



**Alveley Primary School  
Member of the Bridgnorth Area Schools' Trust  
Behaviour and Exclusion Policy 2018**

<b>FREQUENCY OF REVIEW:</b>	<b>Annually</b>
<b>RATIFICATION:</b>	<b>September 2018</b>
<b>DATE OF NEXT REVIEW:</b>	<b>September 2019</b>
<b>AUTHOR:</b>	<b>Head teacher /Governors</b>

## **Rationale**

At Alveley Primary we believe effective teaching and learning cannot take place without good behaviour. Children need a calm and purposeful atmosphere in order to learn and experience success. We believe we should encourage positive attitudes to each other both in the classroom and in the school environment so that all children feel safe and secure.

Alveley Primary School adopts a positive approach to behaviour management. We aim to develop good habits of self discipline in pupils. We look at ways to encourage and reward children, while making it very clear that anti-social behaviour will not be tolerated. We also believe it is very important to include parents in what we do at school to encourage and foster good behaviour and attitudes.

## **Aims**

- Create a happy and stimulating environment in which all children develop a positive and independent attitude to learning.
- Maintain the highest standards by successfully meeting individual children's needs and by investing in the professional development of all adults.
- Create a sense of belonging to the school and the wider community with a respect for the environment and nurturing a sense of trust and care.
- Promote courtesy, consideration and common sense within our school.
- Teach children Christian values and traditions, whilst developing an understanding and respect for other major world religions and ways of life.
- Promote positive relationships between everyone, including staff, pupils, governors, parents and the wider community so that we can encourage each other, enjoying and excelling together in all aspects of school life.
- Ensure pupils' develop skills to lead; a safe, secure and healthy lifestyle, in a rapidly developing world.
- Encourage staff and pupils to become creative thinkers with enquiring minds that will help them face new challenges and situations with increased confidence.
- Offer the highest quality teaching and learning opportunities within an innovative and stimulating environment.
- Nurture, develop and inspire the whole child and enable them to experiment, take risks and face challenges.
- Preparing children to make informed choices for the challenges as a 21st Century citizen in Modern Britain.

## **Our School Values displayed in each classroom**

At Alveley Primary school we aspire to:

- Aim high
- Believe in yourself
- Have ambitions
- Be enthusiastic
- Be positive about learning
- Be motivated

We show respect by:

- Respecting ourselves
- Treating others how we expect to be treated
- Look at the person we are talking to by using the right sized voice, being kind, being fair, being honest and telling the truth
- Looking after each other
- Looking after our things
- Looking after our school

We stand up for what we believe in by:

- Being sincere and meaning what we say
- Being honest to yourself and others

We show resilience by:

- 'Having a go'
- 'Taking a risk'
- 'Trying again'
- Learning from our mistakes
- Taking on challenges
- Reflecting
- Recovering

We will positively encourage British Values by:

- Ensuring children become valuable and fully rounded members of society who treat others with respect and tolerance, regardless of background.
- Promoting the basic British values of democracy, the rule of law, individual liberty, and mutual respect and tolerance for those of different faiths and beliefs.

- This will ensure Alveley pupils understand the importance of respect and leave school fully prepared for life in modern Britain.

**To achieve these aims we will:**

- Develop a whole school approach to deal with unacceptable behaviour, where we reward good work and behaviour and impose sanctions on those pupils who do not follow school rules (see BLAST – Appendix 1).
- To ensure equal access to a broad educational experience for all.
- Keep parents informed of our school rules and our rewards and punishments as appropriate. Communicate to parents when pupils are behaving and working well and when there is a cause for concern.
- Teach our pupils that their actions have consequences.

Raise awareness of school rules and issues relating to behaviour towards others in acts of collective worship and in weekly PSHE lessons.

Alveley School will not discriminate against a pupil or prospective pupil by treating them less favourably because of their:

- sex
- race
- disability
- religion or belief
- sexual orientation
- gender reassignment

**Behaviour**

School rules highlighting positive behaviour are displayed in classrooms. We follow our 'BLAST' rules, see Appendix 1.

Various rewards are used across the School e.g. stickers, certificates, star of the week, house points (appropriate to the age of the child) to highlight positive behaviours and exceptional attendance.

Class teachers monitor unacceptable behaviour for their own class, supported by any other adults working in school.

## **Monitoring of Behaviour**

Adults in school monitor behaviour. Teachers will complete a yellow behaviour form (appendix 3) if they feel a child's behaviour is persistently contrary to BLAST or the behaviour is immediately in need of intervention by the Head Teacher. These yellow forms will be stored in a file centrally and a copy shared with the child's parents/carers by the class teacher. If a child receives 3 or more of these forms in a half term the Head Teacher will meet with parents/carers and advise them that their child will be put on a daily behaviour record (appendix 4) which will be administered by the class teacher and sent home daily for parent/carer feedback. If behaviour improves, the class teacher will liaise with the Head Teacher to decide when daily monitoring will end. If the behaviour persists, the Head Teacher will meet with parent/carers to discuss next steps. Such next steps may involve children going home for lunch if their behaviour is anti-social or temporary exclusion.

The class teacher discusses the school rules with each class. In this way, every child in the school knows the standard of behaviour that we expect in our school.

