



Ash, Cartwright & Kelsey Church of
England Primary School (Aided)

Behaviour Policy

(Includes exclusion of pupils)

Lead Governor: Mr N Hassall
Lead member of staff: Head teacher

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We believe that our school is welcoming safe and stimulating, promoting a love of learning and offering opportunities for all to succeed. As a Church school we see friendship, forgiveness, happiness, creativity, community and perseverance as being at the heart of what we do.

This set of values is reflected in all our policies.

Behaviour Principles Written Statement

Introduction

This document is a statement of the aims, principles and strategies for Ash Cartwright and Kelsey Church of England Primary School.

DfES guidelines have been taken into consideration in the formulation of this policy. It should be read in conjunction with the SEN Policy, Bullying Policy, PSHCE Policy, Child Protection Policy and the Policy for Teaching and Learning to establish the ethos of the school and its distinctive Christian character. At Ash Cartwright & Kelsey Church of England (Aided) Primary School we aim, in accordance with the School's Christian Foundation, to provide a school that is welcoming, safe and stimulating, promoting a love of learning and offering opportunities for all to succeed. As a Church school we see friendship, forgiveness, respect and compassion as being at the heart of what we do. It is in this context that we seek to promote a sense of self-worth in both children and staff within a happy, safe and secure environment. The school also seeks to ensure forgiveness and reconciliation are key elements of the process of resolution.

Rationale

This document provides a framework for the creation of a happy, secure and orderly environment in which children can learn and develop as caring and responsible people. It is written for all members of the school community to allow each one to understand the policy of the school and to apply it consistently and fairly.

- To ensure appropriate behaviour and language throughout the school
- To encourage and praise greater effort in both work and behaviour
- To ensure a whole school approach to discipline which is used by all the staff in the school.
- To ensure that Parents are informed and are aware of the disciplinary procedures
- To provide a system of rewards to encourage good behaviour and to try and reverse continuous and habitual offenders by using assertive discipline techniques
- To ensure a safe, caring and happy school
- To promote good citizenship
- To promote self discipline
- To prevent bullying.

DfES definition of bullying is – “deliberately hurtful behaviour”

It is repeated often over a period time.

It is difficult for those who are being bullied to defend themselves.

It can take place face to face and through a range of media devices and networks

Bullying can take many forms but three main types are:

- physical: hitting, kicking, taking belongings
- verbal: name-calling, insulting, racist remarks □
- indirect: spreading unpleasant stories or excluding someone from social groups.

Principles

The foundations of good discipline are based on modeling good behaviour, the positive reinforcement of good behaviour, praising appropriate behaviour and whenever possible rewarding it.

Every child has the right to learn but no child has the right to disrupt the learning of others.

The establishment of a sound, positive and caring ethos is an essential prerequisite for learning. This is something that is always worked at.

It depends on an ethos of trusting relationships and a process of co-operative team work and the school welcomes and encourages the involvement of the LA, Governors, Parents and Carers and others in the community.

Good order is worked for, it does not simply happen.

Adults set high standards, act as exemplars of the behaviour we expect and apply the rules fairly.

We understand that ‘problems’ will arise in a situation where children are learning and testing the boundaries of acceptable behaviour.

The school is successful when problems are addressed properly rather than simply by the absence of problems.

Behaviour Policy

Responsibilities

All members of the school community – Staff, Parents, Pupils and Governors work towards the school aims by:

- Providing a well ordered environment in which all are fully aware of behavioural expectations.
- Treating all children and adults as individuals and respecting their rights, values and beliefs.
- Fostering and promoting good relationships and a sense of belonging to the school community.
- Offering equal opportunities in all aspects of school life and recognising the importance of different cultures.
- Encouraging, praising and positively reinforcing good relationships, behaviours and work.
- Rejecting all bullying or harassment in any form.
- Helping to develop strategies to promote acceptable behaviour both within and outside the classroom, and applying these consistently.
- Caring for, and taking pride in, the physical environment of the school.
- Working as a team, supporting and encouraging each other.

