

WEST SUSSEX COUNTY COUNCIL

Sidlesham Primary School

A Little School Where Big Things Happen



Behaviour for Learning

2020

This document is a statement of the aims, principles and procedures at Sidlesham Primary School. This policy will be kept under regular review.

Governing bodies of maintained schools have a duty under section 175 of the **Education Act 2002**, and The **Equality Act 2010**, to make arrangements to ensure the safeguarding of all children and the promotion of children's well-being.

Under Section 90 and 91 of **The Education and Inspections Act 2006** all staff have statutory authority to discipline pupils whose behaviour is unacceptable, who break the school rules or who fail to follow a reasonable instruction.

Teachers can discipline pupils at any time the pupil is in school or elsewhere under the charge of a teacher, including on school visits.

Teachers can also discipline pupils in certain circumstances when a pupil's misbehaviour occurs outside of school.

Teachers can confiscate pupils' property.

Headteachers and governing bodies must ensure they have a strong behaviour policy to support staff in managing behaviour, including the use of rewards and sanctions.

Behaviour Management

Sidlesham Primary School has a whole school approach to behaviour management. Our behaviour policy is devised from current research and government recommendations. We expect consistency across the whole school when dealing with issues of behaviour. We all adhere to the school rules of always being 'Ready, Respectful and Safe' and we believe in highlighting positive behaviour, rather than dwelling unduly on any negatives.

The Key Principles of Behaviour Management

1. Being Inclusive

- Some individuals need more support than others in learning to respect the rights of others and to meet the school's expectations of behaviour.
- Some of our children, for some or all of the time, will need more of our attention and support than others.
- We have a responsibility to teach social behaviour to all children.
- We should be clear with staff, pupils and parents about which expectations are non-negotiable.
- Dealing with challenging behaviour often helps us to find ways to improve our systems, processes and procedures. We should, as far as possible, seek to adapt these to fit our diverse population.

2. Being Positive

- Parents and Carers need to be as fully involved as possible.
- We should have high expectations of what is acceptable behaviour in our school and within the wider community and should seek to raise those expectations in partnership with staff, governors, pupils and parents/carers.
- If we want our pupils to behave in a particular way, we are responsible for making it clear to them how we want them to behave.
- We should recognise acceptable behaviour through positive reinforcement and rewards pertinent to each class.
- We should provide pupils with honest & sensitive feedback on their own learning and behaviour.

3. Being Assertive

- We believe we all have rights; teachers have the right to teach, pupils have the right to learn.
- Pupils and staff have the right to feel safe in school.
- Parents have the right to feel welcome and to know their children work, play and learn in a friendly, safe and helpful school.
- We should never tolerate violent, abusive or anti-social behaviour in the classroom or anywhere in school.
- Staff require support from each other and outside agencies in order to support individual pupils through learning and making changes in behaviour.

The Aims of the Pupil Behaviour Policy

- To contribute to the ethos of the school.
- To provide a framework to support the conduct of all members of the school community, so it is consistent with the values of the school.
- To create a safe, predictable working environment in which all children can learn positive social behaviour.

Curriculum

The school's curriculum aims to address any bullying issues systematically. Issues are also addressed through whole class circle/discussion time. We believe in supporting and empowering every single member of staff to deal with as far as possible, any behaviour issues in the class themselves, although there may be circumstances where there is a need to alert other staff for support. In extreme circumstances they will be sent to the Head Teacher (with an explanation about the behaviour). To aid this, we focus on the positives and recognise daily achievement through our rewards system. Each teacher focuses on students that are modelling positive attitudes to learning. However, poor behaviour is not ignored during lesson time, and students not meeting the required expectations are kept behind by their class teacher, at break and lunchtimes to explain how their behaviour could be more positive. If behaviour is to the extent that additional discussion is deemed necessary, the children will have lunchtime restorative meetings with the Head Teacher. This is for students who have persistently failed to adhere to our core school values. They will meet with the Head Teacher, where their poor choices will be explained and apologies will be constructed for the people who were affected by their behaviour. For students who regularly appear at restorative meetings, Positive Behaviour Records will be issued to monitor and encourage positive feedback from their class teacher and parents.

