



'Flying High'
Working Together to Build a Successful
Future for All

Behaviour & Expectations Policy

Updated November 2016



Working together to build a successful future for all

Our multicultural school values and promotes a happy, safe and caring environment that is committed to helping all children experience success, whatever their background or abilities, and to ensure they achieve the highest standards in all they set out to do. The health, safety and well being of every child is our paramount concern.

Principles and Expectations

- At Hornbill School we believe in providing a safe, welcoming, happy and well ordered school environment in which children can learn effectively and reach the highest standards of which they are capable.
- We believe that children's behaviour towards, and respect for, other your people and adults should include the freedom from bullying and harassment. We strive to ensure that our children are free from all forms of cyber bullying and prejudice based comments relating to education needs, sexual orientation race, religion and belief.
- We encourage all of our children to show:
 - CARE and CONCERN for the safety and well being for each other and our school;
 - COURTESY and respect towards all people in school;
 - CONSIDERATION and valuing of others;
 - CO-OPERATION, accepting the contribution and collaboration of everyone builds success for all.
 - CREATIVITY, innovation and CHALLENGE, having the COURAGE, COMMITMENT and CONFIDENCE to make a difference.
 - CELEBRATION, to value our own achievements as well as sharing the success of others;
 - CITIZENSHIP, to appreciate the different values and cultural differences that make up our world, and make children aware of their place within a global community.
- We believe that the partnership between home and school plays a vital role in ensuring that we provide the very best education, environment and example for all our children. Partnership with parents and children underpins all that we do.
- We believe all members of the school community should be equally valued and at the same time have an equal responsibility and part to play in helping our children to develop into independent, responsible and caring individuals.
- We believe that a whole school approach to discipline is the only successful means of achieving a good behaviour code in the school. The implementation of this approach has involved children, parents, all staff and the School Governance Committee (SGC).

- Our behaviour code and practice is closely related to principles set out in our PSHE, Spiritual and Moral and Health and Safety Policies.
- At the beginning of each academic year children and class teachers write a code of conduct with their class based on the schools behaviour code. From this a whole School Charter is developed and shared with the children. Items on the charter (written by children) are displayed for all to see. The School Charter is listed here:

We care for each other

Be honest and admit when you have done something wrong

When we have a problem we talk about it

We are kind to each other

we take responsibility for our learning and our belongings

Treat each other as you would like to be treated

We are sensible

We challenge ourselves

We can have fun, enjoy ourselves and take pleasure in experiencing life

- The behaviour code is displayed in each classroom and is listed below.

Do be honest and always tell the truth.

Do be kind, friendly and polite at all times, saying “[please](#)”, “[thank you](#)”, “[excuse me](#)” and always using other people’s names.

Do listen carefully to the person whose turn it is to talk.

Do use your time well - it’s too precious to waste either yours or others

Do all you can to conserve resources, recycle them where possible.

Do work hard and try your best.

Do your work and let other people do theirs.

Do look after your things and other people’s property.

Our Aims

Throughout the school, our work is based on principles which are shared by all of the staff. It is our belief that we should ;

- Aim for the highest standards and achievements in all that we do;
- Create in the school a secure, caring, stimulating and ordered environment which promotes children's learning and development.
- Value and support the part which parents play in the education of their children, and seek to involve them in all our work in school;
- Plan, teach and develop a broad, balanced and interesting curriculum which includes all the requirements of the National Curriculum and the essential aspects of the Nepali National Curriculum for our Nepali children;
- Teach children effectively by::
 - Assessing their existing abilities;
 - Challenge potential;
 - Planning appropriate tasks to develop their skills and to extend their knowledge and understanding;
 - Selecting the most appropriate teaching methods;
 - Monitoring their progress carefully;
- Encourage and develop the natural curiosity of our children, stimulating their learning through first hand experiences.
- Provide equal learning opportunities for all our children.
- Motivate our children to succeed through praise and encouragement so that they work with confidence and enthusiasm.
- Give our children opportunities to take on responsibility for their learning, encourage them to be industrious and allow them time to complete a task successfully.
- Live as a peaceful, courteous, considerate community, learning to help one another, respect each other's qualities, and accept differences.