Adults in particular:

- Take the initiative to greet and be greeted; speak and be spoken to; smile and relate and communicate.
- Address the problem rather than simply reacting.
- Avoid confrontation.
- Listen
- Establish the facts.
- Judge only when certain.
- Use punishment sparingly.
- Do not impose denial of access to so-called ‘fun parts’ of the curriculum as a sanction. All children are entitled to full access to the National Curriculum and Curriculum Guidance for the Early Years Foundation Stage

In the classroom adults strive to:

- Create and sustain a positive, supportive and secure environment in which well prepared, stimulating lessons happen.
- Arrive before the class and begin on time.
- Be prepared for every lesson.
- Keep everyone engaged and interested in their learning.
- Motivate and extend pupils.
- Mark all work promptly and in accordance with the school's approach to assessment.
- Encourage creative dialogue because confidence in discussion is important.
- Maintain an attractive, stimulating, bright, clean and tidy learning environment.

Rules

These have been devised over a period of time after various discussions with the children, to hear their opinions. When these rules are given to the children opportunity is given to discuss them and ensure that they are fully understood and accepted. All rules displayed in the appropriate place. Classes devise their own 'in-house' rules to promote a productive working environment.

Class rules

Each class discusses the rules that will apply in their room. An example of such rules is shown below:

- Keep your hands, feet and objects to yourself
- Always be polite.
- Speak to each other in a friendly voice.
- Listen and carry out instructions the first time.
- Be kind.
- Allow others to get on with their work.
- Leave other people's belongings alone.
- Treat others how you would like to be treated.

Playground rules

- Keep to play areas agreed
- The picnic tables and benches are for sitting and quiet games
- Keep your hands and feet to yourself
- Be helpful, kind and polite
- Respect other people's games.
- Remember the prefects on duty are there to help.
- MDS report incidents to the relevant teacher at the end of lunchtime. More urgent matters are referred to the member of staff on duty that day.
- When the field cannot be used games of football are not allowed.

Indoor Lunch time rules

- Line up quietly.
- Be well-mannered, use 'please' and 'thank you' and don't speak with your mouth full.
- Talk quietly.
- When an adult raises their hand everyone puts up their hand and listens quietly.

- Put your hand up if you want something.
- Try to keep the tables clean and tidy and use the cutlery provided.
- Walk around school quietly.
- Children only go to classes to hang up/collect coats

See Domestic Rules in appendix

Rewards

Good behaviour is rewarded by ‘marbles’ going into ‘the jar’ and a full jar entitles the class to a marble treat. When a marble is awarded, the name of the child who earned it is written on it. When the jar is full, the children who earned the marbles choose what form the treat will take. Marbles are awarded for consistent good behaviour, good manners, helping others, being considerate and anything staff feel promotes a good atmosphere in the school. Treats last up to 30 minutes, depending on what is chosen.

Merits are given by class teachers for special work, consistent good performance and ‘unique events’. Every third merit earns a Sunnygram. Sunnygrams are awarded by the Head Teacher in Friday worship.

Sanctions

“No school however positive or imaginative can eliminate disciplinary difficulties entirely” D E S “Good Behaviour and Discipline”. Should children not conform to the agreed rules; the following sanctions will be applied in order.

In each classroom the following sanctions are displayed:

Sanctions	Link Classes
1. Verbal Warning	Fledglings - Wrens
2. Yellow Card	Robins - Magpies
3. Time out in Link-Class (Red Card)	Owls - Hawks
Lose part of next break with Head teacher	Eagles - Falcons
4. Letter to Head teacher	
5. Take letter to Head teacher	
6. Contact with home (Thundergram).	

Lunchtime Variant (MDS)

1. Name in book.
2. Warning.
3. Stand by wall bars (inside) stay with MDS or sit on bench (outside).
4. Refer to duty teacher.
5. Refer to Head Teacher or Deputy Head Teacher or Assistant Head Teacher.
6. Return again contact with home (Thundergram).

