



# Behaviour and Exclusions Policy

**Sinai Jewish Primary School**

**Feb 2017**

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# Behaviour and Exclusion Policy

*"Good behaviour is a necessary condition for effective teaching to take place."*  
(Education Observed 5 - DES 1987)

## Aims of the Policy

Sinai Jewish Primary School aims to promote good behaviour through a culture of mutual respect. Jewish Studies, PSHCE, Celebration Assemblies and Sinai's school rules provide opportunities for good behaviour to be discussed and promoted.

Everyone is responsible for good behaviour in the school. This includes children, staff, parents and governors. It forms part of the whole school ethos with everyone sharing the same high expectations.

This policy complies with Section 89 of the Education and Inspections Act 2006

## Sinai's School Rules

- Be kind and gentle
- Show good listening
- Be on task
- Always try your best
- Look smart and be equipped for your lessons
- Be responsible for your actions

At the beginning of the year all children should be given the opportunity to discuss how they are going to follow Sinai's school rules. These rules should be clearly displayed in each room and referred to regularly so that children and parents know what is expected at all times.

## The Curriculum and Learning

We believe that an appropriately structured curriculum contributes to effective learning and good behaviour. Thorough planning for the needs of individual pupils, the active involvement of pupils in their own learning, and structured feed-back will result in positive behaviour being maximised.

It follows that lessons should have clear objectives, understood by the children, and differentiated to meet the needs of all children. Marking is both a supportive activity,

providing feed-back to the children on their progress and achievements, and a signal that the children's efforts are valued and that progress matters.

## PSHCE Programme/JS Curriculum

Creating a positive school culture and ethos where children are aware of expectations and rules is paramount. A clearly planned, well-structured PSHCE and JS Curriculum form the basis of preventative work and ensure consistency and involvement for all. They create opportunities for children to develop positive values and understand and respect both difference and diversity. This is reinforced through the Midah of the week. It must be remembered that staff are pivotal in leading and modelling positive behaviour and interactions.

Through the curriculum children should be given a wide range of opportunities to develop their knowledge and understanding of diversity and should be clearly taught how to interact with each other. They should be given a variety of strategies to deal with unknown situations and to protect themselves from bullying. Children should be taught to understand the appropriate ways to behave and strategies to manage their own relationships. They should have appropriate behaviour modelled to them and the opportunities to role play strategies for dealing with conflict. Children should be actively encouraged to take responsibility for their own actions and make 'smart' decisions. They should be given opportunities to discuss the use of language and differences between banter and behaviour that makes people feel threatened or hurt. School must provide a secure environment where children know how to and feel safe to report any incidents of inappropriate behaviour, bullying or allegations relating to safe guarding.

- if a child makes an allegation against another child relating to safeguarding it must be reported to the designated Child Protection officer who will investigate and deal with as appropriate.

## Bullying

Bullying is a continuum of behaviour rather than a separate issue. Bullying is;

'Behaviour by an individual or group usually repeated over time, which intentionally hurts another individual or group either physically or emotionally'.

*Safe to Learn: embedding anti bullying work in schools (2007).*

Bullying differs from teasing/falling out between friends or other types of aggressive behaviour if; there is a deliberate intention to hurt or humiliate, there is a power

imbalance that makes it hard for the victim to defend themselves, it is usually persistent.

The safety of the children is paramount. If a child hurts or bullies another pupil, the adult dealing with the situation must record this. The School does not tolerate bullying of any kind. If an act of bullying or intimidation has taken place, staff will act immediately to stop any further occurrences of such behaviour.

(See Anti-Bullying Policy)

## Rewards and Sanctions

Sinai Jewish Primary School agrees that there needs to be a very specific system of rewards and sanctions applied across the school to ensure that there is mutual respect between all members of staff and pupils.

### Rewards

Our emphasis is on rewards to reinforce good behaviour, rather than on failures. We believe that rewards have a motivational role, helping children to see that good behaviour is valued. The most common reward is praise, informal and formal, public and private, to individuals and groups. It is earned by the maintenance of good standards as well as by particularly noteworthy achievements. Rates of praise for behaviour should be as high as for work.

### Expectations for Good Work:

Good work is recognised as:

- Giving good answers
- Working to their full potential
- Meeting learning objectives
- Achieving individual targets
- Good presentation

### Rewards for good work:

- Children to receive a House Point/Dojo for 'good work'.

### House Point system

All children to be allocated a 'House';

- Gilboa (green)
- Carmel (yellow)
- Herman (red)

These will be split evenly across classes. House Captains to be chosen from Year 6 pupils, they will be responsible for collecting House Points. Actual totals to be collated and displayed on a point's board, with the winning team to be indicated.

## Expectations for Good Behaviour

### In Classrooms:

During lessons pupils are expected to:

- Follow the Sinai's school rules
- Be on task – not distracted or distracting others.
- Strive to achieve the best results possible.
- Help ensure that noise level is appropriate at all times. Bring the correct equipment (including PE clothes) each day.

### In the Playground

Pupils are expected to:

- Follow Sinai's school rules
- Be sensitive to and aware of the needs of all pupils.
- Include other children in their games and ensure no child is excluded.
- Treat playground equipment with care.
- Report any accidents/ incidents to one of the adults on duty.

At break times all staff must:

- Ensure all playground areas are supervised by appropriate adults during playtimes.
- Deal with behaviour appropriately i.e. give out warnings and then where necessary a behaviour mark etc. Pass on all incidents resulting in a behaviour mark, or a more serious consequence to the class teacher at the end of play.

## Lunchtime (including dining room and playground)

- All lunchtime staff to have 'caught being good' tokens to be swapped in class for dojos/House points.
- All lunchtime staff to deal with inappropriate behaviour by talking to the children concerned.
- Lunchtime staff to inform lead supervisor of any inappropriate behaviour during lunchtime. Lead supervisor to inform class teachers if necessary.

## Lining up

- At the end of playtime the bell/whistle will be rung twice.
- On the first bell/whistle all children must: stand still, stop talking, climb down from the adventure playground and hold still any play equipment.
- Teachers should be out in the playground at this time in order to support those on duty.
- On the second bell/whistle all children are expected to quietly and sensibly walk straight to their lines.
- Children should line up one behind the other without talking.

## School Building

- Pupils are expected to play outside before, after and during school playtimes unless given specific permission by a teacher or member of SLT.
- Similarly parents should drop off and collect children from the playground and not be inside the building unless they have a meeting with a member of staff.
- We believe that the school should be a calm, orderly place at all times. Therefore, the children should be taught and encouraged to show respect in everything they do.
- Pupils must respect and look after the fabric of the building and all school property. Parents may be asked to pay for any damage incurred.

## Lavatories and cloakrooms

- Children are expected to behave appropriately, respect the privacy of others and maintain a high standard of hygiene.
- Pupils must ask permission before going to the lavatories or cloakroom.

## **Behaviour Outside School (Coach/School Trips/Off-Site Activities/Clubs):**

We expect all pupils to uphold the high standards of the school when taking part in an off-site activity. These are carefully planned by the staff and will extend the curriculum for the children. We would not wish to exclude any child from such an activity.

However, the welfare and safety of all the children in a group is our prime concern so if a child is not able to demonstrate responsible behaviour in school, it is possible that this could pose a problem for the group as a whole whilst off-site, and the teacher may have to exclude a pupil from a trip if there are problems with general behaviour.

In certain circumstances, it may be possible to include a child if the parent accompanies the child.

For clear guidelines and expectations of behaviour please see the School Trips Policy.

Clubs are extracurricular activities; therefore the school reserves the right to exclude a child if his/her behaviour disrupts the group as a whole.

Children who take the coach to and from school must continue to uphold the schools high expectations for behaviour whilst they are on the coach and whilst waiting for the coach. If they fail to do so then they may be excluded from using the coach.

## **Rewards for good behaviour:**

- Children to receive a Dojo for good behaviour.
- For significant achievements children will visit SLT for praise and a reward.
- Star of the week is given in recognition for good behaviour.

## **Star of the Week**

Every class should have a star of the week each week to celebrate significant achievements of individual pupils.

## **Sanctions**

When children have not met the behavioural expectations the following actions will be taken:

- Verbal warning
- Negative Dojo
- Time out in parallel class
- Lunch time detention (20 mins)

**It is not acceptable for any pupil to be sent to stand in a corner of the classroom or outside the classroom at any time.**

**It is also not acceptable for a child to be required to work on their own in a classroom unless there is a member of staff with them at all times.**

## Children with identified Special Educational Needs and Disabilities

In some specific cases, where the identified needs of individual children may conflict with the ethos of the Behaviour Policy, some alternative arrangements may be put in place, at the discretion of the Senior Leadership Team, teachers and the SENDCo.

For example, class teachers may discuss with the SENDCo whether a certain course of action would be appropriate or if, in this case, it could be counterproductive. In relevant cases the SENDCo would work with the teachers and other involved professionals to develop an ongoing appropriate system of rewards and sanctions.