Partnership between home and school

At Hornbill School we believe that there exists a 3 way responsibility between school, parents and pupils welfare and progress of the children. This belief underpins our Behaviour and Discipline Policy.

The responsibilities of the school

To teach effectively, and to set the highest standards in work and behaviour.

To give opportunities for children to develop their individual strengths.

To care for each child as a good parent of a large family.

To help children to make a contribution to the community and the environment.

To encourage regular communication between home and school.

The responsibilities of parents

To make sure that children come to school regularly, on time, and in school uniform, refreshed, alert and ready to work;

To support the children's learning by taking an interest in their work;

To support the authority of the school particularly in matters of discipline;

To support actively their children's use of leisure time, activities and entertainment.

The responsibilities of the children

To come to school on time, prepared for the day, and ready to work.

To behave with courtesy and consideration towards others in the school.

To seek help from the teachers or other adults if problems arise.

To take an active part in their own education – sharing in planning, setting of tasks, and review of achievement.

Class Expectations

- Each class will determine its own expectations where appropriate, which will reflect that behavior expected by the school and which is shared with the school during the yearly development of the School Charter.
- The class expectations and routines will be negotiated with the children themselves.
- The class expectations will be clearly displayed and referred to.
- Children will be reminded frequently about the expectations and why they were made.
- Expectations need to be kept short, simple and realistic.
- Expectations, rewards and consequences will be “revisited” at the beginning of each term.

Foundation Stage

- In addition to the school aims and principles, there are a small number of guiding principles and expectations particularly relevant in the Foundation Stage which all children are taught to accept at an early age. Children joining the Foundation Stage will have had many varied social experiences in their lives so far. We recognise that learning to function in a new group can be a slow and difficult process for some children. Personal and Social Development is an essential part of the Foundation Stage curriculum.
- We expect children to learn to accept that there are boundaries to behaviour which have been decided by adults other than their parents, and that they are different from those usual at home.
- We expect children to listen carefully to adults in the Foundation Stage and respond appropriately to requests.
- We expect children to be polite to adults and to each other.
- Fighting is not accepted at the Foundation Stage (this includes fighting in role-play situations). Children are encouraged to tell a member of staff if something has upset them and not to retaliate. The adult will then try to show children other ways of resolving differences.
- There are no guns in play at the Foundation Stage.

- Swearing is not accepted at the Foundation Stage. Children may be unaware that the words they are using are offensive, and are therefore told that a particular word is not one that we say at the Foundation Stage, even if it is one that they have heard in the street, on the television or at home.
- Name calling is not accepted.
- Racist, sexist or prejudiced remarks or attitudes will be challenged appropriately to the understanding of the child.
- Running is for outside play only. Children are taught about the dangers of running inside.
- No-one shouts inside the Foundation Stage. Shouting in play is for outside games. Adults would only be expected to “shout” in an emergency, or to prevent an accident.
- Tables are not for sitting on, by children or adults, and not for hiding under. There are opportunities for safe climbing and hiding in outside play.
- The spoiling of other children’s possessions and Foundation Stage equipment is not allowed.
- The spoiling of other children’s work is not allowed.

Specific Classroom Behaviour Expectations

- Care and respect in our classrooms
- Picking up anything on the floor.
- Putting chairs neatly under the table when we have finished.

Children will assume an appropriate position for work

- On the floor, they will sit cross-legged or similar.
- Working at a table, they will sit “square on” and upright.

Dress suitable for appropriate work environment

- Indoor shoes to be worn in the classroom and main hall.
- Wearing of art aprons for art/DT work.
- Appropriate P.E. kit for P.E. lessons.

Basic Politeness

- Please and thank you.
- Waiting.
- Taking turns.
- Listening.
- Sharing well.

Specific Behaviour to be expected when children are outside classroom environment

When **approaching**/leaving school, we ask children to:

- Walk, taking care to respect other people;
- Cross main road using zebra crossing.
- Always go straight home if unaccompanied.
- Respond to all adults politely and appropriately.

