



Behaviour Policy

Approved by Governors – Sept 2024

To be reviewed at least annually
Review Date Sept 2025

Governors print _____

Governors signed _____

Date _____

Introduction

At Joseph Turner Primary School, we aim to create a safe and happy environment where exemplary behaviour enables all to feel secure and respected within an atmosphere of learning without limits. Everyone in our school is expected to maintain the highest standards of personal conduct, to accept responsibility for their behaviour and encourage others to do the same. We recognise that each individual child is at a different stage of social learning. Only through a consistent approach to supporting their behaviour will we be able to achieve an environment in which children can learn and develop as caring and responsible people.

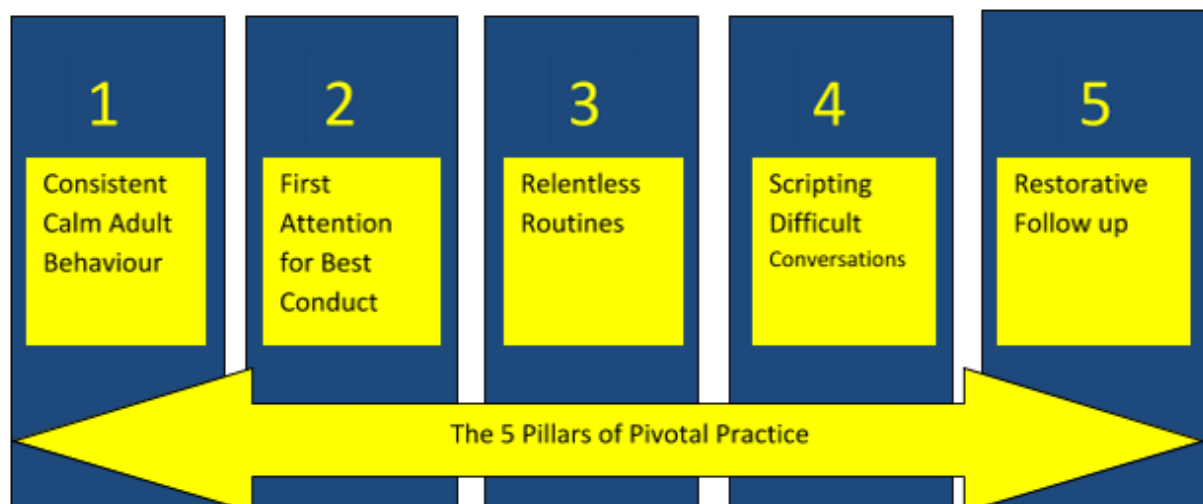
This policy outlines the underlying philosophy, purpose, nature, organisation and management of pupil behaviour at Joseph Turner Primary School. It is a working document designed to enhance the development of positive relationships between children, adults working in school, parents and other members of the wider school community. It is the result of consultation with pupils, parents, governors and staff and reflects current and developing practice within the school. The fair and consistent implementation of our Behaviour Policy is everyone's responsibility.

The School's behaviour policy is reviewed by the Governors annually. It is available on the school's website (for parents, pupils, staff and Governors), on the school network (for staff and Governors), in the PPA room (for staff) and is referred to in the school prospectus (for parents and pupils) as well as the staff induction documents (for staff and Governors). This behaviour policy is also applicable when pupils are on school trips, weekends away and pupils walking to and from School (anywhere where the pupil is representing the School). This policy will still be applicable during these times and the same sanctions can be imposed if the incident had occurred on the School site.

Our Core Beliefs

- Behaviour can change and every child can be successful.
- Positive, targeted praise is more likely to change behaviour than blaming and punishing.
- Reinforcing good behaviour helps children feel good about themselves.
- An effective reward system and celebrating success helps to further increase children's self-esteem enabling them to achieve even more.
- Understanding each child's needs and their individual circumstances helps us to act in the fairest way possible for that child, at that moment.
- When the adults change, everything changes.

Adult behaviours create children's responses and behaviours. Our behaviour policy is based on:



Aims

The Governing Body believes that in order to enable effective teaching and learning to take place, good behaviour in all aspects of school life is necessary. Staff and pupils are entitled to work in an environment free from violence and disruption. The Governing Body seeks to create a caring, learning environment in the school by:

- Promoting good behaviour
- Promoting self-esteem, self-discipline, proper regard for authority and positive relationships based on mutual respect irrespective of ethnicity, gender, sexual orientation or faith
- Ensuring fairness of treatment for all
- Encouraging consistency of response to both positive and negative behaviour
- Promoting early intervention
- Providing a safe environment free from disruption, violence, bullying and any form of harassment
- Encouraging positive relationships with parents and carers to develop a shared approach, involving them in the implementation of the school's policy and associated procedures
- Accessing lead agencies related to supporting children who have SEN for behaviour or where there is evidence of radicalisation

Specific Roles and Responsibilities

Governing Body

The Governing Body will:

- Ensure that there is a policy in place for the promotion of good behaviour and review it at least annually
- Ensure that the policy is communicated to pupils and parents, is non-discriminatory and the school's expectations about pupil behaviour are clear.
- Support the school in maintaining high standards of behaviour.
- Ensure appropriate panels are able to be called in the event of requiring an exclusion panel or other such committee (Exclusion Committee and Exclusion Appeal Committee). The Head Teacher will comply with decisions made by the Exclusion / Exclusion Appeal Committees. The Exclusion / Exclusion Appeal Committees will take into account the Head Teacher's knowledge of the incident and experience in managing behaviour matters when making decisions regarding an exclusion or subsequent appeal.
- Recognise their responsibilities within the Behaviour Policy and any other regulations or government guidance relating to Behaviour of children in school.

