



Colliers Green Church of England Primary School

Behaviour and Exclusion Policy

This document sets out the Behaviour and Exclusion Policy for Colliers Green C of E Primary School. This policy sets out how we will operate within relevant legal and statutory frameworks and with reference to our core values of **Aspiration**, **Resilience** and **Community**.

Approval:

On behalf of the School:

On behalf of the Governing Body:

Date: 6/7/21

Date: 6/7/21

Nicola Hirst
Headteacher

John Speller
Chair of Governors



The Diocese of Canterbury





1 INTRODUCTION

This policy sets out how Colliers Green will reward positive behaviours in pupils, and the consequences that will be put in place where poor behaviours occur.

Our policy is rooted in our core values of **Aspiration, Resilience** and **Community**, and in our status as a Church of England primary school and therefore, in the teachings and example of Jesus and the Bible. This means we promote values such as love for one-another, mutual consideration and respect, care and compassion, forgiveness. We will learn together to behave as Jesus did and in line with what He told us.

We recognise that our school is a community, and staff, children, parents and governors work together in partnership and together we recognise that everyone is special and valued.

We will promote our values through our policies, our collective worship and in all the day to day activities that go on in our school.

2 AIMS

The aims of this policy support and are supported by the aims of the school:-

- a) Maintaining a happy community providing equal opportunities, where pupils feel safe, valued and respected.
- b) Encouraging all pupils to achieve their potential and more.
- c) Raising self-esteem.
- d) Providing guidance for staff, pupils and parents within an atmosphere of support and mutual respect.
- e) Encouraging a shared responsibility between school and home.

3 PRINCIPLES

We operate a positive behaviour policy, which embodies the high expectations we have for all within the school community.

Our School:-

- a) Has a whole school approach to behaviour, setting good habits early with high expectations of cooperative behaviour from the start.
- b) Provides an environment conducive to on-task behaviour.
- c) Makes positive recognition of pupil achievement.
- d) Involves pupils in the creation and review of a code of conduct through discussion of class rules, circle time and PSHE lessons.
- e) Involves parents by maintaining good communications to ensure their support.
- f) Ensures that 'if things go wrong', pupils are given the opportunity to put them right.
- g) Language around 'choices and consequences' will be used to ensure the pupils understand that they can make positive and negative choices around behaviour. If they make positive choices, they will be rewarded and if they make negative choices they will receive consequences.



4 REWARD SYSTEM

We operate a reward system designed to promote self-esteem within the children. We acknowledge that, whilst consistency is important, we also recognise that at different stages of a child's life at school, different ways of rewarding good behaviour may be appropriate.

Good behaviour is rewarded by, for example:-

- a) Smiles, positive comments and being used as a role model.
- b) Receiving stickers.
- c) Receiving house points awarded for positive behavior and work.
- d) Awards for gaining numbers of house points.

100 House Points	Bronze Certificate
200 House Points	Silver Certificate
300 House Points	Gold Certificate
400 House Points	Platinum Certificate
House with the most House Points each term	Termly 20 – 30 minute House Treat, chosen by House members at the beginning of the term

- e) Talking to parents, praising good behaviour.
- f) Weekly Celebration of Success certificates in Celebration Worship, 1 per year group.
- g) Sending the child to Headteacher or Deputy Headteacher with evidence of good behaviour/good work for a Headteacher sticker.
- h) Class treats may be awarded at the class teacher's discretion for a short session of 20-30 minutes for exceptional class behaviour/work.
- i) A termly Headteacher's Tea Party will be held for pupils who show consistently exceptional behaviour.

5 CONSEQUENCES

Our school promotes a positive attitude to behaviour and most pupils respond to this.

However, we recognise that, from time to time, there will be a need to involve consequences for those pupils whose behaviour is deemed unacceptable and is not conducive to learning. In each of the following points below take-up time will be given to allow the child time to respond positively. If the child does not do this, the next step will be taken. Should the behaviour be extreme we reserve the right to move straight to number 5.

1	A prompt or reminder will be given to the child
2	A warning will be given to the child



3	The child will be moved within the classroom
4	The child will spend 10 minutes thinking time in another class or miss 10 minutes of playtime. This will be dependent on the current activity and time of day. The child will be asked to reflect on the behavioural choices that they have made. Parents will be informed in person or by telephone/email.
5	The child will be sent to the Headteacher, or in her absence, the Deputy Headteacher. The Headteacher will inform parents.

- a) We reserve the option to call in parents to discuss any behavioural concerns with the intention of helping the child to turn his/her behaviour pattern around.
- b) A behaviour log – home/school conversation book may be used should it be needed.
- c) If a consequence needs to be applied the following day, both the child and the parents will be informed on the day the misbehaviour occurred. This would only be used in certain circumstances, such as wrong behavioural choices being made at the end of the day.
- d) Pupil voice on behaviour will be sought through twice-yearly questionnaires and through PSHE and class based discussions.
- e) Parent voice on behaviour will be sought through twice yearly questionnaires and may be sought on other occasions should the need arise.
- f) Should consequences be required at playtime/ lunchtime, the following consequences will apply

1	A prompt or reminder will be given to the child
2	A warning will be given to the child
3	5 minutes out
4	Class teacher informed at the end of play/lunch
5	Headteacher informed

- g) Should consequences be required during Collective Worship, the following consequences will apply

1	A prompt or reminder will be given to the child
2	A warning will be given to the child
3	The child will be required to stand up and move their seating position
4	The child will leave CW with a member of staff.



All rewards and consequences will be explained to pupils and visual representations of them will be available to help pupils understanding.

6. 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 may be drawn up between the School, parents and the child, which will define expectations, rewards and consequences. This will be reviewed within an agreed period.

A longer-term exclusion, or part-time schooling with multi-agency links to explore all possible support structures, both in and out of school.

As a last resort and to serve the best interests of the child and his/her peers, a managed move or a permanent exclusion.

7. EXCLUSION

The Headteacher 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. This will be done via the Digital Front Door found on Kelsi

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 Headteacher 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 agreed 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.

A Governors' committee would need to meet to consider a fixed period exclusion of more than 15 days in any one term.

Guidance would be sought from DoE document: Exclusion from maintained schools, academies and pupil referral units in England. September 2017. Or from any future revisions of this document that occur prior to the school's policy being re-written.



8. 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.

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 wherever possible.

Staff dealing with such children should be trained in proper and safe methods of restraint.

9. 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 throughout the school.

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.

Social skills groups / friendship groups may be run for targeted children when appropriate.

10. LIAISON WITH PARENTS

'Meet the Teacher Meetings' are held at the beginning of each academic year and our approach to behaviour management and our expectations are outlined.

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.

11. ONGOING BEHAVIOUR PROBLEMS



If any pupils present an ongoing behaviour problem, all staff involved with the child will keep an internal log of the problem, including third party interventions and all strategies used. These will be reviewed by the Headteacher as necessary.

A Pastoral Support Plan, positive handling plan, specific risk assessment plan or Individual Education Plan may be agreed between pupil, staff and parents as required.

Any concerns regarding a pupil should be discussed with the SENCo. There are times when the advice of outside agencies will be required. This could be the result of discussions between the Class Teacher, SENCo, and Head Teacher, or as the result of discussion at a Pupil Progress Meeting. 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 could include Specialist Teaching Service, Educational Psychologist, Speech Therapist, Physiotherapist, School Nurse and Social Services.

12. MONITORING AND REVIEW

This policy will be constantly monitored by all staff and will be reviewed annually.

Next review date: May 2022