Behaviour Policy

Reviewed and updated May 2021
including addendum re: wider opening of school during the corona virus pandemic

During the coronavirus pandemic,children will still need to know that they are valued and safe so the majority of this policy will still stand.
The specific details of when things go wrong are recorded in this policy in red.
Mrs Hunter, PSW, will be available to support those children struggling with their emotions, however this may impact the child's behaviour.

Rationale

We recognise that in order to work and learn effectively, children must feel content and secure. An atmosphere that is calm and purposeful is essential in order for pupils to fulfil their potential. Positive behaviour is explicitly taught in the classroom. Children are encouraged to share their feelings and to talk to each other and members of staff on a regular basis. All children have the right to learn and all staff should facilitate this. However, we also acknowledge that there are occasions when bullying and discrimination may occur and guidance in dealing with this is outlined in our **Anti-Bullying Policy** and **Equality Plan**.

This behaviour policy is underpinned by our school values and a set of Golden Rules that apply to everyone:

Our School Values are:

- Kindness
- Curiosity
- Ambition
- Independence
- Adventurous
- To Resilience

Golden Rules	Behaviour that breaks the Golden Rules
We are gentle – we do not hurt others.	Kicking, hitting and any other fighting including play fighting or wrestling.
We are kind and helpful – we do not hurt anybody's feelings.	Swearing, 'cussing', or passively supporting a bullying incident, being disrespectful or insulting.
We listen – we do not interrupt.	Arguing back or refusing to do as members of staff have asked.
We are honest – we do not cover up the truth.	Lying about involvement, stealing.
We work hard – we do not waste our own or other's time.	Being disruptive. Being out of bounds, staying in the playground when they should be at lunch or back in the classroom.
We look after property – we do not	Breaking things, climbing fences, throwing

waste or damage property.	things, not playing with equipment properly.

Rewards:

House System

Children are placed in one of four Houses in which they remain throughout their time at Nelson Primary School. The houses are named after authors: Zephaniah - Blue, Wilson – Green, Simon – Red, Dahl – Yellow. Senior members of staff act as heads for each house: Each house has two House Captains (a Year 6 boy and a Year 6 girl) who are elected by the children in the house at the start of the academic year and they remain 'in-post' for that year. House Points are awarded for good work, outstanding achievements, positive behaviour etc. The adult awarding the house point fills in the purple house point ticket and the child posts their house point in the appropriate box on their floor. All staff are members of a house and can award House Points e.g. Midday Assistants, Office staff and all support staff.
House points earned for each house are counted at the end of every week, with these totals announced during the Friday assemblies. At the end of each term, the total number of house points gained by each team will be calculated and the winning house on each floor will be presented with the floor House Point Cup. The cup will be displayed with the winning colour ribbons during the following term. At the end of the academic year all the house points awarded will be added up and the champion house presented with the Nelson Primary School House Point Cup. Competitive Sports Days are held for each year group in June. Points are given for 1st, 2nd, 3rd. The house which gains the most points will be awarded the Nelson Primary Sports Day Shield.

Achievements

Children and adults with outstanding achievements, either within school or in their own time, such as learning all their times tables to become a Times Table Titan, gaining certificates or medals for reading, maths, music or sports or those who have displayed exceptional citizenship, are celebrated with their photograph and citation displayed on the Nelson Primary School Roll of Honour, located outside the Deputy Head teacher's office. Children on the roll of honour are also mentioned in the weekly newsletter that goes out to all parents.

Special events are organised on a termly basis to reward children who have 100% attendance.

We expect that all pupils will follow our golden rules and behave appropriately at all times. However, there may be times when a sanction is necessary. In these circumstances staff follow the following procedures:

Behaviour Policy / Sanctions

<table>
<tr><th>Stages</th><th>IN CLASS
Behaviour Ladder</th><th>PLAYTIME AND LUNCHTIME</th></tr>
<tr><td>1</td><td>Warning about behaviour teacher moves name child continues with lesson
During lockdown - corona virus pandemic, if a child reaches stage 1, the teacher writes the child's name on the board with stage 1 next to it</td><td rowspan="5">If a child breaks Golden Rules at lunch or play time a yellow card is shown to the child by the adult who witnessed the incident.

