



## **Behaviour, Discipline & Exclusion Policy**



Updated 19.9.19

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## **Behaviour, Discipline and Exclusion Policy**

This policy is applicable to all pupils including those in EYFS.

### **1. Aims and expectations**

- 1.1 It is a primary aim of our school that every member of the school community feels valued and respected, and that each person is treated fairly and well. We are a caring community, whose values are built on mutual trust and respect for all. The school behaviour policy is therefore designed to support the way in which all members of the school can live and work together in a supportive way. It aims to promote an environment where everyone feels happy, safe and secure.
- 1.2 The school has a number of school rules, but the primary aim of the behaviour policy is not a system to enforce rules. It is a means of promoting good relationships, so that people can work together with the common purpose of helping everyone to learn. This policy supports the school community in aiming to allow everyone to work together in an effective and considerate way.
- 1.3 The school expects every member of the school community to behave in a considerate way towards others.
- 1.4 We treat all children fairly and apply this behaviour policy in a consistent way.
- 1.5 This policy aims to help children to grow in a safe and secure environment, and to become positive, responsible and increasingly independent members of the school community.
- 1.6 The school rewards good behaviour, as it believes that this will develop an ethos of kindness and co-operation. This policy is designed to promote good behaviour, rather than merely deter anti-social behaviour.

### **2. Rewards and punishments**

- 2.1 We praise and reward children for good behaviour in a variety of ways:
  - In EYFS the children have a cloud & sunshine system for behaviour. The children have sunrays for excellent effort and behaviour and receive something from a reward box.
  - In Year 1 and Year 2 they operate either a cloud/sunshine or traffic light system for behaviour, and receive privilege or golden time at the end of the week. In Year 1 children also work towards a cup for worker of the week.
  - All Teachers congratulate children.
  - Teachers give children Housepoints in the Infant and Junior classes
  - Merit certificates are distributed to EYFS, Infant and Junior children during a Monday assembly. Merits for all the children are either for consistent good work or behaviour, or to acknowledge outstanding effort or acts of kindness in school.
  - Commendations are awarded by the Headmistress
- 2.2 The school acknowledges all the efforts and achievements of children, both in and out of school, in the weekly merit assembly.

2.3 The school employs a number of sanctions to enforce the school rules, and to ensure a safe and positive learning environment. We employ each sanction appropriately to each individual situation.

Each lesson/activity begins with the word "SLANT". Are we ready to learn? (Sit up/lean forward slightly/activate your brain/name key information/track talker.)

- We expect children to listen carefully to instructions in lessons. If they do not do so, we ask them either to move to a place nearer the teacher, or to sit on their own.
- We expect children to try their best in all activities. If they do not do so, we may ask them to redo a task.
- If a child is disruptive in class or verbally abusive to a member of staff or another child, the teacher reprimands him or her. If a child misbehaves repeatedly, we remove the child from the rest of the class sometimes in another classroom or outside the classroom under the supervision of another adult; until s/he calms down, and is in a position to work sensibly again with others. Children may lose part or all of some playtimes or house points.
- The safety of the children is paramount in all situations. If a child's behaviour endangers the safety of others, the class teacher stops the activity and prevents the child from taking part for the rest of that session.
- If a child threatens, hurts or bullies another pupil, the class teacher records the incident on the daybook and the child is punished by possibly missing playtimes, clubs or representing the school. If a child repeatedly acts in a way that disrupts or upsets others, the school contacts the child's parents and seeks an appointment in order to discuss the situation, with a view to improving the behaviour of the child.
- Children are not to enter the Classroom without an adult.

### **Incidents**

- On the first incident of bad behaviour.
  - Time out 3 – 5 mins in classroom with an adult or on playground. Talk to child about the behaviour. A reflective sheet to be completed with class teacher. Tell Head of Infants or Head of Juniors.
- 2<sup>nd</sup> incident of bad behaviour on the same day
  - Time out 3 – 5 mins in classroom with an adult or on playground. Talk to child about the behaviour.
  - Ensure the Class Teacher is aware  
Tell Head of Infants or Head of Juniors
- 3<sup>rd</sup> incident of bad behaviour on the same day
  - Class Teacher speaks to Parents and Headmistress is informed

If bad behaviour occurs on a second day in the same week.

- Time out 3 – 5 mins. Talk to the child
- Miss a club the next day
- Tell Class Teacher, Head of Infants, Head of Juniors and Headmistress.

Second or more incidents on second day

- Member of senior management team to speak to child and parents.
- Child to miss 5 days of clubs or an opportunity to represent school.
- Headmistress to make decision after consultation with staff involved in incidents.

Flexibility is always required. If any Teacher sees an incident or witnesses inappropriate behaviour severe enough to move more quickly through stages, Headmistress to be informed.

- If a child's behaviour does not improve the Headmistress can exclude a child either temporarily or permanently.