## Verbal Warning

- It must be clear why the warning is being given.
- It must be made clear what changes in behaviour are required to avoid further punishment (where necessary an opportunity to move away from disruptions or nearer to teacher should be given).

## Negative Dojos

- A verbal warning must be given before each negative dojo.
- Negative dojos must be recorded by all teachers.
- When children receive 3 negative dojos in one day they will be asked to take 'Time Out' in a parallel class.

- If any child has received a significant number of negative dojos within a week they should discuss this with the key stage leader. If this occurs on a regular basis and they have spoken with the key stage leader they must raise concerns with a member of SLT. This will then be a warning before a lunchtime detention is given. Parents must be informed at each stage.

### Time Out

- Children will be asked to take time out in a parallel class for more extreme behaviours for example; continual disruptive behaviour, or talking back to an adult.
- The child should stay out of class for 10 minutes.
- When a child comes into your class they must be acknowledged and made to sit quietly without disturbing the class.

### Lunch time detention

- Children will be put on Lunchtime detention for more extreme behaviours for example; Physical violence (including retaliation), throwing items across a classroom, swearing, stealing.
- Such incidents will be recorded. The adult who has been involved with the incident will inform the class teacher and the class teacher will be responsible for ensuring all relevant information is recorded: date, time, what happened and the actions as a result onto SIMs. The class teacher will then contact the parent/s involved to inform them of the incident and the actions being taken. The names of other children involved will be confidential and not shared with parents. Children to go to lunchtime detention on the day of unacceptable behaviour or the next day if the unacceptable behaviour happens in the afternoon.
- Staff to complete blue detention forms which are kept in the office. These will inform staff of who is receiving a detention and why.
- Lunchtime detention will take place for 20 minutes in the Yr2 JS classroom from 12.35 – 12.55.
- Children on Lunchtime detention to; FS/Yr1 – fill in a consequence form with support then read, Yr2 upwards to fill in a consequence form, then sit doing nothing.
- All staff on a rota basis to manage lunchtime detention for Yr1 children upwards. Reception children to attend lunchtime detention only in extreme/unusual situations.
- Each class teacher will be responsible for keeping an incident folder to record all incidents of inappropriate behaviour.
- There will also be a central copy of the incident record kept with a member of the SLT and on SIMs.

### Pastoral Support Plan

- A Pastoral Support Plan (PSP) will be put into place if a child is at risk of exclusion.
- Children will be given a personal report card with an achievable target. Children will report to a member of SLT at the end of every day to discuss their report card. Targets will be reviewed after two weeks.
- Regular meetings will be held to discuss the child's progress towards behaviour targets recorded in the PSP. Those involved in the meetings will be: parents, SENDCo, child and other involved professionals such as Specialist Teacher, Social Worker and Parent Partnership Support Worker.

## External Exclusion

- In more extreme cases of persistent unacceptable behaviour (ie if a child has received 3 lunchtime detentions in one term) or if a child has committed a more extreme behaviour then an exclusion will be considered by SLT. The length and time of an exclusion is at the discretion of the Head teacher.
- For a very serious breach of the Behaviour Policy, or ongoing unmanageable behaviour the Head Teacher will deem it necessary to implement a fixed term exclusion. Under these circumstances the school will follow the relevant guidelines.
- The Head Teacher may exclude a pupil for one or more fixed periods, for up to 45 days in any one academic year. The Head Teacher may also exclude a pupil permanently. It is also possible for the Head Teacher to convert a fixed-term exclusion into a permanent exclusion, if the circumstances warrant this.
- If the Head Teacher excludes a pupil, parents will be informed immediately and given reasons for the exclusion. At the same time, the Head Teacher will make it clear to the parents that they can, if they wish, appeal against the decision to the Governing Body. The school informs the parents about how to make any such appeal.
- The school keeps a record of any pupil who is suspended for a fixed-term, or who is permanently excluded.
- The Head Teacher informs the Governing Body about any permanent exclusion, and about any fixed-term exclusions.

Incidents of bullying are carefully recorded and analysed for trends. This information is then used to plan the next steps. Our school has clear and well publicised systems to report bullying for the whole school community (including staff, parents/carers, children and young people) this includes those who are the victims of bullying or have witnessed bullying behaviour (bystanders). All reported incidents will be taken seriously and investigated involving all parties.

The information we hold will be used to ensure individual incidents are followed up. It will also be used to identify trends and inform preventative work in school and development of the policy.

This information will be presented to the governors in an anonymous format as part of the annual report.