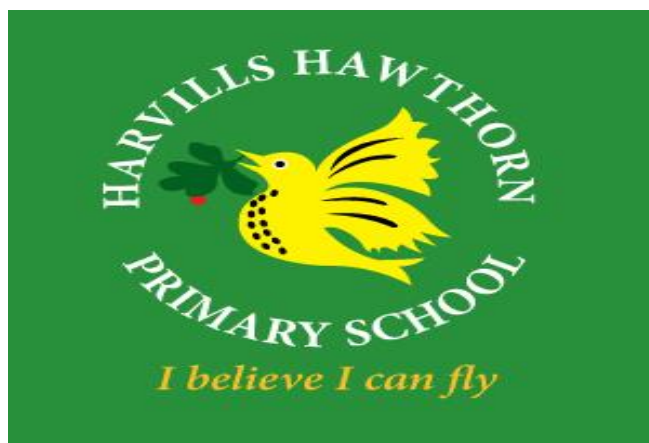


HARVILLS HAWTHORN PRIMARY SCHOOL



CODE OF CONDUCT AND EXCLUSIONS POLICY

September 2021-22

Miss Soper

Social, emotional and behavioural skills underlie almost every aspect of school, home and community life, including effective learning and getting on with other people. They are fundamental to school improvement. Where children have good skills in these areas, and are educated within an environment supportive to emotional health and well-being, they will be motivated and well equipped.

This Policy will be available on the school's website and a copy can be obtained from the office.

Aims

- To create a happy atmosphere where effective teaching and learning can take place
- To encourage responsible behaviour, self-discipline and self-esteem
- To develop a safe, caring, happy environment
- To foster mutual respect between adults and children
- To develop an understanding of co-operation and consistency
- To encourage the involvement of both home and school in the implementation of this Policy.

Classroom Discipline

The expectations of the classroom teacher are the basis upon which good school discipline is established. Expectations should be high and based on equality, respect and fairness. Children should be secure in the knowledge that they are appreciated and valued. Clear boundaries should be set, and adhered to. Lessons should be broad and balanced, well-paced, and work set should be appropriate, interesting and progressive; children should be actively involved. Enthusiasm, humour and also classroom layout are important in creating a positive classroom environment. Support, in its many forms, should be available for those children who need it and resources should be accessible. When grouping children, not only should their ability be taken into account, but also their willingness to co-operate with others. Wanted behaviours should be modelled, praised and rewarded.

All children should be given the opportunity to develop:

Knowledge

Skills for learning

Thinking skills

Self-awareness and confidence

Social skills

Self-control and management of behaviour

Appropriate values and attitudes.

Assemblies, PSHE and RHE lessons, Circle Time, P4C and Inspire workshops for parents and other such programmes can be used to teach, encourage and reinforce these.

Through the help, advice and leadership of **all** staff, pupils are expected to be aware of the following in order to encourage good behaviour within school and beyond.

Self Discipline

Each child is responsible for his/her actions and the controlling of their emotions.

Responsible Behaviour

Individuals are responsible for their own behaviour. They should be aware that any actions they take will affect others. Examples must be made of any extremes, in order to point out to others how accidents/events can occur.

Good Manners

These are essential for both school and working life.

Inappropriate Language

Need to understand the impact that inappropriate language has on moral values.

Attendance and Punctuality

This is an important part of self-discipline which leads to becoming a responsible person. See Attendance Policy

Consideration and Respect

These are essential throughout the school day and are the basis for life in the community.

Honesty

Everyone must be encouraged to own up to any wrong which they may have done and, although there will be consequences, they should be commended when they do so.

Respect for Each Other and for Property

Pupils must be taught, through example, to respect everyone and all items and resources within the school. They must learn to take pride in their surroundings, including the playground areas.

Rules

Everyone has a right to be treated with respect, to be safe, to learn, to make mistakes and to be listened to. Rules should be positively stated and appropriately displayed.