The child should immediately be taken to the yellow box in the playground and the adult should put the yellow card in the box at the bottom of the stairwell (KS2) or give it to reception (EYFS/KS1)

The child will need to sit in the yellow box for the next 2 consecutive break/lunchtimes. The child will need to get their yellow card signed at the end of the break or lunchtime. The card is placed in the box at the end of each playtime. Admin will record the yellow cards onto SIMS.

If a child receives 2 yellow within a half term then they will be given a red card. The child will then spend one week with a member of leadership in the head teacher's office at break and lunchtimes.

During the coronavirus pandemic, yellow cards will still be used if necessary. During lockdown, Robson will manage the yellow card children in the hall at break time and in the dining room at lunch time. Ensuring good social distancing. When school is fully re-opened, usual systems apply, but with children in their allocated Bubble spaces.</td></tr>
<tr><td>2</td><td>Warning about behaviour teacher moves name child continues with lesson
During lockdown -corona virus pandemic , if a child reaches stage 2, the teacher writes the child's name on the board with stage 2 next to it</td></tr>
<tr><td>3</td><td>Time out in buddy class. Pupil should sit in the classroom quietly for duration of the timer given to them.
During lockdown, corona virus pandemic , if a child reaches stage 3 they will be asked to sit with the hall adults to calm down. Adults should not interact with the pupil. The point of this time out is to calm the situation.</td></tr>
<tr><td>4</td><td>Sent to Assistant Head
During lockdown, corona virus pandemic, if a child reaches stage 4, one of the bubble adults will take the child to the DHT</td></tr>
<tr><td>5</td><td>Sent to HT/DHT office.

During lockdown, corona virus pandemic, if a child reaches stage 5, one of the bubble adults will take the child to the HT –
Following a discussion about the behaviour, form stating what happened at each stage and which golden rule had been broken will be completed by the HT with the child. Child and class teacher sign the form agreeing issues .
Child takes form to school office.
Letter sent to parent/carer.
Child remains out of class for rest of day.</td></tr>
</table>

The stages on the behaviour ladder must be adhered to in order to maintain consistency throughout the school. Whole classes must not be kept in as a punishment, unless there has been prior agreement with the Headteacher. No child should be in class / hall without adult supervision. Children finishing work or helping should go to reception where they will be met by their teacher.

Serious incidents such as injuring another person, fighting, racism etc must be reported to a member of the Leadership Team immediately in addition to the use of the behaviour ladder or giving a yellow card. Sanctions used by the leadership team may involve loss of playtime or privileges or informing parents. In extreme cases the head teacher may exclude a child for a fixed term or permanently. (See appendix a.). Where poor behaviour has been reported, but not observed, staff will first investigate the matter by listening to children and other staff, before taking action. Any such investigation will take place in a private space.

Class teachers record yellow cards and use of the Behaviour Ladder, on a class list each day. If a pupil persistently receives yellow cards or is persistently on the Behaviour Ladder, they will be discussed at the fortnightly Concerns Team meeting (see Safeguarding Policy). Pupils are encouraged to manage their own behaviour, but when necessary, individual or group support is organised by the Inclusion Managers following discussion with senior staff. This may include a daily Behaviour Report, Lunch Club pass or alternative arrangement. The need for such intervention will be discussed at the fortnightly Concerns Team meetings. **(See Early Help Safeguarding and Child-Protection Policy).**

For a very small minority of pupils, the support of outside agencies, such as BSS (Behaviour Support Service), CFCS (Child and Family Consultation Service) and Educational Psychology Service may be sought. This is always following discussion and with the consent of parents. A Pastoral Support Plan may be written and followed where there is evidence that a child's behaviour could result in a fixed-term exclusion. In extreme circumstances, where behaviour is deemed unsafe or detrimental to the learning of others, vulnerable children may have respite education at the Storey Centre – Reintegration into Education.

Physical Intervention/Positive Handling

- Our policy on physical intervention is one of positive handling.
- Staff who are likely to need to use physical intervention are appropriately trained by Team Teach. This will be updated after the pandemic, as the training is physical. However, staff will be encouraged to watch training videos to review their understanding.
- Positive handling is only used where a child's behaviour may be deemed a danger to themselves or others.
- Such events should be recorded and signed by a witness.
- Where there is a history of a child needing support through positive handling, a risk assessment will be completed and reviewed as appropriate.