### **Exclusions: Non-Permanent**

A child who gets into serious trouble at school can be excluded for a fixed period of time. We will exclude a child if:

- They have seriously broken school rules
- Or allowing them to stay in school would seriously harm their educational welfare, or the education welfare of other pupils.
- Only the Headmistress or the Head of Departments (Infants or Juniors) can exclude a child.
- If your child is excluded for longer than one day the school should set work for them and mark it.
- If your child is excluded the Headmistress or Heads of Departments will contact the parent immediately to explain the reason.
- This will be followed up with a written letter.
- Non-permanent exclusions cannot be for more than 45 days in one school year.
- During the first five days of any exclusion it is the parents duty to ensure that their child is not present in a public place during normal school hours, whether in the company of a parent or not.

### **Exclusions: Permanent**

- School will only exclude a child as a last resort after trying to improve the child's behaviour through other means.
- If your child has been permanently excluded by the Headmistress or Heads of Departments, the Directors will be informed immediately of this decision.
- A parent has the right to appeal to an independent appeal panel, agreed by all parties.
- The school must explain how to make this appeal in writing. (See complaints policy).

- 2.4 The class teacher discusses the school rules with each class. In addition to the school rules, each class also has its own Anti-Bullying Charter, which is agreed by the children and displayed on the wall of the classroom. In this way, every child in the school knows the standard of behaviour that we expect in our school. If there are incidents of anti-social behaviour, the class teacher discusses these with the whole class during "circle time" or PSHE.
- 2.5 The school does not tolerate bullying of any kind. If we discover that an act of bullying or intimidation has taken place, we act immediately to stop any further occurrences of such behaviour. Whilst it is very difficult to eradicate bullying, we do everything in our power to ensure that all children attend school free from fear.
- 2.6 All members of staff have a legal power to use reasonable force under section 93, Education and Inspections Act 2006. Teachers in our school do not hit, push or slap children. Staff only intervene physically to restrain children or to prevent injury to a child, or if a child is in danger or hurting themselves. The actions that we are taking are in line with government guidelines on the use of reasonable force (July 2013). This school does not use corporal punishment. Where physical intervention has been used to prevent personal injury, the member of staff involved is required to inform parents on the same day or as soon as reasonably practicable. If reasonable force is used, the school must record that this has taken place (requirement E299). Force can be used in school to control or restrain pupils and the decision whether or not to intervene is down to the professional judgement of the staff member and should always depend on the individual circumstances. It may be necessary for example to physically separate pupils found fighting or to physically remove a child from a classroom if they refuse when instructed to do so.

### **The role of the class teacher**

- 3.1 It is the responsibility of the class teacher to ensure that the school rules are enforced in their class, and that their class behaves in a responsible manner during lesson time.
- 3.2 The class teachers in our school have high expectations of the children in terms of behaviour, and they strive to ensure that all children work to their best of their ability. Excellent work and behaviour is rewarded.
- 3.3 The class teachers treat each child fairly and enforce the classroom code consistently. The teacher treats all children in their class with respect and understanding.

- 3.4 If a child misbehaves repeatedly in class, the class teacher keeps a record of all such incidents. In the first instance, the class teacher deals with incidents him/herself in the normal manner. However, if misbehaviour continues, the class teacher seeks help and advice from the Head of Departments or Headmistress, then the incidents must be recorded on the day book.
- 3.5 The class teacher liaises with external agencies, as necessary, to support and guide the progress of each child. The class teacher may, for example, discuss the needs of a child with the speech therapist where necessary.
- 3.6 The class teacher reports to parents about the progress of each child in their class, in line with the whole-school policy. The class teacher may also contact a parent if there are concerns about the behaviour or welfare of a child.

#### **4. The role of the Headmistress**

- 4.1 It is the responsibility of the Headmistress, under the School Standards and Framework Act 1998, to implement the school behaviour policy consistently throughout the school, and to report to the Directors, when requested, on the effectiveness of the policy. It is also the responsibility of the Headmistress to ensure the health, safety and welfare of all children in the school.
- 4.2 The Headmistress supports the staff by implementing the policy, by setting the standards of behaviour, and by supporting staff in the implementation of the policy.
- 4.3 The Headmistress keeps records of all reported serious incidents of misbehaviour and reports those to the Directors.

#### **The role of parents**

- 5.1 The school works collaboratively with parents, so children receive consistent messages about how to behave at home and at school.
- 5.2 We expect parents to support their child's learning, and to co-operate with the school, as set out in section 8 in the Terms and Conditions. We try to build a supportive dialogue between the home and the school, and we inform parents immediately if we have concerns about their child's welfare or behaviour.
- 5.3 If the school has to use reasonable sanctions to punish a child, parents should support the actions of the school. If parents have any concern about the way that their child has been treated, they should initially contact the class teacher. If the concern remains, they should contact the Headmistress. If these discussions cannot resolve the problem, parents should contact the Directors.

#### **6. Monitoring**

- 6.1 The Headmistress monitors the effectiveness of this policy on a regular basis. She also reports to the Directors on the effectiveness of the policy and, if necessary, makes recommendations for further improvements.
- 6.2 The school keeps a variety of records of incidents of misbehaviour. The class teacher records minor classroom incidents. The Headmistress records those incidents where a child is sent to her on account of bad behaviour. Serious incidents should be recorded on the electronic daybook.
- 6.3 This policy is available for all on our school website.

7. **Review**

7.1 The Directors review this policy regularly.

<b>Date</b>	<b>Reviewed by</b>
18.5.17	KAK
12.11.18	KAK/JI
19.9.19	KAK