In the classroom and around school

1. Each class will have a maximum of 5 rules agreed between teacher and children.
2. The wording will depend on the age of the children, but should be based on the following:
 - Stop, look and listen when an agreed signal is given.
 - Raise hands to speak or answer a question
 - Keep hands, feet and other objects to yourself
 - Treat others with respect
 - Respect school, and other people's, property.
3. Rules will be displayed in the classroom.
4. Children must understand the consequences of ignoring the class rules.

At Lunchtimes

- I. Show politeness and good manners to everyone
- II. Show politeness and good manners when eating lunch, whether in the dining hall, the classroom or on the picnic benches
- III. Speak politely and respectfully to everyone
- IV. Follow all instructions
- V. Stop playing when asked and enter school quietly.

At Playtimes

- I. Stay in the playground or on the field
- II. Play together sensibly and look after one another
- III. Speak politely and respectfully to everyone
- IV. Follow all instructions
- V. Stop playing when asked and enter school quietly.

Rewards

Rewards should: -

- Encourage positive self-esteem
- Be a recognition of achievement (learning and behaviour, verbal and non-verbal)
- Emphasise wanted behaviours
- Provide positive feedback.

Any member of staff who comes into contact with the pupils can give rewards. They include house points, merit stickers, certificates, extra playtimes and other incentives.

House Points

All children are allocated a house on entering our school. The houses are: Eagles, Ospreys, Falcons and Hawks. The children are awarded coloured tokens to represent the house points they earn. During the Awards Assembly, these house points are collated and displayed in the hall. The house that earns the most house points for that week will receive an extra 10 minutes playtime on a Friday. The overall winner for the half term, and ultimately the full year, will be awarded the house cup, which is displayed in the school library.

Merit Certificates

Each class teacher will award a merit certificate to one child each week. This will be handed out during the Friday Celebration assembly.

Head Teacher Awards

At the end of every term, each class teacher will choose two children (one boy, one girls) from their class to receive the Head Teacher's Award. This child will receive a certificate and a reward.

'Staying on Green' Merit Certificates

The children who remain green on the school's Behaviour Recovery for a full week receive a 'Good to be Green' sticker. Green time is also awarded to these children and this takes place on a Friday. Children are given a choice of different activities to do. Merit certificates are awarded at the end of the half term if a child has stayed Green.

'Harvills' Green Time.

The children who remain green on the school's Behaviour Recovery for a complete half term are invited to Harvills' Green Time. Snacks and drinks are also provided. Those children who remain 'on green' for the full year, go into a draw to win £50 gift voucher.

Consequences

When problems arise, the adult supervising the pupils should deal with them first and foremost. A non-confrontational solution should be sought and the matter brought to a conclusion with the minimal amount of disruption. The Behaviour Recovery System will be used if necessary. If this is not possible, then the matter should be referred to the appropriate adult. Any undesirable items e.g. weapons and harmful substances will be confiscated immediately.

All incidents of racist behaviour will automatically be reported to the head teacher.

Classrooms and Playtimes
Learning Support Practitioners
Teaching Staff
Other members of SLT
Assistant Head Teachers

Lunchtimes
Dining Supervisor
Senior Dining Supervisor
Assistant Head Teachers
Deputy Head Teacher

NOTE: If, at any point, Behaviour Recovery does not work, or a serious incident occurs, then school leaders will consider external exclusion following Local Authority procedures.

Managing Behaviour

Handy tips for managing behaviour in the classroom:

Set, and share, clear and appropriate expectations with the children in the class e.g. required noise level and atmosphere for the task, time targets and quality and amount of work expected.

When considering strategies to use, analyse the cause. Is it something that could be solved by classroom management? Areas to consider:

- Differentiation/learning styles
- Clarity of instruction
- Pace of lesson
- Motivation/interest
- Understanding of the task
- Appropriate groupings and seating plans
- Communication (including eye contact, body language, voice)
- Use of de-escalation techniques
- Accessibility of resources
- Layout of furniture and positioning of adults at key times
- Routines
- Problems/issues with peers

Respond to the behaviour assertively, making reference to the pupil's responsibility to his/her learning and behaviour. Ensure you use a non-confrontational approach and that the pupil understands which rule he/she is breaking. Explain that the behaviour is unacceptable and why. If necessary, use Behaviour Recovery.

