



## *Inspiring Everyone to Learn*

### **Behaviour and Exclusions Policy**

Person Responsible	Headteacher / Behaviour and Welfare Leader
Date Adopted	September 2008
Date of last review	Autumn Term 2019
Date of next review	Autumn Term 2020

#### **Purpose/Aims**

This policy is owned and implemented by the whole school community to ensure that we offer a fair and consistent school experience for every child.

While we recognise that children have a variety of experiences and discipline outside school, within The Hermitage School we strive to offer an established, disciplined atmosphere in which children can feel safe, valued and happy. We encourage children to learn how to behave in a caring and respectful way to everybody. Every child has the right to learn and teachers have the right to teach in a well ordered atmosphere. Vulnerable pupils, including looked-after children and children with SEND, physical or mental health needs, will receive behavioural support according to their need.

At The Hermitage School, in addition to promoting our aims and values, we work hard to foster and encourage the following behaviours from all our pupils:

- Respect for self, peers, teachers and other adults
- Respect for property and equipment
- Honesty
- Self-discipline and an acceptable standard of behaviour
- Self-motivation and positive attitude towards school
- Independence and ability to organise own learning
- Good manners and helpfulness
- Co-operative and supportive attitude towards others
- Maturity
- Always trying hard and doing your best (recognising we all have strengths and areas to develop)

## **Roles and Responsibilities**

### **The Role of the Governors**

The Governing Body has the responsibility for ensuring that there is a written statement of general principles of good behaviour. Together with the Headteacher, the Governing Body is responsible for reviewing the policy in terms of effectiveness and impact. Governors will set up a Discipline Committee of at least three members (not including the Headteacher), who meet to review every permanent exclusion. They must also review any exclusion of sixteen days or over in any one term. Parents may also request a meeting of the Discipline Committee if they have any concerns with the decision making.

### **The Role of the Headteacher**

It is the responsibility of the Headteacher, under the School Standards and Framework Act 1998, to implement the Behaviour and Exclusion Policy consistently throughout the school. It is also the responsibility of the Headteacher to ensure the health, safety and welfare of all the children. The Headteacher has the responsibility for giving fixed term and permanent exclusions to individual children for serious / very serious acts of misbehaviour. Governors are notified of all exclusions.

### **The Role of the Class Teacher**

The class teachers have overall responsibility for the pupils in their classes during the teaching day. All teachers work towards ensuring that all children move around the school in a safe and orderly manner. If a child is regularly misbehaving, or behaviour deteriorates, the class teacher will follow the consequences outlined in Appendices 2 and 3, and this may result in contacting parents.

### **The Role of Teaching Assistants and other adults**

All adults who have contact with children reinforce the aims and values of the school both in the classroom and around the school. Inappropriate behaviour is dealt with using the appropriate consequences (see Appendices 2 and 3) and reported to the class teachers to provide an accurate picture of children's behaviour during all parts of the school day.

### **The Role of the Parents and Carers**

Parents and carers have a critical part to play in supporting the policy through reinforcement at home. The school will work hard to support children who experience difficulty with their school day. Parents need to work with teachers and senior staff when improvement is required. Parents can support their children by ensuring that they arrive in school in good time, that they have good attendance and that parents/carers attend parent/teacher consultation meetings.

## **Monitoring and Evaluation**

Evaluation is carried out to enhance the behaviour within our school. It is the responsibility of all staff, both teaching and non-teaching, to monitor and evaluate behaviour so that pupils' self-discipline develops. Behaviour is monitored and evaluated through discussions amongst groups of staff or the whole staff, class teacher records, loss of playtime/lunchtime records, Headteacher behaviour logs, PBPs (Personalised Behaviour Plans) and exclusion records. A great deal of monitoring and evaluation occurs through formal and particularly informal observations.

## **Implementation**

At The Hermitage School we have an assertive discipline behaviour policy which lays down very clearly for each class the behaviour that is expected (see Appendix 1) and the rewards which will be given for it. If, however, the expectations of behaviour are not realised then there are very clear consequences (see Appendices 2 and 3). All staff, including the Headteacher, Senior Leadership Team and non-teaching staff, are responsible for dealing with the children throughout the school at any time: when moving around the school, in assembly, during playtimes and so on. We strive to be consistent at all times, ensuring that all children follow the school's aims and values. We are all role models to our children and must be seen to be good ones in our implementation of rules and the language that we use with children. At the beginning of the year the class teacher revisits the class rules with all the children.

We also believe that if appropriate behaviour receives positive attention, and is rewarded, then all our children will strive to behave the best they can in school.

## **Acknowledging children's good behaviour**

### Verbal Praise

Praise is the most effective, powerful tool for developing self-esteem, confidence and positive appropriate behaviour. At The Hermitage School, staff use verbal praise to instantly reward positive attitudes, thoughtfulness, patience, positive behaviour and effort in all aspects of school life. Praise is used to acknowledge both individuals and groups of children, recognising their good behaviour.

It is our aim that praise is the most consistent, positive reinforcement strategy used in our school with staff finding opportunities daily for acknowledging children's good behaviour.

### House Points

In addition to awarding regular verbal praise to our children, we operate a house point system. The children in each class are split into four equal houses. Siblings are placed in the same houses throughout their time at the school. Individual children may be awarded a house point for good behaviour, politeness, co-operation, progress, effort, etc. House points are recorded on a class house point chart in the classroom; for every 10 house points gained a child receives a gold stamp on their individual house point card which is dated. Certificates are awarded to children as a result of how many house points they have earned, (see Appendix 2).

For every 10 house points that a child collects they accrue a team point for their house. Team points are added up each week by the House Point Monitors in Year 6, and results are announced at the end of each half term. The house with the most points at the end of each half term is awarded a mufti day.

### Achievement Assembly

We have a special "Achievement Assembly" in school every week, where one child from each class is awarded praise and a certificate, linked to the school values, for the particular effort they have made the previous week.

In addition to this, any child that has made significant effort may be asked to visit the Headteacher or Deputy Headteacher to show their work.

### Class Stars

Children have the opportunity to earn 'stars' for their class for displaying whole class excellent behaviour such as good sitting and listening throughout a lesson or in assembly, walking quietly and sensibly to and from lessons, etc. Once a class has earned 10 stars they are rewarded with an extra playtime of 10 minutes.

## **Unacceptable behaviour**

If a child demonstrates unacceptable behaviour, the member of staff needs to follow the consequences outlined in Appendices 2 and 3. It is important to distinguish between low-level disruptive behaviour which interferes with teaching and learning or normal day-to-day running of the school and extreme behaviour.

There is a zero tolerance regarding swearing and/or hurting another child and any incidences need to be reported to the Year Team Leader (YTL) who will ensure that parents are contacted.

Most low-level disruptive behaviour can be dealt with by the class teacher with reference to classroom rules and routines. Marked disruptive behaviour should be dealt with in the same way, with rules and consequences being fairly and consistently applied. All children need to know what will happen if they continue to make poor behaviour choices and be given the opportunity to change and resume a good behaviour pattern.

If a child continues to be disruptive or is not complying with rules they may then reach the final consequence and need to be sent to a member of the Senior Leadership Team. In these cases, it is most important that this is done in a consistent way and that detailed information is passed on regarding the behaviour.

For extreme cases, where a child is suddenly violent or refuses to comply with instructions which will lead to putting the child or others at risk, the Headteacher (or member of the Senior Leadership Team if this is not possible) is immediately involved. Appropriately trained staff will be called to manage the situation if necessary (for further information, see the 'Touch and the Use of Restrictive Intervention Policy'). The Headteacher reserves the right to apply an internal or external exclusion, depending on the circumstances, for a child whose behaviour is wholly unacceptable in the school.

Sanctions are more likely to promote positive behaviour if pupils see them as fair. Therefore, it is important to:

- Avoid sanctions becoming accumulative and automatic
- Avoid whole group sanctions
- Use sanctions in a logical order
- Never issue sanctions that are humiliating or degrading
- Never shout at a child; always issue sanctions in a calm and controlled manner
- Attempt to link the concept of a sanction to the concept of choice, encouraging the child to take responsibility for their own behaviour

For children who experience difficulty controlling their behaviour within the school day, targeted pastoral support may be provided from adults and peers, if felt appropriate.

## **Exclusions**

An exclusion may be applied if a child's behaviour is deemed to be wholly unacceptable (see Appendix 3). The length of time a child is excluded for will be dependent on both the severity and frequency of the behaviour. Parents will be informed immediately a decision is made to exclude a child and will be invited to meet with the Headteacher to discuss the incident.

At The Hermitage School the following guidelines will be applied:

- Only the Headteacher, or Acting Headteacher, can exclude a pupil and this must be on disciplinary grounds. A pupil may be excluded for one or more fixed periods (up to a

maximum of 45 school days in a single academic year), or permanently. A fixed period exclusion does not have to be for a continuous period. In exceptional cases, usually where further evidence has come to light, a fixed period exclusion may be extended or converted to a permanent exclusion.

- Pupils whose behaviour at lunchtime is disruptive may be excluded from the school premises for the duration of the lunchtime period. In such cases the legal requirements in relation to exclusion, such as the Headteacher's duty to notify parents, still apply. Lunchtime exclusions are counted as half a school day for statistical purposes and in determining whether a Governing Body meeting is triggered.
- A decision to exclude a pupil permanently will only be taken:
  - In response to a serious breach, or persistent breaches, of the school's behaviour policy; and
  - where allowing the pupil to remain in school would seriously harm the education or welfare of the pupil or others in the school.
- When the Headteacher excludes a pupil they will, without delay, notify parents of the period of the exclusion and the reasons for it. The Headteacher makes it clear to the parents that they can, if they wish, appeal against the decision to the Governing Body. The following written information will also be provided:
  - The reasons for the exclusion.
  - The period of a fixed period exclusion or, for a permanent exclusion, the fact that it is permanent.
  - That for the first five school days of an exclusion (or until the start date of any alternative provision where this is earlier) parents are legally required to ensure that their child is not present in a public place during school hours without reasonable justification, and that parents may be given a fixed penalty notice or prosecuted if they fail to do so.
- Parents must be informed where a fixed period exclusion has been extended or converted to a permanent exclusion. In such cases the Headteacher will write again to the parents explaining the reasons for the change and providing any additional information required.
- The Headteacher must, without delay, notify the Governing Body and the Local Authority of:
  - A permanent exclusion (including where a fixed period exclusion is made permanent).
  - Exclusions which would result in the pupil being excluded for more than five school days (or more than ten lunchtimes) in a term.
  - Exclusions which would result in the pupil missing a National Curriculum test.
- For all other exclusions the head teacher must notify the Local Authority and Governing Body once a term. Notifications must include the reasons for the exclusion and the duration of any fixed period exclusion.
- The Governing Body itself cannot either exclude a pupil or extend the exclusion period made by the Headteacher.
- The Governing Body has a Discipline Committee which is made up of between three and five members. This committee acts as the Appeals Panel and considers any exclusion appeals on behalf of the governors.
- When the Appeals Panel meets to consider an exclusion, they will consider the circumstances in which the pupil was excluded, any representation by parents and the Local Authority and will consider whether the pupil should be reinstated.
- If the Governors' Appeals Panel decides that a pupil should be reinstated, the Headteacher must comply with this ruling.
- In certain circumstances an internal exclusion may be deemed more appropriate, either because of home circumstances or because it will provide a more effective sanction for the child. During an internal exclusion the parent must deliver and collect their child via

the school office; the child will complete their lessons, eat their lunch and have playtime in isolation, supervised by a member of staff. The Chair of Governors is informed of all internal exclusions; parents will be informed of the reason for the internal exclusion and the length and the exclusion is recorded on the child's school record. The Local Authority does not monitor internal exclusions.

## **Relationship with Other Policies**

### Racial Equality

As a school we have a duty to record any racial incidents and report them annually. We do not tolerate racism at The Hermitage School. See the school's Equality Policy for further details.

### Anti-Bullying

All schools now need to acknowledge that they cannot guarantee that there will never be bullying. However, in the school's Anti-Bullying Policy, we agree our approach to dealing with this and monitor our routines and practices to minimise the opportunities for bullying to occur. Bullying may be verbal threats or physical abuse and may even be stylised to signs by gesture or expression. It can be subtle and not immediately noticeable. All adults in school should report any information regarding this on a need to know basis. All children reporting bullying must be listened to and not told to 'go away and play elsewhere'. Children who are victims should be given our full support and their bullies should be made to confront and admit their behaviour and make reparations. This then needs to be monitored to ensure that it is not simply driven underground.

Bullying is behaviour that is against our school's Behaviour and Exclusions Policy and will be dealt with in the same way as other behaviours.

See the school's Anti-Bullying Policy for further details.

## **Appendix 1**

### **The Hermitage Rules:**

- Always follow instructions
- Always be polite, kind and considerate to others
- Always listen and don't talk while others are talking
- Keep hands, feet, and all other objects to yourself
- Walk sensibly in class and around school
- Be Happy

### **The Hermitage Rewards:**

- Praise
- House Points
- Stickers
- Achievement Certificate
- Class reward, 10 minutes free play
- House Team Mufti Day

## **Appendix 2**

### **Behaviour Management**

The emphasis is on positive and assertive discipline. Giving the children actions to choose from, clear rewards for a good choice and clear consequence for a bad choice.

### **Individual Rewards**

- Verbal praise.
- House points (for work or behaviour)
  - 10 house points earns 1 gold star to be put on their individual card
  - 5 gold stars – Class Teacher certificate awarded
  - 10 gold stars – Year Team Leader certificate awarded
  - 15 gold stars - Deputy Headteacher certificate awarded
  - 20 gold stars - Headteacher certificate awarded
  - If a child reaches 25 gold stars they will receive a Governor certificate
- Achievement Certificate.

### **Class Star Rewards**

- Class stars are earned for good whole class behaviour in lessons and around the school e.g. in assembly, walking to and from the classrooms, etc.
- Once the class have earned 10 stars they are rewarded with an extra 10 minutes playtime.
- The Class Star reward gives the children an incentive to work together to ensure that their behaviour is exemplary.

### **Team Rewards**

- Each gold stamp = 1 team point.
  - House Point Monitors (Year 6) will collect team points.
  - Each half term the team with the highest points is rewarded with a Mufti Day.

### **Extra rewards**

- Stickers
- Sent to Year Team Leader
- Sent to Assistant / Deputy Headteacher
- Sent to Headteacher

### **Consequences**

- First verbal warning; name moved from white to green area on class behaviour chart – if no further warning issued during the session, child is verbally praised and returns to white at the end of the session.
- If, while the child is on the green area, a second warning is given, then the child moves to the amber area. Once the amber area is reached the child cannot return to green or white until the end of the day. If there are no further behaviour incidents during the day, then the child is verbally praised and returns to white at the end of the day.
- If, while the child is on the amber area, their behaviour needs to be checked again, then they move to the red area and they lose 5 minutes from break or lunchtime under the supervision of the class teacher. The child remains on the red area until the end of the day. Any further warnings result in the child being sent to the YTL – this may result in the child working under the YTL's supervision for a period of time or further loss of break or lunchtime, as deemed most appropriate by the YTL depending on the circumstances.
- At the end of the day the child moves back to the white area for a fresh start.

- Under certain circumstances (see Appendix 3), depending on the severity, some behaviour may result in an immediate move to the amber area on the behaviour chart. Children may also be sent to the YTL, without the series of warnings, if they display certain unacceptable behaviour, e.g. swearing or purposely hurting another child.
- The class teachers and YTLs will keep a record of time lost for break and lunch and YTL involvement for individual pupils as well as the reasons. This information will be available for analysis by the SLT.
- If a child is constantly being sent to the YTL, the class teacher should discuss strategies with their YTL. This may result in a behaviour plan being implemented and the class teacher informing parents. The behaviour plan is implemented by the class teacher and monitored by the YTL. Normally, the pupil remains on a behaviour plan for three weeks after which it is reviewed. If there is a need for the behaviour plan to continue it will be extended for a further 3 weeks and monitored/reviewed by the YTL. If progress has not been made, the child is referred to the Deputy Headteacher and a further plan implemented and monitored. If, after further review, no progress has been made, the Headteacher will be involved. Parents are informed after each review of the progress and next steps by the class teacher and/or YTL.

### **Children with persistently challenging behaviour**

Children with more specific behaviour needs, who have a Personalised Behaviour Plan in place, will have individual targets and strategies. These may include, but are not limited to:

- Home/school book
- Daily sticker chart
- Referral to ELSA

### **Exceptional Circumstances**

Although it is important that all children have sanctions when they act or behave inappropriately, some children in our school might have a special educational need or disability that means it is harder for them to react to other people and events in an appropriate way. This is the case for some of the children in both The Orchard Centre and in the mainstream part of the school.

When a child from The Orchard Centre or in the mainstream part of the school with a special educational need or disability acts or behaves inappropriately, it is at the discretion of the adult/s involved to decide an appropriate sanction. Sometimes it is more important to help the child to understand why their behaviour was inappropriate than to apply a sanction. However, if it is deemed that the child has behaved inappropriately intentionally, their sanction should be in line with the mainstream behaviour policy.

### Appendix 3

#### Behaviour and Discipline – Consequences

Red = 5 minutes loss of break or lunch

Behaviour Examples	Consequences
Calling out / interrupting teacher	Verbal warning, green, escalating to amber and finally red if behaviour continues. Further behaviour sent to YTL.
Being distracted	Verbal warning, green, escalating to amber and finally red if behaviour continues. Further behaviour sent to YTL
Making distracting noises	Verbal warning, green, escalating to amber and finally red if behaviour continues. Further behaviour sent to YTL
Pushing in line	Verbal warning, green, escalating to amber and finally red if behaviour continues. Further behaviour sent to YTL
Slow to settle	Verbal warning, green, escalating to amber and finally red if behaviour continues. Further behaviour sent to YTL
Distracting other children	Verbal warning, green, escalating to amber and finally red if behaviour continues. Further behaviour sent to YTL
Not responding to adults' request to work	Verbal warning, green, escalating to amber and finally red if behaviour continues. Further behaviour sent to YTL
Leaving class without permission	Amber escalating to red if refusal to return. Further behaviour sent to YTL
Rudeness to adults	Amber escalating to red if behaviour continues or sent directly to YTL depending on severity
Deliberately creating a disturbance	Amber escalating to red if behaviour continues or sent directly to YTL depending on severity
Name calling	Amber escalating to red if behaviour continues or sent directly to YTL depending on severity
Throwing small objects, e.g. rubbers, sharpeners, etc	Amber escalating to red if behaviour continues or sent directly to YTL depending on severity
Challenges to authority	Amber escalating to red if behaviour continues or sent directly to YTL depending on severity
Wilful disobedience	Amber escalating to red if behaviour continues or sent directly to member of SLT depending on severity/frequency
Swearing/racist comments	Sent directly to member of SLT & parent informed. Headteacher informed of any racist incident for logging
Damaging school property or other pupils' property	Sent directly to YTL & parent informed (may be asked to pay for damage) or sent to member of SLT or exclusion depending on severity
Purposely hurting someone, child or adult	Sent directly to member of SLT & parent informed, or exclusion depending on severity
Throwing large objects with intent to harm or hurt	Sent directly to member of SLT & parent informed, or exclusion depending on severity
Repeated acts of bullying	Sent directly to member of SLT, instant loss of break/lunch times & parent informed or exclusion depending on severity/frequency
Fighting causing intentional harm	Sent directly to member of SLT, instant loss of break/lunch times & parent informed or exclusion depending on severity
Verbal abuse to staff	Sent directly to YTL & parent informed, or escalated to member of SLT or exclusion depending on severity/frequency
Physical abuse to staff	Immediate exclusion - depending on severity and previous behaviour history this will typically range from ½ day up to 5 days
Very serious challenge to authority, violent/threatening behaviour	Immediate exclusion - depending on severity and previous behaviour history this will typically range from ½ day up to 5 days

The above serves as a guide only and is not an exhaustive list. Some decisions will need to be made in relation to individual circumstances and need.