When moving around the school, we ask children to:

Walk quietly, not disturbing other classes or groups;

Take care when approaching corners, using doors and wiping feet when coming in from outside.

On the playground, we ask children to:

- Play purposefully, with care and consideration for others;
- Run only when it is safe to do so;
- Play with equipment or special games (football) only in designated areas.

Rewards

At Hornbill School we look for opportunities to praise and reward children, not just for academic achievement but for positive attitudes and effort, care and kindness towards each other. Children are encouraged to become involved in the setting of targets which are individual to them. Hornbill School uses personal system of positive reward to support this. All children in school are involved.

Personal Award - The Star Achievement Awards (see Star Award Policy)

The aims of this award system are:

- To help children achieve their potential by striving towards set personal targets;
- To promote positive attitudes and high standards in behaviour and work;
- To encourage all children to be respectful of, and care about needs of others;
- To enable adults to acknowledge effort and high standards of work and behaviour.

Class Rewards

At the teacher's discretion, there may be individual class rewards running alongside the "Star" reward system, operating at a class level. These class rewards could be individual or whole class targets. They may stand alone, or be used as a "stepping stone", i.e. small targets towards the "Star".

Regular consultation and discussion between teachers will help to ensure consistency in expectations and fairness in the system.

Personal and Social Relationships

The key to the ethos of the school is the way in which staff, adults and children relate to each other. We want to encourage the children to be open-minded, confident and friendly. We also want them to be honest and to complain if they feel they need to. We need to be patient and, whenever possible, to listen to them.

What is Unacceptable Behaviour at Hornbill

- Refusing to do what is asked;
- Answering back or rudeness;
- Name calling;
- Vandalism;
- Disruptive behaviour;
- Racist, sexist or prejudiced remarks or attitudes;
- Swearing, using bad language or verbal and physical aggression;
- Running inside or between school buildings;
- Leaving the school premises without permission.

Children who display unacceptable behaviour should be aware that action will be taken and sanctions will be imposed.

Guidelines for Staff

In managing the children, we try to: -

- Be good role model, and use the fundamental principles of good parenting;
- Look for opportunities to praise; encourage and reward;
- Be good humoured;
- Be a part of a team, and supportive of others in the team;
- Be well prepared and punctual;
- Keep calm;
- Be consistent and fair;
- Listen in a friendly way;
- Be responsive to each child's needs, and do everything possible to help the child to mature;
- Be positive and expect the best, and do everything possible to help the child to mature;
- Set limits that the children understand
- Respect children and each other;
- Avoid "personalising" when we have to punish;
- Only use a raised 'shouting' voice when in an emergency.

Some children are naughty and frustrating. It is the handling of this more difficult misbehaviour, which can cause most concern. However, these children too must be valued and we should first look to our own management strategies and demands on the children. For example, do we have them sitting on the carpet for too long? Is the work challenging enough or too difficult? Some children will be involved in our Special Needs Programme, and we must learn how to teach and manage this group of children successfully. We work on the principle that all children can be successful in our school if we use the right approaches.

Using the "right" approaches may mean:

- Changing your classroom management;
- Giving the child more time;
- Being more flexible;
- Involving someone else to help;
- Involving the SEN teacher/support service;
- Bringing in parents on a more regular basis.

There are few (not many) children who demonstrate unacceptable behaviour. They do not all fall into the same category.

- Some are normal, impulsive, imprudent, and like all children and adults, can be thoughtless.
- Some are immature for their age.
- Some are undisciplined and disordered and could be going through traumatic period in their lives, encountering great change.

Specific guidelines for staff dealing with unacceptable behaviour in the Foundation Stage

Staff must always be fully aware of what has happened, when dealing with an incident of unacceptable behaviour. Listening to the child/children is very important.

Staff must talk to the children about their actions, why they are unacceptable, and why the expectations are important.

Dealing with such behaviour needs to be done sensitively, and sometimes discreetly, so that attention is not drawn to a child or situation.

Children must be given the opportunity to make amends, and subsequent positive behaviour praised.

