

# YORKSWOOD SCHOOL POLICY

## BEHAVIOUR AND EXCLUSIONS POLICY



**Author**

Mr A D Tunstall

**Date**

August 2021

**Review Date**

August 2022

Awaiting ratification  
Head Teacher ratification received

This policy has been developed to give all stakeholders the key information they need to secure positive behaviours in Yorkswood Primary School.

### **Rationale**

This policy has been developed to provide a framework which enables school to manage pupils' behaviours in a way that is fair, reasonable and proportionate. It provides an approach to enable the Head teacher / school leaders to act in a consistent way and to have regard for the individual circumstances and merits of each case. It is important that we strike a balance between the need to address inappropriate behaviour with offering support and direction to change one's behaviour.

Teachers have power to take action, which may include taking disciplinary action against pupils for misbehaviour which occurs in school and, in some circumstances, outside of school.

The power to discipline also applies to all paid staff (unless the headteacher says otherwise) with responsibility for pupils; such as teaching assistants and lunchtime supervisors.

Headteachers, proprietors and governing bodies must ensure they have a strong behaviour policy to support staff in managing behaviour, including the use of rewards and sanctions.

Governing bodies of maintained schools have a duty under section 175 of the Education Act 2002 requiring them to make arrangements to ensure that their functions are carried out with a view to safeguarding and promoting the welfare of children. The proprietors of Academies have a similar duty under paragraph 7 of Schedule 1 to the Education (Independent School Standards) (England) Regulations 2010. They must ensure that arrangements are made to safeguard and promote the welfare of pupils.

### **Aims**

- To have a consistent approach to behaviour throughout the school and share this with parents and governors.
- To provide a calm, positive environment in which teachers can teach and children can learn.
- To encourage caring attitudes towards all individuals in school.
- To enable children to develop self discipline and respect for people and property.
- To provide clear boundaries and role models of acceptable behaviour to ensure the safety and well being of everyone in school.
- To provide an age appropriate understanding of the British Values in particular the 'Rule of Law'

## Expectations

The expectations of Yorkswood children is to understand and follow the key points below. These are displayed in all classrooms and gone through regularly.

The expectations of staff and parents follow in this document and are shared.

### **Children Supporting Positive Behaviour**



**We need all children at Yorkswood to:**

- **Support the school's values. We are 'Proud to be AICE!'.**
- **Do your best in all aspects of school life (COMMITMENT AND ACHIEVEMENT)**
- **Treat each other with respect and courtesy so that everybody feels valued, safe and happy. (INCLUDE AND ENJOY)**
- **Work cooperatively with other children and adults (INCLUDE AND ENJOY)**
- **Look after your new school environments and resources. (PROUD)**

# Yorkswood Staff Supporting Positive Behaviour

---



We need all adults who work or volunteer at Yorkswood to:

- Support the school's values. We are 'Proud to be AICE!'.
- Support and implement the school's Behaviour Policy and other related policies
- Make it our mission to include all children (INCLUDE)
- Provide a strong and appropriate role model for children's behaviour through our interactions with children and other adults (COMMITMENT)
- Provide a safe and stimulating environment in which children can learn and be happy (ACHIEVE AND ENJOY)
- Encourage children to value themselves and to take a pride in their efforts and achievements through
- reward and praise (PROUD)

# Parents and Carers Supporting Behaviour

---



**We need all parents and carers at Yorkswood to:**

- **Support the school's Behaviour Policy and other related policies**
- **Provide a positive role-model for children's behaviour**
- **Encourage appropriate behavior and attitudes to learning**
- **Work positively with all teachers and support staff to secure the best outcomes for children**
- **Ensure that their child attends school regularly and on time.**

### **Leadership, Monitoring and Evaluation**

Effective leadership and management of behaviour is crucial in securing an orderly and well-behaved school in which children are able to learn and make progress. Our school leaders ensure that:

- there are clear systems in place which are rigorously adhered to and consistently applied.
- all staff are fully briefed on the behaviour policy and what it means in practise.
- staff know who to go to if they need support, and how to escalate a behaviour concern within the organisation if it is not being addressed.
- all pupils and their parents need to know about the behaviour policy, particularly rewards and sanctions, including exclusion.
- we have clear oversight of all behaviour incidents and trends, through effective analysis and evaluation of information and reports generated in CPOMS.
- our behaviour lead, designated safeguarding lead, the special educational needs lead and the attendance lead work effectively together, as required, to ensure a whole child overview is maintained, and consistency in support and planning is achieved
- we liaise with other agencies including mental health, youth inclusion support service, as required
- early help is provided to support pupils with behaviour difficulties, and that there is clear oversight of this work, within the Solihull multi-agency threshold criteria, so that there is no drift and delay, and interventions are timely and effective
- the police are contacted in the event of a crime being committed, including serious violent incidents
- appropriate risk assessments are put in place following any violent incident to ensure the safety and well-being of staff and pupils