- We understand that physical intervention of a nature which could cause injury to a child may be considered under child protection or disciplinary procedures.

Exclusion

At Nelson Primary School we recognise that good discipline is essential if children are to benefit from the learning opportunities we provide. Where a child's behaviour is such that s/he is at risk of exclusion, we will always try to identify reasons for this behaviour and interventions that may prevent the need for exclusion. Fixed-term or permanent exclusion, is used only as a last resort and in response to a serious breach, or persistent breaches, of the school's behaviour policy and where allowing the pupil to remain in school would seriously harm the education or welfare of the pupil or others in the school. A decision to exclude a pupil permanently should only be taken when a pupil has received multiple exclusions or is approaching the legal limit of 45 school days of fixed period exclusion in an academic year.

Responsibilities – see Appendix A

The head teacher, or acting head teacher in her absence, will make decisions regarding exclusions. The head teacher will notify parents or carers directly and immediately, when the decision is made to exclude a pupil and provide them with information on the reasons for exclusion and the period for which it applies. For the first five school days of an exclusion (or until the start date of any alternative provision where this is earlier) parents are legally required to ensure that their child is not present in a public place during school hours without reasonable justification. Parents may be given a fixed penalty notice or prosecuted if they fail to do so. When notifying parents about an exclusion, the head teacher will set out what arrangements have been made to enable the pupil to continue his / her education prior to the start of any alternative provision or the pupil's return to school. If alternative provision is arranged, we will provide parents/carers with the start date for any provision that has been arranged for the pupil during the exclusion, the start and finish times of any such provision, including the times for morning and afternoon sessions where relevant and the address at which the provision will take place. We will take reasonable steps to set and mark work for pupils during the first five school days of an exclusion, with alternative provision arranged from the sixth day. Parents/carers will be requested to bring their child to a reintegration meeting on the first day of a pupil's return to school following a fixed period exclusion in order to discuss strategies for managing their future behaviour.

Parents will be informed where a fixed period exclusion has been extended or converted to a permanent exclusion. In such cases the head teacher will write again to the parents, explaining the reasons. The head teacher will notify the governing body and the local authority immediately the decision to permanently exclude a pupil is made, for exclusions which would result in the pupil being excluded for more than five school days (or more than ten lunchtimes) in a term and for exclusions which would result in the pupil missing a public examination or national curriculum test. For all other exclusions the head teacher will notify the local authority and governing body once a term. For a permanent exclusion, if the pupil lives outside the local

authority in which the school is located, the head teacher will also advise the pupil's 'home authority' of the exclusion without delay. These notifications will include the reasons for the exclusion and the duration of any fixed period. There are certain groups of pupils with additional needs who are particularly vulnerable to the impacts of exclusion, including children with special educational needs and Looked After children. The head teacher will, as far as possible, avoid excluding permanently vulnerable children from these groups. In some circumstances a pupil may be transferred to another school as part of a 'managed move' with the consent of the parties involved, including the parents, although the threat of exclusion will not be used to influence parents to remove their child from the school.

If exclusion is to be permanent, parents/carers will be informed immediately this decision is made, but for all exclusions, parents will be advised of their right to make representations about the exclusion to the governing body. Where there is a legal requirement for the governing body to consider the exclusion, parents have the legal right to attend a meeting, be represented at this meeting (at their own expense) and to bring a friend. Where parents dispute the decision of a governing body not to reinstate a permanently excluded pupil, parents/carers can request that this decision is reviewed by an independent review panel.

Appendix A

Types of exclusion

There are four different types of exclusion:

- **Fixed period exclusion** (suspension) - this is when a head teacher excludes a pupil for a fixed period, ranging from half a school day up to a maximum of 45 school days during the school academic year. The pupil can return to school at the end of the exclusion period or, in exceptional circumstances, where further evidence has come to light may be extended or converted to a permanent exclusion.

- **Permanent exclusion** (expelled) **-** this is when the head teacher decides that the pupil cannot return to the school.

- **Lunchtime exclusion** (internal exclusion) - this is when a pupil is excluded from school during the lunchtime period. Lunchtime exclusions are equivalent to half day exclusion and these may not total more than 90 during the school year.