Stages may be missed out at the discretion of the member of staff. This usually has the effect of making it clear to the child the seriousness of what they have done. If a child is kept in at break time it is the responsibility of the member of staff who imposed the sanction to provide direct supervision. Children are not to be left standing outside a room.

Positive Handling

See **Positive Handling Policy and Use of Reasonable Force** Advice for head teachers, staff and governing bodies document

Exclusion

Refer to DFE-57501-2012 attached to this document.

Exclusion is usually the last resort and follows other strategies to enable the child to conform to the expectations of the school. However, when these strategies have been applied and the child continues to act in a manner that disrupts the learning environment; behave in a manner that breaks the school Behaviour Policy; challenges the authority of staff, harms the welfare of themselves or others; or causes damage to property then exclusion may be considered.

There may instances when a single act may warrant exclusion. In most cases a range of strategies are tried. This is not meant to prevent immediate action to protect pupils and staff including for example a fixed term exclusion. A permanent exclusion may be given for a first offence, for example involving violence, but only where the Head Teacher has had further opportunity (not in the 'heat of the moment') to consider the incident in question.

For Ash Cartwright and Kelsey C.E. Primary School, a definition of what would constitute such an act is that:

- *A deliberate pre-meditated act of violence is carried out against another child or adult.*
- *The authority of a member of staff is directly challenged necessitating that member of staff to call upon the assistance of a senior member of staff; if the child continues to refuse to do as they have been asked by the member of staff or senior member of staff then, having been warned that they could be excluded for such behaviour, the child would be excluded.*
- *A deliberate pre-meditated act that results in the breaking or destruction of school property or the property of an individual has taken place.*

It is important that the Head Teacher (or senior member of staff in his absence)

1. *Takes into account that the circumstances of no two events will be the same.*
2. *Exercises professional judgement, taking into account the particular factors that apply at the time.*
3. *Follows the procedure and informs parents at the appropriate time.*
4. *Ensures that alternative strategies have been tried and failed.*
5. *Feels that allowing the pupil to remain in school would seriously harm the education or welfare of the pupil, other children and adults in the school*

Parents are notified of the reason for the exclusion in accordance with the procedure drawn up by Kent LA.

Before the child is re-admitted to school, a meeting between the parents and the school will be arranged. The purpose of the meeting will be to discuss strategies and a way forward to ensure that the offending behaviour patterns are not repeated.

A written record of the discussion, and commitments to the agreed plan, by both the parents and the school, will be made. One copy will be kept in the school's record and one sent to the parents.

Providing children with opportunities to discuss appropriate behaviour

We seek to involve children in developing the policy and practice of the school through:

- The School Council with a member of staff.
- A programme of personal social, health and citizenship education set in a moral framework designed to promote mutual respect, self discipline and social responsibility (see PSHCE policy).
- A clear focus for work on relationships and feelings as part of the PSHCE work throughout school.
- A programme of religious education which includes ethical issues (see RE and Collective Worship policies).
- Circle time – an opportunity for open discussion held in class groups at regular intervals.
- The agreement of a set of rules by each class at the beginning of Term 1.

Liaison with parents

Parents are kept informed about their child's behaviour. If it appears that this has to be monitored on a regular basis a 'home/school contact' book may be started. The book is written in by the teacher or teaching assistant at the end of each day and sent home.

The parent writes in it each evening and returns the book to school. This can be an onerous task for the class teacher and it may be that when the behaviour improves the contact book can be reduced to a weekly contribution.

A 'good behaviour' book is also effective. The teacher only records the good things that the child has done or achieved that day and makes no comments about the bad things.