Head Teacher

The Head Teacher is responsible for the school's policy and procedures and may delegate aspects of its day-to-day implementation and management to members of the school's leadership and management teams. The Head Teacher will:

- Ensure all decisions regarding behaviour management are in line with current DfE policy and guidance.
- Record appropriately all exclusions and formal communications with parents or outside agencies.
- Ensure staff are given opportunities to receive high quality training and support on behaviour management as required or when requested to support the implementation of the policy.
- Respond to training needs through appropriately planned Professional Development Time.
- Review the health, safety and welfare of all staff regularly.

SENCO and Head Teacher

In some circumstances, children have emotional and behavioural difficulties. Any issues concerning these children are addressed accordingly via the SEND policy and are provided with support according to their needs. Being an inclusive, mainstream primary school means that there are maximum levels of support that can be provided both for SEN children and those with emotional and behavioural difficulties.

The SENCO along with the SLT are responsible for monitoring behavioural incidents recorded on CPOMS. Parents of children identified as having persistent behaviours will be asked to attend a meeting in school with the SENCO to discuss the concerns and look at next steps. The school may decide to implement a Behaviour Intervention Tracker and parents will be offered support if relevant, such as behaviour strategies and rewards systems to implement at home and/or Early Help or Children's Centre referral. The class teachers will review individual pupil behaviour intervention trackers and upload them weekly onto CPOMS. Should a child not be able to manage their behaviour with the maximum level of support available* within the mainstream school framework, additional support / alternative provision will be investigated in order to meet the individual needs of the child. This is also undertaken in order to maintain the educational rights of other children who may be affected adversely by the social and emotional difficulties displayed by the individual child. Monitoring, recording and liaison with outside agencies to support children with special educational needs is the responsibility of the SENCO and Head Teacher.

**This refers to the adult support provided via "hours" of funding as stated on EHC Plan documentation.*

Pastoral Manager

The Pastoral Manager in conjunction with SLT is responsible for planning and delivering behaviour training sessions with all staff in school working directly with pupils. This training will include:

- Positive behaviour strategies
- Behaviour Recovery process
- Staff roles and responsibilities
- Managing risk

The Behaviour Team will also lead behaviour meetings within the school and alongside the SENCO and AHT will monitor the behaviour incidents logged on CPOMS.

Learning/Well-Being Mentors

The main aims of the learning/Well-Being Mentors are to promote positive behaviour throughout the school and to ensure that pupils who are having difficulty managing their behaviour are provided with additional support in line with our Behaviour Recovery process. The role of the Positive Behaviour Mentor will involve:

- Encouraging good behaviour through modelling and praise including stickers and attending celebration assemblies to present certificates for good behaviour
- Supporting outside play at break times and lunchtimes.
- Working in class with pupils to build relationships and promote positive behaviour
- Supporting re-integration back into the classroom following behaviour recovery or exclusions
- Developing good communication between school and home
- Using CPOMS to record behavioural incidents
- Reinforcing individual behaviour tracker targets with relevant pupils
- Carrying out the reflection and parking process with children
- Supervising children in the Behaviour Recovery/Parking Area that have internal exclusions
- Analyse the behaviour trackers and monitor the children on trackers.
- Monthly meetings with parents to review behaviour trackers.

Expectations of all adults

Consistent adult behaviour will lead to pupils consistently conforming to our expectations.

We expect every adult to:

1. Meet and greet at the door.
2. Refer to 'Ready, Respectful, Safe'.
3. Model positive behaviours and build relationships.

4. Plan lessons that engage, challenge and meet the needs of all learners.
5. Use a visible recognition mechanism throughout every lesson (eg, Recognition boards)
6. Be calm and give 'take up time' when going through the steps. Prevent before sanctions.
7. Follow up every time, retain ownership and engage in reflective dialogue with learners.
8. Never ignore or walk past learners who are behaving badly. Help and support each other.

Middle Leaders

Middle leaders are expected to stand alongside colleagues to support, guide, model and show a unified consistency to the learners within their phase.

Middle leaders will:

- Meet and greet learners at the beginning of the day.
- Be a visible presence around school to encourage appropriate conduct.
- Support staff in dealing with children that are making wrong choices.
- Regularly celebrate staff and learners whose efforts go above and beyond expectations.
- Encourage use of Marvellous Me, Positive Notes and Positive Phone Calls.
- Ensure staff training needs are identified and targeted.

Senior Leaders/Managers

Senior leaders are not expected to deal with behaviour referrals in isolation. Rather they are to stand alongside colleagues to support, guide, model and show a unified consistency to the learners.