Developing good behaviour through the effective organisation and management of the classroom

At Sidlesham Primary School lessons are carefully planned to meet the needs of each child and differentiated to ensure enjoyable and challenging activities. Children are grouped appropriately for each task for whole class, group, paired or individual work. Children are supervised at all times, although independence and responsibility

are developed. The classrooms provide displays that value the achievements of the children and are interactive to enhance learning. All children are expected to care for their room (furniture and resources) and keep it tidy.

Promoting high levels of attendance and punctuality

At Sidlesham Primary school we ensure that the quality of learning and ethos of the school promotes high levels of attendance and punctuality.

Attendance is monitored daily and information is sought immediately for any child's absence.

Appropriate rewards are given for good attendance.

Holidays in term time are not authorised.

Attendance data is analysed each term and the Headteacher contacts parents if their child's attendance falls below 90%. If the Headteacher continues to have concerns, they liaise with the Pupil Entitlement Team.

Promoting a close partnership with parents

At Sidlesham Primary School parents are respectfully encouraged to recognise their responsibilities in promoting the good behaviour of their children.

Parents are welcome to be involved in all areas of school life and are invited into school to work with their children and take part in special events regularly.

Information is shared through weekly newsletters, website, parent's notice board and parent consultation evenings that take place twice a year. A written report is given in March, which includes comments about behaviour.

The school has an "Open Door" policy to parents and both Teachers and the Headteacher are usually available at the beginning or end of school for parental discussions, or specific appointments can be made for longer more private discussions.

Utilising the services of appropriate outside agencies when required

The following agencies may provide practical assistance and advice if needed:

- The Pupil Entitlement Team
- The Educational Psychology Service
- The Special Educational Needs Support Service (SENSS)
- NOVIO – SEND Support
- The Community Police Officer

Roles and Responsibilities

The role of the Governing Body

The governing body has the overall responsibility of ensuring that a behaviour policy is implemented, to maintain a safe and effective school and of reviewing its effectiveness. The governors support the Headteacher in adhering to these guidelines.

The role of the Headteacher

It is the responsibility of the Headteacher, under the School Standards and Framework Act 1998, to implement the school behaviour policy consistently throughout the school, and to report to governors, when requested, on the effectiveness of the policy. It is also the responsibility of the Headteacher to ensure the health, safety and welfare of all children in the school. (Please see the Health and Safety Policy)

The Headteacher supports the staff by implementing the policy, by setting the standards of behaviour, and by supporting staff in their implementation of the policy.

The Headteacher keeps records of all reported serious incidents of misbehaviour.

The Headteacher and SENCo liaise with external agencies, as necessary, to support and guide the progress of each child. They may, for example, discuss the needs of a child with the Educational Psychologist

The Headteacher liaises with parents / carers when there are concerns about the behaviour of their child.

The Headteacher has the responsibility for giving lunchtime or fixed-term suspensions to individual children for serious acts of misbehaviour. For repeated or very serious acts of anti-social behaviour, the Headteacher may permanently exclude a child. This action is taken only after the school governors have been notified.

The role of the Class Teacher

It is the responsibility of Class Teachers to ensure that the school rules are enforced in their classes, and that their classes behave in a responsible manner during lesson time.

Class Teachers share responsibility with Teaching Assistants for the management of pupil's behaviour, when they are on duty in the playground or on the field.

The Class Teachers in our school have high expectations of the children with regard to behaviour, and they strive to ensure that all children work to the best of their ability.

The Class Teacher treats each child fairly, and enforces the school rules consistently. The teachers treat all children in their classes with respect and understanding.

If a child misbehaves in class, the teacher deals with the incident themselves in the normal manner. They may keep a record of such incidents. However, if misbehaviour continues, the Class Teacher fills out a Meeting Log on Provision Map and seeks help and advice from the Headteacher. The Headteacher in liaison with the Class Teacher, may create an Individual Behaviour Plan (IBP) to aid improvements.

The Class Teacher reports to parents and carers about the progress of each child in their class, in line with the whole-school policy. The Class Teacher may also contact a parent if there are concerns about the behaviour or welfare of a child.

