

Appendix A

Promoting positive behaviour in our school

What our adults in school will do:

- ✓ Invest in relationships, showing kindness, dignity and respect in all interactions
- ✓ Display infectious positivity
- ✓ Use innovation and creativity to make our school a place where learning is fun
- ✓ Understand that all behaviour is communication
- ✓ Seek to really understand each and every child's individual needs
- ✓ Have high expectations
- ✓ Share successes and work together to overcome challenges with parents / carers
- ✓ Provide recognition of positive behaviour at every opportunity and in a range of forms
- ✓ Spend time having restorative and reflective conversations with children about behaviour
- ✓ Use recognition Boards will celebrate good behaviours for all children

What our children in school will do:

- ✓ Be ready to learn
- ✓ Be respectful to others
- ✓ Be safe
- ✓ Take ownership and responsibility for their behaviour

What our parents / carers will do:

- ✓ Work closely with school staff to keep us informed about our children
- ✓ Come and talk to us if there any questions, comments or concerns
- ✓ Support our children with home learning, such as reading together regularly
- ✓ Treat all members of the school community with kindness, dignity and respect

Serious Incidents

In the event of a serious incident a member of the Senior Leadership Team and/or a Children's Champion should be informed and a SLT member will make a decision about appropriate consequence. Consequences may include:

- Reflection time
- Parent Meeting
- In school Exclusion
- Fixed Term Exclusion (see exclusion policy – Appendix C)

De-escalation strategies for low level behaviours

- **Proximity Praise.** We praise a child who is doing the 'right thing' when they are sitting next to a child not following instructions. E.g. "I love the way Jack is sitting so beautifully", then magically, Rebecca starts to sit beautifully too!
- **Planned ignoring of negative behaviour.** We recognise that any attention, whether positive or negative, is often a motivator for children. Therefore, wherever possible we give minimal attention to negative behaviour and focus on positive behaviours.
- **Modelling.** We demonstrate the desired behaviour. Eg if a child is calling out on the carpet a Teaching Assistant may model good listening.
- **Cueing.** We try to cue behaviour by giving a general reminder of the desired behaviour to the whole class without mentioning the name of the child who is not behaving appropriately. E.g. "I am just reminding everyone that we need to put up our hand if we would like to say something."
- **Shaping.** If a child is partially doing the right thing we can praise them for what they are doing right and ask them to also do something else. E.g. "Well done Courtney, I love the way you are sitting quietly without fidgeting, now I would also like you to show me some eye contact."

If a child is "locked into" a negative behaviour and are clearly **choosing** not to follow instructions, again, rather than addressing them negatively we may use:

- **Humour.** This does of course depend on the relationship between the adult and child but can be very effective in diffusing situations.
- **Negotiation.** Again, depending on the situation and the relationship we often "make a deal" with the child, this can allow the child to "save face" and not feel that they are completely backing down
- **Transfer adult** Again, this can allow the child to feel that they have not lost face or if they are feeling angry with one particular adult, a change of adult may diffuse the situation
- **Distraction** – sometimes it is possible to distract a child out of a negative behaviour pattern. E.g. if a child is tapping a pencil and has not responded to cueing, shaping, modelling etc. the child could be asked to do a small job

Plan for managing negative behaviour choices

Of course, we all need to hold on to the assumption that children will behave positively and do the right thing. If we have tried a range of the above strategies, and the child is clearly **choosing** to behave inappropriately we must ensure that our expectation is absolutely explicit and clear.

Step	Behaviours	Actions
1 Reminder	Low level	A reminder of the 3 simple expectations; Ready / Respectful / Safe. Repeat reminders if reasonable adjustments are necessary. Take the initiative to keep things at this stage.
2 Warning	Low level	A clear verbal warning delivered privately (wherever possible) making the student aware of their behaviour and clearly outlining the consequences if they continue. Use the phrase "Think carefully about your next step".
3 Last Chance	Low level	Speak to the student privately and give them a final opportunity to engage. Offer a positive choice and refer to previous examples of successes. Use a "30 second script". Ask the child to stay behind for 2mins at the end of the class.
4 Reflection Time Away from Class	Graffiti, bullying behaviours, refusal, aggression, spitting, swearing to offend or leaving class	Reflection time will be supported conversations with teachers, Children's Champions and parents depending on the nature of behaviours shown.
5 Repair & Payback	Theft of school property/personal property, vandalism, threatening behaviours, physical acts of violence and bullying,	Consideration is given to the sanctions depending on the behaviours.

Restorative Three

- ▶ What happened?
- ▶ How did this make people feel and how can we put things right?
- ▶ How can we do things differently in the future?

Exclusion Procedures

At Westfield Primary Community School exclusion will only ever be used as a last resort and in the event of a serious incident.

This policy, deals with the practice which informs the school's use of exclusion. It is underpinned by the shared commitment of all members of the school community to achieve two important aims:

- 1) Ensure the safety and well-being of all members of the school community, and to maintain an appropriate educational environment in which all can learn and succeed
- 2) Realise the aim of reducing the need to use exclusion as a sanction.

Introduction

The decision to exclude a student will be taken in the following circumstances:-

1. In response to a serious breach of the school's Behaviour Policy;
2. If allowing the student to remain in school would seriously harm the education or welfare of the student or others in the school.

Exclusion is an extreme sanction and is only administered by the Head Teacher (or, in the absence of the Head, a member of the Senior Leadership Team).

Exclusion, whether fixed term or permanent may be used for any of the following, all of which constitute examples of unacceptable conduct, and are infringements of the school's Behaviour Policy:

- Verbal abuse to staff and others
- Verbal abuse to pupils
- Physical abuse to/attack on Staff
- Physical abuse to/attack on pupils
- Indecent behaviour
- Damage to property
- Theft
- Serious actual or threatened violence against another student or a member of staff.
- Sexual abuse or assault.
- Carrying an offensive weapon.
- Arson.
- Unacceptable behaviour which has previously been reported and for which school sanctions and other interventions have not been successful in modifying the student's behaviour.

