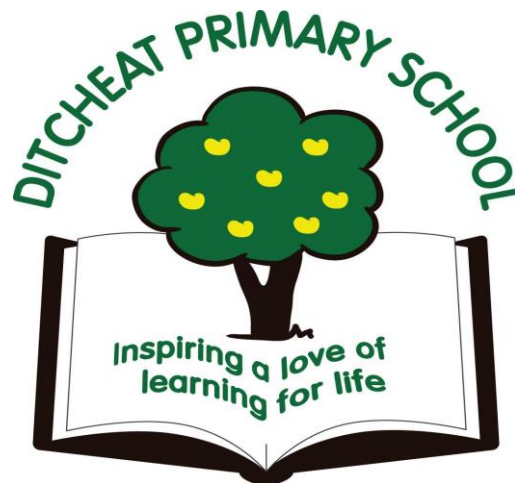


East Somerset Federation Ditcheat Primary School



Behaviour Policy Including exclusion arrangements

Approved by the Governing Body of
The East Somerset Federation

Signed *Susan Spise*

Date: September 2024

Date for Review: September 2025

Rationale

Ditcheat is a small caring school with relatively few behaviour problems. However, this policy is intended to provide a framework to enhance the general atmosphere of care, consideration and friendship, in which all children can learn and achieve their full potential.

At Ditcheat School, we believe our children should ultimately learn self-discipline, independence and how to learn and this needs to be taught discretely. The maintenance of an orderly and caring learning environment depends on all staff and children working towards the same aims. We believe that working in partnership with parents best achieves these aims.

This policy is based upon the governors' statement of behaviour principles (see Appendix A).

Key Aims

We aim:

- For high quality inclusive communication which allows all children to understand and therefore meet our expectations
- to promote good behaviour by the use of praise and rewards, to raise self-esteem and celebrate achievements
- to have/set clear expectations
- for all members of staff to promote and maintain good discipline and to approach behaviour issues in a positive way
- to keep all children, members of staff, governors and parents informed of the rewards and sanctions used
- to recognise where behaviour difficulties may result from particular needs and try to address these by acting early to prevent escalations of inappropriate behaviour and by timely sharing of information between staff

Principles

Our behaviour policy is based on these underlying principles:

- We treat all members of the school community with respect, speaking politely at all times
- We use school equipment carefully and respect the property of others
- We keep the school surroundings tidy
- We follow school routines
- We are courteous and respond positively to all staff and visitors in the school
- We believe all staff have the responsibility and the right to reward good behaviour and to sanction inappropriate behavior

Rewards - Whole School Systems

Team Points:

1. In all classes, children's names will be displayed in their teams
2. If a child demonstrates the positive learning for the lesson, the ongoing learning behaviours or produces good work (this includes answering questions or performing well in groups or individually), they are given a team point against their name.
3. At the end of the week, the team points are added up and announced in Star assembly for each colour team. The winning colour team each half term gets a mufti day treat.
4. If a child has produced an excellent piece of work or has demonstrated excellent learning, they can be sent to the headteacher for a headteachers award.
5. Every other Monday is a house meeting assembly. In these meetings, children will talk about what they have received team points for this week, which learning behaviours they are still struggling with or doing really well with. If a child had a reflection that week, they may chose to discuss why they got it and if there is anything they can do in the future to not get it again, if they need to do anything to make amends and if there was someone they hurt.

Sanctions – Whole School System

- If a child is not following one of the learning behaviours, their name goes on the Yellow card, displayed in each classroom.
- If a child continues to not follow the learning behaviours, they receive a dot against their name. If the poor behaviour still continues, they get another dot which will result in missing 10 minutes for KS2 and 5 minutes for KS1 off their break time either that day or the next day where they will have to attend reflection with their class teacher.
- Reflection will be manned by a teacher and will be a time for the child to talk and think about what they did and how to improve their behaviour next time. They will be asked to complete a form during this time (they may need support for this).
- This behaviour will be recorded on the reflection form and the teacher will speak to parents.
- If behaviour continues to be poor, headteacher to come for a check in with the child to help them reset, consider report card.
- Certain behaviours will result in the child immediately having to go to reflection at the next break time:
 - Rude to a member of staff.
 - Physical violence or threatening behaviour including play fighting.
 - Swearing intentionally to cause offence.