Senior leaders will:

- Take time to welcome learners at the start of the day.
- Be a visible presence around the site and especially at transition times.
- Celebrate staff, leaders and learners whose effort goes above and beyond expectations.
- Regularly share good practice.
- Use behaviour data (recorded on CPOMS) to target and assess school wide behaviour policy and practice.
- Regularly review provision for learners who fall beyond the range of written policies.

Parents and Carers

Parents and carers will be expected to take responsibility for the behaviour of their child both inside and outside the school. They will be encouraged to work in partnership with the school to assist the school in maintaining high standards of behaviour and will have the opportunity to raise with the school any issues arising from the operation of the policy.

Pupils

Pupils will be expected to take responsibility for their own behaviour on or off the school site and will be made fully aware of the school policy, procedures and expectations through assemblies, lessons, displays, rules setting and individual conversations. Pupils also have a responsibility to ensure that incidents of disruption, violence, bullying and any form of harassment are reported.

Pupils want teachers to:

- Give them a 'fresh start' every lesson
- Help them learn and feel confident
- Be just and fair
- Have a sense of humour

Behaviour for Learning: The Joseph Turner Way

Be Ready, Be Respectful and Be Safe

We recognise that clear structures of predictable outcomes have the best impact on behaviour. Our school's principles for behaviour sets out the rules, relentless routines and visible consistencies that all children and staff follow. It is based on the work of Paul Dix and his book 'When the adults change, everything changes'. Good behaviour is recognised sincerely rather than just rewarded. Children are praised publicly and reminded in private.

"When people talk about behaviour, they obsessively search for the instant solution. Some peddle magic dust or 'behaviour systems' that glisten yet quickly fade. Others relentlessly scream for a bigger stick to beat students down with. Both extremes harbour an irresistible idea that there is a short cut to changing behaviour. They sell the lie that you can provoke sustained behavioural change in others without doing much hard work yourself. The truth is that there is no alternative to the hard work: building relationships with those who would rather not, resetting expectations with those who trample them, being relentlessly positive and sustaining a poker face when confronted with challenging behaviour." Paul Dix, Pivotal Education

Our school has three simple rules: 'Be Ready, Be Respectful and Be Safe'. These rules are explicitly taught and modelled by all members of our school community. However, we also understand that for some children, following our behaviour expectations are beyond their current developmental level. In this case, these children will have access to bespoke positive behaviour plans, which may include carefully targeted sanctions and rewards to reinforce positive behaviour.

Adult Strategies to Develop Excellent Behaviour

At Joseph Turner, adults apply the following principles in all interactions with pupils:

- IDENTIFY the behaviour we expect
- Explicitly TEACH behaviour
- MODEL the behaviour we are expecting
- PRACTISE behaviour
- NOTICE excellent behaviour
- CREATE conditions for excellent behaviour Language around Behaviour

We understand that a common and consistent use of language around behaviour is essential in creating clear boundaries for learning how to behave. Phrases such as 'kicked off' or 'screaming fit' are unhelpful in these instances and adults should remain professional and calm at all times. Conversations should follow a script and behaviours should be discussed as the behaviours they are, and not be personal to the child. Most conversations around behaviour would normally be conducted, in the first instance, by the class teacher. Incidents are then logged on CPOMS .

Visible Adult Consistencies

These are the visible behaviours exhibited by staff and which are consistent, and can be expected by children. Through these consistencies (see appendix A), adults will build respectful relationships with pupils.

- Children are greeted at the classroom door and/or in the classroom, daily by their teacher and/or teaching assistant. This enables everyone to start the day positively and with a smile. Members of the Leadership Team and/or support staff will also meet and greet children and parents at the gate or in other areas of the school.
- Staff will be calm, consistent and fair in their treatment of children, parents and colleagues. Adults in school will avoid shouting at children or becoming emotionally charged. They will model self-control through their calm approach and will deal with individuals fairly.
- Staff will 'pay first attention to the best conduct' and will endeavour to catch children 'doing the right thing' in order to praise and recognise desired behaviours. This encourages children to be role models and makes expectations on behaviour clear for all.

Expectations Around School

At Joseph Turner Primary there is to be NO:

- shouting
- finger pointing
- shaming negative behaviour

“Why are you talking in line?” Use proxi praise instead

Staff should support each other to meet this expectation.

- All expectations need to be taught and continually / consistently applied.
- Time must be taken to do this.
- Every member of staff has a responsibility to ensure expectations are consistent.
- Every member of staff is a role model and should exhibit the behaviour expected.

All children are expected to walk around school sensibly and quietly. When walking round school as a class children should follow the traffic light system so that teachers and support staff can always see both end of their class line at all times.

When lining up outside at the end of lunchtimes and playtimes children should line up in silence and should not be walked back into school until they are ready.

Teachers should work with their class to practice the expectations round school and that these expectations need to be kept up even if no-one is watching.

For additional information on playtimes and lunchtimes see playtime policy.

Rewards

Rewards should:

- encourage positive self esteem
- encourage and promote good behaviour
- be a recognition of achievement
- emphasise wanted behaviours
- provide positive feedback

Rewards should be accompanied by a clear explanation as to why the reward has been given so the child (and other children) has a positive reinforcement of the expectations regarding good behaviour.

