



Skelton
PRIMARY SCHOOL

Behaviour and Exclusion Policy

Behaviour Policy

Skelton is a nurturing school which focuses on positive praise. All staff openly show that they care about the children and provide them with a safe, calm and purposeful place to learn.

Going for Gold

Every class has a behaviour chart which has each child's photo on it and the colours shown below. Every child starts each day with their photograph on green and can move on the chart when showing the behaviours listed below.

	COLOURS	BEHAVIOURS
	Gold Outstanding	<ul style="list-style-type: none"> • Consistent silver behaviour • Consistently showing the 5R's for learning • Consistently being a role model • Consistently going 'above and beyond' expectations • Leading by example and encouraging others
	Silver Wow!	<ul style="list-style-type: none"> • Consistent bronze behaviour • Being resilient – not giving up when something is hard • Taking risks with learning – trying new things • Being a reflective learner – thinking about how I can improve my learning
	Bronze Great day	<ul style="list-style-type: none"> • Showing consistent green behaviour • Promoting positive relationships – showing kindness and consideration to others • Making positive contributions in learning time • Showing initiative • Being a role model to others • Being an independent learner
	Green Ready to learn	<ul style="list-style-type: none"> • Co-operating with others • Showing good listening to all • Following adults' instructions • Being polite and respectful • Trying our best • Being safe, calm and in the right place • Treating the school environment and property with respect • Wearing our school uniform • Having the correct equipment
	Yellow Think about it	<ul style="list-style-type: none"> • Distracting others from learning • Rocking on chairs • Talking over someone • Not working to the best of your ability • Not co-operating with others. • Not moving safely or calmly around school • Not being in correct uniform
	Orange Reflection time	<ul style="list-style-type: none"> • Name calling or unkindness to others • Taking or damaging property • Being disrespectful or rude • Not following adults' instructions • Repeated yellow behaviour
	Red Serious consequence	<ul style="list-style-type: none"> • Repeated orange behaviour • Swearing • Fighting • Leaving class without permission • Intimidating others • Bullying (including cyber bullying) • Racism

The principle behind the system is:

1. That all pupils have the opportunity to make positive choices about their behaviour and influence outcomes.
2. That teachers will promote positive behaviour management skills in class to allow the children to make the right choices.
3. Pupils who are regularly following the rules are noticed and recognised.

Rewards at Skelton:

- Verbal praise
- Stickers when moved to bronze and silver on the behaviour chart
- Hot chocolate treat
- Certificates
- Jobs of responsibility
- A 'gold card' sent to a member of SLT
- A gold star pin for consistent outstanding behaviour

Consequences

As well as a range of rewards we also have a range of consequences which help to shape the children's behaviour. We make every effort to ensure that consequences are applied calmly, firmly and consistently. Children are moved to yellow and orange on the behavior chart if they display any of the behaviours outlined on the chart above. Children are able to move back up the behavior chart from these colours, if they choose to change their behaviour. If a children's name is moved to red, their picture remains there for the day and parents are contacted and asked to fill in a form. Children can accumulate more than one 'red' in a day. (See appendix 1)

Exclusion Policy

This policy, deals with the practice which informs the school's use of exclusion. It is underpinned by the shared commitment of all members of the school community to achieve two important aims:

- 1) Ensure the safety and well-being of all members of the school community, and to maintain an appropriate educational environment in which all can learn and succeed
- 2) Realise the aim of reducing the need to use exclusion as a sanction.

Introduction

The decision to exclude a student will be taken in the following circumstances:-

1. In response to a serious breach of the school's Behaviour Policy;
2. If allowing the student to remain in school would seriously harm the education or welfare of the student or others in the school.

Exclusion is an extreme sanction and is only administered by the Head Teacher (or, in the absence of the Head, a member of the Senior Leadership Team).

Exclusion, whether fixed term or permanent may be used for any of the following, all of which constitute examples of unacceptable conduct, and are infringements of the school's Behaviour Policy:

- Verbal abuse to staff and others
- Verbal abuse to pupils
- Physical abuse to/attack on Staff
- Physical abuse to/attack on pupils
- Indecent behaviour
- Damage to property
- Theft
- Serious actual or threatened violence against another student or a member of staff.
- Sexual abuse or assault.
- Carrying an offensive weapon.

- Arson.
- Unacceptable behaviour which has previously been reported and for which school sanctions and other interventions have not been successful in modifying the student's behaviour.

This is not an exhaustive list and there may be other situations where the Head Teacher makes the judgment that exclusion is an appropriate sanction.

Exclusion procedure

- Most exclusions are of a fixed term nature and are of short duration; usually between one and three days.
- The DfE regulations allow the Head Teacher to exclude a pupil for one or more fixed periods not exceeding 45 school days in any one school year.
- The Governors have established arrangements to review promptly all permanent exclusions from the school and all fixed term exclusions that would lead to a student being excluded for over 15 days in a school term or missing a public examination. (In relation to procedural matters pertaining to the composition and operation of the Governors' Discipline Committee, the Governing Body has agreed to adopt the procedural guidelines prepared by City of York LA.)
- The Governors have established arrangements to review fixed term exclusions which would lead to a pupil being excluded for over five days but not over 15 days in a school term where a parent has expressed a wish to make representations.
- Following exclusion parents are contacted immediately where possible. A letter will be prepared for the parents giving details of the exclusion and the date the exclusion ends. Parents have a right to make representations to the Governing Body and the LA as directed in the letter.
- A return to school meeting will be held with the Head Teacher following the expiry of the fixed term exclusion and the child will not be allowed back into their classroom without this meeting taking place.
- During the course of a fixed term exclusion where the pupil is to be at home, parents are advised that the student is not allowed on the school premises, and that daytime supervision is their responsibility, as parents/guardians.

Permanent Exclusion

The decision to exclude a student permanently is a serious one. There are two main types of situation in which permanent exclusion may be considered.

1. The first is a final, formal step in a concerted process for dealing with disciplinary offences following the use of a wide range of other strategies, which have been used without success. It is an acknowledgement that all available strategies have been exhausted and is used as a last resort. This would include persistent and defiant misbehaviour including bullying (which would include racist or homophobic bullying) The second is where there are exceptional circumstances and it is not appropriate to implement other strategies and where it could be appropriate to permanently exclude a pupil for a first or 'one off' offence. These might include:
 - Serious actual or threatened violence against another student or a member of staff.
 - Sexual abuse or assault.
 - Carrying an offensive weapon *.
 - Arson.

The school will consider police involvement for any of the above offences.

* Offensive weapons are defined in the Prevention of Crime Act 1953 as “any article made or adapted for causing injury to the person; or intended by the person having it with him for such use by him.”

These instances are not exhaustive but indicate the severity of such offences and the fact that such behaviour seriously affects the discipline and well-being of the school.

Exclusion will not be imposed instantly unless there is an immediate threat to the safety of others in the school or the student concerned. Before deciding whether to exclude a student either permanently or for a fixed period the Head Teacher will:

- Check whether the incident may have been provoked for example by bullying or by racial or sexual harassment. If the Head is satisfied that on the balance of probabilities the pupil did what he or she is alleged to have done, exclusion will be the outcome.
- Ensure appropriate investigations have been carried out.
- Consider all the evidence available to support the allegations taking into account the Behaviour, Equal Opportunity and Race Equality Policies.
- Allow the pupil to give her/his version of events.

Exercise of discretion

In reaching a decision, the Head Teacher will always look at each case on its own merits. Therefore, a tariff system, fixing a standard penalty for a particular action, is both unfair and inappropriate.

In considering whether permanent exclusion is the most appropriate sanction, the Head Teacher will consider;

1. The gravity of the incident, or series of incidents, and whether it constitutes a serious breach of the school's Behaviour Policy
2. The effect that the student remaining in the school would have on the education and welfare of other pupils and staff.

Nonetheless, in the case of a pupil found in possession of an offensive weapon, whether there is an intention to use it or not, it is the school's usual policy in this particularly serious matter to issue a permanent exclusion.

In line with its statutory duty, these same two tests of appropriateness will form the basis of the deliberations of the Governors' Discipline Committee, when it meets to consider the Head Teacher's decision to exclude. This Committee will require the Head Teacher to explain the reasons for the decision and will look at appropriate evidence, such as the pupil's school record, witness statements and the strategies used by the school to support the student prior to exclusion.

Alternatives to Exclusion

Alternative strategies to exclusion are included in the Behaviour Policy. The threat of a permanent exclusion will never be used as the means to coerce parents to move their child to another school. In some cases a managed move to another school will remove the risk of exclusion, allowing a fresh start. This is agreed at a cluster of schools level, in partnership with the Local Authority as being in the best interests of the child.

Lunchtime Exclusion

Pupils whose behaviour at lunchtime is disruptive may be excluded from the school premises for the duration of the lunchtime period. This will be treated as fixed term exclusion and parents will have the same right to gain information and to appeal.

Behaviour Outside School

Pupils' behaviour outside school as part of school led activities for example school trips and journeys, away school sports fixtures or a work experience placement is subject to the school's Behaviour Policy. Behaviour not at an expected level in these circumstances will be dealt with as if it had taken place in school. For behaviour outside school but not on school led activities this policy will still have effect if there is a clear link between that behaviour and maintaining good behaviour and discipline among the student body as a whole. If pupils' behaviour in the immediate vicinity of the school or on a journey to and from school is poor and meets the school criteria for exclusion then the Head Teacher may decide to exclude.

Pupils with special educational needs and disabled pupils

The school must take account of any special educational needs when considering whether or not to exclude a pupil. The Head Teacher should ensure that reasonable steps, taking into account each child's need, and in line with the DDA, have been taken by the school to respond to a pupil's disability so the pupil is not treated less favourably for reasons related to the disability.

Appendix 1

Red Behaviour

Number of times on Red	Action	Responsibility
1 – 4	Notification sent home for parents to sign and return. Teacher to communicate the red form with the parent.	Class Teacher
5 & 6	Class Teacher contacts parents to discuss behaviour and to consider supportive strategies.	Class Teacher
7	Notifications continue to be sent home to parents for them to sign and return but the pastoral team also contact parents to discuss what support can be given. The pastoral team also meet with the child frequently to discuss their behaviour and consider solutions to any barriers for good behaviour.	Class Teacher Pastoral Team
8	Notifications continue to be sent home to parents for them to sign and return. A member of the SLT contacts parents to discuss behavior and possible support.	Class Teacher Pastoral Team Phase Leaders SLT
9 th time on red	Fixed term or permanent exclusion.	Head teacher
Children start each term on a fresh start of 0 reds.		