



Scholes (Holmfirth) Junior and Infant School

Behaviour and Suspension/Exclusion Policy

Approved by:	Date Approved:	Due for review no later than:
Headteacher	May 2022	May 2023

Principles

Good behaviour is essential for effective teaching and learning to take place. Pupils and staff have the right to work in an environment that is safe, friendly, peaceful and fair. Good behaviour must be carefully developed and supported. High self-esteem promotes good behaviour, effective learning and positive relationships.

The best results, in terms of promoting good behaviour arise from emphasising potential, rewarding success and giving praise for effort and achievement, rather than focusing on shortcomings and failure. Through the example of the adults who care for them at school, through well planned and stimulating learning opportunities that have the correct pitch and expectations of children, we believe that children will accept learning challenges and develop self-discipline. It is the responsibility of parents to co-operate with the school in helping their children to behave well.

All steps are taken to encourage children to understand and actively promote our **KIND** values: kindness, independence, nurture and determination to succeed.

Strategies around positive behaviour, nurture and social skills are taught in class through PSHE and we also provide targeted support when needed. Alongside this, it is also important to help children understand that their behaviour affects others.

Aims

Our aims are:

- To define acceptable standards of behaviour
- To work consistently and fairly in the management of both positive and negative behaviour
- To create a caring, safe and secure environment in which we help our children develop into caring and thoughtful beings who respect and value the feelings, opinions, beliefs, property and differences of others
- To encourage staff, children and parents to value good behaviour
- To develop self-discipline
- To help children feel good about themselves and others
- To encourage children to co-operate with one another and with adults in the school
- To create a positive and stimulating learning environment, having high expectations of children's work
- To work alongside parents to encourage children to develop socially, personally, academically, morally and spiritually in preparation for a positive role in society

Objectives

Our objectives are:

- To create a safe environment where children are helped to develop their understanding of appropriate behaviour and to choose ways of behaving which accord with the school's values
- To have a consistent approach throughout the whole school community
- To value each child and treat them fairly

- To teach children how to respect and value each other
- To make the desired behaviours explicit to the children
- To teach children how to work and play together
- To teach children how to behave in different situations
- To be role models for the children so that they observe good behaviour at first hand
- To provide an exciting and challenging curriculum which motivates and engages children's interest
- To teach children a range of strategies to help them resolve conflicts
- To inform parents about our expectations and the ways in which we promote good behaviour in school
- To make playtime and lunchtime a positive experience

Behaviour Procedures – Rewards and Sanctions

What we expect of our children:

- To be polite – to teachers, support staff, other children and visitors – and to respect the authority of the adult in charge.
- To listen to adults and each other in lessons and in assemblies, and to consider each other's feelings
- To walk around school, calmly and quietly
- To take a positive role in all classroom activities and to try their best
- To wait their turn to talk to members of staff and each other
- To value each other's work
- To work and play cooperatively with each other
- To tell the truth, to take responsibility for their own behaviour and not to make excuses (“...they told me to”)
- To accept a solution or consequence if they have done something wrong – not to argue or get angry with the person sorting it out.
- To be able to say sorry if they have misbehaved or hurt somebody and that this word signals a change in behaviour and mood
- To care for the school and its equipment and to report any damage they see
- To feel responsible for giving a good impression of themselves and the school, both within and outside of school.

What we expect from staff:

- To create a safe learning environment
- To provide excellent supervision for the playgrounds and other parts of the school where children can go at playtime and lunchtime
- To demonstrate good manners
- To display good behaviour towards each other as well as to the children
- To teach appropriate behaviour and give precise feedback when pupils are behaving well
- To show respect for every child as an individual
- To make every child feel valued
- To never accept bullying or other anti-social behaviour in school, on any level, at any time
- To be aware of vulnerable children
- To be seen to be fair and consistent
- To respond quietly, calmly, consistently and positively

- To criticise the behaviour, not the child
- To avoid labelling
- To listen with empathy and tact
- To accept a fresh start
- To handle confidential information with sensitivity, following other school policies, e.g. safeguarding, confidentiality and staff behaviour policies.
- To be aware of our appearance and the message it gives to the children and visitors
- To conduct a positive image in the community as an employee of Kirklees Council and a representative of Scholes Junior & Infant School, (including the use of social media).

