



Ashmount Primary School

Behaviour Policy

Name of School	Ashmount Primary School
Policy review Date	May 2023
Date of next review	May 2024
Who reviewed this policy?	DSL/Deputy Head/Head teacher Annabel Le Moine

SECTION 1 – BEHAVIOUR POLICY

Some parts of this policy have been written specifically for children, other parts are for adult guidance. However there are three key principles which underpin the policy.

The Key Principles of Behaviour Management

1. Being Inclusive

- Some individuals need more support than others in learning to respect the rights of others and to meet the school's expectations of behaviour;
- Some of our children, for some or all of the time, will need more of our attention and support than others;
- We have a responsibility to teach social behaviour to all children;
- We should be clear with staff, pupils, parents and governors about which expectations are non-negotiable (such as those relating to violent or other unsafe behaviour);
- All pupils have the right to be educated no matter how challenging their behaviour;
- Dealing with challenging behaviour often helps us to find ways to improve our systems, processes and procedures. We should seek to adapt these to fit our diverse population.

2. Being Positive

- Parents/carers need to be as fully involved as possible;
- We should have high expectations of what is acceptable behaviour in our school and within the wider community and should seek to raise those expectations in partnership with staff, governors with pupils and parents/carers;
- If we want our pupils to behave in a particular way, we are responsible for making it clear to them how we want them to behave;
- We should recognise acceptable behaviour through positive reinforcement;
- We should provide pupils with honest & sensitive feedback on their own learning and behaviour.

3. Being Assertive

- We believe we all have rights - teachers have the right to teach, pupils have the right to learn;

- Pupils and staff have the right to feel safe in school;
- Parents have the right to feel welcome and to know their children work, play and learn in a friendly, safe and helpful school;
- We should never tolerate violent, abusive or anti-social behaviour in the classroom or anywhere in school;
- Staff requires support from each other and outside agencies in order to support individual pupils through learning and making changes in behaviour.

The Aims of the Pupil Behaviour Policy

- To support the educational and other aims of the school;
- To contribute to the ethos of the school;
- To ensure that the conduct of all members of the school community is consistent with the values of the school;
- To create a safe, predictable working environment in which all children can learn positive social behaviour.

The Behaviour Policy links to policies on the following: Anti-Bullying, Cyberbullying, E-Safety and Exclusion. The school's PSHCE and Relationship and Sex Education curriculum should address any bullying issues systematically. Issues should also be addressed through whole class circle time.

Our School Rules –

We are kind – with our words and actions

We are responsible – we look after ourselves, the school and the wider community

We always try our best – we use growth mindset in all we do.

Everyone in the school has rights and responsibilities. To help protect our rights and to encourage responsibility, we have basic rules for our school. The School Rules form the basis of whole school and classroom rules and are a vital part of setting clear expectations throughout the school. It is important that these rules are discussed and referred to as part of behaviour management strategies.

In addition to the school rules children are encouraged to use the S.W.A.T code (Stop, Walk away, tell an Adult, Talk about it).

“Praise, recognise and respond”

We believe that praise is the most powerful form of influencing children's behaviour.

Class Dojo Reward System

To support children in remembering the school rules and to reward those children who are making good choices, we are using a positive behaviour software program called '**Class Dojo**'. This is for Key Stage 1 and 2 children.

The principle behind this system is to encourage positive behaviour such as pupil participation and teamwork. Parents can also be kept informed through instant messaging and reports. Points can be awarded for the whole class, groups and individuals. Each class sets a target for them to achieve and receive extra playtime.

Positive notes home

At the end of the week teachers will select 2 pupils who have shown outstanding behaviour to be rewarded with a positive note home. The note will state why their child has been given the note and suggest that parents may wish to follow this up with their own reward.