## **SUPPORTING GOOD BEHAVIOUR**

### **The Environment**

We believe that providing an attractive and stimulating environment, both inside and outside the school building, will ultimately encourage children and adults to look after and respect their school building and the people in it. We have recently moved into a fabulous new school which will help us to promote pride and responsibility.

### **Celebration**

#### **Congratulations Assemblies**

Each week, staff nominate children to be recognised for their effort in terms of behaviour or work. These children are rewarded in our Congratulations Assembly. The work and behaviour being celebrated is themed on our whole school values (AICE) Achievement, Inclusion, Commitment and Enjoyment. Children are awarded a 'Star of the Week' certificate and badge.

Parents are invited to Congratulations Assemblies through the school's messaging service. Wherever possible the names of winners are shared on the school's media in sufficient time for arrangements to be made by families for attendance.

In Foundation Stage, children have their own 'Celebration Assembly'. The full Congratulations assemblies tend to be quite long and therefore difficult for many younger children to sit through. Reception children begin to join the whole school congratulations assembly later in the Autumn term once settled into school.

In the Reception Celebration Assembly, children are rewarded for reading and for completing home reading cards. There are certificates awarded which are linked to 'Characteristics of Learning'. Each class has a 'Star of the Week'.

### **Governor Awards**

At the end of the school year, teachers identify children to receive a governor award. This award is given for children who exemplify our school values. In exemplifying our school standards, the children are also role models for behaviour.

### **Securing Positive Behaviour**

Our aim is to operate a positive approach towards behaviour management. We offer children a balanced format of rewards and sanctions and allow children the opportunity to correct their own behaviour and to make good choices.

Wherever possible, adults in school manage behaviour by highlighting the good. By referring children to those around them, those who are making 'Good Choices', we encourage others to follow suit.

## **Responsibilities**

Children from across the school hold positions of responsibility. We have play leaders, monitors, prefects and Head Boys and Girls. Any child who holds a position of responsibility is expected to be a role model for positive behaviours.

## **Rewards and Sanctions – The Yorkswood Way**

Rewards and praise are important ways of securing positive behavior. Whilst recognising this we must also be clear that 'faint praise' or 'over praise' can undermine the effectiveness of reward and praise.

## **AICE Boards**

At the heart of our behaviour management is the AICE Board. The AICE Board provides a visual and interactive way of demonstrating reward and consequence to pupils. This is differentiated in Reception and Nursery so it is age appropriate.

Zones are RAG rated - Red, Yellow, Green and Purple / Superstar. All children start their day on the yellow zone. This is the neutral zone.

Reception do not have a red zone. If a child continues to make wrong choices the child's name is moved off the yellow zone and reflection time with an adult occurs.

In Nursery they use individual sticker charts where the visual reward is more age appropriate.

If a child finishes the day in the yellow zone they are awarded a dojo point for good and expected behaviour. If they progress to Green then 2 dojo points are awarded. The purple / superstars zone is for exceptional behaviour and this earns three dojo points.

It is important to recognise positive behaviours on the AICE board as much as possible. Those on Yellow at the end of the day will have done 'all that is expected of them' for the day but without additional reward. Recognition for doing the right thing is a valuable and impactful tool. At Yorkswood we would expect children's positive behaviours to be recognised and rewarded consistently.

Children being moved to red zone do not receive a dojo if they remain on red at the end of the day. Children can move back up the AICE Board where they show better behaviours and choices during the remainder of the day.

Teachers will share a clear set of expectations with children. They will be clear about which behaviours can result in movement on the AICE Board, particularly those which will result in warnings and movement to red.