Children should be continually reminded of the expectations and the benefits of good behaviour and co-operation – a fun learning environment where children and adults get along well and enjoy being there. Exciting activities can be consistently planned when children know how to respond and work with others. Positive praise and recognition of good behaviour is most effective when accompanied by a reason why. At Joseph Turner Primary School we have a consistent reward system for whole school, class and individuals that was devised in consultations with pupils, parents and staff.

Whole-School Recognition Award

Certificates- Given in Friday assemblies: one to be given for academic achievement and one for social or personal achievement, such as perseverance or helping (these may be linked to our values) The children that have consistently gone “over and above” in our school rules and values during the week. The children are selected at the beginning of the assembly and receive a certificate from SLT. They then take their seat pride of place on “the best seats in the house” for the duration of the assembly. Teachers should keep a record of children who receive a certificate.

Class Rewards

Secret Pupil - The ‘Secret Pupil’ technique involves telling the class that you have selected a pupil (but don’t say the child’s name) and that if his/her behaviour is good throughout the day, then the whole class will receive a reward. If the pupil achieves what is expected, the pupil is named and the class enjoys the reward. If the pupil falls short, then the class is not rewarded. In this instance, it is vital that the pupil

is NOT named. The reward will be 1 marbles in a jar for the secret pupil demonstrating good behaviour and once the jar is filled the class will get a reward. The class can decide on the reward and the reward can last for a maximum of one hour. This should work out at no more than once per half term.

6 Week half term, 5 days per week equals a total of 30 marbles, 25 marbles needed to achieve class rewards. This will vary depending on the length of each half term.

Individual Rewards

Dojo Points may be awarded for a number of reasons including being on task, persistence, teamwork, working hard etc. POSITIVE and NOT to be taken away. See computing lead, (Mr Sefton) to set up for your class.

Additional rewards may include positive and proximal praise, stickers or a 'note home / postcards' which can be given by any member of staff who comes into contact with the pupils.

Support provided by the school for children who find individual behaviour management difficult includes the following:

- Counsellor / Learning Mentor support
- Individual behaviour management plans / tracker
- 1:1 adult support via learning support staff
- Targeted support at times identified as being more difficult for the child to manage
- Individual action plans
- Practical experience prior to formal learning experiences
- Anger management sessions
- Involving Inclusion Support
- Reduced timetable
- Request parent's consent in order to implement Early Help Intervention
- Intervention place at Pupil Referral Unit
- Other interventions strategies from recognised providers
- Involvement of PPE team - suggest a "managed transfer" with parental support
- If necessary, an Educational Health Care Plan (EHCP) may need to be put in place

Teachers will also be required to amend planning in order to meet individual pupil needs. If a child has particular difficulties regarding physical aggression, it may be necessary to conduct an escorted walk or, in some cases, restrain a child using Management of Actual or Potential Aggression techniques. Such intervention would be completed with trained staff and reported to the SLT.

Involvement with Outside Agencies

The school will work positively with external agencies. It seeks appropriate support from them to ensure that the needs of all pupils are met by utilising the range of external support available.

- LA SEN department – specialist behaviour management advisors and EP
- CAMHS
- Health professionals
- The Childrens Trust - MASH
- Police
- Tipton – Strengthening Family Service
- PRU
- School Nurse Team
- Tipton Children's Centre

Definitions of acceptable, unacceptable and bottom line behaviour

Acceptable behaviour: that which promotes courtesy and co-operation from all pupils in terms of their relationships with other pupils within school, teachers, and other school staff, and with visitors or other persons within school.

Unacceptable behaviour: that which includes any of the following:

- Actions with intent to harm
- Threatening behaviour, including verbal
- Actions which go against the PANTS rule
- Intimidation
- Physical abuse
- Verbal abuse, including persistent swearing
- Possession of any item with intent to intimidate or harm
- Possession of drugs
- Damage or theft of property belonging to another including school property and including intended damage by arson
- Bullying including via the internet, social media or mobile phones
- Harassment and all forms of prejudice-related behaviours (including bullying on the grounds of body image / size / obesity, homophobic bullying, racist bullying, faith-based bullying, ageist bullying, disability bullying and sexist bullying).
- Indirect bullying including exclusion from social groups – emotional bullying / gossiping
- Behaviour that is evidence of radicalisation or the agreement / approval of any form of terrorist activities

And any other behaviour that significantly disrupts the education of other children or the safety of children and staff.

Bottom line behaviour

- Stopping others from learning
- Physical and verbal aggressions towards anyone at school.
- Making the classroom unsafe for others.

Where necessary, and in situations where a child's behaviour is putting their own safety or the safety of others at risk, a child may be physically escorted or restrained according to the Physical Intervention policy. Such incidents are recorded and parents informed as necessary. Some SEN children have escorted walks as part of their daily needs. These are not recorded as behaviour risk incidents (Please refer to Moving and Handling Policy (of pupils and young people in school)). Incidents directly relating to radicalisation will be dealt with following the school's Prevent policy and immediately referred to the police for investigation if deemed necessary for advice or intervention (Prevent Duty 2015).