Behaviour Recovery

Behaviour Recovery is an educational alternative to exclusions. It provides a positive and structured support framework for pupils, staff and parents. Its primary aim is to get children's behaviour back on track as quickly as possible to enable them to return to their learning.

It incorporates the clear use of boundaries that lead to consistent consequences if breached. Its ultimate purpose is to support the development of positive and healthy pupils who have strong sense of self-efficacy when managing situations they find challenging. The net result is a stronger sense of empathy and care for others, combining positive feelings with high self-esteem and psychological wellbeing.

Behaviour Recovery during Lesson time

Some examples of unacceptable behaviour that will result in movement through the Behaviour Recovery chart:

- Constant interruptions
- Refusal to work
- Refusal to follow instructions
- Inappropriate noises
- Work avoidance tactics
- Distracting others
- Lying
- Minor name calling.

These are the stages and are recorded on a chart displayed in the classroom.

1. **The Look** - A non-verbal signal to be given as a reminder for positive behaviour
2. **The Warning** - A quiet word, warning of future sanctions if the right choice is not made. Children can 'recover' back to Green from this point.
3. **Thinking Zone** - Child moves to sit within the 'Thinking Zone' within the classroom. It is a time to reflect and for the pupil to calm down. If a child gets to Thinking, they will automatically receive a playtime sanction. This will be recorded on the Sanctions calendar. Children cannot recover from this point on the programme.
4. **Parking** - This should involve prior arrangement with a teacher in another class. Following persistent non-compliance, a pupil is accompanied (by an adult) to another classroom and seated alone at a table. This should last for no longer than 45 minutes. If a child gets to Parking three times in one week, the class teacher must inform the parents, either by speaking face-to-face or by telephone. We must communicate with our parents regularly and work together to support children in making correct choices.
5. **Blue Sky** - Blue Sky is not part of the sanction process and is merely the language we use to offer children time to recover their behaviour and be ready for learning. This is an opportunity for the child to calm down and regain control over their behaviour. Simple activities such as colouring or puzzles could be provided as this may assist the child in calming down. A pupil should only need to remain in blue sky for up to 45 minutes. The class teacher or member of the SLT must then carry out a Behaviour Recovery conversation. This is an opportunity to discuss the behaviour with the pupil and assess their readiness to return to the classroom.
6. **Red Sky** - If a pupil continues to be non-compliant, they will be excluded internally for a short period of time. They means they will miss the next playtime and lunchtime after the Red Sky being issued. Pupils are allowed 6 Red Skies each half term and then the 7th Red Sky may result in a fixed term exclusion. The following will also happen:
 - 3 x Red Sky = a Behaviour Plan will be issued by the member of SLT manning the Red Sky sanction. Class teachers will be expected to share this with parents. It will last two weeks and should inform conversations between parents and class teachers. At the end of the week, copies will be given to the parents and SLT.
 - 5 x Red Sky = Phase Leaders to contact parents for a meeting (either in person or via telephone) to discuss school's concerns and offer support to the child and parents.

If the SENCO or SLT deems it appropriate, the child may be placed on the SEND register and an IEP will be issued.

The playtime and lunchtime Red Sky will be manned by a class teacher or a member of SLT. Adult attention should only be given to reinforce wanted behaviours. **Parents will be informed of the internal seclusion via a text message. If necessary, they will be invited to a meeting to discuss the matter further.**

7. **The Bottom Line** - For incidents of a serious nature, children will be accelerated straight to Red Sky. This will be known as 'The Bottom Line'. Examples include, but are limited to:
 - Threatening or violent behaviour towards pupils or staff (carried out with malice). This includes swearing.
 - Continual Defiance
 - Racist, homophobic or sexist behaviour or language.
 - Stealing

NOTE: RED SKY INCIDENTS MUST BE RECORDED ON SAFEGUARD AS AN INCIDENT, NOT A CONCERN. THIS MUST BE DONE AS SOON AS POSSIBLE.

Re-integration and Re-entry

A key principle behind the Behaviour Recovery Programme is to allow pupils to recover their behaviour. In other words, to calm down and think about their behaviour so they can return to their learning as soon as possible.