Outside Agencies

Concerns about any pupil should be discussed with the Special Educational Needs Co-ordinator (SENCO). There are times when the advice of outside agencies will be required. This will be the result of discussion between the class teacher, SENCO and Head Teacher, or as the result of discussion at a LIFT meeting. Any outside agency will need information, therefore teachers document evidence of behaviour carefully so that it can be collated when required. The main document for recording contacts with children is the green file. Outside agencies include:

Educational Psychologist
Specialist Teaching Service
Teacher for Hearing Impaired
Teacher for Visually Impaired
Speech & Language Therapist
Physiotherapist
Early Years Advisory Teacher
School Nursing Service
Social Services

Monitoring

The teachers' meeting includes 'Children' as a standing item on the agenda. TA's have the opportunity to discuss children with the class teacher on an on-going basis and with the SENCO at their meetings.

Children are reminded of rules at the beginning of terms 1, 3 and 5. Particular issues are dealt with in class or assembly as appropriate.

The system will be looked at when this policy is next reviewed. (See front cover.)

Appendix

A. Domestic Rules

1. Entrance and Exit from School Grounds
 - a. Use the gates from School Road.
 - b. Cars must be parked in the spaces provided before children leave or enter vehicles.
 - c. Use the pedestrian crossings and footpaths.
 - d. When the school bell is rung (8.35 am) children may come onto site. Vehicles may access the parents/visitors' car park before the bell is rung but children must wait in cars until this time.
 - e. Children enter school via the main entrance. (Fledglings use nursery entrance with their parents all year. Wrens use entrance to classroom with parents usually until about term 2).
 - f. At the end of the day (3.15pm) parents use the double gates to the playground and walk to outer classroom doors to collect children. Parents collecting children in Fledglings walk directly to the outer classroom doors.
2. Morning Break 10.15-10.30 am
 - a. From the classroom using either the outer classroom door or the doors by the kitchen depending on the weather.
 - b. During break the doors by the kitchen are used to access toilets so that prefects can monitor who is in the building.
 - c. At the end of break access to the school building for KS2 is via the doors by the kitchen or classroom double doors. The main entrance is used by Key Stage 1.
3. Lunch Break 12.15-1.15 pm
 - a. The toilet is used and hands washed before lunch.
 - b. Grace is said in class.
 - c. During break the doors by the kitchen are used to access toilets so that prefects can monitor who is in the building.
 - d. At the end of break access to the school building is via the doors by the kitchen or classroom double doors depending on the weather.
4. Afternoon Breaks (Infants only) 2.30-2.45 pm
 - a. From the classroom using either the outer classroom door or the doors by the kitchen depending on the weather.

- b. During break the doors by the kitchen are used to access toilets. Two year 2 children are inside to open the door.
- c. At the end of break access to the school building is via the doors by the kitchen or classroom double doors depending on the weather.

Children should not need to access classrooms during break times. At lunchtimes children will access classrooms to collect coats etc.

Wet Break Times

TAs remain with classes and are supported by prefects.

TAs take their break during the first 15 minutes of the second session.

At lunchtime the junior classes double up and the infants combine in two rooms. The children are supervised by MDS with help from duty prefects.

NOTIFICATION OF EXCLUSION Form X1a

This form must be completed when a child is excluded, and sent to the Inclusion/Exclusions Officer with a copy of the formal letter sent to parents. Please complete all sections and circle appropriate boxes.

School / Academy: _____ UPN

Pupil's: Surname: _____ Date of Birth: _____

Forenames (inc Middle names): _____ Gender: M / F

Parents / Carers: _____ Telephone number: _____
(Delete as appropriate)

Address: _____
_____ Post Code: _____

Ethnicity Code: _____ (Please refer to Ethnicity List) Religion Code: _____ (Please refer to Religion List)

Looked After Child: Yes No Kent: Yes No Other Local: _____
Authority (Name)

SEN Status:

No Special Provision	School Action	School Action Plus	School Action Plus & Stat. Asses.	Statemented
N	A	P	Q	S

Start Date of Exclusion by Headteacher / Principal: _____

Type of Exclusion: Fixed **F** Permanent **P** Lunch Time

If Fixed Term Exclusion No of Days _____ Lunch Time No of Sessions _____

Date of 6th day provision _____ Date of 1st day provision (LAC) _____

Reason for Exclusion – Please Tick One Box Only

Physical assault against pupil		Bullying		Damage	
Physical assault against adult		Racist abuse		Theft	
Verbal abuse/ threatening against pupil behaviour		Sexual misconduct		Persistent disruptive behaviour	
Verbal abuse/ threatening against adult behaviour		Drug and alcohol related			

Indicate involvement of other agencies and names of agency officers:

Date: _____ Signature of Headteacher / Principal: _____

Office use only

entered:

National Standard List of Reasons for Exclusions

Physical Assault Against Pupil - fighting, violent behaviour, wounding, obstruction and jostling.