Sanctions

Sanctions should always:

- make it clear that unacceptable behaviour affects others and is a serious offence against the school community;
- avoid being applied to a whole group for the activities of individuals;
- be consistently applied by all staff to help to ensure that children and staff feel supported and secure at all times.

Sanctions need to be in proportion to the offence. It should also be made very clear that it is the behaviour that is unacceptable, and any sanction should address this, not be made personal to the child.

Practical steps in managing and modifying poor behaviour

Learners are held responsible for their behaviour. Staff will deal with behaviour without delegating. Staff will use the steps in behaviour for dealing with poor conduct. It is the aim that learners should be kept at steps 1 and 2 for as long as possible.

<u>Steps</u>	<u>Actions</u>
1) Redirection/ Support	<p>Gentle encouragement, a 'nudge' in the right direction.</p> <p>An explanation of our three simple rules - Ready, Respectful, Safe delivered privately wherever possible. Support the child to complete work and remain focused.</p> <p>Try different redirection strategies if necessary. De-escalate and decelerate where reasonable and possible and take the initiative to keep things at this stage. Praise will be given if the learner is able to model good behaviour as a result of the redirection and support.</p>
2) Reminder	<p>A clear verbal reminder of expectations, delivered privately wherever possible, making the learner aware of their behaviour and what their behaviour should be.</p> <p>The learner has a choice to do the right thing. Learners will be reminded of their good previous conduct to prove that they can make good choices. "stop, think,make the right choice"</p> <p>"think carefully about your next step"</p> <p>This <u>does not</u> need to be recorded on CPOMS</p>
3) Reflection	<p>Speak to the pupil privately and give them a final opportunity to engage. Use the 30 second scripted intervention</p> <ul style="list-style-type: none"> • I have noticed that you are... (having trouble getting started, wandering around etc.) right now. • At Joseph Turner, we... (refer to the 3 school rules – ready, respectful and safe) • Because of that you need to... (refer to action to support behaviour e.g. moving to another table, complete learning at another time) • Do you remember yesterday/last week when you... (refer to previous positive behaviour)? • We now need to complete reflection to think about your behaviour choices. Give the child 5 minutes to think about their behaviour before completing their reflective conversation. <p>Log reflective conversation on the CPOMS.</p>
4) Parking	<p>As a last resort, if the child is not able to correct their behaviour, they can go to parking in another classroom.</p> <p>The children will complete parking statements and write these out (See Appendix B). If they are not written to our expected standard, then children will be expected to write them again.</p> <p>Once the children have completed their parking, they will have to complete a restorative conversation.</p>

Behaviour Intervention

Behaviour trackers are a tool to measure the impact of a behaviour intervention, they are not the intervention itself. We wouldn't set a child reading targets without then delivering a reading intervention to support that child to reach those targets.

If staff feel that a child needs to be on a behaviour intervention tracker they complete a cause for concern on CPOMS which is picked up by the SENCO or SLT. These will be discussed during the fortnightly behaviour meeting and a decision will be made as to whether a child needs a behaviour intervention and be given a tracker to monitor their behaviour. (The whole point of any intervention is to improve and get better and what-ever it is, reading interventions, maths intervention and the same goes for our behaviour intervention.) Teachers and support staff will work together with the children to improve the child's behaviour so that they get to a point that they no longer need the intervention because their behaviour is in line with our expectations and in line with all the other children.

If a child is put on our behaviour intervention, then the parents/carers of the child will be informed and be invited into school for a meeting with the Behaviour team or a member of SLT, where the school's concerns will be raised and the behaviour intervention will be explained to the parent. Parent will also be asked for their input into the intervention and be offered advice if needed. At this initial meeting a review meeting will be set up and will take place 4 weeks later so that all behaviour intervention trackers can be reviewed and discussion can take place to see if the intervention has had an impact. Behaviour is discussed at the fortnightly behaviour meeting; positive behaviour mentors will share the progress of children on behaviour trackers and anyone causing concern.

Each child has their own individual targets for each of the sessions depending on their individual needs.

We operate a traffic light system of measuring whether a child has achieved each target for each session.

- Green means that the child has fully achieved the target and is in line with schools and other children's expectations.
- Amber means that the child with redirection, support and/or reminders (steps 1 and 2) has achieved the target and behaved in line with school expectations and have turned their behaviour around and completed all of their work.
- Red means that the child has not fully achieved their target and they had to have reflection time and were eventually able to turn their behaviour around but as a result not all of their work has been completed.
- Blue means that the child was parked.

The behaviour tracker is a tool to measure impact on a behaviour intervention. Green scores 3 points, Amber scores 2 points, Red scores 1 point and Blue scores 0 points. At the end of the week teachers will work out the percentages the child has achieved for each target and this will be shared with the child and parents on a Friday.

The aim is to get all targets for all sessions coloured green. Teachers and support staff will be talking to the children on behaviour intervention throughout the day to continually encourage and promote good positive behaviour.