Some children may need directing away from a difficult situation for a period of time, and be positively encouraged to another activity or group of children.

If the strategies are proving to be unsuccessful after a reasonable length of time, then the causes of the behaviour difficulties need further investigation.

Meetings need to be held with parents to discuss difficulties, which may include behaviour at home, circumstances at home, health questions, such as hearing problems, and any other contributory factors. An agreed plan of action may need to be devised with parental support, and would include informal and formal monitoring and reporting to parents.

If these informal arrangements do not work, SEN Code of Practice Stage 1, Expression of Concern would follow and a more formal monitoring would be identified.

In handling the children, class management skills are extremely important and require thinking about. The work in staff meetings, inset days and working party meetings reflects the view that the key is in combining firmness with imagination.

Teaching staff will use their professional judgement in the classroom in order to employ a range of strategies to promote high standards of good behaviour.

In Class Behaviour Strategies

Good behaviour is during weekly 'Celebration Assembly' where Golden children are shared with the whole school.

Build up relationships with individuals in spare moments and class.

Circle time (books available).

Positive re-enforcement of good behaviour.

Divert the child: give a job, message, etc.

Give limited choice to the child.

Smiles.

Knowing when to stop an activity and change to another.

Moving around the classroom.

Planning targets for individuals, group or class.

Change the tone/volume of voice.

Hand signals, e.g. clap hands.

Smile (non verbal).

Use humour (not sarcasm).

Provide a good classroom environment.

Talk with individual or group.

Quiet time.

Calm start to work sessions.

Loss of break or privilege (the child must be supervised during this time)

Time out in another part of the classroom.

Misdemeanors and Sanctions

Guiding Principle

We want to encourage an open, tolerant and happy atmosphere, with lots of talking to and listening to the children. However, if children break expectations, they are liable to sanctions.

Sanctions must be:

Acceptable and appropriate for the individual.

Fair;

Fit into the agreed school policy;

Understood by the child;

The same for boys and girls.

Sanctions must not be:

Shouting aggressively as a regular approach;

Pushing or shaking (very dangerous);

Keeping the child in after school, for more than 2 minutes, without parental permission;

Using removal from an activity as a punishment;

Lines;

Corporal punishment.

Misdemeanours and sanctions vary from the trivial to the extremely serious – from misbehaviour we would characterise as “normal naughtiness”, to that which we find unacceptable in our school.

Normal naughtiness would be behaviour which is characteristic of an alert and lively child, which is in no way malevolent or intended to hurt physically or mentally. This may include:

Wandering around in work time;

Not clearing away properly;

Calling out;

Mild irritating of others;

Carelessness;

Running, instead of walking around the building.

We must, however, recognise the fact that even seemingly trivial misbehaviour grows in significance if often repeated. We must think carefully about the balance between not over-reacting to minor misdemeanours and thus making sanctions less effective, and ensuring that the signs of more serious misbehaviour are picked up and followed through.

In class, sanctions need to be comparatively mild, having made sure the expectations are understood. They must always be used in the context of self-esteem for each adult and child.

Each teacher will have displayed their own classroom expectations, alongside with the rewards and consequences. In PSHE lessons and circle, these will have been agreed and discussed.

If class expectations are broken, then the agreed consequences will take place. These will vary according to the age of the child, but will be in accordance with the school expectations.

Behaviour that is more serious may include:

Consistently refusing to work

- Consistently damaging equipment/other's property;
- Damaging own/others' work (including drawing in/on workbooks);
- Misuse of equipment e.g. scissors;
- Dangerous play;
- Misusing the toilets;
- Swearing;
- Severe/persistent swearing;
- Taking things;
- Throwing things;
- Refusing to follow directions;
- Constant disruption of working atmosphere;
- Having no respect for own level of achievement;

It is vital that teachers keep Learning Phase Leaders informed of children causing concern. During weekly meetings Learning Phase Leaders and the SLT discuss individual children and monitor children who are not adhering to the general ethos of the school. These communications allow effective monitoring in order to ensure that we are treating the same behaviour with similar strategies and that our tolerance levels are comparable. Learning Phase Leaders will keep Deputy Headteachers informed. Where and when appropriate, Learning Phase Leaders and Deputy Headteachers will liaise with the Headteacher through Leadership and Senior Leadership Team Meetings (more immediately if necessary).

