

BEHAVIOUR AND EXCLUSION POLICY

This policy must be read in conjunction with Tang Hall Child Protection & Safeguarding Policy and Anti-Bullying Policy.

Aims and objectives

It is our aim at Tang Hall Primary School that everyone feels valued and respected and is treated fairly. We are a caring school and our values are built on mutual trust, respect and ownership. We want all of our pupils to be “proud to achieve together” including the way they behave. The behaviour policy supports the way in which all staff and children can work together in a supportive way to promote an environment in which everyone feels happy, safe and secure. We expect everyone to behave in a considerate way towards others. We treat all children fairly and apply this behaviour policy in a consistent way.

This policy aims to help children grow in a safe and secure environment, and to become positive, responsible and increasingly independent members of society. We reward good behaviour as we believe it will develop an ethos of respect, kindness and cooperation. The policy is designed to promote good behaviour rather than merely deter anti-social behaviour.

How the policy operates - green behaviour and traffic lights

All staff have high expectations regarding learning behaviour and that every child will be in “green”. All staff are consistent ensuring children understand what green behaviour represents using scripted behaviour language. This spoken culture is a requirement across the school. The school ensures all children are aware of what green behaviour looks like through clear school expectations. All staff reinforce the values of ‘green behaviour’ through verbal reminders, praise and high expectations that green behaviour is the ‘norm’. See Appendix A for examples of our scripted language.

Traffic lights are used in every classroom to support children as a visual indicator of their behaviour levels. Inappropriate behaviour is addressed with a warning and a reminder of the required green behaviour. Should the child decide to continue their behaviour the adult moves their name into amber. Clear scripted behaviour language explains to the child the steps to move their behaviour back into green. The child’s name is placed in amber. The second the child displays the desired behaviour their name is moved into green; the adult acknowledges this praising the child for making the right choices. Traffic lights are a tool to support and guide a child to develop self-regulatory practices. If felt appropriate, a child is moved into red and a consequence or sanction will be put into place by the member of staff. Children are asked to reflect on their behaviour, learn from the experiences and suggest what they would do in the future.

Rewards

Any adult can hand out Dojos, children can only earn them for being green. Children can log online to www.classdojo.com to view their earned credits. At the end of each term, these points are exchanged for rewards. Dojos are given for:

- attending schools and staying in green
- kindness, good manners, tolerance and resilience
- good/outstanding attitude towards work presentation/learning and achievement
- reading at home and completing homework
- wages for completing a school job

Behaviour Management Approach

The expectation by all staff is that **all** children are always in green. Traffic lights and Dojos support and praise children for the desired behaviour/attitudes, supported by scripted language. Staff employ sanctions where appropriate to create a safe positive learning environment. Each sanction is applied appropriately and may be individual to each child/incident. **All staff are responsible for behaviour management and all behaviour is addressed.**

School staff employ a variety of agreed behaviour strategies/possible planned actions to reduce incidences of inappropriate behaviour across the school; particularly to support children with SEMH. If a child threatens, hurts or bullies another child the staff will intervene supporting resolution and recording the incident on CPOMs. A planned meeting between all parties supports this process. The aim is the child/children learn from the experience defining future actions. **All** inappropriate behaviour incidents are recorded on CPOMs which automatically alerts the Headteacher, SENCo and behaviour lead to support consistency, incident awareness, action taken and further intervention/actions. Relevant staff will be attached to the CPOMs if required.

SEN behaviour

When a child's behaviour raises concern we will contact the child's parents/carers to arrange a meeting to discuss the situation, with a view to improve the behaviour of the child. A graduated approach/plan is established and reviewed over an agreed period of time. If the behaviour does not improve the school may contact other agencies for support/guidance: the child will be identified to the SEND co-ordinator for SEN support. A planned programme with adaptations is established to address the child's social and emotional needs with frequent monitoring and review (stated in the SEND policy). The pastoral and well-being team work closely with external agencies to implement 1:1 programmes designed specifically to support the child. Staff make referrals for internal pupil support via this pastoral team. Examples include 1 to 1 work or group interventions focusing on: friendships, resilience, self-esteem, managing feelings, emotions.

The role of the staff

All teachers have a duty of care to the children in our classrooms and cannot abdicate responsibility to support staff or senior leaders. It is the responsibility of all staff to ensure that the rules are enforced in their classes and their classes behave responsibly during learning time. All staff must record all incidents of warning or consequence behaviour (amber/red) on a weekly behaviour record. This supports the SLT and Behaviour Support Staff to see patterns and analysis whole school behaviour (see appendix B for whole school weekly recording sheet).

Staff will liaise with the senior leadership team and/or designated safeguarding lead to discuss concerns regarding behaviour involving parent/carers/external agencies if necessary. SLT meetings ensure behaviour is given high focus and priority. All incidents involving injury must be reported on the official documentation and handed to the school office. Incidences of inappropriate behaviour are recorded on CPOMs by the staff member dealing with the incident. The class teacher must be included on the CPOMs to support the child/children going forwards. The behaviour lead works with children, parents and staff embedding behaviour management strategies. Staff are empathetic to the child's social and emotional needs and will ensure strategies and interventions are used positively to support the child when they are in crisis.

Fixed-term and permanent exclusions

The Government link is below and our independent review panel is the Local Authority

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/641418/20170831_Exclusion_Stat_guidance_Web_version.pdf

Drug and alcohol related incidents

It is the policy of this school that no child should bring any drug, legal or illegal, to school. If a child will need medication during the school day, the parent or guardian should notify the school and ask permission for the medication to be brought. This should be taken directly to the office for safekeeping. Any medication needed by a child while in school must be taken under the supervision of a teacher or other adult worker and a consent form signed.

We will take very seriously misuse of any substances such as glue, other solvents, or alcohol. The parents or guardians of any child involved will always be notified. Parents/Carers of any child who brings cigarettes into the school will be contacted immediately. Should substances be brought into the school parents/carers, the police and social services will be informed. If any child is found to be suffering from the effects of alcohol or other substances, arrangements will be made for that child to be taken home and other agencies informed.

It is forbidden for anyone, adult or child, to bring onto the premises illegal drugs or weapons of any type. Police and social services will be informed. Any child who is found to have brought to school any type of illegal substance or have the intent of bringing and/or using a weapon will be punished by a fixed term exclusion. The child will not be readmitted to the school until a parent or guardian of the child has visited and discussed the seriousness of the incident with the Head Teacher. If the offence is repeated, the child may be permanently excluded. If a child is found to have deliberately brought illegal substances and is found to be distributing these to other pupils for money, the child may be permanently excluded from the school. The police and social services will also be informed.

Monitoring and review

The Head Teacher 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. The Head Teacher keeps a record of any child who is excluded for a fixed-term, or who is permanently excluded.

Appendix A

Scripted Language and Staged Procedures

If a pupil is not following a school rule follow this guide as a general rule:

1. Remind the child of the school rule and what they are doing. This is a 2 stage scripted language

“At Tang Hall Primary we are always ready to try out best. I can see you are playing with the ruler.”

2. After waiting a few moments to see if they pupil is going to respond and they do not, repeat speaking clearly and in a normal tone. This is a 3 stage script:

“At Tang Hall Primary we are always ready to try our best. I can see you are still playing with the ruler. You are on a warning.”

3. As soon as the pupil follows the rule. Move them back into the green traffic light. If the pupil still chooses not to follow the 30 second, 5 point, scripted language below:

- At Tang Hall Primary School we are always ready to try our hardest.
- I can see that you are playing with your ruler.
- You will need to see me at the end of the lesson (or now if outside on the yard)
- I remember when you completed your maths yesterday and got 10/10. I was so pleased
- Thank you

The peg needs to move onto the red traffic light. It can move back into the green as soon as the pupil has corrected their behaviour but they will still need to see you at the relevant time.

4. Some pupils may need to go straight to red.
5. When a child is in red, it is up to the staff member to decide how to proceed. We need to talk with our pupils and understand the reason why they are not following the rules. Your conversation may be the consequence or you may feel that you want to set something different. This is up to you and must be followed up by you. We need to support our children to follow the rules and this should always be your aim.
6. All red behaviour needs contact home that day to the parent. This hopefully can be at the end of the school day but may require a phone call after the parent has arrived home from work. Building positive relationships with families is just as important as building those with the pupils.
7. All red behaviour needs recording on the class tracker so that Emma Opie (Behaviour Support) can monitor for where her support is needed. Please record outcome of parental contact on behaviour records too. These will be saved on the google drive so they can be accessed anywhere and by all who need to.



8. Support is always available should you need to keep a child back at break or lunchtime and you are on duty. Please ask for help
9. If a behaviour issue is with a singular pupil, it should be quickly and easily resolved. Where a group of children have had a falling out or incident then a full investigation **MUST** take place.
 1. State you are here to help and support the group
 2. Take it in turns to hear everyone's point of view.
 3. The adult can then summarise and ensure everyone is in agreement and clear about the situation
 4. Staff to create a resolution to the incident and /or follow the behaviour policy as deemed necessary.



Appendix B

YEAR ? – ? CHILDREN

1. *Be ready to always try your hardest*
2. *Be responsible for your own learning*
3. *Be kind and show respect*

Date	Name	Lesson	Rule	Support	Parent contact