



Behaviour, Discipline and Exclusion

This policy is available on request from the office or on the school website.

To be read in conjunction with the Use of Force policy.

Aims and expectations

It is a primary aim of our school that every member of the school community feels valued and respected, and that each person is treated fairly and well. We are a caring community, whose values are built on mutual trust and respect for all. The school behaviour policy is therefore designed to support the way in which all members of the school can live and work together in a supportive way. It aims to promote an environment where everyone feels happy, safe and secure.

The school has a number of school rules, but the primary aim of the behaviour policy is not a system to enforce rules. It is a means of promoting good relationships, so that people can work together with the common purpose of helping everyone to learn. This policy supports the school community in aiming to allow everyone to work together in an effective and considerate way.

The school expects every member of the school community to behave in a considerate way towards others.

We treat all children fairly and apply this behaviour policy in a consistent way.

This policy aims to help children to grow in a safe and secure environment and to become positive, responsible and increasingly independent members of the school community.

The school celebrates good behaviour, as it believes that this will develop an ethos of kindness and co-operation. This policy is designed to promote good behaviour, rather than merely deter anti-social behaviour.

If a child presents with behavioural difficulties, it is important to remember that it is the behaviour that is the problem, not the child.

The PSHE curriculum is used to promote good, considerate behaviour and encourage development of high self esteem and a sense of belonging, so that children feel secure and valued.

Pre and after school care

As all children attending the care facility are current pupils of Fairfield, they are fully aware of, and expected to adhere to, the Behaviour and Discipline Policies. Staff are encouraged to attend relevant courses in behaviour management and then feed back strategies to the rest of the staff.

Rewards

We praise and reward children for good behaviour in a variety of ways:

- Verbal praise;
- Teachers congratulate children;
- We distribute house points to children either for consistent good work or behaviour, or to acknowledge outstanding effort or acts of kindness in school;
- The child in each class who achieves the highest number of house points each week is awarded a Commendation Certificate in assembly;

- Sticker system;
- Visit to another adult in school;
- Visit to Headmistress;
- each week we nominate 2 children from each class to show their “Good Work” or celebrate their good deeds in Family Assembly;
- special activities or whole class treat;
- consistently good behaviour at lunchtime is rewarded with extra playtime once every half term;
- all classes have an opportunity to lead an assembly where they are able to show examples of their work;
- cups are awarded each year at Prizegiving for outstanding effort and behaviour or kindness;
- charts, extra rewards, individual targets;
- attention;
- tangible rewards.

The school acknowledges the efforts and achievements of children both in and out of school, using assemblies and the weekly newsletter.

The class teacher discusses the school rules with each class. These rules are contained in the Pupil Handbook. In addition to the school rules, each class also has its own classroom code, which is agreed by the children and displayed on the wall of the classroom. In this way, every child in the school knows the standard of behaviour that we expect in our school. If there are incidents of anti-social behaviour, the class teacher discusses these with the whole class during “circle time”.

The school does not tolerate bullying of any kind. If we discover that an act of bullying or intimidation has taken place, we act immediately to stop any further occurrences of such behaviour. While it is very difficult to eradicate bullying, we do everything in our power to ensure that all children attend school free from fear.

The role of class teacher

It is the responsibility of the class teacher to ensure that the school rules are enforced in their class and that their class behaves in a responsible manner during lesson time.

The class teachers in our school have high expectations of the children in terms of behaviour and they strive to ensure that all children work to the best of their ability.

The class teacher treats each child fairly and enforces the classroom code consistently. The teacher treats all children in her class with respect and understanding.

If a child misbehaves repeatedly in class, the class teacher keeps a record of all such incidents. In the first instance, the class teacher deals with incidents herself in the normal manner. However, if misbehaviour continues, the class teacher seeks help and advice from the Headmistress.

The class teacher liaises with the Headmistress, SENCO and external agencies, as necessary, to support and guide the progress of each child. Reasonable adjustments will be made when considering issues related to special educational needs and disabilities.