Sanctions will be, as far as possible, linked to the misbehaviour:-

- Putting the damage right;
- Apologising or writing a note of apology;
- Repeating unsatisfactory work;
- One to one talk (parents may be involved);
- Time out in another area, or with another teacher;
- Spending 1 or 2 minutes in after school;
- Losing breaks or privileges (always supervised by teacher).

Parents may need to be involved. Please do not refer directly to parents about serious misdemeanours without prior discussion with Headteacher/Deputy Headteachers.

Very Serious Misconduct

There are some categories of misbehaviour that are unacceptable under any circumstances. These are :-

- Stealing;
- Physical violence, or bullying of any kind;
- Verbal or physical abuse to adults (refer to Physical Handling Policy);
- Racist remarks or attitudes (see racist incident sheet and monitoring sheet in appendix 3).
- Stone throwing or other dangerous behaviour (refer to Physical Handling Policy);

Incidents in these categories must automatically be reported to the Head teacher or Deputy Head teacher's, who will take the appropriate action required.

Agreed Steps and Channels of Support

In most cases, we can deal quietly and effectively with minor misdemeanours and without recourse to any specific procedure. We recognise the need to reward the general good behaviour of our children.

For children displaying unacceptable behaviour that is inhibiting either their own work, or the work of others, these steps are to be followed:

Yes

Yes

Yes

If appropriate, a letter will be sent to the child's parents, giving a time of appointment to discuss their child's behaviour with the Headteacher, IL if appropriate and the Class teacher. A behaviour Behaviour & Expectations Policy

management support plan should be agreed. Example of behaviour support plans can be found on computer file in ICT suite and SEN policy.

Bullying

Bullying, both verbal and physical, will not be tolerated at Hornbill School. Bullying is a special category that requires the school to react firmly and promptly where it is identified. It also needs to be monitored and evaluated on a regular basis. Guidelines and procedures relating to bullying are line with SCE's Anti-bullying policy

Guiding Principles/Aims

All pupils have the right to feel safe and secure. They need to feel free from any threat of bullying and to know where to go and to whom to tell if bullying occurs.

All complaints of bullying will be treated seriously and will be acted upon in accordance with practice that has been agreed upon by the whole school community.

No complaints of bullying will be regarded as 'telling tales'.

We will act promptly when bullying occurs and records will be kept of all incidents for a limited time.

Wherever possible and when appropriate we will develop pupils' understanding of what is meant by bullying and an awareness of issues relating to bullying through the curriculum.

Assemblies will be used, where appropriate, to reinforce the fact that bullying will not be tolerated.

All members of the school community will be informed what to do and who to go to should they observe incidents of bullying or have it reported to them.

Adults can be bullies. Staff will ensure that they provide good role models for pupils in their every day work with colleagues and pupils.

The behaviour policy including bullying will be monitored and reviewed annually. Appropriate changes will be made in consultation with the whole school community.

Definition

There are many definitions of bullying but most have three things in common:

It is deliberately hurtful behaviour.

It is repeated often, over a period of time.

It is difficult for those being bullied to defend themselves.

Bullying can take many forms but the three main types are:

Physical: hitting, kicking or taking belongings.

Verbal: Name calling, insulting personal, racist or homophobic remarks.

Indirect: Spreading nasty stories from someone from social groups

It is important to distinguish between the everyday behaviour of children, which can veer into unpleasantness and bullying.

Everyday behaviour becomes bullying when:

The safety and happiness of pupils is affected – pupils may become miserable, suffer injury, and be unhappy

about coming to school. Over time they lose self-confidence and self-esteem. Some may blame ‘themselves’ for inviting bullying behaviour. They may be reluctant to go out to play or stay close to an adult supervising.

Educational achievement is affected – the unhappiness of bullied children is likely to effect their concentration and learning. Some children will avoid being bullied by not coming to school.