WHOLE SCHOOL

Achievement assembly

At the end of each week KS1 and KS2 hold an achievement assembly to award children with certificates for their efforts in the following areas:

KS1

- Dojo Cloud awards
- Best lining up cup
- Reader of the Week
- Writer of the Week
- Mathematician of the Week
- Kindness

KS2

- Reader of the Week
- Writer of the Week
- Mathematician of the Week
- Kindness

EARLY YEARS REWARDS SYSTEM

Early Years reward children with Dojo points and any children who get 10 Dojos can choose a sticker.

WHOLE SCHOOL SANCTIONS

The staff follow the 1,2,3 system in the behaviour policy. EYFS children are given a time out in class or the parallel class using a 5 minute timer. KS1 and 2 children are given time out in class in the first instance. If behaviour does not improve then this is followed by time out in their parallel class using a 10 minute timer.

A restorative conversation then takes place to allow the child to be heard and reflect on their behaviour. It also gives them the opportunity to make amends and repair the relationship with the affected person/s.

RESTORATIVE CONVERSATIONS

Where possible the school will try a range of strategies before issuing any sanctions.

Restorative Justice

For real change to take place it is essential that the perpetrators face up to their own responsibilities in a realistic and reflective manner. This may take the form of 'restorative conversations' with the adults working in the class or with a member of the Senior Leadership Team. These may occur during morning play or lunchtime.

In cases where a child does not respond positively to the restorative approach they might incur a sanction such as exclusion from the playground for the duration of break (15 mins) due to continued negative choices made during lessons.

Alternative lunchtime play provision, which is organised by the Inclusion Lead and supervised by an experienced support staff member, is also an option for vulnerable pupils or for those with specific needs. This is known as 'Chillout'.

Refusing to move

If a child refuses to attend another class or move away from the main learning group, tactfully ignore, giving space and time to make appropriate choice. Always keep children and adults safe. Should the child continue to ignore instructions or behave in a way that is potentially harmful to themselves or others then two children should send for a staff member who is trained in Positive Handling to encourage the child to leave. If this approach fails, then an additional colleague will be called to support them. A list of trained staff is kept in the staff room and main school office.

Positive Handling Approach

All members of staff are aware of the regulations regarding the use of force by school staff, as set out in DfE Circular 10/98, relating to section 550A of the Education Act 1996: 'The Use of Force to Control or Restrain Pupils'. However, in exceptional situations, they will intervene physically to restrain children or to prevent injury to a child, or if a child is in danger of hurting him/herself, or if the use of such physical contact or restraint is clearly in the best interests of the safety of pupils or other members of the school community. The actions that we take are in line with government guidelines on the restraint of children.

Eleven members of staff across the school are trained in the Positive Handling approach for dealing with extreme cases of behaviour. This involves de-escalation techniques, which are followed by all staff. The purpose of restraining a pupil is to get them to a safe space to allow them time to cool down after an incident. If this happens a record of the incident is logged as such on CPOMS and parents will be informed.

Internal exclusions

If a serious incident occurs the Senior Leadership Team (SLT) may decide that a pupil should be excluded from the classroom and playground for longer periods of time and asked to work in another class. This can happen from between half a day and up to 5 days. The child may also be excluded from eating their lunch with their peers. This is known as an internal exclusion.

If the process of an internal exclusion does not have the desired positive impact then a pupil may be excluded from the school for a 'fixed term' or permanently, for disciplinary reasons – see Section 2 Exclusion Policy for details.

Support and Management of Vulnerable Pupils

Most children, at some time during their time at school, will require extra support in managing their behaviour. At these times the behaviour policy may need to be adapted to support vulnerable pupils. This may include further consideration around their needs in relation to internal or fixed term exclusions.

Meetings are held weekly to help the Senior Leadership Team track and create a prompt response for vulnerable pupils. Parents will be informed that the school has concerns about their child's behaviour. The Senior Leadership Team will discuss with parents the strategies in place to further support their child's behaviour. These may include:

- Behaviour Support Plan;
- Support from the Behavioural Education Support PRU Outreach Team;
- The school will work closely with the parent/carer to identify the reason for these behaviours and to support the child in making necessary changes.