- **Multiple exclusions** - this is when the head teacher excludes a pupil more than once. This can be for a number of fixed periods, but the total number of school days cannot exceed 45 in any school academic year. If the exclusion exceeds 45 school days, this becomes a permanent exclusion. When the number of days a pupil is excluded exceeds 15 days in a school term, the school must arrange for the governing body to review the exclusion.

How parents and carers are informed about exclusions

Parents/carers will normally be told about their child's exclusion on the day by telephone, email or text message. This will be followed by a letter from the head teacher, which will explain the following:

- The reasons for exclusion.
- Whether the exclusion is for a fixed period or permanent.
- If fixed term exclusion, how many school days.
- The return date to school if the exclusion is for a fixed period.
- The arrangements made by the school or other educational provision for the child's education to continue during the first five school days of an exclusion, including the setting and marking of work. It is parents/carers responsibility to ensure that work sent home is completed and returned to school.
- The arrangements made by the school to provide suitable full time educational provision for a child if excluded for more than five school days. For example, start date, start and finish times, the address of the provision and the person who to report to at the provision.
- The arrangements to be made by the school to arrange suitable full time educational provision from the sixth day of a permanent exclusion.
- Parents'/carers' responsibility during the first five school days of any exclusion to ensure that their child is not present in a public place during school hours without reasonable justification.
- Parents'/carers' right to make representations about the exclusion to the governing body and how any representations should be made.
- Parents'/carers' right to attend a meeting, be represented at this meeting and bring a friend.
- Contact details for parents/carers wishing to present a case, and the last accepted date for doing this.
- The name and telephone number of a council officer who can provide advice.
- Sources of free and impartial information such as a link to the statutory guidance on exclusions, Coram Children's Legal Centre and local Parent Partnership Service.

Challenging an exclusion

Parents/carers have a right to make a representation to the school's governing body, whether it is a fixed period exclusion or a permanent exclusion.

Parents/carers will be invited, along with their child to attend a meeting with up to three governors, including the headteacher, the clerk and a representative from the council. They will also be given the option to bring a friend, advisor or legal representative.

During the meeting, the governing body must consider any representations made by parents/carers, the child, the headteacher and the council attendee. They will use the information to decide whether or not the exclusion by the headteacher was justified.

Following this decision the child will either be excluded or reinstated to the school.

Challenging the Disciplinary Committee's decision

In the case of a fixed period exclusion, the decision of the governing body cannot be challenged. However in the case of a permanent exclusion – parents/carers can appeal to an Independent Review Panel (IRP).

The appeal must be made in writing to the Exclusion Officer at Newham Council or the Academy Trust if the child attends an Academy School. It must be made within 15 school days of the school's governing body meeting. Please see A parent's guide to exclusion appeals (pdf) for further information.

The IRP will do one of the following:

- uphold the exclusion of the child
- recommend the governing body reconsiders their decision
- direct the governing body to reconsider the exclusion again.

Further advice

For further advice and guidance on school exclusions, please contact the following organisations:
Children and Young People's Services
Pupils Service's Section
Newham Dockside
1000 Dockside Road
London
E16 2QU
Tel: 0203 373 2717
Email: patrick.grant@newham.gov.uk

Newham Parent Partnership Service
Tel: 0208 470 9703

Advisory Centre for Education (ACE) Ltd
1c Aberdeen Studios
22 Highbury Grove
London N5 2DQ
ACE Exclusion Helpline (Mon – Fri 10am to 5pm)
Exclusion Advice Line Tel: 0808 800 0327
Exclusion Information Line Tel: 0207 704 9822 (24hr answer phone)
Website: www.ace-ed.org.uk
Email: enquiries@ace-ed.org.uk (only use if you have a disability which prevents you accessing telephone advice line)

Clerk to the Independent Appeal Panel

Committee and Partnership Team (Legal and Democratic Service's Section)
Newham Dockside
1000 Dockside Road
London
E16 2QU
Tel: 0203 373 1254
Email: georgina.wills@newham.gov.uk

The Local Government Ombudsman
PO Box 4771
Coventry
CV4 0EH
Tel: 0300 061 0614 (Mon – Fri 8.30am to 5pm)
Website: www. lgo.org.uk
Email: advice@lgo.org.uk (only for enquiries, if you have a complaint, use the complaint form or ring the advice team.