Physical Assault Against Adult - violent behaviour, wounding, obstruction and jostling.

Verbal Abuse / Threatening Behaviour Against Pupil - threatened violence, aggressive behaviour, swearing, homophobic abuse and harassment, verbal intimidation, carrying an offensive weapon.

Verbal Abuse / Threatening Behaviour Against Adult - *threatened violence, aggressive behaviour, swearing, homophobic abuse and harassment, verbal intimidation, carrying an offensive weapon.*

Bullying - verbal, physical, homophobic bullying, racist bullying

Racist Abuse - racist taunting and harassment, derogatory racist statements, swearing that can be attributed to racist characteristics, racist bullying, racist graffiti.

Sexual Misconduct - sexual abuse, sexual assault, sexual harassment, lewd behaviour, sexual bullying, sexual graffiti.

Drug and Alcohol Related - possession of illegal drugs, inappropriate use of prescribed drugs, drug dealing, smoking, alcohol abuse, substance abuse.

Damage - vandalism, arson, graffiti.

Theft - stealing school property, stealing personal property (pupil or adult), stealing from local shop on a school outing, selling and dealing in stolen property.

Persistent Disruptive Behaviour - challenging behaviour, disobedience, persistent violation of school rules.



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We believe that our school is welcoming safe and stimulating, promoting a love of learning and offering opportunities for all to succeed. As a Church school we see friendship, forgiveness, respect and compassion as being at the heart of what we do.

Dear

I am writing to inform you of my decision to exclude for a fixed period of x days. This means that ... will not be allowed in school for this period. The exclusion begins on ... and ends on I realise that this exclusion may well be upsetting for you and your family, but the decision to exclude ... has not been taken lightly. ... has been excluded for this fixed period because

You have a duty to ensure that your child is not present in a public place in school hours during this exclusion unless there is reasonable justification for this. I must advise you that you may receive a penalty notice from the local authority if your child is present in a public place during school hours on the specified dates. If so, it will be for you to show reasonable justification.

You have the right to make representations about this decision to the governing body. If you wish to make representations please contact ..., the chair of governors through the school as soon as possible. Whilst the governing body has no power to direct reinstatement, they must consider any representations you make and may place a copy of their findings on your child's school record.

You should also be aware that if you think the exclusion relates to a disability your child has, and you think disability discrimination has occurred, you have the right to appeal, and/or make a claim, to the Special Educational Needs and Disability Tribunal (SENDIST). The address to which appeals should be sent is SENDIST, Mowden Hall, Staindrop Road, Darlington DL3 9DN.

You are requested attend a reintegration interview, at school on ... at If that is not convenient, please contact the school to arrange a suitable alternative date and time. The purpose of the reintegration interview is to discuss how best your child's return to school can be managed. Failure to attend a reintegration interview will be a factor taken into account by a magistrates' court if, on future application, they consider whether to impose a parenting order on you.

You also have the right to see a copy of ...'s school record. Due to confidentiality restrictions, you will need to notify me in writing if you wish to be supplied with a copy of ...'s school record. I will be happy to supply you with a copy if you request it.

You may wish to contact the exclusions officer at Kent Local Authority on 01233 898703 who can provide advice. You may also find it useful to contact the Advisory Centre for Education (ACE) — an independent national advice centre for parents of children in state schools. They offer information and support on state education in England and Wales, including on exclusion from school. They can be contacted on 020 7704 9822 or at www.ace-ed.org.uk

Yours sincerely

Head Teacher

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