Each child on behaviour intervention will have an intervention scrap book where at the start of each week a new tracker will be stuck in. Additional photos can be stuck into the scrap book which picture the child making the right choices and conforming as part of the class in line with school's and other children's expectation. On a Friday their behaviour tracker will be photocopied for the parents.

Exclusions

The decision to exclude a child from Joseph Turner is never taken lightly. Only the Head Teacher or Deputy Head Teacher can exclude a child. In their absence the Pastoral Manager can make this decision.

A decision to exclude a pupil will be taken:

- (a) in response to breaches of the school behaviour policy and
- (b) if allowing the pupil to remain in class/school would seriously harm the education or welfare of the pupil or others in the school.

Examples of reasons for an exclusion may include any of the following:

- Continued disruption to lessons
- Continued disruption to school
- Defiance
- Verbal abuse to pupils or staff or others
- Racial abuse to pupils or staff or others

- Bullying – physical or verbal
- Causing physical injury or harm
- Physical abuse to pupils or staff or others
- Physically assaulting a pupil or member of staff
- Physical abuse with a weapon
- Possession of a weapon or an item that could be used as a weapon or an item that could inflict an injury
- Possession of an item that looks like a weapon and is used to threaten or cause distress to others
- Sexually inappropriate behaviour to pupils or staff or others
- Possession of drugs (See Drug and Alcohol Policy for information regarding actions taken on discovery of drugs in school)
- Dealing in drugs
- Theft
- Vandalism including graffiti
- Arson and attempted arson
- Extortion
- Threatening behaviour
- Smoking
- Possession of fireworks
- Setting off fire alarms / telephoning the emergency services from a school phone
- Possession of racist or sexually inappropriate material in any format, including photos, pictures, cartoons, mobile phone images or videos or via email
- Possession of materials related to radicalisation
- Actions (including distribution of information) related to the promotion of or participation in radicalisation / terrorist activities

This is not an exhaustive list and the Head Teacher has the authority to make the final decision on all exclusions.

Physical aggression and assault are not acceptable on any level. We (school and parents/carers) need to teach our pupils that there will be serious consequences if a child is physically aggressive or physically assaults another person.

There are 3 forms of exclusion

- Internal
- External (fixed term)
- Permanent

Internal Exclusions

Internal exclusions are used as a preventative measure to avoid the need for an external exclusion. If all other behaviour management strategies have not been successful in correcting a child's behaviour, then an internal exclusion can be used. Parents/Carers will be informed when the decision is made and that their child will be internally excluded the following day. A pupil can be internally excluded for up to two days. During an internal exclusion the child will be isolated from peers and they will be supported by support staff from their year group. Class teachers will provide work that needs to be completed during the exclusion. This should be work that the child can complete independently. During the internal exclusion support members of staff will carry out reflective and restorative conversation with the pupil. At the end of the internal exclusion that pupil will have a reintegration meeting with their class teacher.

External Exclusions

Only the Head Teacher (or in the absence of the HT the Deputy Head Teacher) can externally exclude a pupil for serious acts of misbehaviour. Should the Head Teacher issue an external exclusion, the Chair of

the Governing Body is informed and issued with related paperwork. The regulations allow Head Teachers to exclude a pupil for one or more fixed term periods not exceeding 45 days in one school year (maximum of 5 days at a time). The school's obligation to provide education continues while the pupil is on role, and must be met on an external exclusion.

The decision to externally exclude a child is never taken lightly. External exclusion can be for repeated patterns of behaviour or for a one-off incident. The same criteria as for an internal exclusion is used for an external exclusion.

If the Head Teacher excludes a pupil, parents will be informed within 24 hours (generally the same school day that the incident occurred unless investigation of the incident takes longer), giving reasons for the exclusion. At the same time, the Head Teacher makes it clear through a letter to the parents that they can, if they wish, appeal against the decision to the governing body. The school informs the parents how to make any such appeal in the letter handed to them. The school also keeps a copy of the letter on the child's school file. The Head Teacher will ensure that the LA exclusion returns are completed and sent to the LA.

The Head Teachers decision is final (or in the absence of the HT the Deputy Head Teacher). Parents/carers have the right to appeal through the school's appeal process.

On return to school, following an external exclusion, parents/carers will attend a re-integration meeting with a member of senior staff in order to discuss the reason for the exclusion and to see if the pupil requires any additional support in order to prevent any further exclusions. The child and parent will have to sign a Behaviour Promise it will be written clearly indicating unacceptable behaviours and a plan will be put in place to support reintegration. Early Help intervention will be offered to parents as appropriate and children may be required to have a behaviour tracker. Children who have had an external exclusion may also be required to be supervised at break times and lunchtimes for a period of time to be decided based on each individual case. This will be discussed and reviewed with parents at agreed times.

As appropriate and according to circumstances, the HT will contact the police either for advice or intervention i.e. possession of weapons with intent to harm or possession of drugs / PREVENT Duty.

Permanent Exclusions

For repeated or one-off serious acts of anti-social, dangerous or harmful behaviour, the Head Teacher may permanently exclude a child. The decision to permanently exclude a pupil is a very serious decision and should not be done in the heat of the moment. Only the Head Teacher (or in absence of the Head Teacher, the Deputy Head) can make the decision to permanently exclude.