Staff keep up to date with legislation and best practice in promoting good behaviour and in dealing with unacceptable behaviour.

The class teacher reports to parents about the progress of each child in their class, in line with the whole-school policy. The class teacher may also contact a parent if there are concerns about the behaviour or welfare of a child.

Mrs Alexandra Rogers is the named practitioner for behaviour management issues within the EYFS.

The role of the Headmistress

It is the responsibility of the Headmistress to implement the school Behaviour Policy consistently throughout the school and to report to governors, when requested, on the effectiveness of the policy.

The Headmistress supports the staff by implementing the policy, by setting the standards of behaviour and by supporting staff in the implementation of the policy.

The role of parents

The school works closely with parents, so children receive consistent messages about how to behave at home and at school.

We explain the school rules in the Pupil and Parent Handbooks and we expect parents to read these and support them.

We expect parents to support their child's learning and to co-operate with the school. We inform parents immediately if we have concerns about their child's welfare or behaviour.

If the school has to use reasonable sanctions to punish a child, parents should support the actions of the school. If parents have any concern about the way that their child has been treated, they should initially contact the class teacher or Headmistress. If the concern remains, they should follow our Complaints Procedure.

The role of governors

The Governing Council has the responsibility of setting down these general guidelines on standards of behaviour and supports the Headmistress in carrying out these guidelines.

The Headmistress has the day-to-day authority to implement the school behaviour policy, but governors may give advice to the Headmistress about particular disciplinary issues.

Monitoring

The Headmistress monitors the effectiveness of this policy on a regular basis. She also reports to the Governing Council on the effectiveness of the policy and, if necessary, makes recommendations for further improvements.

The school keeps a variety of records of incidents of misbehaviour. The class teacher records minor classroom incidents. The Headmistress records those incidents where a child is sent to her on account of bad behaviour. We also keep a record of any incidents that occur at break or lunchtimes; lunchtime supervisors give written details of any incident and always report back directly to teachers.

The Headmistress keeps a record of any pupil who is suspended for a fixed-term, or who is permanently excluded.

Discipline and Sanctions Policy

Rationale

- To allow all children the right to learn without hindrance or distraction;
- To provide good conduct throughout the school with mutual respect for other children and adults;
- To create a caring community where consideration for oneself, others and the environment is regarded as being important and of value;
- Every child has the right to be happy in school;
- We do not tolerate bullying;
- Everyone should feel valued and respected;
- Our values are built on mutual trust, respect and consideration for others.

Guidelines

The most productive way of improving pupils' co-operation is by encouraging and rewarding desirable behaviour.

Whenever possible discipline should be achieved by using ‘positive’ means.

Strategies used include acknowledgement of feelings, explanation of what is not acceptable and support for children to learn a more appropriate response.

Staff also help children to understand the outcomes of their actions. It is, however, also necessary to let pupils know that if they fail to co-operate, there will be consequences resulting from their actions.

Any sanctions must be appropriate for both the pupil and the misdemeanour. Whenever possible, sanctions should be immediate, not deferred or dependent on a subjective decision by someone else.

Every class compiles its own set of classroom rules.

Expectations of good behaviour are very high. Our behaviour code is explained in the Behaviour Policy, Pupil Handbook, the Parent Handbook and the Staff Handbook.

We aim to develop in each pupil a sense of self-discipline and an acceptance of responsibility for their own actions.

Emphasis is placed on the fact that it is the behaviour, rather than the person, which is unacceptable.

Good behaviour should be rewarded consistently and positively (see Behaviour policy).

Sanctions

Sanctions should be considered in relationship to the age of the child and the type of misdemeanor.

We expect children to listen carefully in lessons and to try their best in all activities. If they do not do so, they may be asked to repeat a task.

If a child is disruptive in class, s/he will be dealt with initially by the class teacher, using an agreed range of sanctions.

Close school-home collaboration ensures a consistent message is being received by the children.

Persistently disruptive pupils will be given a final warning by the class teacher, after which they will be taken to the Headmistress or the Headmistress will be sent for.