All members of staff are aware of the regulations regarding the use of force by teachers, as set out in DfEE Circular 10/98, relating to section 550A of the Education Act 1996: The Use of Force to Control or Restrain Pupils. Adults in our school do not hit, push or slap children. Staff only intervene physically to restrain children or to prevent injury to a child, or if a child is in danger of hurting him/herself. The actions that we take are in line with government guidelines on the restraint of children.

(see EYFS – page 28 “Statutory Framework”)  
(see Anti-Bullying Policy)

### **Reparation for Unacceptable Behaviour**

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.

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 teacher treats each child fairly and enforces the classroom code consistently.

The teacher treats all children in their class with respect and understanding.

Where necessary the class teacher liaises with the SENCO to involve external agencies, as necessary, to support and guide the progress of each child.

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.

## **The Role of the Head**

It is the responsibility of the Headteacher, under the School Standards and Framework Act 1998, to implement the school behaviour policy consistently throughout the school, and to report to governors, when requested, on the effectiveness of the policy.

It is also the responsibility of the Headteacher to ensure the health, safety and welfare of all children in the school.

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

The Headteacher keeps records of all reported serious incidents of misbehaviour.

The Headteacher has the responsibility for giving fixed-term suspensions to individual children for serious acts of misbehaviour. For repeated or very serious acts of anti social behaviour, the Headteacher may permanently exclude a child. Both these actions are only taken after the school governors have been notified.

## **The Role of Parents/Carers**

We ask all parents/carers to read, sign and support our home/school agreement – see Appendix 2

We work collaboratively with them to ensure children receive consistent messages about how to behave at home and at school.

Our school rules are explained on our website.

We expect parents to support their child's learning, and to co-operate with the school, as set out in the home–school agreement. We try to build a supportive dialogue between the home and the school and we inform parents 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, then the Head. If the concern remains, they should contact the school governors. If these discussions cannot resolve the problem, a formal grievance or appeal process can be implemented.

## **The Role of Governors**

The governing body has the responsibility of setting down these general guidelines on standards of discipline and behaviour, and of reviewing their effectiveness. The governors support the Headteacher in carrying out these guidelines.

The Headteacher has the day-to-day authority to implement the school behaviour and discipline policy, but governors may give advice to the Headteacher about particular disciplinary issues. The Headteacher must take this into account when making decisions about matters of behaviour.

### **Fixed-Term and Permanent Exclusions**

Only the Head Teacher has the power to exclude a pupil from school. The headteacher may exclude a pupil for one or more fixed periods, for up to 45 days in any one school year. The headteacher may also exclude a pupil permanently. It is also possible for the headteacher to convert a fixed-term exclusion into a permanent exclusion, if the circumstances warrant this.

If the headteacher excludes a pupil, s/he informs the parents immediately, giving reasons for the exclusion. At the same time, the headteacher makes it clear to the parents that they can, if they wish, appeal against the decision to the governing body. The school informs the parents how to make any such appeal.

The headteacher informs the LA and the governing body about any permanent exclusion, and about any fixed-term exclusions.

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 considers any exclusion appeals on behalf of the governors.

When an appeals panel meets to consider an exclusion, they consider the circumstances in which the pupil was excluded, consider any representation by parents and the LEA, and 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.

### **Review**

The governing body reviews this policy every year in consultation with staff. The governors may, however, review the policy earlier than this, if the government introduces new regulations, or if the governing body receives recommendations on how the policy might be improved.

**Appendix 1 = BLAST school rules**

**Appendix 2 = Homeschool Agreement**

**Appendix 3 = Yellow Behaviour Form**

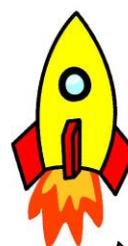
**Appendix 4 = Daily Behaviour Record**

Appendix 1



At Alveley Primary School I will ...

- . **B**e resilient
- . **L**isten carefully
- . **A**im high
- . **S**how respect
- . **T**ry my best



Blast off  
to success!

## APPENDIX 2

<h3>HOME/SCHOOL AGREEMENT</h3> <h4>Alveley Primary School</h4>
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**As Parents/Carers we will:**

- See that my child goes to school regularly, on time and properly equipped;
- Let the school know about any concerns or problems that might affect my child's work or behaviour;
- Support the school's policies and guidelines for behaviour (see school website for relevant policies);
- Support my child in homework and other opportunities for home learning;
- Attend parents' evening and discussions about my child's progress;
- Be actively involved in my child's life at the School.

**The School will:**

- Contact parents if there is a problem with attendance, punctuality or equipment;
- Let parents know about any concerns or problems that affect their child's work or behaviour;
- Send home an annual Report on pupil's progress;
- Set, mark and monitor homelearning and provide facilities for children to do homelearning in school;
- Arrange Parents' Evenings during which progress will be discussed;
- Keep parents informed about school activities through regular letters home; newsletters and notices about special events.

**As a Pupil I will try to:**

- Follow the school rules;
- Attend school regularly and on time;
- Bring all the equipment I need every day;
- Wear my correct school uniform and be tidy in appearance;
- Do all my classwork and homework as well as I can;
- Be encouraging and polite to others;
- Respect other people's property;
- Keep the School free from litter and graffiti

.....  
**Home/School/Agreement**

Signed (Parent/Carer): .....

Signed (Headteacher): .....

Signed (Pupil): .....

### Appendix 3

#### Alveley Primary School Behaviour Incident Report Sheet

Name of children involved:

Class:

Completed by:

Date:

Incident that occurred:

Action:

Next steps:

Seen by: