

Overdale Infant School



Behaviour Policy

Policy Review Date <u>May 2024</u>	Headteacher – Hayley Holmes	Signature
Ratified by Governing Body: May 2021		
Chair of Governors - Daniel Routledge	Signature	

Introduction:

This document is a statement of the principles and strategies for managing behaviour at Overdale Infant School.

Our aim is to promote positive behaviour as often as possible, reduce language and help children learn to manage their own behaviour.

- Good behaviour is rewarded through praise and unit cubes. Each class has a unit cube pot and the class work together to fill a pot. Children can earn a cube individually, in a group or as part of the whole class.
- When the pot is filled halfway or to the top, the class get a treat. This treat is decided by the children and all children in the class take part in the treat.

Strategies for Dealing with Behaviour which is not in line with school expectations.

We expect all children to behave appropriately at all times and actively engage with lessons and play. A list of Start and Stop Behaviours are made clear to all pupils through classroom discussions and assemblies. The list is also displayed in all classroom environments so that all children are aware of what behaviour is expected.

Managing a child's behaviour is a complex task. At all times teaching staff will rely on their professional judgement, knowledge of the child's needs and relationships with the child.

Across the school, behaviour which is not in line with school expectations is dealt with consistently by all staff, and adults working here. This is seen by children as fair and just.

- All children are given opportunities to make good decisions and adapt their behaviour on an on-going basis. Classroom staff will use many strategies with individual children before the following procedure begins.
- Stop behaviours are behaviours that we want the children to stop such as distracting others, hurting others, running in the corridor and destroying equipment.
- If children are doing something on the Stop list, we would say "That's 1" if they continue "That's 2" and if they still carry on "That's 3". This process is very clear, even for the youngest of children.
- If we count to 3 the child will then have thinking time for no more than 5 minutes.

- We will inform parents if children have two 3s in a week or multiple 2s within a week.



Once a child has been counted to three, the teacher will ask them to have some thinking time. This thinking time will be in a specific area in the classroom and will be no more than 5 minutes. If the child has been counted to three during playtime or lunchtime they will have their thinking time on our thinking bench. Time in may be more appropriate for some children. This will be thinking time sat next to a member of staff.

At no time will a child ever be left alone in a room without adult supervision.

Once the child has completed their thinking time, they will return to the activity they were doing before, they will not be asked to apologise or talk about the events leading up to being counted to three.

For serious incidents children will receive an immediate three and depending on the incident there may need to be a discussion following the thinking time about the incident and what to do next time. An apology may be appropriate here depending on the incident.

It may sometimes be appropriate to send the child to another class for a very short time. This provides for the child to calm down, think, or observe other model behaviours. It also allows their classmates to know that persistent misbehaviour will not be tolerated by them or their teacher.

Incidents will be recorded on CPOMS, this is reviewed regularly by SLT and appropriate actions are identified when required.

Restorative Practice

If a child has more than one 3 in a day or week or a child has been involved in a conflict with another child it may be appropriate for staff to take a restorative approach. This gives the child an opportunity to learn from their behaviour and engage in acts of empathy and forgiveness. Staff will use a restorative script to help the child understand the consequences of their behaviour and the member of staff will work with the child to make amends.

This will provide all those involved:

- with a chance to tell their side of the story and feel heard-
- to understand better how the situation happened and how it can be avoided another time
- to feel understood by the others involved
- to find a way to move on and repair any damage done to their connections with the others involved, or even build connections where there were none previously.

When a teacher feels it is necessary for the Pastoral Support Worker (PSW) or the Senior Leadership Team (SLT) to become involved this will happen.

If this escalation occurs, parents will be made aware and involved in behaviour modification as soon as possible. They will be asked to come into school to discuss ways of helping the child.

Parents will always be spoken to privately and confidentially, away from other people.

If a child's name is repeatedly brought to the attention of the Headteacher or SLT, the parent/carer will again be invited into school to discuss the problem.

The Class Teacher will be told of unacceptable behaviour out of the classroom by other teachers, ancillaries, dining supervisors and all staff employed at the school (see dinner time arrangements below).

A programme to help the child modify his/her behaviour will then be worked out jointly.

For children with complex needs with Element 3 funding or an EHCP reasonable adjustments will be made, these will be agreed with parents in advance.

Behaviour Modification Process:

The school staff and the governors will expect the co-operation and support of the parent/carer and the child in planning and carrying out a behaviour programme. The programme will be reviewed within an agreed timespan. A programme may include:

- An individual start/stop list
- Opportunities for positive reinforcement of appropriate behaviour.
- A daily reporting system (successes will also be reported)
- Positive Behaviour Plan
- Positive Handling Plan

If a serious incident occurs, parents/carers will be contacted as soon as possible by telephone, by personal contact at the end of the day or by letter delivered at the end of the day.

Parents will then meet with the Headteacher and Class Teacher to discuss the incident and how it is being dealt with in school. They will be expected to co-operate with and support whatever actions are being taken by the school.

Serious Offences

We consider the following to be serious offences:

- Physical abuse of another child or adult, e.g. biting, kicking, punching, etc.
- Verbal abuse of another child or adult, e.g. taunting, swearing, insolence, refusal to answer, etc.
- Deliberate breaking or stealing of property
- Racial abuse, use of racist language or any form of racism (See Appendix 1)
- Bullying
- Endangering the safety of themselves or others

With a serious offence a programme of behaviour modification will be tailored to suit the individual child concerned.

Such a programme will involve close supervision and loss of privileges. In certain cases, exclusion will be considered (see Exclusion Policy in Appendix 2). Where this is deemed necessary, the Headteacher will be responsible for applying the civil standard of proof when establishing the facts in relation to an exclusion.

If, after following modification programmes, the child's behaviour is not improving, the Headteacher will consider contacting outside agencies for more help and advice eg. Educational Psychologist, Behaviour Support Team, etc. We would expect parents to continue to give their consent and support.

Dinner Times:

The same warning system will apply, and misbehaviour will be reported to the Class Teacher or the Headteacher. Persistent dinner time misbehaviour will lead to exclusion from dinners for a fixed time. Serious Incidents are reported on CPOMS.

Physical Intervention

At Overdale Infant School Physical intervention is always used as a last resort. All of our staff are trained in de-escalation strategies and these should always be used first. We have a core group of staff that are Team Teach trained (Team Teach). If a child has to be restrained for their own or others safety this will be logged using the Leicester City Physical Intervention portal. Parents are contacted if a child has had to be restrained. The intervention is also recorded on CPOMS. For further information please see our Physical Intervention Policy.

Conclusion:

It is hoped that very few pupils will be involved in disciplinary programmes. During all stages, staff will look very carefully at the following points:

- The attitude of the offending child
The effect of the behaviour on other children
- The health and safety of other individuals
- The effect of the behaviour on the educational process

All cases will be looked at individually within the framework laid down by the Code of Practice, and whatever programme is followed **the safety and education of all pupils will be our main consideration.**

If, however, after all these considerations, behaviour shows no improvements, fixed term and ultimately permanent exclusion from school will be considered.

And will be reviewed every 3 years

- Review date 2024

Head Teacher

To be well informed, provide active leadership and set high expectations for what can be achieved by staff and pupils

To observe lessons and give feedback for improvements

Policy agreed by Governing Body on 26.05.21

This policy has due regard to the related statutory legislation including, but not limited to, the following:

- Education Act 2002
- The School Discipline (Pupil Exclusions and Reviews) (England) Regulations 2012
- Education and Inspections Act 2006
- Education Act 1996
- The Education (Provision of Full-Time Education for Excluded Pupils) (England) Regulations 2007
- The European Convention on Human Rights (ECHR)
- Equality Act 2010

This policy also has due regard to statutory and non-statutory guidance, including, but not limited to, the following:

- DfE (2017) 'Exclusion from maintained schools, academies and pupil referral units in England'

- DfE (2016) 'Behaviour and discipline in schools'
- DfE (2015) 'Special educational needs and disability code of practice: 0 to 25 years'
- DfE (2018) 'Mental health and behaviour in schools'

Appendix 1

Dealing with Racist Incidents

The Stephen Lawrence Inquiry Report defines a racist incident for the purposes of reporting and recording, as;

‘Any incident which is perceived to be racist by the victim or any other person’

The use of this definition ensures that all possible racist incidents are properly investigated and followed through.

This definition is designed to take account of the fact that the under-reporting of racist incidents is a serious problem in dealing with racism.

At Overdale Infant School all forms of racism are unacceptable.

Racist name calling and the use of racist labels should be recorded and followed through. Racist incidents are not always accompanied by overt expression of racial prejudice or intolerance and that racist behaviour may also take the forms of ignoring, not allowing to join in, not sharing and other more covert exclusionary practices.