Subsequent poor behaviour will result in them being taken to the office to work in isolation. Parents are kept informed.

Subsequent disruptive behaviour will then lead to short suspension periods.

The ultimate sanction would be exclusion from the school at the discretion of the Headmistress and in consultation with the Chairman of Governors.

We work closely with parents in the best interests of the children, involving them from an early stage in discipline or behaviour problems relating to their child.

The safety of the children is paramount; any child whose behaviour endangers the safety of others will be prevented from continuing the activity. All members of staff are aware of the regulations regarding the use of force (DCSF-00368-2010: The Use of Force to Control or Restrain Pupils, DfES 10/98 relating to Section 550A of the Education Act 1996: The Use of Force to Control or Restrain Pupils) and would follow those regulations. Physical intervention should only be used to manage a child's behaviour if it is necessary to prevent personal injury to the child, other children or an adult, to prevent serious damage to property or in what would reasonably be regarded as exceptional circumstances. Any occasion where physical intervention is used to manage a child's behaviour should be recorded and parents should be informed about it on the same day.

The School does not use corporal punishment.

A Contact Log sheet should be completed and given to the Headmistress on any incident requiring disciplinary action or relating to concerns over behaviour. These confidential sheets will then be kept securely in the Headmistress' office.

Individual Behaviour Plans, in consultation with the SENCO, are used to address specific behaviour issues.

Pupil Sanctions Record—a record is kept in the Headmistress' office of sanctions imposed upon pupils for serious disciplinary offences.

Agreed disciplinary procedures and sanctions

- Modelling of agreed behaviour by staff;
- Praise for those who are behaving in the accepted way in order to remind those who may be misbehaving;
- Verbal reprimand by staff;
- Withdrawal from main class activity;
- Verbal or written apology from pupil;
- Talking to the pupil at the end of the lesson about their behaviour;
- Loss of break/lunchtime play;
- Repeating unacceptable pieces of work;
- Loss of housepoints;
- Meeting/Consultation with parents;
- Visit to Headmistress;
- Working in isolation;
- Suspension;
- Exclusion.

Exclusion Policy

Rationale

- To ensure procedural fairness and natural justice;
- To allow all children the right to learn without hindrance or distraction;
- To provide good conduct throughout the school with mutual respect for other children and adults;
- To support the school's discipline and behaviour code; we promote good behaviour and apply our Behaviour and Discipline policies consistently;
- To create a caring community where consideration for oneself, others and the environment is regarded as being important and of value;
- Every child has the right to be happy in school;
- We do not tolerate bullying;
- Everyone should feel valued and respected;
- Our values are built on mutual trust, respect and consideration for others.

At Fairfield, we work closely with parents in the best interests of the children, involving them from an early stage in discipline or behaviour problems relating to their child.

We have a strong system of pastoral support; staff are dedicated and committed and work as a very strong team in the best interests of the children. Communication between staff is excellent; relevant and appropriate information sharing reduces the incidence of problems, especially in unstructured situations such as the playground.

Guidelines

We will exclude when:

- To allow the pupil to remain in school would seriously harm the education or welfare of the pupil or others in

the school

- Serious actual or threatened violence occurs or sexual abuse or assault
- Illegal drugs have been brought on to the premises
- Tobacco or alcohol have been brought on to the premises
- Offensive weapons have been brought on to the premises
- There has been serious misconduct towards a member of the school community or which brings the school into disrepute on or off school premises;
- Following the imposition of the sanctions detailed in the Discipline Policy, a child has failed to change his/her behaviour after a period of suspension and persists in:
 - bullying
 - disrupting the class
 - displaying unacceptable and antisocial behaviour
 - endangering the safety and wellbeing of pupils and staff
 - refusing to comply with the behaviour code of our school

The school will keep a record of exclusions. The record should contain:

- date when exclusion took place
- name of parent and pupil
- brief statement of issues
- staff members involved
- brief statement of outcome of any appeal and follow up.

Contact Logs should contain simple but clear notes of all conversations with parents relating to the exclusion - including telephone conversations. Contact Logs must be stored in the confidential administrative files in the office.

Procedure

- A thorough investigation of circumstances and situations will always be carried out;
- Parents will be informed as soon as reasonably practicable;
- A child may be suspended from the school while a complaint is being investigated;
- The Chair of Governors will be informed of any investigation;
- The Headmistress will consider the complaint and the evidence and will decide whether the complaint has been sufficiently proved. The standard of proof shall be the civil standard, ie; the balance of probabilities;
- The full range of disciplinary sanctions will be considered;
- Assessment of special needs will be taken into consideration, including the use of Individual Education Plans and Individual Behaviour Plans and referral to outside agencies and/or support services;
- Exclusion is a final sanction and will only be applied by the Headmistress after consultation with the Chair of Governors and once alternatives have been considered;
- The Headmistress will inform the parents and explain the circumstances of the complaint and her investigation. She will refer to relevant school policies and procedures, written documents setting out the points of complaint against the child and notes of the evidence supporting the complaint;
- The child and parents will have an opportunity to state their side of the case;
- If the Headmistress decides that the child must leave the school, she will consult with the parent before deciding on the child's leaving status (see types of exclusion);
- A decision to expel, exclude, withdraw or remove a child shall take effect 72 hours after the decision was first communicated to a parent. Until then, the child shall remain suspended and away from school premises;
- Parents, if dissatisfied, may write to the Chair of Governors via the Clerk to the Governors within 72 hours to apply for a review. If the parents do so, the child shall remain suspended until the review has taken place;
- In their application the parents must state the grounds on which they are asking for a review and the outcome which they seek.

Meeting with the Review Panel

If a meeting is requested, those involved will be:

- the Headmistress and at most one other member of staff
- the parents
- three Governors, none of whom have detailed previous knowledge of the case or the child or the parents.

The meeting will not usually involve the Chair of Governors.

The parents may be accompanied by a friend or relation; 7 days notice must be given to the Clerk to the Governors if the friend or relation is legally qualified.

The meeting will take place at the school, usually between 3 and 10 days after the parents' application has been received. A review will not usually take place during the school holidays.

All those involved in the meeting are required to keep its proceedings confidential. Minutes will be taken.

It is hoped that at this stage the Chair of the Review Panel will be able to conclude the matter. All those present will have a reasonable opportunity of asking questions and making appropriate comment. Everyone is expected to show courtesy, restraint and good manners. The Chair may, at his or her discretion adjourn or terminate the meeting. If the meeting is terminated, the original decision will stand.

If the parents are dissatisfied with any aspect of the meeting, they must inform the Chair at the time and ask that their dissatisfaction and their reasons for it should be minuted.

In the absence of a significant procedural irregularity, the decision of the Review Panel will be final. It will be noted, with reasons, to the parents by the Chair of the Review Panel or the Chair of Governors by letter or telephone within three days of the meeting.

Types of exclusion

- Expulsion following serious misdemeanour/misconduct—a dismissal from the school in disgrace, formally recorded;
- Removal can be required by the Headmistress when it is necessary for the pupil to leave but the circumstances do not merit formal expulsion;
- Withdrawal—a managed move to another school, with consent of all parties involved;
- Normally, children progress through the school with their year group, but the school retains the right to refuse such progression if, in its view, the interests of the majority of the pupils in the age group would be adversely affected or if the school, in its judgment, could not sufficiently meet the needs of the individual child. In this instance, the Headmistress may require parents to withdraw the child from school;
- In addition, the school reserves the right to request the removal of the pupil for fees not paid by half term (see Parent Handbook).

Alternatives to exclusion

- Range of sanctions outlined in the Discipline and Behaviour policies;
- Restorative justice, which enables the offender to make amends but this does need the consent of all parties;
- Mediation through a third party.

Reference documents for exclusion guidelines

Revised version of Improving Behaviour and attendance: Guidance on Exclusion from Schools and Pupil Referral Units - DfES/0087/2003, www.teachernet.gov.uk/wholeschool/behaviour/exclusion/guidance