**Praise should be regular and for the many behaviours that are positive. These positive behaviours are clearly linked to our school values. PROUD to be AICE.**

- Courteous and polite (Inclusive)



- Kind, thoughtful, helpful (Inclusive)
- Considerate (Inclusive)
- Friendly (Inclusive)
- Sincere, honest (Inclusive)
- Conscientious, hardworking (Achievement and Commitment)
- Sensible

**Children will receive warnings or consequences for behaviour when the behaviour impacts on the learning or well-being of others in the class.**

**Negative behaviours are;**

- Bossy
- Rude
- Spiteful
- Argumentative
- Disruptive
- Aggressive

Some examples for the classroom are;

- Talking which disturbs the learning of others (Carpet time etc)
- Distracting others with behaviour
- Shouting out in QA sessions (Not turn taking)
- Movement around the class that is not required
- Rudeness (answering back, rude comments)
- Any physical violence, throwing, kicking would be straight to red without warning
- Any form of harassment would be considered a negative behaviour – See Anti-Bullying Policy and revision to Keeping Children Safe in Education document 2021

If we look at the stages of escalation in the diagram below, a child should have received two warnings before their name is moved down to red. The warnings should be clear about the behaviour which is causing concern and needs to be changed. This should be a behavior in the agreed expectations.

Any incidents of harassment or discrimination eg racism or sexual harassment, needs to be dealt with straight away and SLT informed. The incident needs to be recorded on CPOMs.

### **Lunchtime and Playtime Rewards**

The school has a uniform playtime and lunchtime reward system for behaviours. At break times, children are rewarded for positive behaviours with dojo's.

There is a lunchtime handover where positive behaviours can be acknowledged and dojo's given accordingly.

### **Class Dojo**

Many positive behaviours including uniform, homework, reading and the wearing of school uniform are rewarded with dojo points.

- Daily 3 – uniform, attendance and punctuality (this also includes PE days when children arrive in school in their kit)
- If a child completes the brain builder homework activity that has been set can earn up to 10 dojo's for work completed
- If a child completes the Athletics and Readwriter homework activity set = 1 dojo each
- Reading at home – the children record home reading on a card and when they have read 25 times there is a 25 dojo reward

It is the school's expectation that these points are added to children's accounts daily. There may be exceptional circumstances when this is not the case but these points should be added the following day.

Class Dojos are shared immediately with parents and are a very supportive tool. Not sending dojos can be equally detrimental.

### **Class Dojo Bank**

The school currently operates a Dojo Bank which is very popular with children and parents. Children collect all of their dojo points (in the Dojo Bank) and can spend these in the Dojo Shop once every half term.

If the children chose to spend their dojo's, the points then get cleared and they start again from 0.

Dojo points can be exchanged for small toys and stationary or saved to spend on a dojo afternoon.

Less than 100 points – sweets

100 – 200 points – stationary

200 – 500 points – toy

500+ - dojo afternoon

### **Consequences**

We believe that consequences are an important part of any behaviour management strategy as they reflect the approaches of wider society.

Becoming familiar with reward and consequence are part of the British Value of being lawful.

In the behaviour chart below we see how the AICE Board red predicates a range of additional behaviour interventions; giving children the chance to make changes.

In applying consequences we never take away rewards that have previously been earned (dojo points etc).

## Stages of Consequence

### Yorkswood Negative Behaviour Flowchart

Low level behaviour

#### Step 1

Verbal warning x 2

'If this behaviour continues, you will be moved down to red'

#### Step 2

Moved down to red

'If your name is on red at the end of the day you will receive no dojo for behaviour'

If behaviour continues to be negative go to Step 3.

#### Step 3

You are sent to the partner class in your year group for 10 minutes. You will return to class to work towards yellow again. We will speak to your parents/carers at the end of the day. If your behaviour doesn't improve on your return you will move to Step 4.

#### Step 4 (CPOMS by Teacher adding detail of previous incident)

You will be sent to a senior leader who will decide when/whether to return you to class.  
If you are returned to class and there is a further incident you will move to Stage 5.

#### STRAIGHT TO STAGE 4

If you are unable to diffuse or calm a situation and the child's behaviour is becoming dangerous and threatening then contact an SLT member for support. The child will be removed from class. If a member of SLT is not available, then please contact SENCO. This incident will be recorded on CPOMS and a meeting with parents/carers will be arranged.

#### Step 5 (TRIGGER 1 FOR IBP)

You will work in time out for a part of the next session, for the day or in rare circumstances for a number of days. Children will have their classroom learning available for these sessions. This will be supervised by a member of the SLT in the first instance but a member of support staff from the class could be required. This will be added on the CPOMS record of previous incidents by SLT.