- Racist, sexist or homophobic remarks (headteacher must be informed and this will be also recorded separately and reported to governors).
- If a child receives 3 reflections in a week, the parents will be told face to face or on the phone.
- If a child receives 5 reflections in 2 weeks, this will trigger a report given by the headteacher which will track their behaviour at intervals throughout the day. The child will be on report for 3 consecutive days and the parents will be informed.
- If a child continues to receive reflections, they will get an internal exclusion and parents will be informed.
- For a couple of children, there will be a separate behaviour plan which all staff will be aware of.
- For more serious incidents, please see the exclusions guidance. (Appendix B)

Ditcheat Stars:

- Each week members of staff select children who are deserving of particular praise. They are presented with a Ditcheat Star Certificate and sticker in our Friday assembly. On the certificate the reason the child has been chosen will be recorded.
- Certificates are also awarded to the mathematician of the week and the writer of the week in each class.
- Reading certificates are awarded in recognition of effort made in reading but in class not in assembly.
- There is a Headteacher's cup which is awarded to one child each week.

School Rules:

We move around school quietly.

We walk when inside.

We come in and out of assembly quietly.

During break and lunchtime we only come inside with a pass.

When the first bell rings, we bring all equipment to the shed

We don't bring home toys/cards/balls into school.

We always speak politely.

We keep our hands and feet to ourselves.

Appendix A

GOVERNORS' STATEMENT OF BEHAVIOUR PRINCIPLES

Introduction Under Section 88 of the Education and Inspections Act 2006 the Governing Body of Ditcheat Primary School is required to make and review a written Statement of Behaviour Principles. The Headteacher and staff should use these principles in preparing the school's legally compulsory Behaviour Policy. This document is that written statement and has been prepared with reference to the 'Behaviour and discipline in schools – Guidance for governing bodies' document issued by the Department for Education.

This Statement of Behaviour will be reviewed regularly to take account of any legislative or other changes that may affect its content or relevance.

Principles

Right to feel safe at all times: All pupils, staff, parents and visitors have the right to feel safe at all times whilst in school and should always have mutual respect for one another. All members of the school community must be aware that bullying, harassment or discrimination of any description is unacceptable and, even if it occurs outside of school hours or away from the school premises, will not be tolerated and will be dealt with according to the Behaviour Policy.

High Standards of Behaviour: The Governors believe that high standards of behaviour are essential for a successful school and for achieving the school's vision. The Governors also believe that meeting high standards of behaviour during the school day will have a positive effect on the life of pupils outside of school, encouraging them to become valuable members of the community.

Non-negotiables: The school behaviour management system defines behaviour that will not be tolerated at any level and should be clearly set out in the Behaviour Policy. Governors expect these expectations to be consistently applied by all staff and understood by children, whilst recognising the varying needs of all pupils.

Inclusivity and Equality: Ditcheat Primary School is an inclusive school where all members of the school community should be free from discrimination of any description. Measures to protect children should be set out in the Behaviour and Equality policies.

Rewards and Sanctions: The Governors expect the Behaviour Policy to set out a range of clearly defined rewards and sanctions that encourage good behaviour, discourage unacceptable behaviour and that can be applied consistently and fairly across the school. The Behaviour Policy must make it clear how and when rewards and sanctions, which include both fixed-term and permanent exclusions, will be applied. The Governors strongly feel that exclusions, particularly those that are permanent, must only be used as the very last resort. It is recognised that the use of rewards and sanctions must have regard to the individual situation and the individual student and the Head teacher is expected to use his/her discretion in their use. Sanctions should however be applied fairly, consistently,

proportionally and reasonably, taking into account SEND, disability and the needs of vulnerable children, and offering support as necessary.

Pupil/Parent Conduct: The Governors wish to emphasise that violence, threatening behaviour or abuse by pupils or parents towards the school's staff will not be tolerated. If a parent does not conduct himself/herself properly, the school may ban them from the school premises and, if the parent continues to cause disturbance, he or she may be liable to prosecution.

Power to Screen and Search Pupils: The Governors expect the Behaviour Policy to clearly explain to staff and others with authority their powers to screen and search pupils for items that are prohibited or banned from school (and as listed in the Behaviour Policy).

The Use of Reasonable Force or Other Physical Contact: The Governors expect the Behaviour Policy to clearly set out the circumstances where staff and others with authority may use reasonable force or other physical contact to control inappropriate behaviour, remove disruptive pupils from learning environments or prevent pupils from leaving learning environments or school premises. The Behaviour Policy must include a definition of 'reasonable force' and must explain how and under what circumstances pupils may be restrained.

**** This is set out in the Restrictive Physical Intervention Policy*

The Governors expect that staff will be given advice on de-escalation and behaviour management techniques and that only appropriately trained staff will restrain pupils. In those cases where particular physical intervention techniques are identified as being necessary for particular pupils, the Governors expect individual pupil behaviour management plans to be drawn up.

The Power to Discipline Beyond the School Gate: The Governors expect the Behaviour Policy to set out the school's response to any non-criminal bad behaviour or bullying that occurs anywhere away from the school premises and which is witnessed by a member of staff or is reported to the school. In this respect, the Behaviour Policy must include the school's response to any bad behaviour outside of school.

Pastoral Care for School Staff Accused of Misconduct: The Governors expect the Behaviour Policy to set out the disciplinary action that will be taken against pupils who are found to have made malicious accusations against school staff. Governors expect the Headteacher to draw on the advice in 'Dealing with Allegations of Abuse against Teachers and other School Staff' and other staff guidance documents when setting out the pastoral support that school staff should expect to receive if they are accused of misusing their powers. Staff so accused should not be automatically suspended pending an investigation.



Exclusion Guidance

Decisions regarding exclusions are to be made by The Executive Headteacher.

This document provides a structure for leaders to work with but the final decisions will depend upon a reflection of the severity and nature of the incident.

Swearing

Child swears to them self;

- Child is warned that that language is not tolerated
- Child should be reminded about language used in school

Child swears abusively out loud or at a person

- Child misses the following playtime and goes to reflection
- Parents should be notified

Swears in a threatening/aggressive way

- Internal exclusion for a session (i.e. the following lessons) and misses a playtime and goes to reflection

Intentional verbal assault, that is as a constant defiance and is linked to persistent disruptive behaviour

- Fixed term exclusion

Physical Assault

Child is involved in a 'fight/scuffle' where both parties are at fault

- Child misses the following play– both children to discuss at reflection what they should have done and will do differently next time
- Parents to be contacted

Provoked physical assault

- 1st incident - child misses the following play and attends reflection time
- 2nd incident in a week- miss playtimes and lunchtimes for remainder of week
- 2nd incident within a fortnight of previous one
 - missed playtimes and lunchtimes, aim to resolve reasons
 - parents to be informed strategies employed in class to support child's social needs

Unprovoked Intentional Physical Assault on a pupil or member of staff

- 1st incident
 - child misses the following play and attends reflection and ½ day internal exclusion
 - parents to be contacted. Discussion about the needs of the child (consider EHA/behaviour plan/ any SEN needs), warning of a fixed term exclusion
 - Is this incident within 4 weeks of the last incident?
- 2nd incident
 - Yes, 1 day fixed exclusion

- No, child misses following play and attends reflection and ½ day internal exclusion, parents to be contacted
- Involvement in social skills group, ELSA or more regular support via class to support root of problem

Depending on the nature and severity of the assault this may result in an immediate fixed term exclusion

Persistent Disruptive Behaviour

Despite being given options to engage in a constructive activity the child constantly refuses to engage with any adult.

Is the child safely contained having no effect on anyone else or their immediate environment?

- Yes- leave the child to 'cool down, try to re-engage after a suitable time lapse
- No- Ensure a member of staff (TA) is available to supervise and support the child Teacher to engage when necessary

After 45 minutes/ 1 hour engage headteacher to raise awareness, they can communicate options to the child and support where necessary

Arrangements for a PSP should be made

After 1 ½- 2 hours

Is the child disengaged for 80% of the time (50 mins out of any hour)

Is the child persistently refusing to comply with instructions?

Has the child refused to engage in ANY constructive activity?

Is the child dominating the time of at least 2 members of staff with no positive outcome?

Is the child putting themselves in a position of danger and not responding to making sensible choices about their actions?

If Yes, to any of the above Internal Exclusion for at least an hour, with Headteacher. Child can then return to class to try to make the right choices about their engagement. If disruptions then continue- Fixed Term Exclusion

If the child refuses to engage with the Internal Exclusion - Fixed Term Exclusion for the remainder of the day.

Leaving the Classroom

On some occasions it is important for some pupils to be given constructive, managed outdoor time to help them self-regulate. This is adult-led.

When a pupil walks out of class, it would suggest that they are in a state of high arousal and unable to regulate themselves. Opportunity should be given to resolve the child's difficulties. They may need support resolving a conflict or help with their

learning. They may need time to cool down, reflect and return, encourage the child to do this in a secure place where they can be observed. Encourage a return to class when appropriate.

When a child refuses to use a secure safe place or return to class, an adult should remain in sight of them. They may need time to cool off but eventually should be given structured choices to engage in a constructive activity.

- Is the child refusing to engage with the adult? – see persistent disruptive behaviour.
- Is the child attempting / managing to leave the premises but returns with adult support and guidance?

Yes-the child should be supervised with a suitable activity in class or out but headteacher should check in to observe the situation

Is the child attempting / managing to leave the premises and NOT returning after a reasonable amount of time or reasonable amount of choices given?
Is the child is putting themselves at risk by not complying with adult instruction?

School are unable to keep pupils safe because of the child's disregard for adults caring for them e.g. members of staff are involved in trailing the child away from the school premises

Yes-Fixed term exclusion

Some additional Guidance notes taken from the DFE which should be paid due regard

A decision to exclude a pupil permanently should only be taken:

- in response to a serious breach, or persistent breaches, of the school's behaviour policy; and
- where allowing the pupil to remain in school would seriously harm the education or welfare of the pupil or others in the school.

Pupils whose behaviour at lunchtime is disruptive may be excluded from the school premises for the duration of the lunchtime period. In such cases the legal requirements in relation to exclusion, such as the head teacher's duty to notify parents, still apply. Lunchtime exclusions are counted as half a school day for statistical purposes and in determining whether a governing body meeting is triggered.

The exclusion rates for certain groups of pupils are consistently higher than average. This includes: pupils with SEN; pupils eligible for Free School Meals; looked after children; and pupils from certain ethnic groups. The ethnic groups with the highest rates of exclusion are: Gypsy / Roma; Travellers of Irish Heritage; and Black Caribbean communities.

In addition to the approaches on early intervention set out above, head teachers

should consider what extra support might be needed to identify and address the needs of pupils from these groups in order to reduce their risk of exclusion. For example, schools might draw on the support of Traveller Education Services, or other professionals, to help build trust when engaging with families from Traveller communities.

As well as having disproportionately high rates of exclusion, there are certain groups of pupils with additional needs who are particularly vulnerable to the impacts of exclusion. This includes pupils with statements of special educational needs (SEN) and looked after children. Head teachers should, as far as possible, avoid excluding permanently any pupil with a statement of SEN or a looked after child.

Schools should engage proactively with parents in supporting the behaviour of pupils with additional needs. In relation to looked after children, schools should co-operate proactively with foster carers or children's home workers and the local authority that looks after the child.

Where a school has concerns about the behaviour, or risk of exclusion, of a child with additional needs, a pupil with a statement of SEN or a looked after child it should, in partnership with others (including the local authority as necessary), consider what additional support or alternative placement may be required. This should involve assessing the suitability of provision for a pupil's SEN. Where a pupil has a statement of SEN, schools should consider requesting an early annual review or interim / emergency review.

Somerset Pastoral Support Plan

Name of child/young person:		School / Setting:	
DOB:			
Present at meeting:		Date:	

Checklist of Pre-meeting Information Gathering	Done?
STAR Chart Information	
Information about SEND	
Parent/carer views	
Child / Young Person Views	
Relevant historic information, including ACEs, traumas or developmental factors that may be influencing behaviour.	

What behaviour is being seen and what is our understanding of this behaviour? (i.e. use the information gathered above to agree key functions of the behaviour)

What is going well and what are the strengths that can be built upon?

As adults, what strategies, approaches and actions can we take that are likely to have a positive impact? (with consideration to the functions of behaviour identified).

What specific skills does the CYP need to develop and how can we teach / support them to develop these?

Agreed Actions and how they will be achieved:

Action	Who?	By when?

Date of Review

Somerset Pastoral Support Plan - Review Meeting

What has been happening since the previous meeting?	Successes:	
	Challenges:	
Have we learnt anything new during this period that is relevant?		
Impact of the action plan?	What needs to continue:	
	What needs to change:	

Actions	Who?	By when?