Monitoring and tracking Behaviour

Behaviour incidents are logged on using CPOMs (Child Protection Online Management system). Data is then collated and analysed at the end of each half term to identify key problem areas around the school & ensure plans are put into place to address them.

Parents can request to see their child's behaviour log from Ms Le Moine who is the Inclusion Lead at Ashmount.

Exclusion Policy

Background

This policy deals with the policy and 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. The first is to ensure the safety and well-being of all members of the school community, and to maintain an appropriate education environment in which all can learn and succeed;
2. The second is to realise the aim of reducing the need to use exclusion as a sanction.

Introduction

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

(a) In response to a serious breach of the school's Behaviour Policy

(b) If allowing the pupil to remain in school would seriously harm the education or welfare of other persons or the pupil him/herself in the school.

Exclusion is an extreme sanction and is only administered by the Head teacher. Exclusion, whether for a suspension 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 (including sexually inappropriate language and behaviour)
- Damage to property
- Misuse of illegal drugs
- Misuse of other substances
- Theft
- Serious actual or threatened violence against another pupil or a member of staff
- Child on child abuse - sexual harassment, abuse (physical or verbal) or assault
- Supplying an illegal drug
- Carrying a vape, e-cigarette
- 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 pupil's behaviour.

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

At times the Headteacher will decide not to use the extreme sanction of an exclusion but will decide along with the Senior Leadership Team that a Behaviour Support Plan should be drawn up to try and avoid the sanction of an exclusion in the future. This might be accompanied by an internal exclusion.

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 Headteacher 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 suspensions that would lead to a pupil being excluded for more than 15 days in a school term or missing a public examination. The Governors have established arrangements to review suspensions which would lead to a pupil being excluded for more than five days but not more than 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 sent by post giving details of the exclusion and the date the exclusion ends (see appendix 1). Parents have a right to make representations to the Governing Body and the Local Authority as directed in the letter.

A reintegration meeting will be held following the expiry of the suspension and this will involve a member of the Senior Leadership Team and other staff where appropriate. During this meeting a Behaviour Support Plan will be drawn up, which will include a review date. During the course of a suspension where the pupil is to be at home, parents are advised that the pupil is not allowed on the school premises, and that daytime supervision is their responsibility as parents/guardians.

Records relating to exclusions will be stored confidentially in accordance with our data protection policy.

The school will also consider the following:

- Targeted intervention from staff specifically trained in providing SEMH support
- Learning mentor support and guidance
- Local authority School Well-being offer
- Place2Be counselling
- CAMHS

- EP involvement
- SEB referral
- New River College Outreach referral
- Samuel Rhodes Outreach referral
- The Bridge Outreach referral
- Exceptional Needs referral

Permanent Exclusion

The decision to exclude a pupil 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) or repeated possession and/or use of an illegal drug on school premises.
2. 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 pupil or a member of staff
 - Sexual abuse or assault
 - Supplying an illegal drug
 - Carrying an Offensive Weapon (Offensive weapons are defined in the Prevention of Crime Act 1993 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".
 - Arson
 - Behaviour which poses a significant risk to the child's own safety.

The school will involve the police for any relevant offences. 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.

General factors the school considers before making a decision to permanently exclude a pupil

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

- Explore a placement at New River College to avoid exclusion. New River College is a provision in the borough for children displaying challenging behaviour
- Ensure appropriate investigations have been carried out
- Consider all the evidence available to support the allegations taking into account the Behaviour policy, Race Equality Policy and Equalities statement.
- Allow the pupil to give her/his version of events
- Explore the wider context, taking into consideration how much the incident may have been provoked (for example by bullying or by racial or sexual harassment).

If the Headteacher is satisfied that on the balance of probabilities the pupil did what he/she is alleged to have done, then exclusion will be the outcome.

Appendix 1 Standard exclusion letter from the London Borough of Islington

Dear **[Parent's Name]**

RE: **[Pupil's name & DOB]**

I am writing to inform you of my decision to suspend **[Child's Name]** for a fixed period of **[specify period]**. This means that he/she will not be allowed in school for this period. The suspension begins/began on **[date]** and ends on **[date]**.