### **Break/lunchtime behaviour**

**Low level behaviours will be dealt with by lunchtime staff, with teachers being informed by the link supervisor.**

**For more disruptive behaviour, the child will be sent to the behaviour room for an agreed amount of time. The class teacher will be informed at the end of lunchtime to follow this up accordingly. This behaviour needs to be recorded in the behaviour log and parents/carers informed if continued. The child will be moved directly to Red on the Zone Board.**

### *Stage 5 Consequence – Additional Information*

*Schools can adopt a policy which allows disruptive pupils to be placed in an area away from other pupils for a limited period, in what are often referred to as seclusion or isolation rooms. If a school uses seclusion or isolation rooms as a disciplinary penalty this should be made clear in their behaviour policy. As with all other disciplinary penalties, schools must act reasonably in all the circumstances when using such rooms. Any use of isolation that prevents a child from leaving a room of their own free will should only be considered in exceptional circumstances. The school must also ensure the health and safety of pupils and any requirements in relation to safeguarding and pupil welfare.*

*It is for individual schools to decide how long a pupil should be kept in seclusion or isolation, and for the staff member in charge to determine what pupils may and may not do during the time they are there. Schools should ensure that pupils are kept in seclusion or isolation no longer than is necessary and that their time spent there is used as constructively as possible. Schools should also allow pupils time to eat or use the toilet.*

### **CPOMS**

Negative behaviour incidents are recorded on CPOMS. This is a computer app that records safeguarding related incidents and behaviours.

CPOMS enables analysis of negative behaviour patterns and also enables report creation for individual children.

Behaviours are categorized which helps to identify school and individual patterns.

Whenever a child is moved straight to STEP 4 (SLT) then the behaviour incident or incidents will be recorded on CPOMS.

### **Lunchtime Behaviour Room**

Occasionally, the behaviour of children is a sufficient concern that the child is required to stay in a 'Behaviour Room' for a lunchtime, part lunchtime or series of lunchtimes.

Wherever a child is given the sanction of going to the behaviour room, the behaviour will be recorded in a behavior diary which will be monitored weekly by the behavior lead.

### **Other Incidental Sanctions**

At Yorkswood School, teachers and leaders may use the following consequences. There is no hard and fast rule for the application of these consequences but it is the school's expectation that teachers can justify a chosen consequence as a response to the behaviour.

- A verbal reprimand. Raised voices can be used when this is controlled and reasonable.
- Extra work or repeating unsatisfactory work until it meets the required standard.
- Missing break time. (Teacher supervised)
- Missing lunch time (Teacher supervised)
- Behaviour Logs – communication between school and parents with a focus on positive behaviours
- In more extreme cases schools may use temporary or permanent exclusion.
- Where a crime has been committed the police must be informed, this includes serious violent incidents.;

### **Lunchtime Routines and Organisation**

Lunchtime supervisors are responsible for the management of lunchtimes and care of children both inside and out. There is a lunchtime supervisor attached to each school class group.

Lunchtime supervisors are required to promote the Yorkswood Golden Rules for play/lunchtime behaviour used by all adults and staff.

Lunchtime supervisors on duty are responsible for overseeing the safety and behaviour of children both in the building and outside. Play equipment is available to all children. Lunchtime Supervisors model and support the use of this equipment making sure that children are playing productively and safely.

Repeated lunchtime issues will result in school consulting with parents or carers in an effort to find a solution that makes our playground a safe and happy place.

Lunchtime exclusion is a formal exclusion and will be recorded as such.

### **Behaviour – Formal Escalation of Intervention**

The school operates a layered approach to the escalation of support and challenge for poor behaviour.

# BEHAVIOUR ESCALATION

## BEHAVIOUR CONCERNS

There have been 5 behaviour incidents recorded on CPOMS or Stage 5 of the flow chart has been reached more than once within a term.

Parents have been consulted

Go to Stage 1

## STAGE 1

### BEHAVIOUR LEAD MONITORING

Inform Parent

Regularly reward and praise for positive behaviours

CPOMS recording to include record of 'triggers'

Identify Review Date in line with other intervention review dates (6 weeks)

At review;

If progress made leave on this stage one for a further period of monitoring. If not go to Stage 2

## STAGE 2

Inform Parent Stage 2 IBP

ABC's—Antecedents Behaviour Consequences identified in plan

Rewards agreed

Identify Review Date no longer than 1/2 term

All negative behaviours to be recorded on ABC log to inform review (uploaded weekly to CPOMS)

If progress made move back to stage one for a further period of monitoring. If no progress go to Stage 3

## STAGE 3

Referral made to Inclusion Team (SOLAR, Engage or SEMH team)

Further IBP with specialist support

Identify Review Date no longer than 1/2 term

Possible outcomes—continue, roll back to Stage 2 or escalate

**HIGH NEEDS TEAM REFERRAL BEFORE POSSIBLE PERMANENT EXCLUSION**

## **Individual Behaviour Plans (IBPs)**

Repeated incidences of poor behaviour require additional support from the school.