Racial harassment and abuse can often only be obvious to the person experiencing it, and while victims should be encouraged to report incidents, staff must not wait for victims to take the initiative.

Young people often suffer this kind of abuse in silence for a variety of reasons.

In dealing with reported incidents once again the Stephen Lawrence Inquiry report offers a useful working definition in stating that racism is:

“conduct or words or practices which advantage or disadvantage people because of their colour, culture or ethnic origin. In its more subtle form, it is as damaging as in its overt form.”

At Overdale Infant School:

All staff must play a role in tackling racist incidents by;

Knowing where the school stands.

- Understanding what constitutes a racist incident.
- Knowing what the procedures are.
- Knowing who they report racist incidents to

As stated in the school behaviour policy, the school considers racism in any form as a serious offence.

Assemblies and circle time etc. are used to explain and reinforce this message with the children.

It should be clear to all pupils, how they report incidents, confidentially and anonymously if need be.

Alleged racist incident – if anyone feels an incident is racist then:

A. Initial Response

- Treat the issue seriously
- Respond immediately
- Reinforce school's position and rules on racism
- Focus on the perpetrator's behaviour (rather than the person)
- Support and affirm the victim
- Connect with pupils feelings
- Support and affirm the victim, explaining how racism works through the stereotyping of an individual

B. Record

- Fill in Racist Incident Report Form
- Notify the named management team member responsible for dealing with racist incidents

C. Investigate

- Senior Leadership Team to lead
- Listen to all parties
- Address underlying issues, e.g., an incident may not be racial in origin – it might be a dispute over resources in which racist abuse has been used: in which case the original issue should be sorted out as well as the use of the unacceptable words that made it a racist incident.
- Make sure race issues are covered – do not just treat incidents as, say, a case of simple bullying – be able to explain why it is a racist incident if you judge it to be such
- Reinforce school's position and rules on racism
- If it's not judged to be a racist incident this would need to be explained to the parties involved, though the incident might still remain as another kind of infringement of the school's behaviour policy which needed a response. The incident will be recorded on CPOMS alongside the outcome of the investigation.

D. Further Response

- Inform and involve class teachers Follow through with both victim and perpetrator Address the perpetrator's racist behaviour and correct racist misperceptions, e.g. about not belonging in "our" country
- Reinforce the school's position and rules on racism

Exclusion Policy

Introduction

Overdale Infant School seeks to avoid exclusions. These take place only for very serious incidents or when other strategies have been tried extensively to improve behaviour, but have not been successful.

In most cases exclusion will be the last resort after a range of measures have been tried to improve the pupil's behaviour and after a range of strategies have been put in place to address the inappropriate behaviour which may lead to exclusion.

The headteacher and staff will identify pupils whose behaviours place them at risk of exclusion, and seek additional provision to meet their individual needs, which could include working in partnership with other agencies e.g. the Educational Psychologist (EP) and Behaviour Support Team (BST).

Fixed term and permanent exclusions are used when other strategies and sanctions have not been effective over time or when there has been a single clear and serious breach of discipline.

Reasons for Exclusion

A serious offence could by itself justify a pupil's exclusion. This may include an aspect of the following:

- Physical abuse of another child or adult, e.g. biting, kicking, punching, etc.
- Verbal abuse of another child or adult, e.g. taunting, swearing, insolence, refusal to answer, etc.
- Deliberate breaking or stealing of property
- Racial abuse, use of racist language or any form of discriminating behaviour
- Bullying
- Endangering the safety of themselves or others
- Frequent high-level disruption to lessons
- Frequent high-levels of non-compliance
- Frequent high-levels of disrespect to any adult in school
- Any behaviour deemed to be inappropriate

In the Run -up to a Possible Exclusion

In cases where an exclusion seems likely to occur, the school will:

- Warn parents/carers in writing that the pupil is at risk of exclusion
- If time allows, arrange a meeting with the parents to plan how to support the pupil in an attempt to avoid the need for exclusion.
- Take account of views of the pupil
- Keep written notes of all verbal warnings given to the pupil and advice given to parents/carers
- Involve the EP and/or BST and/or other agencies, as soon as possible.

Roles and Responsibilities

Only the headteacher or, in their absence, a member of the senior leadership team acting in their stead, can exclude a pupil from school.

The Exclusion Process

Single Day Exclusion. In the first instance it is probable that a single day exclusion would be used.