Out of school behaviour is affected - the child may be afraid to walk home on their own, afraid to play in the neighbourhood, be withdrawn or aggressive, tearful and overly-sensitive.

What makes a child a bully?

Bullies are not born they evolve over time. This is why the school ethos sets out to reflect positive support and development for all children.

What makes a victim?

Any child can be bullied however there are certain risk factors, which make the experience of bullying more likely. They include:

Lacking close friends in school.

Coming from an overly protective family environment.

Being a provocative victim – a child who behaves inappropriately with others, barging in on games, or being a general nuisance.

Natural shyness.

Being from a different racial or ethnic group from the majority.

Being different in some respect from the majority.

Having some form of educational needs – more or less able.

None of these characteristics can excuse allowing a child to be bullied.

Staff need to:

Be alert to its possibilities at all times.

Be constantly talking to all the children in the class about the dangers of bullying and what to do about it.

Emphasise that penalties for bullies will be very serious.

Tell children to always report bullying to a teacher, including threats (inside or outside school), or hitting, requests for money or ‘psychological’ abuse, e.g. where children are not spoken to, or are isolated.

It is important to follow up every case of potential bullying and it will be necessary for the teacher involved to use the record sheet to record incidents of bullying. (Example found in Appendix C). The record sheets are a useful way of monitoring and evaluating the preventative measures and intervention strategies that the school has in place. The record sheets need to be sent to the Headteacher where they will be kept safely for one school year.

The school will:

- Support children who are being bullied
- Help bullies to change their behaviour
- Take bullying seriously, and find out the facts of an incident by:
- Meeting those concerned individually.

- Using peer pressure to actively discourage bullying.
- Involving parents at an early stage.
- Helping children develop positive strategies to cope with aggression in other pupils.
- Be equally concerned about bullying to and from school.
- Record incidents of bullying in a consistent way that allows for monitoring of behaviour.
- Discuss with, and involve children in agreed class and school expectations regarding behaviour.
- Request help from support services where necessary.
- Involve the police where necessary.

Staff members are also referred to SCE's Anti-bullying policy.

Also included are guidelines for staff when dealing with a homophobic incident.

Playtimes at Hornbill School

No children should be on the playground unsupervised. See playtime rota for more information.

There will be at least 6 staff members on duty during playtimes –

1 member of staff will monitor the hard-surfaced play-ground,

1 member of staff will monitor the grassy play-area near the football ground,

1 member of staff will monitor the corridors and toilet area.

2 members of staff will monitor the play equipment and pagoda areas.

1 member of staff will monitor the trim trail.

Additional: A play Leader will be outside and on duty every playtime to help supervise the toys and playground games. 1 member of the senior leadership team will also be on duty to monitor behaviour and help supervise all children.

The SHEF member of staff monitors the frequency of everyday incidents to ascertain any issues or reoccurring themes which need further investigation to minimalise further risk.

Medical emergencies will be dealt with by a member of staff trained in first-aid. The play Leader will supervise first aid during playtime for any small incident requiring minimal first aid. Members of the school office will be used if more or additional first aid support is needed. This information is included in the medical procedure handbooks.

When entering the building, children use the entrance nearest to the place where they are going. Staff on duty will need to go out onto the playground 5 minutes before their duty.

Serious accidents are reported to the Head Teacher or Deputy Head Teachers. Head injuries are reported to the Head Teacher or Deputy Head Teachers and communicated to parents. Copies of the letter should be kept by the class teacher with the register. All accidents need to be recorded in the accident book which is kept with the first aid box. The adult on duty outside should be the one to record injuries in the accident book.

Children are not allowed back into the classrooms without an adult

Children who need to go inside their classroom for any reason during playtime should inform an adult and be accompanied into the classroom by him/her. Any teacher wishing to keep in more than 2 children should arrange to supervise them him/herself.

All children should be encouraged to go to the toilet and wash their hands at the beginning or end of break times.

In reasonable weather, children are allowed to play outside in the play areas.

Duty teacher/LSA/ Play Leader should ensure children use the play equipment sensibly and put back in their right places after use.

