



Partnership Achievement Community Excellence

---

# Behaviour and Discipline Policy (Incorporating Exclusion Policy)

---

Agreed by Governor: September 2022

---

Reviewed Annually

---

## **Aims**

The PACE Academy Trust promotes high standards of children's behaviour, based on five expectations of behaviour. Promoting good behaviour is the responsibility of every member of the school community.

## **Expectations**

1. Treat the classroom as a place of learning
2. Create a calm atmosphere in and around school
3. Show respect and consideration for all
4. Take responsibility for your own behaviour
5. Enjoy your free time and allow others to do the same

The expectations (Appendix 1) are introduced and revisited at a dedicated assembly, at the beginning of each school year. These expectations are displayed around the school and on the wall of each classroom. They are discussed at regular intervals by the class teacher and the class. In this way, the boundaries of acceptable behaviour are clear. Children consistently receive positive feedback for what they do well.

## **Rewards**

- Positive feedback
- 'B' badge for being the best you can be in a dedicated assembly each week. Pupil names are entered into the 'B' Badge Book
- Tangible rewards, which include team points.
- Sharing of positive achievements with parents (including posts on Seesaw and notes written in a contact book), other teachers and members of the leadership team.

## **Sanctions**

The school employs sanctions to enforce the school rules, and to ensure a safe and positive learning environment. These can be found in the *Hierarchy of Sanctions* (Appendix 1), which includes the use of red and yellow cards for inappropriate behaviour during break and lunch times, swimming sessions and after school clubs. Responses are appropriate to the level of seriousness of the misconduct. Children have a clear picture of the progression through the hierarchy.

## **Sexual Violence and Peer on Peer Abuse**

Peer on peer abuse includes, but is not limited to:

- physical and sexual abuse
- sexual harassment and violence
- emotional harm
- on and offline bullying and can take place between any pupils within or beyond the school.

At Beecholme we work hard to create an environment in which children and staff show respect for one another and know what language and behaviours are acceptable. This includes a zero tolerance of violence or harassment of any kind; innuendo, banter or otherwise personally derogative comments. We support children to have a good understanding of consent and healthy relationships and to know what to do and who to speak to if they are worried or feel unsafe.

Instances of peer-on-peer abuse should be dealt with according to the school behaviour or anti-bullying policies, including full investigation and appropriate separation of those involved to protect and support both parties. All behaviours falling within the remit of peer-on-peer abuse should be referred to the DSL.

### **Resolving Conflicts**

Children are encouraged to take responsibility for sorting out their own conflicts. Members of staff model resolution strategies and support the children in reaching successful conclusions.

### **The Role of Staff**

Staff must be consistent and treat children fairly. All members of staff deal with incidents of misbehaviour and apply appropriate sanctions. More serious incidents are reported to the class teacher for recording. Red card incidents must be reported to the Head Teacher or Assistant Head Teacher, who will make the decision on whether a card is to be administered.

### **The Role of the Class Teacher**

It is the responsibility of every class teacher to ensure that the school expectations are met. Each class teacher must ensure that their class behaves in a responsible manner during lesson time and around the school.

If a child misbehaves in class, the class teacher takes appropriate action (in accordance to hierarchy of sanctions). If a child continues to misbehave, the teacher involves the child's parent; seeks help and advice from the Leadership Team and implements a behaviour plan if necessary.

### **The Role of the Head Teacher**

The Head Teacher supports the staff by setting the standards of behaviour, implementing the policy and recording serious or repeated incidents.

The Head Teacher has the responsibility for giving fixed-term exclusions to individual children for serious acts of misbehaviour. For repeated or very serious anti-social behaviour, the Head Teacher may permanently exclude a child (see Fixed Term and Permanent Exclusions below). These actions are taken in conjunction with the school governors.

## **The Role of Parents**

The school works collaboratively with parents, so children receive consistent messages about behaviour. Parents receive texts home regarding their children's positive contributions to school life. If parents have any concerns, they initially contact the class teacher. If the concern remains, a member of the Senior Leadership Team is involved. Parents may follow the formal complaints procedure, if they consider the matter has not been resolved.

## **The Role of the Local Governing Body (LGB)**

The governing body are responsible for implementing and reviewing the effectiveness of the policy and supporting the Executive Head Teacher in carrying it out.

## **Fixed-term and Permanent Exclusions**

Only the Head Teacher has the power to exclude a child from school. The Head Teacher may exclude a child for one or more fixed periods, for up to 45 days in any one school year. The Head Teacher may also exclude a child permanently. It is also possible to convert fixed-term exclusions into a permanent exclusion, if the circumstances warrant this.