When reintegrating a child, consider these points:

- Seating plan
- Welcoming the pupil
- Allowing time for the pupils and their classmates to adjust
- Speaking calmly and sincerely
- Stating what the pupil needs to do rather than referring to previous misbehaviour
- Not insisting on a public apology
- Praising positive behaviours in a non-counterproductive way
- Re-establishing rapport and continuing to build relationships.
- Re-introducing the curriculum and accounting for missed learning steps.

Behaviour Recovery steps at playtime and lunchtime.

These are the steps we follow during these times:

1. The Look
2. The Warning
3. Time Out- this is only used at lunchtime and lasts for 10 minutes. A child who receives a Time Out card from a lunchtime supervisor should go the Red Sky area where the staff in charge will have a recovery conversation. After 10 minutes, the child can return to the playground.
4. If a child continually does not make the right choice, or if it is a bottom line offence, children will be given a Red Sky.

Language of Behaviour Recovery:

- State what you need to see happening (be explicit)
- Use de-escalation techniques to support the conversation
- Offer time, if appropriate, to make the correct choices e.g. "I'm going to give you one minute to follow my instruction. If you make the right choice and do as I've asked, that will be fantastic. If you choose not to, then you will have to move on Behaviour Recovery."
- Refer to school rules and depersonalise the situation
- ALWAYS use the displayed Behaviour Recovery steps when implementing checks, boundaries and sanctions.
- Discuss choices- both the positive and negative behaviour choices
- Never shout. We have a 'No Shout Policy' that must be adhered to at all times.
- Never ask 'behavioural questions e.g. "why are you...?"

NOTE: If, at any point, Behaviour Recovery does not work, or a serious incident occurs, then school leaders will consider external exclusion following Local Authority procedures.

A meeting with the parents will be arranged and an exclusion or reduced timetable may be necessary. Respite places at KS2 PRU, involvement of the Preventing Primary Exclusions Team (PPET) or a managed transfer to an alternative school may also be considered.

What about children who don't complete their home learning?

The expectation is that children will complete their home learning and teachers will keep a record. Should children not return their home learning three times within a half term, a letter will be sent home to parents or carers.

Exclusions and Role Of Governors.

Once it has been established that a serious incident has occurred it should be reported to the head teacher or another senior leader and, if necessary, to the police. An investigation will take place; evidence collected and a

decision will be made. If an exclusion is made, consideration will be given to whether it is fixed term (and for how long) or permanent.

There are 2 kinds of exclusion - fixed period and permanent.

Fixed period exclusion

A fixed period exclusion is used to remove a pupil from the school premises for a temporary period and can be fixed for half a day, lunchtimes or longer. The Headteacher will decide upon the duration of each exclusion. Your child can have more than one fixed term exclusion but can only be removed for up to 45 school days in one school year, even if they've changed school.

If your child has been excluded for a fixed period, we will set and mark work for these days. After 45 days of fixed exclusions, a decision must be made about whether to permanently exclude a pupil.

Our school has a duty to provide full time education for pupils from the 6th day of any fixed term exclusion (day 1 for child in care) and our Governing Body will review cases where a pupil has had 15 days or more fixed term exclusions in any one term.

Lunchtime Exclusions

Pupils whose behaviour at lunchtime is disruptive may be excluded from the school premises for the lunchtime period. The SLT will decide the appropriate duration of this based on the incident that has occurred. Lunchtime exclusions count as one half day exclusion and should be for the shortest period possible and the arrangements should be reviewed regularly with parents / carers. The child is still entitled to any free school meal entitlement.

Permanent exclusion

Permanent exclusion means your child is expelled. A decision to exclude a child **permanently** is a serious one. It will be usually the final step in a process for dealing with disciplinary offences following a wide range of other strategies which have been tried without success. There will, however, be exceptional circumstances where, in the head teacher's judgment, it is appropriate to exclude a child for a first or "one off" offence. These might include:

- (a) Serious actual or threatened violence against another pupil or a member of staff.
- (b) Sexual abuse or assault.

What happens when your child is excluded?

We will let you know about an exclusion as soon as possible and give you a letter telling you how long your child is excluded for and why.