This is not an exhaustive list and there may be other situations where the Head Teacher makes the judgment that exclusion is an appropriate sanction.

Exclusion procedure

- Most exclusions are of a fixed term nature and are of short duration; usually between one and three days. (See appendix 1)
- The DfE regulations allow the Head Teacher to exclude a pupil for one or more fixed periods not exceeding 45 school days in any one school year.
- The Governors have established arrangements to review promptly all permanent exclusions from the school and all fixed term exclusions that would lead to a student being excluded for over 15 days in a school term or missing a public examination. (In relation to procedural matters pertaining to the composition and operation of the Governors' Discipline Committee,

the Governing Body has agreed to adopt the procedural guidelines prepared by City of York LA.)

- The Governors have established arrangements to review fixed term exclusions which would lead to a pupil being excluded for over five days but not over 15 days in a school term where a parent has expressed a wish to make representations.
- Following exclusion parents are contacted immediately where possible. A letter will be prepared for the parents giving details of the exclusion and the date the exclusion ends. Parents have a right to make representations to the Governing Body and the LA as directed in the letter.
- A return to school meeting will be held with the Head Teacher following the expiry of the fixed term exclusion and the child will not be allowed back into their classroom without this meeting taking place.
- During the course of a fixed term exclusion where the pupil is to be at home, parents are advised that the student is not allowed on the school premises, and that daytime supervision is their responsibility, as parents/guardians.

Permanent Exclusion

The decision to exclude a student permanently is a serious one. There are two main types of situation in which permanent exclusion may be considered.

1. The first is a final, formal step in a concerted process for dealing with disciplinary offences following the use of a wide range of other strategies, which have been used without success. It is an acknowledgement that all available strategies have been exhausted and is used as a last resort. This would include persistent and defiant misbehaviour including bullying (which would include racist or homophobic bullying) The second is where there are exceptional circumstances and it is not appropriate to implement other strategies and where it could be appropriate to permanently exclude a pupil for a first or 'one off' offence. These might include:
 - Serious actual or threatened violence against another student or a member of staff.
 - Sexual abuse or assault.
 - Carrying an offensive weapon *.
 - Arson.

The school will consider police involvement for any of the above offences.

* Offensive weapons are defined in the Prevention of Crime Act 1953 as "any article made or adapted for causing injury to the person; or intended by the person having it with him for such use by him."

These instances are not exhaustive but indicate the severity of such offences and the fact that such behaviour seriously affects the discipline and well-being of the school.

Exclusion will not be imposed instantly unless there is an immediate threat to the safety of others in the school or the student concerned. Before deciding whether to exclude a student either permanently or for a fixed period the Head Teacher will:

- Check whether the incident may have been provoked for example by bullying or by racial or sexual harassment. If the Head is satisfied that on the balance of probabilities the pupil did what he or she is alleged to have done, exclusion will be the outcome.
- Ensure appropriate investigations have been carried out.
- Consider all the evidence available to support the allegations taking into account the Behaviour, Equal Opportunity and Race Equality Policies.
- Allow the pupil to give her/his version of events.

Exercise of discretion

In reaching a decision, the Head Teacher will always look at each case on its own merits. Therefore, a tariff system, fixing a standard penalty for a particular action, is both unfair and inappropriate.

In considering whether permanent exclusion is the most appropriate sanction, the Head Teacher will consider;

1. The gravity of the incident, or series of incidents, and whether it constitutes a serious breach of the school's Behaviour Policy
2. The effect that the student remaining in the school would have on the education and welfare of other pupils and staff.

Nonetheless, in the case of a pupil found in possession of an offensive weapon, whether there is an intention to use it or not, it is the school's usual policy in this particularly serious matter to issue a permanent exclusion.

In line with its statutory duty, these same two tests of appropriateness will form the basis of the deliberations of the Governors' Discipline Committee, when it meets to consider the Head Teacher's decision to exclude. This Committee will require the Head Teacher to explain the reasons for the decision and will look at appropriate evidence, such as the pupil's school record, witness statements and the strategies used by the school to support the student prior to exclusion.

Alternatives to Exclusion

Alternative strategies to exclusion are included in the Behaviour Policy. The threat of a permanent exclusion will never be used as the means to coerce parents to move their child to another school. In some cases a managed move to another school will remove the risk of exclusion, allowing a fresh start. This is agreed at a cluster of schools level, in partnership with the Local Authority as being in the best interests of the child.

Lunchtime Exclusion

Pupils whose behaviour at lunchtime is disruptive may be excluded from the school premises for the duration of the lunchtime period. This will be treated as fixed term exclusion and parents will have the same right to gain information and to appeal.

Behaviour Outside School

Pupils' behaviour outside school as part of school led activities for example school trips and journeys, away school sports fixtures or a work experience placement is subject to the school's Behaviour Policy. Behaviour not at an expected level in these circumstances will be dealt with as if it had taken place in school. For behaviour outside school but not on school led activities this policy will still have effect if there is a clear link between that behaviour and maintaining good behaviour and discipline among the student body as a whole. If pupils' behaviour in the immediate vicinity of the school or on a journey to and from school is poor and meets the school criteria for exclusion then the Head Teacher may decide to exclude.

Pupils with special educational needs and disabled pupils The school must take account of any special educational needs when considering whether or not to exclude a pupil. The Head Teacher should ensure that reasonable steps, in line with the DDA have been taken by the school to respond to a pupil's disability so the pupil is not treated less favourably for reasons related to the disability.