The headteacher is responsible for:

- Applying the civil standard of proof when establishing the facts in relation to an exclusion.
- Complying with their statutory duties in relation to pupils with SEND when administering the exclusion process, as outlined in the Special Educational Needs and Disabilities (SEND) Policy.
- Considering any contributing factors that are identified after an incident of poor behaviour has occurred, e.g., if a pupil has suffered bereavement, bullying or has a mental health issue.
- Considering the use of a multi-agency assessment for a pupil who demonstrates persistent disruptive behaviour.
- Reviewing the effectiveness of exclusions as a sanction, e.g. if a pupil has received multiple exclusions or is approaching the legal limit for exclusions in an academic year.
- Considering what extra support may be needed to identify and address the needs of individual pupils, particularly those with SEND, eligible for FSM, LAC/PLAC and those from certain ethnic groups.
- Engaging effectively with parents in supporting the behaviour of pupils with additional needs.
- Determining whether a pupil will be excluded on disciplinary grounds.
- Withdrawing any exclusions that have not been reviewed by the governing board, where appropriate.

- Ensuring any decision to exclude is lawful, rational, reasonable, fair and proportionate.
- Complying with the requirements of the Equality Act 2010 when deciding whether to exclude a pupil.
- Ensuring they have considered their legal duty of care when sending a pupil home following an exclusion.
- Making the decision to exclude based on the evidence available at the time, regardless of any police investigation and/or criminal proceedings.
- Ensuring that all information provided to parents is clear and easily understood.
- Notifying the governing board and LA of their decision to exclude a pupil where appropriate, as well as the pupil's home authority if required.
- Notifying the governing board once per term of any exclusions not already notified.
- Organising suitable work for excluded pupils where alternative provision cannot be arranged.

If an exclusion is considered appropriate:

- Parents/carers will be notified immediately by telephone and asked to remove their child from the school.
- They will be given a formal letter outlining the reason for exclusion, the exclusion process and details of procedures they may wish to adopt e.g. appeals procedure.
- The Chair of Governors will be notified in writing at the time exclusion is decided, as will the appropriate agencies of the Local Authority.
- The school will also work to put in place a "re-integration" programme for the pupil on his/her return.

Fixed Period Exclusion. Fixed period exclusions must not exceed 45 school days in any one academic year. Work will be set by the school for the child to complete at home during the first five days of the exclusion. If the period of exclusion is longer than 5 days the school will contact the parents to inform them of the arrangements that have been put in place to provide education for their child from the 6th day of the exclusion. The parents are responsible for the care of their child in the first 5 days of exclusion. If a pupil is excluded for more than 15 days in one term (this includes a multitude of exclusions including half days) parents/carers may request a review.

Permanent Exclusion. If fixed period exclusions are unsuccessful in reforming the child's behaviour then it will eventually become necessary to permanently exclude the child from the school.

Representation to the Governors Disciplinary Committee

Parents/carers can make representations about the exclusion to the Governors Disciplinary Committee. This will be formed of three Governors. These Governors will be responsible for electing a Chair of the Disciplinary Committee.

Post Exclusion Planning

Re-integration into the Excluding School.

The headteacher will convene a meeting to discuss and make plans for the re-integration of the pupil after an extended exclusion. The meeting will make the necessary preparations for the pupil's return to school and will involve the parents/carers and the pupil. Parents/carers are entitled to take a friend or supporter. A member of the Governing body may also attend the Re-integration meeting where possible.

The meeting will consider all aspects of re-integrating the pupil, including the provision of additional support. Any previous behaviour management plans will be revised, and new targets agreed. If there were no plans prior to the exclusion, then a plan will be drawn up. All plans will include elements of a contract between the parties involved so that the pupil will know how to achieve success. The school will set realistic targets and review dates will be set. The meeting will also consider whether the pupil has additional needs and whether enough is being done to support those needs.

Monitoring and Review

The Governors monitor the exclusion procedure, in order to ensure that any exclusion will be handled properly. The headteacher keeps detailed records of any exclusion made by the school. Governors are informed if an exclusion has taken place since the last Full Governing Body meeting.

Governors take into account any local or national decisions that affect the exclusions process, and make any modifications necessary to this policy. This policy is made available to all parents, so that they can be properly informed about the exclusion process.

For more information on Exclusions please read Leicester City Council Exclusions – A brief guide

Policy Agreed by Governors: May 2021

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