The role of support staff

It is the responsibility of all the support staff to ensure the school rules are enforced along the shared areas of the school such as corridors, toilets and the library.

Teaching Assistants share responsibility with Teachers for the management of pupil's behaviour, when they are on duty in the playground or on the field.

Lunchtime Supervisors have responsibility for the management of pupil's behaviour at lunchtime.

The role of parents and carers

The school collaborates actively with parents and carers, so that children receive consistent messages about how to behave at home and at school.

The school rules are explained in the school prospectus and at new parents meetings and we expect parents and carers to know them and support them.

A supportive dialogue is set between homes and the school, and parents and carers are informed immediately if there are any concerns about their child's welfare or behaviour.

If the school has to use reasonable sanctions to discipline a child, we expect parents and carers to support the actions of the school. If parents and carers have any concerns about the way that their child has been treated, they should initially contact the class teacher. If the concern remains, they should contact the Headteacher. If these discussions cannot resolve the problem, they should follow the school's complaints procedure, as detailed in the school Prospectus.

The role of pupils

It is the responsibility of all pupils to follow the school rules and behave well at all times and in all places. They should know what behaviour is good and right and also what is wrong and inappropriate. They should accept any sanctions and consequences and work to improve their behaviour in the future.

Record Keeping

The school keeps a variety of records concerning incidents of misbehaviour. Playtime and Lunchtime supervisors keep records of any incidents that happen at lunchtime and share these immediately with the appropriate Class Teachers. The Class Teacher may record minor classroom incidents.

Confiscation of inappropriate items

There are two sets of legal provisions which enable school staff to confiscate items from pupils:

- 1) The general power to discipline enables a member of staff to confiscate, retain or dispose of a pupil's property as a consequence, so long as it is reasonable in the circumstances. The law protects them from liability for damage to, or loss of, any confiscated items provided they have acted lawfully.

2) Power to search without consent for “prohibited items including:

- knives and weapons
- alcohol
- illegal drugs
- stolen items
- tobacco and cigarette papers
- fireworks
- pornographic images
- any article that has been or is likely to be used to commit an offence , cause personal injury or damage to property
- any item banned by the school rules which has been identified in the rules as an item which may be searched for.

The legislation sets out that weapons and knives and extreme or child pornography must always be handed over to the police, otherwise it is for the teacher to decide if and when to return a confiscated item.

Pupils’ conduct outside the school

The law states that Teachers have the power to discipline pupils for misbehaving outside of the school premises “to such an extent as is reasonable”

Sidlesham Primary School will investigate non-criminal bad behaviour and bullying which occurs outside the school premises and which is witnessed by a staff member or reported to the school. It will respond in the same way as it does to inappropriate behaviour within school and may impose the same sanctions and consequences, in discussion with parents and any members of the community who were involved.

Teachers may discipline pupils for misbehaviour when the pupil is:

- taking part in any school-organised or school-related activity
- travelling to or from school
- wearing school uniform or is in some other way identifiable as a pupil at the school.
- misbehaviour at any time, whether or not the conditions above apply, that could have repercussions for the orderly running of the school
- posing a threat to another pupil or member of the public
- adversely affecting the reputation of the school.

In all cases of misbehaviour the teacher can only discipline the pupil on school premises or elsewhere when the pupil is under the lawful control of the staff member.

Monitoring and review

The Headteacher monitors the effectiveness of this policy on a regular basis. She also reports to the Governing Body on the effectiveness of the policy and, if necessary, makes recommendations for further improvements.

It is the responsibility of the governing body to monitor the rate of suspensions and exclusions, and to ensure that the school policy is administered fairly and consistently. The governing body will pay particular attention to matters of racial equality; it will seek to ensure that the school abides by the non-statutory guidance

The Duty to Promote Race Equality: A Guide For Schools, and that no child is treated unfairly because of race or ethnic background.

The Governing Body reviews this policy every three years. They may however, review the policy earlier than this if the government introduces new regulations, or if the Governing Body receives recommendations on how the policy might be improved.