If the Head Teacher excludes a child, he informs the parents immediately, giving reasons for the exclusion and making it clear to the parents that they can, if they wish, appeal against the decision to the LGB. The school informs the parents about the appeal process. The Head Teacher informs the Local Authority and the governing body of:

- Permanent exclusions
- Fixed-term exclusions of more than five days, in any one term
- Exclusions which would result in a pupil missing a National Curriculum test.

For all other exclusions the Head Teacher must notify the Local Authority and LGB, once a term. Notifications must include the reasons and the duration of any fixed term exclusion. In addition, within 14 days of a request, the LGB must provide to the Secretary of State, information about any exclusion within the last 12 months. In the case of a permanent exclusion, if the pupil lives outside of the Local Authority in which the school is located, the Head Teacher must also advise the pupil's 'home authority' of the exclusion immediately.

The governing body has a discipline committee, which considers any exclusion appeals. The panel considers the circumstances in which the child was excluded and any representation by parents, before making a decision on whether the child should be reinstated.

## Appendix 1

### Expectations of Behaviour

#### 1. Treat the classroom as a place of learning

To achieve this expectation, you should:

- Listen to the person talking.
- Make sure you are ready to start the lesson at the right time and with the right equipment.
- Put your hand up if you want to speak or ask a question
- Try to follow instructions.
- Ask if you do not understand something.
- Aim to make progress in every lesson.
- Make sure your homework and reading tasks are done on time and to the best of your ability.
- Move sensibly around the classroom.
- Be polite to others and respect their property.
- Follow any other rules your class agrees to as part of the classroom contract.
- Remember - always allow others to work.

#### 2. Create a calm atmosphere in & around school

To achieve this expectation, you should:

- Always walk.
- Walk on the left, taking particular care when moving up or down stairs.
- Use the toilets sensibly.
- Be silent on your way to and from assemblies.
- Remember that other groups of children may be working when you are walking or waiting in corridors.
- Walk sensibly when moving between buildings.
- Enjoy but respect school displays.
- Use the cloakroom sensibly and pick up the belongings of others if you find them on the floor.
- Leave the school building promptly at break and lunchtimes, remembering to take all that you need with you.

#### 3. Show respect & consideration for all.

- To achieve this expectation, you should:
- Be sensitive towards the feelings of others.
- Listen and respond politely to all adults in our school.
- Help anyone who feels lonely or left out.
- Help to ensure that nobody is bullied.
- Celebrate the successes of other children.
- Remember to allow adults and others carrying heavy objects, through doorways first.

4. Take responsibility for your own behaviour.

To achieve this expectation, you should:

- Co-operate with all staff at all times.
- Always present yourself smartly in full school uniform.
- Be careful about what you say to others, take care not to offend them.
- Never encourage others to argue or fight.
- Never push, kick or hit another child.
- Do not get involved in other people's arguments.
- Do not bring valuable items to school.
- Try hard to keep on task in lessons and make the best progress you can.
- Always tell the truth.
- Be prepared to apologise when you are in the wrong.

5. Enjoy your free time & allow others to do the same.

To achieve this expectation, you should:

- Look after each other and play together sensibly.
- Play with equipment in the right way.
- Speak to an adult politely when you have a problem or need to go into the school building.
- Respond quickly and quietly to bells or whistles.
- Show good manners in the eating areas.
- Follow the rules about the different playing areas and times.
- Play with consideration for others, no fighting of any kind.
- Remember and act upon the rules for your own behaviour.
- Look after anyone who seems lonely or upset.

Whilst all staff emphasise and reward positive behaviour, there are inevitably occasions when the standard of behaviour of individuals falls below our expectations. The following explains the unacceptable behaviours and appropriate sanctions. They apply to break and lunch times, swimming, and breakfast and after-school clubs

**Break and lunch time advice/actions for staff**

Circulate constantly within your designated area maintaining a particular focus on key areas (e.g. Football/Netball areas/toilets/outdoor gym)

Engage with the children as much as possible

When dealing with issues of poor behaviour/suspected poor behaviour:

- Try to speak in a calm voice
- Remove the individual from the scene/other children
- Give the child the opportunity to explain his/her behaviour
- Speak to other children as necessary (avoiding speaking to large groups)
- Decide, and where possible agree, on appropriate sanction. Please refer to table below.