It is essential that all principles and practices are implemented by every member of staff.

Different Types of Behaviour

Primary behaviours are the initial behaviour that a pupil does that is deemed to be unacceptable or inappropriate.

Secondary behaviour is what a pupil does in reaction to being told to stop doing whatever it is. When a pupil is told to regulate their behaviour, they often feel guilty and embarrassed as they usually know that what they're doing isn't appropriate.

These emotions then get transferred into secondary behaviour where the pupil tries to deflect the focus away from their behaviour.

How We Respond

It's difficult to not react and become fixated on secondary behaviour. At Scholes Junior and Infant School we will stay focused on the primary behaviour we want altering, rather than the secondary.

Whole School Rules:

At Scholes Junior and Infant School we expect all pupils to follow the **KIND** values:

- **Kind** – be kind and respectful and show care and understanding to others
- **Independence** – be independent learners and take responsibility for own behaviour
- **Nurture** – nurture and care for mental and physical health and look after the environment
- **Determination** – be resilient and determined to succeed

These values are displayed around the school and used to promote positive behaviour by all adults who work in school. The values are promoted by the use of displays, the Class Dojo awards, achievement certificates and the consistent use of language in class and throughout school. Systems are in place to help children learn how to follow these values.

Reception, Key Stage 1 and Key Stage 2 use a 'Good to be Green' system and the Dojo system.

Dealing with Inappropriate Behaviour:

We know that not all pupils make the right choices. It is normal for children to push the boundaries to see where they lie. We believe that children should be given time to learn how to respect and follow the rules and understand why breaking them has consequences. All behaviour incidents will be dealt with calmly and fairly. We are trained in and employ restorative justice techniques and some staff members are licenced Team Teach practitioners (see <http://www.team-teach.co.uk/>).

We take any of the following extreme negative behaviours very seriously and they may result in either an internal isolation/exclusion or fixed term exclusion:

1. Verbal aggression towards another child or adult (including bullying, homophobic, racist or sexual etc.)
2. Wilful and deliberate damage of school property or equipment
3. Physical assault or aggression towards another child or adult

Bullying

Bullying is defined as, *'the repetitive, intentional harming of one person or group by another person or group, where the relationship involves an imbalance of power.'*

Bullying is, therefore:

- Deliberately hurtful
- Repeated, often over a period of time
- Difficult to defend against

Bullying can include:

TYPE OF BULLYING	DEFINITION
Emotional	Being unfriendly, excluding, tormenting
Physical	Hitting, kicking, pushing, taking another's belongings, any use of violence
Prejudice-based and discriminatory, including: <ul style="list-style-type: none">• Racial• Faith-based• Gendered (sexist)• Homophobic/biphobic• Transphobic• Disability-based	Taunts, gestures, graffiti or physical abuse focused on a particular characteristic (e.g. gender, race, sexuality)
Sexual	Explicit sexual remarks, display of sexual material, sexual gestures, unwanted physical attention, comments about sexual reputation or performance, or inappropriate touching
Direct or indirect verbal	Name-calling, sarcasm, spreading rumours, teasing

TYPE OF BULLYING	DEFINITION
Cyber-bullying	Bullying that takes place online, such as through social networking sites, messaging apps or gaming sites

Scholes Junior & Infant School does not tolerate bullying. Issues of bullying will always be investigated and treated very seriously. Repeated bullying could lead to a fixed term exclusion from the school.

Zero-tolerance approach to sexual harassment and sexual violence

The school will ensure that all incidents of sexual harassment and/or violence are met with a suitable response, and never ignored.

Pupils are encouraged to report anything that makes them uncomfortable, no matter how 'small' they feel it might be.

The school's response will be:

- Proportionate
- Considered
- Supportive
- Decided on a case-by-case basis

Rewards

CLASS TREASURES – In Reception, children are awarded treasure when demonstrating school values and positive behaviours. A whole class reward, agreed by the teacher and the children, is given when the treasure jar is full.

DOJOS - All KS1 and KS2 classes use the system (www.classdojo.com) for collecting points that identify both positive and negative behaviours in line with the school's KIND values. The points are categorised to encourage children to follow these values. Points can be added immediately if working in a classroom with ICT, collected on a whiteboard etc. to be added at the end of the day / session if the positive behaviour is spotted around school / outside by another member of staff. All members of staff are able to give Dojos to any child (a maximum of 3). Visiting teachers are also expected to award Dojos for the class they teach which can be added to the online system by class teachers or support staff. Key Stage 2 children can use their Dojos to 'buy' stationery with throughout the year.

Classes may also have their own reward system e.g. class treasure, secret singer, team points.

'Celebration' Assemblies:

Friday assemblies are 'Celebration' assemblies. Children from each class who have the most Dojo awards will be celebrated.

Celebration Certificates/Awards – A selection of children from each class will be presented with awards at Friday's achievement assembly. Awards are given for kindness, independence, nurture and determination. Distribution of awards and certificates are given fairly and are monitored.

The Headteacher and Lunchtime Supervisors can also award certificates when appropriate.

Children who have completed exceptional, or much improved work or behaviour can be sent to the Headteacher to share their success.

To promote good attendance, weekly attendance certificates are awarded to the best attending class.

Sanctions:

For children who are not achieving the expected standard of behaviour, there are a range of sanctions, which are progressive and reversible (a display in classrooms informs staff and children of their behaviour status).

Good to be Green - All children start on 'Green' for morning and afternoon sessions.

Warning 1: STOP and THINK Blue Card - remind children about good behaviour when appropriate.

Warning 2: Amber Warning Card. Children inform their parents

Warning 3: Red Consequence Card (missed playtime and to see a member of the Senior Leadership Team). . Parents will be informed by the class teacher or a senior member of staff.

When pupils receive Amber and Red Warning cards, negative behaviour will be recorded on CPOMS

See Appendix 1 – Good to be Green Posters

We take any of the following extreme negative behaviours very seriously and they may result in either an internal isolation/exclusion or fixed term exclusion:

1. Verbal aggression towards another child or adult (including bullying, homophobic etc.)
2. Wilful and deliberate damage of school property or equipment
3. Physical assault or aggression towards another child or adult

Reporting and Monitoring

Negative behaviour incidents will be recorded on CPOMS and monitored every half term by the Headteacher; these will be reported to Governors. Data will be analysed every half term to identify patterns etc. and appropriate actions will be taken.

Parent/Carers

Parents/Carers may be involved at any point, depending on the age and stage of development of the child. It is vital that they are encouraged to share the success and to reinforce the behaviour/attitude at home. This is also true when sanctions have to be adopted.

Actions to be taken if there is no improvement or in cases of extreme inappropriate behaviour:

1. If the child continues to disrupt the class then they will be subject to a longer period of time in isolation. This involves continuing to do their work away from the class.
2. Internal isolation/exclusion – fixed term temporary isolation from class (see below for more details).
3. Extreme cases of inappropriate behaviour may result in exclusion. This may be a fixed term or if all other interventions fail, a permanent exclusion. At this point, various outside agencies and/or the Governing Body will become involved.

At this stage the behaviour will be discussed with the parent/carers and/or if appropriate, with the SENCO, Assistant Headteachers or Headteacher. Incidents will be added to CPOMS.

An Individual Behaviour Plan (IBP) or a My Support Plan may be implemented. If children are requiring physical restraint, (when their behaviour is a danger to themselves, other children and adults or where property is damaged), a positive handling plan/behaviour protocol will be drawn up by the school and discussed and agreed with parents.

Positive Handling

At times, it may be necessary to guide or hold a child through the use of positive handling techniques.

Staff receive Team Teach training, which specifies how positive handling should be used. This will only ever happen if the child is in danger of hurting him/herself, hurting others or causing damage to property.

A significant part of the Team Teach training centres on minimising the requirement for use of force and also includes a range of personal safety strategies and methods for holding children safely. Designated staff are fully trained in the use of positive handling techniques following the Team Teach Programme:

- We hold children to keep them safe;
- We hold children when they cannot hold themselves safely;
- We hold children to prevent them from doing something they will regret;
- We care too much to allow them to be out of control;

School will make reasonable adjustments for children and young people with special educational needs and disabilities. These may include:

- The use of safe spaces;
- Sensory equipment;
- Appropriate soft furnishing;
- Controllable lighting and sound.

There should be two adults present when using positive handling techniques. Adults will remain calm and explain their actions to the child, so that the child knows what is happening and that they are being kept safe. Whenever positive handling is used, a written account of the incident is kept (in the office) and parents are informed. If positive handling techniques have been used three times with a child, the school's governors are informed. Governors periodically monitor behaviour records, including the use of positive handling techniques.

Where appropriate, a Positive Handling Plan or Support to Self-Regulate Plan will be put in place in partnership with Parents. A copy of the 'Use of Reasonable Force' (DfE 2013) guidance is kept with the Serious Incidents Record book in school.

Reasons for Excluding a Child

Parents, carers and children are made aware at the start of the process that the child's failure to modify and control their behaviour will result in a fixed term exclusion from school.

All exclusions will follow the Kirklees Local Authority guidance, procedures and policy.

Exclusion from school is a serious step to take and one not taken lightly. However, this step is sometimes the only course of action available to the school. Actions for exclusion from the school day should be implemented when a child is responsible for any of the following actions:

- Physical assault on another child or member of staff.
- Constant disruption to the education of other children.
- Regular breaches of the school's behaviour policy, which results in the teacher being distracted from the task of teaching the class, in order to attend to the needs of an individual child.
- Deliberate and wilful damage to school property.

It is likely that a combination of the above will contribute to exclusion. Parents/ Carers will be contacted immediately, invited into school to discuss the seriousness of their child's actions and be asked to take them home for a fixed period of time. For longer exclusions, the school will provide work for the child to complete at home.

If the Headteacher considers that the behaviour of a child poses a serious threat to the safety and welfare of others, a longer period of exclusion will be implemented and a meeting of the Governing Body's Well-Being Committee will be convened to consider the possibility of a permanent exclusion.

Occasionally a child may seriously breach the school's Behaviour Policy. In these circumstances, after thorough investigation by the Headteacher or members of the Senior Leadership Team and discussion with parents, consideration will be given to the use of two or three-day fixed term exclusion. The aim of this would be to show the child that the school will not tolerate such behaviour or actions.

Exclusion at Lunchtime

All parents/carers and children will be made aware that inclusion at lunchtime is dependent on the school's ability to reasonably supervise children. If a child regularly presents behaviour difficulties and causes disruption, which cannot be regulated by our usual school sanctions, the Headteacher must consider implementing lunchtime exclusion. This will only be considered after all reasonable steps have been taken to ensure concerns or issues have been resolved.

A lunchtime exclusion is a fixed period exclusion, equivalent to one half of a school day. Like regular fixed period exclusions, lunchtime exclusions should run for a specified length of

time. Parents/Carers will be notified in writing of their responsibilities and have the same right to be given information and make representations.

Parental Co-operation

If a parent/carer does not comply with an exclusion, for example by sending the excluded child to school, or refusing to collect him or her, the school must have due regard for the pupil's safety in deciding what action to take. An exclusion should not be enforced if doing so may put the safety of the pupil at risk. If efforts to resolve the issue with the parents are unsuccessful the school should consider whether to contact the Attendance and Inclusion Service and seek advice from the Local Authority about legal options.

Staged Returns to School

Consideration will be given to the staged return of a child to school, where appropriate. This type of arrangement is one which can only be entered into voluntarily with the child's parents or carers. If agreement is given the reintegration plan will be carefully staged and monitored by the Head Teacher. When appropriate, work will be provided for the child to complete when not in school.

Internal Exclusion

There will be times when it is more appropriate for the child to have an internal exclusion for a fixed amount of time. Internal exclusion will be used where a pupil's behaviour is escalating and more serious measures need to be taken, but there are not yet grounds for an external, fixed-term exclusion.

An internal exclusion is when pupils spend the day out of their class working alone (with some adult supervision). The child comes into school through the front door at 9am and is collected the same way at 3.30pm. They will miss their normal break times and lunchtime play but have them supervised at an alternative time. They will have lunch but they will not be able to play in the playground or have contact with their peers. Parents are informed as soon as a decision is made.