Exclusion

Good discipline in schools is essential to ensure that all pupils can benefit from the opportunities provided by education. The Government supports head teachers in using exclusion as a sanction where it is warranted. However, permanent exclusion should only be used as a last resort, 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.

At Sidlesham Primary School we very rarely exclude any child from school, but sometimes this may be necessary. The school has therefore adopted the standard national guidance from:

- The School Discipline (Pupil Exclusions and Reviews) (England) Regulations 2012;
- The Education Act 2011,
- The Education (Provision of Full-Time Education for Excluded Pupils) (England) Regulations 2007.
- The Education and Inspections Act 2006

The decision to exclude a pupil from Sidlesham Primary School will be lawful, reasonable and fair. Under the Equality Act 2010 ("the Equality Act") school must not discriminate against, harass or victimise pupils because of their: sex; race; disability; religion or belief; sexual orientation; because of a pregnancy / maternity; or because of a gender reassignment. For disabled children, this includes a duty to make reasonable adjustments to policies and practices. The Headteacher and Governing Body will take account of their statutory duties in relation to SEND and have regard for the SEND Code of Practice.

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 behaviour of pupils outside school may also be considered as grounds for exclusion.

When establishing the facts in relation to an exclusion decision the Headteacher will apply the civil standard of proof, i.e. 'on the balance of probabilities' it is more likely than not that a fact is true, rather than the criminal standard of 'beyond reasonable doubt'.

The Headteacher may withdraw an exclusion that has not been reviewed by the governing body.

The Headteacher will always take account of their legal duty of care when sending a pupil home following exclusion.

'Informal' or 'unofficial' exclusions, such as sending pupils home 'to cool off', are unlawful, regardless of whether they occur with the agreement of parents or carers. Any exclusion of a pupil, even for short periods of time, must be formally recorded.

Whenever the head teacher excludes a pupil from Sidlesham Primary School, they will, without delay, notify parents of the period of the exclusion and the reasons for it.

They will also provide parents with the following information in writing:

- the reasons for the exclusion;
- the period of a fixed period exclusion or, for a permanent exclusion, the fact that it is permanent;
- parents' right to make representations about the exclusion to the governing body and how the pupil may be involved in this;
- how any representations should be made;
- where there is a legal requirement for the governing body to consider the exclusion, that parents have a right to attend a meeting, be represented at this meeting (at their own expense) and to bring a friend.
- that for the first five school days of an exclusion (or until the start date of any alternative provision where this is earlier) parents are legally required to ensure that their child is not present in a public place during school hours without reasonable justification, and that parents may be given a fixed penalty notice or prosecuted if they fail to do so.
- If alternative provision is being arranged then the following information will be included with this notice where it can reasonably be found out within the timescale:
 - the start date for any provision of full-time education that has been arranged for the pupil during the exclusion;
 - the start and finish times of any such provision, including the times for morning and afternoon sessions where relevant;
 - the address at which the provision will take place; and
 - any information required by the pupil to identify the person he / she should report to on the first day.

- Where this information on alternative provision is not reasonably ascertainable by the end of the afternoon session it may be provided in a subsequent notice, but it must be provided without delay and no later than 48 hours before the provision is due to start. The only exception to this is where alternative provision is to be provided before the sixth day of an exclusion, in which case the information can be provided with less than 48 hours' notice with parents' consent.
- Parents must be informed where a fixed period exclusion has been extended or converted to a permanent exclusion. In such cases the head teacher must write again to the parents explaining the reasons for the change and providing any additional information required.

The head teacher will, without delay, notify the governing body and the local authority of:

- a permanent exclusion (including where a fixed period exclusion is made permanent);
- exclusions which would result in the pupil being excluded for more than five school days (or more than ten lunchtimes) in a term; and
- exclusions which would result in the pupil missing a public examination or national curriculum test.

For all other exclusions the head teacher will notify the local authority and governing body once a term. Notifications must include the reasons for the exclusion and the duration of any fixed period exclusion.

In addition, within 14 days of a request, governing bodies must provide to the Secretary of State and the local authority, information about any exclusions within the last 12 months.