I realise that this suspension may well be upsetting for you and your family, but the decision to suspend **[Child's Name]** has not been taken lightly. **[Child's Name]** has been suspended because **[reason for suspension]**.

You have a duty to ensure that your child is not present in a public place in school hours during this suspension on **[specify dates]** unless there is reasonable justification for this. I must advise you that you may receive a penalty notice from the local authority if your child is present in a public place during school hours on the specified dates. If so, it will be for you to show reasonable justification.

We will set work for **[Child's Name]** to be completed on the days specified in the previous paragraph as school days during the period of his/her suspension, when you must ensure that he/she is not present in a public place without reasonable justification. **[Detail the arrangements for this]**. Please ensure that work set by the school is completed and returned to us promptly for marking.

You have the right to make representations about this decision to the governing body. If you wish to make representations please contact **Tony McNamara** on/at **mactricks2110@btinternet.com** as soon as possible. The governing body will consider any representations which you make. However, where the number of suspension days is not above 5 for the term the governing body does not have power to overturn the head teacher's decision.

You and your child are requested to attend a reintegration interview with me **[alternatively, specify the name of another staff member]** at **[place]** on **[date]** at **[time]**. If that is not convenient, please contact the school **[within the next ten days]** to arrange a suitable alternative date and time.

The purpose of the reintegration interview is to discuss how best to support your child's return to school, including support from an appropriate outreach service (for example, Targeted Youth Service, Education Outreach Service, Chance UK mentoring Service, Bright Futures etc.), in line with Islington Council's policy on supporting pupils who have had a suspension.

Failure to attend a reintegration interview will be a factor taken into account by a magistrates' court if, on future application, they consider whether to impose a parenting order on you.

You also have the right to see a copy of **[Child's Name]**'s school record. Due to confidentiality restrictions, you will need to notify me in writing if you wish to be supplied with a copy of **[Child's Name]**'s school record. I will be happy to supply you with a copy if you request it. There may be a charge for photocopying.

You may wish to contact **Gabriella Di-Sciullo** at **Islington Children's Services, 222 Upper St, Islington, London N1 1XR Telephone: 020 7527 5779** or email gabriella.di-sciullo@islington.gov.uk who can provide advice on the suspension process.

A copy of the statutory guidance on suspensions and exclusions can be found at the following link:

- <http://www.education.gov.uk/schools/pupilsupport/behaviour/exclusion>

The following sources of free and impartial information are also available to you:

1. ACE Education W: www.ace-ed.org.uk T: 03000 115 142 <i>The advice line is open from 10 am to 1 pm Monday to Wednesday during term time</i>	2. Communities Empowerment Network W: http://cenlive.org/ T: 020 7733 0297 E: info@cenlive.org
3. Coram Children's Legal Centre W: www.childlawadvice.org.uk T: 0300 330 5485.	4. Islington Law Centre W: www.islingtonlaw.org.uk T: 020 7288 7630 E: info@islingtonlaw.org.uk <i>Opening hours: Monday to Friday from 10 am to 1 pm and from 2 pm until 4 pm</i>

<i>The advice line is open from 8am to 8pm Monday to Friday, except Bank Holidays and 24th December to the 1st January</i>	
5. Islington SEND Community Support Service W: www.family-action.org.uk T: 020 3031 6651/6652 E: islingtontend@family-action.org.uk	6. Just for Kids Law W: www.justforkidslaw.org T: 0203 174 2279 E: info@justforkidslaw.org
7. The School Exclusion Project W: https://schoolexclusionproject.com E: help@schoolexclusionproject.com	

[Child's Name]'s suspension expires on **[date]** and we expect **[Child's Name]** to be back in school on **[date]** at **[time]**.

Yours sincerely



Anthony Carmel

Headteacher

Cc. Gabriella Di-Sciullo, Islington Children's Services [Relevant Local Authority & school staff]

