroom, no interaction with peers and work set by the class teacher for the duration of the exclusion. A member of staff to supervise at all times.

### **Yellow card**

There may be times when a pupil is unable to conform to expectations through repeated minor infringements of our Golden Rules. Where a child has not upheld our Golden Rules and has been moved down the class behaviour chart three times, they will receive a yellow card. Any child who is given a yellow card will have a yellow mark placed in their home school planner with an indication of which Golden Rules have not been followed. Parent must sign the planner to confirm they have seen the sanction and supported the school with the decision. The class teacher may ask the child to miss a break or spend time completing a task.

Specific behaviour which results in a yellow card includes-

- Negative body language and actions.
- Negative behaviours in areas of trust such as the toilets and locker areas.
- Speaking in a disrespectful way
- Name calling
- Invading personal space
- Three moves to the thundercloud over a half term.



### **Amber card**

If poor behaviour persists an amber card is issued and pupils are sent to either the Deputy head or Senior teacher. Specific behaviour which will result in an amber card includes

- repeated yellow card offences
- swearing and inappropriate language.
- hitting or kicking another child.
- deliberately damaging another child's equipment / belongings
- defiance / disobedience to a member of staff
- spitting at another person.
- misuse of technology eg not following instructions and following task led searches
- inappropriate actions in public spaces such as the toilets

Any child who receives an amber card will have this noted in their home school planner with an indication of which behaviours the sanction has been issued for. A phone call may accompany the written message. Where more than three amber cards have been logged, a red card will be issued for continuous breaking of rules.

### **Red card**

If poor behaviour persists a red card is issued which leads to a formal discussion with the pupil and Headteacher / Deputy Headteacher. Specific behaviour which will result in a red card includes

- fights requiring adult intervention
- stealing school or children's property
- swearing directly at a member of staff
- deliberate acts of vandalism that result in damage to school equipment
- leaving the school site without permission
- bullying or intimidating behaviour towards another child
- use of homophobic and racist language.
- dangerous behaviour resulting in injury to others
- misuse of technology eg photographs without consent

Any child who receives a red card will have their parents contacted by the Head to inform them of the behaviours for which the sanction has been issued and they may be invited to a discussion to set clear behavioural targets going forward.

### **Behaviour Reporting Sheet 2023/2024**

<b>Child's name:</b>	<b>Class:</b>
<b>Date:</b>	

<b>Reported by:</b>
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Please indicate at which level this incident is being recorded

**Yellow card (recorded in the child's planner)**

**Consequence of missing part or all of break. Incident noted in planner**

- Repeated minor infringements of the Golden Rules
- Move down the class behaviour chart three times
- Negative body language, actions and gestures
- Intimidating actions
- Rudeness towards an adult eg ignoring a member of staff.
- Negative behaviours in areas of trust such as the toilets and locker areas.
- Speaking in a disrespectful way to a child or an adult
- Name calling
- Invading personal space
- Three moves to the thundercloud over a half term.

**Amber card (sent to the Deputy Headteacher or Senior Teacher)**

**Consequence of missing break/lunch. Reflection of action by writing an apology.**

**Family informed of actions**

- Repeated yellow card offences
- Swearing and inappropriate language.
- Hitting, kicking or throwing items another child.
- Deliberately damaging another child's equipment / belongings
- Defiance / disobedience to a member of staff
- Spitting at another person.
- Misuse of technology eg not following instructions and following task led searches
- Inappropriate actions in public spaces such as the toilets

**Red card (sent to the Headteacher)**

**Can result in either losing a privilege or internal or external inclusion**

- Fights requiring adult intervention
- Stealing school or children's property
- Swearing directly at a member of staff
- Deliberate acts of vandalism that result in damage to school equipment
- Leaving the school site without permission
- Bullying or intimidating behaviour towards another child
- Use of homophobic and racist language.
- Dangerous behaviour resulting in injury to others
- Misuse of technology eg photographs without consent

**Description of behaviours and actions already taken**

### Pandemic Behaviour Addendum

<p><b>Yellow card</b></p> <p>Yellow card given for the listed actions, after following the behaviour chart.</p> <p>The following actions will also be taken:</p> <ul style="list-style-type: none"> <li>• Sharing of impact on peers through class discussions</li> <li>• Parents informed and next steps agreed if behaviour persists.</li> </ul>	<ul style="list-style-type: none"> <li>• Moving about the classroom and school inappropriately and not in line with the agreed instructions.</li> <li>• Using other people's belongings/sharing inappropriately</li> <li>• Ignoring instructions given by an adult</li> <li>• Playing games which involve language connected to the pandemic.</li> </ul>
<p><b>Amber card</b></p> <p>Amber card given for the listed actions, after following the behaviour chart.</p> <ul style="list-style-type: none"> <li>• Reminded about the impact of this behaviour</li> <li>• Peer discussion about the impact</li> <li>• Isolation from peers at break time</li> </ul> <p>Temporary isolation from school if behaviour repeated</p>	<ul style="list-style-type: none"> <li>• Crossing Bubbles at any time</li> <li>• Not washing hands when instructed</li> <li>• Deliberately delaying others e.g. handwashing</li> <li>• Not clearing up properly</li> </ul>
<p><b>Red card</b></p> <p>Red card given for the listed actions for compromising the safety of others.</p> <ul style="list-style-type: none"> <li>• Immediate sanction e.g. isolation from other child, activity, exclusion from playtime/lunch time dependent on timing of behaviour for reflection</li> <li>• Parents called and informed</li> </ul>	<ul style="list-style-type: none"> <li>• Invading people's spaces e.g. hugging</li> <li>• Spitting, biting or licking another child or adult</li> <li>• Leaving an area without permission</li> </ul>