For a permanent exclusion, if the pupil lives outside the local authority in which the school is located, the head teacher will also advise the pupil's 'home authority' of the exclusion without delay.

Where parents dispute the decision of the governing body not to reinstate a permanently excluded pupil, they can ask for this decision to be reviewed by an independent review panel. Where there is an allegation of discrimination (under the Equality Act 2010) in relation to a fixed-period or permanent exclusion, parents can also make a claim to the First-tier Tribunal (for disability discrimination) or a County Court (for other forms of discrimination).

An independent review panel does not have the power to direct a governing body to reinstate an excluded pupil. However, where a panel decides that a governing body's decision is flawed when considered in the light of the principles applicable on an application for judicial review, it can direct a governing body to reconsider its decision. If the governing body does not subsequently offer to reinstate a pupil, the panel will be expected to order that the school makes an additional payment of

£4,000. This payment will go to the local authority towards the costs of providing alternative provision.

For a fixed period exclusion of more than five school days, the governing body of Sidlesham Primary School will arrange suitable full-time education. This provision must begin no later than the sixth day of the exclusion.

For permanent exclusions, the local authority must arrange suitable full-time education for the pupil to begin no later than the sixth day of the exclusion. This will be the pupil's 'home authority' in cases where the school is maintained by (or located within) a different local authority.

In addition, where a pupil has a statement of SEND, the local authority must ensure that an appropriate full-time placement is identified in consultation with the parents, who retain their rights to express a preference for a school that they wish their child to attend, or make representations for a placement in any other school.

Sidlesham Primary School may direct a pupil off-site for education to improve his or her behaviour. A pupil may also transfer to another school as part of a 'managed move' with the consent of the parties involved, including the parents. However, the threat of exclusion will never be used to influence parents to remove their child from the school.

At Sidlesham Primary School, we will take reasonable steps to set and mark work for pupils during the first five school days of exclusion, and alternative provision will be arranged from the sixth day. We will then work with the parents to create a strategy for reintegrating the pupil in their return to school, and for managing their future behavior.

The head teacher must remove a pupil's name from the school admissions register if:

- 15 school days have passed since the parents were notified of the governing body's decision to uphold a permanent exclusion and no application has been made for an independent review panel; or
- the parents have stated in writing that they will not be applying for an independent review panel.

Where an application for an independent review panel has been made within 15 school days, the head teacher must wait until the review has been determined, or abandoned, before removing a pupil's name from the register.

Where a pupil's name is removed from the school register and a discrimination claim is subsequently made, the First-tier Tribunal or County Court has the power to direct that the pupil should be reinstated.

Only the head teacher of a school can exclude a pupil and this must be on disciplinary grounds. Whilst exclusion may still be an appropriate sanction, the head teacher will take account of any contributing factors that are identified after an

incident of poor behaviour has occurred. For example, where it comes to light that a pupil has suffered bereavement has mental health issues or has been subject to bullying. Where practical, the head teacher will give pupils an opportunity to present their case before taking the decision to exclude. Excluded pupils will then be enabled and encouraged to participate at all stages of the exclusion process, taking into account their age and understanding.

A pupil may be excluded for one or more fixed periods (up to a maximum of 45 school days in a single academic year), or permanently. A fixed period exclusion does not have to be for a continuous period. In exceptional cases, usually where further evidence has come to light, a fixed period exclusion may be extended or converted to a permanent exclusion.

Nurture Resource

When a child is in need of emotional support, staff may make use of our upstairs nurture space. A Learning Mentor is available for any child who needs time away from the class to calm down. If a child has been taken to the room, we always ensure this child is supervised.

Handling

Children are only handled or moved as a last resort, e.g. their behaviour is a threat to the safety of themselves or others. If a child needs to be moved, then there should be two adults to assist.

Lunchtimes

The same rules apply as above: If behaviour does not improve, the class teacher will be informed by the end of break or lunchtime - 5 minutes 'time in' to be given when appropriate. If poor behaviour persists, inform Head Teacher – student will attend a lunchtime restorative meeting. If the behaviour needs immediate action, two members of staff can take the child to the nurture space if appropriate.