You should also be told how to challenge the exclusion, if you want to.

Exclusions can start on the same day but we cannot make you collect your child straight away.

Risk of prosecution if child is found in public place

For the first 5 school days of an exclusion, it's your responsibility to make sure your child isn't in a public place during normal school hours unless there is a good reason. You might be prosecuted if your child is found in a public place when they're not supposed to be.

Conduct of Parents In School

May we also remind parents that violence, physical aggression, threats and verbal abuse are unacceptable. The school staff strive to treat all visitors with due care, courtesy and respect. Our staff expect the public to show the same courtesy and respect. In the event of such incidents, actions may be taken by Sandwell Local Authority and, if appropriate, the police. Legal action may also be pursued.

The following offences may warrant a fixed term or permanent exclusion, depending on their severity. This list is not exhaustive.

Disruption to lessons and learning	Physical abuse with a weapon
Disruption in school	Sexually inappropriate behaviour to pupils
Defiance	Sexually inappropriate behaviour to staff
Verbal abuse to pupils	Sexually inappropriate behaviour to others
Verbal abuse to staff	Possession of drugs
Verbal abuse to others	Dealing in drugs
Racial abuse to pupils	Theft
Racial abuse to staff	Vandalism
Racial abuse to others	Arson
Bullying - physical	Extortion
Bullying - verbal	Possession of weapon
Physical abuse to pupils	Threatening behaviour
Physical abuse to staff	Possession of alcohol
Physical abuse to others	Smoking
Homophobic abuse towards others	Possession of fireworks
False allegations against staff	

Additional support and information can be found at:

- Anti- Bullying Policy
- Equality and Diversity Policy
- Physical Intervention Policy Sandwell document
- Preventing and Managing Exclusions Sandwell LA Document

Behaviour Recovery Addendum during COVID 19.

Behaviour Recovery has been updated to reflect the new rules and routines that have been developed in response to the Covid 19 pandemic. The DfE and Local Authority guidelines have been carefully considered to ensure that our staff, children and families are provided with the best possible protection for working during this time.

- The language of BR remains the same. However, how each step looks in practice may have changed.
 - I. A look remains the same.
 - II. A warning remains the same.
 - III. The 'thinking zone' will still remain but children will carry this out on their own table.
 - IV. Parking will, again, remain but will be carried out at the child's table. Children cannot be parked in another room. Children will miss their playtime if they get to parking.
 - V. Red Sky will be a missed playtime and a missed lunchtime. This will be covered by either the Head or Deputy.
- The usual bottom line offences still stand. However, the following have been added to support the COVID 19 strategy:
 - Deliberately spitting or coughing towards others (both children and staff) or suggesting they have lost their sense of taste or smell on purpose to suggest they may have Coronavirus symptoms
 - Leaving the room without the direct permission of an adult
 - Continuing to move around the building/grounds when being asked to stop by an adult
 - Without the direct permission of an adult, moving around the building with the express purpose of mixing with other groups.

Note: Breaches of the 'bottom lines' automatically lead to a Red Sky. Where necessary, a fixed term exclusion may be deemed more appropriate by the Headteacher.

- Any bottom line offence will be shared with parents and carers on the same day. Where possible, members of SSLT will hold these conversations.
- Behaviour Recovery still includes appropriate rewards such as certificates, stickers etc.
- The disciplinary powers that schools currently have, including exclusion, remain in place.
- All adults will need to spend quality time sharing the updates with their groups to ensure everyone understands them and the reasons why things have had to be altered. The system needs to be rigorously enforced to ensure the safety of the whole community is maintained to the best of our ability.
- Alongside this, we must remain aware that the current circumstances may impact upon the mental health of our pupils and their parents in a way that affects behaviour. Quality time will need to be spent with groups and individuals to support everyone's mental health. The following link is not directly related to COVID 19 but is the document that the Government have suggested may support our procedures.
https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/755135/Mental_health_and_behaviour_in_schools_.pdf
- During this period, the staff have been sent many links by Miss Sheen and Mrs Barnett which can support mental health during this time. Please ask for further guidance if necessary.