**The following table gives likely examples of behaviour and relevant sanctions**

<b>Behaviour examples</b>	<b>Outcome</b>	<b>Sanction</b>
<ul style="list-style-type: none"> <li>• Low level disagreements between children</li> <li>• Inappropriate use of equipment</li> <li>• Failure to observe agreed procedures</li> <li>• Loud voice / rushing /inappropriate use of equipment in canteen</li> </ul>	Quiet conversation outlining reason for poor behaviour	None
<ul style="list-style-type: none"> <li>• Repetition of above</li> <li>• Play fighting</li> <li>• Potentially dangerous but non-deliberate use of equipment</li> <li>• Lack of immediate response to request/instruction from staff</li> <li>• Inappropriate use of toilets</li> <li>• Over-zealous arguing in ball games</li> <li>• First refusal to do what an adult has said</li> </ul>	Verbal Warning	Option of 5-10 minutes 'time out' with adult on duty
<b>Behaviour examples</b>	<b>Outcome</b>	<b>Sanction</b>
<ul style="list-style-type: none"> <li>• Repetition of above</li> </ul>	Yellow card	Name and brief explanation written by

<ul style="list-style-type: none"> <li>• Disrespectful towards staff</li> <li>• Rudeness/swearing (probably in the heat of the moment)</li> <li>• Aggressive pushing in the context of ball game</li> </ul>		<p>adult on duty and given to class teacher who will then administer a 'Yellow Card' – Reflection Room at next available opportunity Parent informed via class teacher</p>
<ul style="list-style-type: none"> <li>• Repetition(s) of above</li> <li>• Vandalism</li> <li>• Repeated verbal abuse (using foul language) towards children or adults</li> <li>• Serious challenges to authority e.g. repeatedly refusing to follow adult instruction</li> <li>• Violence/fighting (may be exceptions for self-defence)</li> <li>• Racism (also recorded separately)</li> </ul>	<p>Red card recommendation</p>	<p>Name and brief explanation on 'Red Card' form child sent/escorted immediately to Assistant Head Teacher and/or Reflection Room.</p> <p>If confirmed, letter sent to parents and further consequences discussed/agreed by Head Teacher</p>
<p>More serious or repeated incidences of red card offences</p>	<p>Further sanctions which may include temporary, or on very rare occasions, permanent exclusion</p>	
<ul style="list-style-type: none"> <li>• *Some children with special educational needs will require a different approach in line with their provision plans.</li> </ul>		

**\*Reflection Room** - This is a nominated classroom/ILA which will be supervised by a teacher each day from 12.30 – 1.00 until 1.35. During this time the child will complete a 'Reflection Sheet' (see below), which will be handed to the class teacher, by the duty member of staff, for placement in a class behaviour folder.

**Yellow card forms** - These should be completed by the staff member dealing with the incident. The child should take this form with them to the Reflection Room to give to the class teacher on duty. If the card is given at morning break, the member of staff concerned should pass the form to the class teacher and the child should attend the reflection room the same day. If a child receives 3 yellow cards within a term, teachers should consider arranging a meeting with parents and Headteacher. If a child receives 5 yellow cards within a term, a meeting must be arranged with parents and Headteacher.

### **Breakfast and After-School clubs**

Breakfast and After-school clubs should use the same system with the following adaptations:

- Behaviour log for verbal warnings to be kept by lead worker
- Yellow card forms should be passed by the lead worker to relevant class teacher as soon as possible. Reflection Room time should be on the same day for breakfast club and the next day for after-school club. The class teacher must ensure attendance.
- For any potential red card incidents, a member of the SLT should be contacted immediately.

**Reflection Sheet**



Name: \_\_\_\_\_ Class: \_\_\_\_\_

Date: \_\_\_\_\_

**Please read this first:**

- 1. You have been given reflection time to think about your behaviour today.**
- 2. It is your responsibility to work, with your class teacher, on how to make better choices for the future.**

**You now need to complete this sheet, thinking carefully about the answers you give.**

**1. Underline the Beecholme Primary expectation you did not follow today:**

- Treat the classroom as a place of learning.**
- Create a calm atmosphere in and around school.**
- Show respect and consideration for all.**
- Take responsibility for your own behaviour.**
- Enjoy your free time and allow others to do the same.**

**2. Describe what happened...**

---

---

---

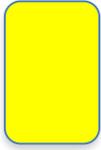
---

---

---

---





## YELLOW CARD

Name of pupil: \_\_\_\_\_ Class: \_\_\_\_\_ Date: \_\_\_\_\_

**Brief description of what happened:**

---

---

---

---

---

---

---

---

---

---

**Staff name:** \_\_\_\_\_

**Staff signature:** \_\_\_\_\_

**Yellow Card upheld** \_\_\_\_\_

**Yellow Card declined** \_\_\_\_\_

**Reason:**

---

---

---

---

**Sanction:**

---

---

---

**SLT Signature :** \_\_\_\_\_



**POSSIBLE RED CARD INCIDENT**

**Name of pupil:** \_\_\_\_\_ **Class:** \_\_\_\_\_ **Date:** \_\_\_\_\_

**Brief description of what happened:**

---

---

---

---

---

---

---

**Staff name:** \_\_\_\_\_

**Staff signature:** \_\_\_\_\_

**Red Card upheld** \_\_\_\_\_

**Red Card declined** \_\_\_\_\_

**Reason:**

---

---

---

**Sanction:**

---

---

---

**Headteacher Signature :** \_\_\_\_\_