An **Individual Behaviour Plan (IBP)** will be written to address the needs of the child with targets being created based on behavioural difficulties. The IBP will be reviewed in a set time frame, changing targets if necessary.

If a child shows significant signs of improvement, the IBP will end, with the teacher closely monitoring behaviour.

Children's IBP's are also shared with parents. This ensures the support from home and builds on the communication between home and school in working together to improve their child's behaviour.

Children who we believe may require additional support or an IBP will have behaviours consistently recorded on CPOMS. This will support any future referral to other agencies.

Should intervention through IBP be unsuccessful in changing behaviours, there is the possibility that the school will engage fixed term or permanent exclusion.

## **Exclusions**

Exclusions should be administered in line with local and national guidance on exclusions: Exclusion from maintained schools, academies and pupil referral units in England: A guide for those with legal responsibilities in relation to exclusion (DfE, 2012) [https://www.gov.uk/government/uploads/system/uploads/attachment\\_data/file/269681/Exclusion from maintained schools academies and pupil referral units.pdf](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/269681/Exclusion_from_maintained_schools_academies_and_pupil_referral_units.pdf)

SMBC Exclusions Documents

<https://extranet.solgrid.org.uk/management/exclusions/Shared%20Documents/Forms/AllItems.aspx>

School leaders should ensure clear oversight and analysis on both fixed and permanent exclusions, and be mindful of the Equality Act (2010), particularly:

- repeated use of fixed term exclusion
- pupil groups disproportionately excluded

Children will be excluded for a fixed or permanent period (see Exclusion Policy) if there is a serious incident or continued disregard to the behaviour policy. This will be at the discretion of the head teacher. All children have a right to an education. Schools should take reasonable steps to set and mark work for pupils during the first five school days of exclusion.

## **Yorkswood's Application of Exclusion**

At Yorkswood School we look to enable behaviour change through positive reinforcement before consequence. However, there are occasions when poor behaviour will warrant consequences and in extreme cases these consequences may include exclusion; either fixed term or permanent. In reading this policy it is important to read it alongside the school's Behaviour Policy. The behaviour policy and approach leads directly into the stages outlined below.

### **Behaviour Leading Straight to Exclusion**

Actions for immediate exclusion from the school day (Stage 4/5) should be implemented when a child is responsible for any of the following actions.

- ***Where there has been a physical attack on another pupil or member of staff.***
- ***Where there is willful damage of school or personal property***
- ***Where there is use of foul language that is confrontational – adults or children***
- ***Where there is harassment or bullying***

In these circumstances, after a thorough investigation by the Headteacher or senior leader, consideration will be given to the use of a fixed term exclusion. The length of the exclusion will reflect the severity of the incident and also any previous exclusions.

A meeting of the Senior Leadership Team will be convened to consider the length of exclusions and the possibility of a permanent exclusion.

The use of exclusion can escalate from one day through to a maximum of 10 days. Where fixed term exclusions have been used 5 times, the senior leaders of the school and the chair or governors and the Inclusion Governor will meet to discuss next steps and the possibility of permanent exclusion for this pupil.

The parent will be notified of this possibility in writing.

### **Lunchtime Exclusion**

All parents and children should be made aware that inclusion in lunchtime is dependent on the school's ability to reasonably supervise children.

If a child regularly presents behaviour difficulties which cannot be regulated by normal school sanctions the Headteacher must consider implementing lunchtime exclusions which are recorded as half day exclusions.



### **Recording and Reporting**

All exclusion must be reported to the local authority and recorded through school census.

A model letter for exclusions is available from the local authority; adapted for the school letter head.

#### **This policy works in conjunction with other policies and documents:**

- **Anti-bullying Policy**
- **Safe Guarding Policy**
- **SEND Policy**
- **Child Protection Policy**
- **Keeping Children Safe in Education 2021**