In some cases, the Head Teacher may decide to impose a five-day fixed term exclusion pending investigations and once these investigations have been completed the Head Teacher may then decide that the incident warrants a permanent exclusion.

There will be exceptional circumstances that the Head Teacher will decide to permanently exclude a pupil for a "one off" incident – these could be:

- Threatened violence
- Physical assault
- Vandalism / serious damage to property
- Carrying an offensive weapon
- Arson
- Sexual assault / abuse / inappropriate behaviour
- Supplying an illegal drug

When a pupil is involved in a criminal activity the Head Teacher will contact the police.

Search and Confiscation

As appropriate and according to circumstances, the HT or other staff will confiscate inappropriate items from children and store them in a secure location. School has the power (rather than the duty) to search children, without consent, if school has reasonable grounds to suspect that a child may have an inappropriate item:

- A knife or knife-like item that has a point or a sharp edge / blade
- An item made (not professionally) with the intention to harm
- An item specifically made to harm, such as a gun
- An item not made specifically to harm but intended to be used as a weapon to harm (such as a baseball bat)
- Propaganda related to terrorism and radicalisation.
- Sexual item or content

School will also search for and confiscate items that may lead to a child being harmed or causing disruption. This includes cigarettes and mobile phones. School staff can seize any prohibited item found as a result of a search. They can also seize any item, however found, which they consider harmful or detrimental to school discipline. If a parent of a child in Year 6 wishes their child to walk home from school (and has provided this request to the Head Teacher in writing) they need to have a mobile phone to walk home but this must be handed into their class teacher at the start of the day – the school accepts no responsibility for lost or stolen property.

Physical searches will be only conducted as a last resort following a sustained attempt to persuade the child to surrender the item. Any search will be carried out by a qualified teacher and another teacher will supervise. Prior to all such searches the HT or DHT will be informed. In undertaking any search, the teacher should take every precaution to protect themselves from harm. A teacher has the right to refuse to take part in a search. Any, without consent, search of property must also be a 2-person search.

When an inappropriate item is found, parents will be contacted and asked to collect the item from the school office. Such items may include mobile phones, aerosols, inappropriate cards, lighters, cigarettes or items that are causing significant disruption to school. Where necessary the HT will request removal / disposal by the police i.e. weapons, drugs, in consultation with parents as necessary.

Use of reasonable force

In some circumstances it may be necessary to use reasonable force on a student. The use of force is reasonable if it is proportionate to the consequences it is intended to prevent.

Schools do not require parental consent to use reasonable force on a pupil.

All members of staff have a legal power to use reasonable force. At Joseph Turner Primary School, we also have a number of staff who have undergone Management of Actual or Potential Aggression (MAPA) training which includes physical restraint.

Where necessary the school will use reasonable force to:

- Remove disruptive children from the classroom where they have refused to follow an instruction to do so;
- Prevent a pupil behaving in a way that disrupts a school event or a school trip or visit;
- Prevent a pupil leaving the classroom where allowing the pupil to leave would risk their safety or lead to behaviour that disrupts the behaviour of others;
- Prevent a pupil from threatening to or attacking a member of staff or another pupil or to stop a fight in the playground;
- To prevent a pupil from harming themselves through physical outbursts.

It may be necessary at times for young or smaller children to be picked up and carried by a member of staff, in these circumstances the member of staff will always be accompanied by another member of staff.

Home-School Links

We pride ourselves on our links with parents and encourage parents to talk to us if there are any concerns or if they need any support with their child's behaviour at home. Where appropriate, school will liaise with outside agencies to gain support and advice. If parents have concerns about cyber-bullying occurring when their child is at home they should take the appropriate steps at home, following good internet safety advice and report this to school so we can address this with pupils where applicable in school and refer parents to outside agencies for support at home (see e-Safety Policy for more detail).

Parents and children are asked to sign a Home-School Agreement and should take note of the school rules. Where parents have separated it is important that, where possible, both parents are given the opportunity to sign a copy of the agreement's parental declaration

Children wear their school uniform to show that they belong to Joseph Turner Primary. Parents and pupils should be aware that there is an expectation that children behave appropriately and are respectful towards others when in school and out of school, especially when wearing their uniform. Children need to be mindful of how they behave when they are wearing their school uniform in the public domain, ensuring that they do not bring the school into disrepute.

The school reserves the right to take any reasonable action as a result of breaking its rules and regulations by any pupil, when he/she is on or off site in school uniform or can be identified as a pupil of our school. This includes taking sanctions up to and including permanent exclusion against pupils who do not behave appropriately and bring the school into disrepute.

Appendix A

A model of positivity - tweaking teaching to transform trouble

- Smile!
- Convince your class that there is no place that you would rather be.
- Find out what makes a learner feel important, valued, like they belong.
- Reward learners for going 'above and beyond' expectations, not simply meeting them.
- Let children lead learning, share responsibility, delegate jobs.
- Mark moments with sincere, private verbal praise.
- Make positive phone calls home at least one every week.
- Send positive notes - at least one per week.
- Write down your praise and reinforcement; mark the moment and 'anchor' the behaviour.
- Show learners their ideas and experiences have real value.
- Ensure your mechanism for positive referrals is individualised.
- Catch learners doing the right thing, don't let sleeping dogs lie.
- Use subtle, private praise and reinforcement.
- Differentiate the way you celebrate achievement – not everyone wants to feel famous but everyone wants to feel important.
- Class displays and classroom environments that scream high expectations.
- Make learners feel important for the behaviours that they can show and not for the behaviours that they can't.

Habits of adults who manage behaviour well:

- They meet and greet.
- They persistently catch individuals doing the right thing.
- They teach the behaviours that they want to see.
- They teach learners how they would like to be treated.
- They reinforce conduct/attitudes that are appropriate to context.
- They agree rules/routines/expectations with their class and consistently apply them with positive and negative consequences.
- They sustain a passion for the curriculum that breaks through the limiting self-belief of some learners.
- They relentlessly work to build mutual trust even when trust is broken, time is wasted and promises are not kept. They refuse to give up.
- They keep their emotion for when it is most appreciated by the learners.

Appendix B

Behaviour Strategies

1. Gentle approach, personal, non-threatening, side on, eye level or lower.
2. State the behaviour that was observed and which rule/expectation/routine it contravenes.
3. Tell the learner what the sanction is. Immediately refer to previous good behaviour/learning as a model for the desired behaviour.
4. Walk away; allow him/her time to decide what to do next. If there are comments as you walk away, write them down and follow up later.
5. Look around the room with a view to catch somebody following the rules.

How to land a difficult message, softly:

- Remind the learner of their previous good behaviour.
- Challenge their negative internal monologue 'You can do this, you are intelligent and able.'
- Thank the child for listening.
- Position yourself lower than eye level or side on if you are standing; don't demand sustained eye contact.
- Use a soft, disappointed tone.
- Remind yourself that the sanction is a consequence not personal retribution.
- Walk away as soon you have finished speaking.
-

Refocusing the conversation

When learners try to argue, shift the blame, or divert the conversation you can either:

Calmly and gently repeat the line you have been interrupted in. This encourages the learner to realise that you will not be diverted from the conversation you are leading. The more calmly assertive you are in delivering this repeat the more effective it will be. Try slowing down the request the second time you repeat it and using gentle eye contact to reinforce. Or use an appropriate refocusing line to bring the conversation back to the script.

This allows that student to feel as though they are being listened to and avoids conversational cul-de-sacs.

Appendix C

Parking Statements

READY

1. I learn by being ready and equipped for work.
2. I learn by working well and to the best of my ability.
3. I let others learn and do not disturb them.
4. I let myself learn and do not allow myself to be disturbed.

RESPECTFUL

1. I respect myself, everyone at Joseph Turner and my surroundings.
2. I understand , appreciate and celebrate diversity, showing kindness and empathy.
3. I take on leadership roles and responsibilities; model our high expectations to younger pupils.

SAFE

1. I can be in the right place at the right time.
2. I can follow rules for health and safety- acting responsibly to prevent risk of harm to myself and others.
3. I can stay safe online keeping personal information to myself.

Appendix D

<u>Relentless Routines</u>		
1. Wonderful Walking 2. Legendary Lines 3. Tremendous Teacher spot 4. Stop, Look and Listen		
<u>Consistencies of staff</u> <i>1. Meet and greet at the door. 2. Refer to 'Ready, Respectful, Safe'. 3. Model positive behaviours and build relationships. 4. Plan lessons that engage, challenge and meet the needs of all learners. 5. Use a visible recognition mechanism throughout every lesson (eg, house points) 6. Be calm and give 'take up time' when going through the steps. Prevent before sanctions. 7. Follow up every time, retain ownership and engage in reflective dialogue with learners. 8. Never ignore or walk past learners who are behaving badly.</i>	<u>Our Rules</u> Be Ready Be Respectful Be Safe	<u>Rewards</u> 1. Praise 2. Terrific Text- Text message home 3. Telephone call or conversation with parent. 4. Post card home 5. Secret Pupil 6. Class Dojo 7. Recognition Board 8. Certificate on a Friday- Opportunity to sit on stage
<u>The 30 second scripted intervention</u> <ul style="list-style-type: none">• I have noticed that you are...(having trouble getting started, wandering around etc.) right now.• At Joseph Turner, we... (refer to the 3 school rules – ready, respectful and safe)<ul style="list-style-type: none">• Because of that you need to... (refer to action to support behaviour e.g. moving to another table, complete learning at another time)• Do you remember yesterday/last week when you... (refer to previous positive behaviour)?<ul style="list-style-type: none">• We now need to complete reflection to think about your behaviour choices.	<u>Sanctions</u> 1) Redirection /Support- Completed privately 2) Reminder- Outlining behaviour and consequence 3) Reflection 4) Parking- In another classroom	<u>Restorative Conversation</u> <ul style="list-style-type: none">• What happened?• What were you thinking at the time?• What have you thought since?• How did this make people feel?<ul style="list-style-type: none">• Who has been affected?• How have they been affected?• What should we do to put things right?<ul style="list-style-type: none">• How can we do things differently in the future?