When the Gong chimes at the end of playtime the children go straight to their classes. Except Year 1 who wait in a line for their teachers.

The class teachers must be on the playground as soon as the bell rings, in order to receive their class and to accompany them into the classrooms.

Wet weather playtime

During wet weather, children will eat and stay inside their classrooms. Two children from Year 6 (and Year 5 if needed) will be sent to each classroom to supervise during wet weather playtime. Duty teachers/LSAs will walk and monitor various classrooms in their agreed blocks.

Children's behaviour when leaving the playground

In order to establish the standards we expect from children when leaving the playground after a break, and thereby facilitate a calm and proper start to the next session of work, all staff need to:

Be on the playgrounds promptly at the end of breaks at 9.45am and 12.00 noon. Children will stop playing when the bell rings and walk quietly to their lines. The children will walk back to their class with their teacher. A speedy removal from the playground will help to encourage positive behaviour;

It is expected that children's lines will be quiet and ordered, and that children will return to classrooms quickly with their class teacher.

Unacceptable Behaviour at Playground or on the bus to/from School

Children who persistently display unacceptable behaviour will be challenged about making the right decisions and the following procedures will apply:-

The duty teacher/LSA or bus escort discuss with the class teacher/school office staff;

The class teacher to discuss with the appropriate Deputy Headteacher (DHT);

The DHT to investigate and make decisions as to possible further action e.g.

- Decide on appropriate sanction;
- Inform class teacher to monitor;
- DHT to monitor on subsequent day;
- Inform Head teacher

EXCLUSION

Exclusion will be used when a child is using extreme, violent or aggressive behaviour, thereby endangering themselves and others, and/or refusing to respond to alternative strategies and sanctions previously imposed.

A decision to exclude may be used if allowing the pupil to remain in school would seriously harm the education, health, welfare or safety of the pupils or others in the school.

An exclusion in the first instance will usually be for one day. If the pupil incurs additional exclusions these will be for a longer duration at the discretion of the Headteacher.

During exclusion, parents, child and school will work closely together to agree a plan leading to modification of child's behaviour, and a return to school.

Should the child not respond to the fixed term exclusion a permanent exclusion may be determined.

The Chairman SGC, SO3 Coordinate ETS, SSAFA Social Worker, Families Welfare Officer and SCE are informed of any exclusions and may be involved in discussion with parents, child and school in the devising of an action plan.

For more information please refer to the Inclusion Policy SCE 2012.

Before a decision to exclude a pupil the following action will usually have taken place.

The Headteacher, class teacher, IL, and any other adult concerned will provide clear identification with the pupil of the unacceptable/ offending behaviour.

If necessary appropriate sanctions short of exclusion in an effort to discourage re-occurrence of such behaviour will have been established.

A pastoral support plan (PSP) will be established and implemented.

Notification to parents of concerns and the sanctions implemented will have taken place.

Upon re-offence, discussion with the pupil regarding the sanction of exclusion and an interview with parents/guardians will be set up to discuss the sanction of exclusion.

Pastoral Support Plan (PSP)

A Pastoral Support Plan (PSP) should be agreed with parents/guardians and the SCE and be developed to help individual pupils better manage their behaviour. The PSP will have the following common elements:

Is school based.

Have a nominated member of staff as overseer.

Be automatic for pupils with several fixed term exclusions.

Be automatic for pupils at risk of failure or disaffection.

Will not be used to replace the SEN assessment record.

Will have involved other agencies where appropriate.

The programme should be time limited and identify short-term targets.

The way in which the exclusion sanction will be applied

Only the Head teacher may exclude a pupil for a fixed period of time or on a permanent basis. In the absence of the Head teacher this responsibility lies with the teacher nominated by the Head teacher to act in the Head teachers' absence.

The decision to exclude will be taken after a full investigation into the incident has been completed. The total number of fixed period exclusions given in one school year must not exceed 45 school days. The parent/guardian of the pupil must be informed immediately exclusion, either fixed term or permanent occurs. By telephone if appropriate. The following information must be conveyed to the relevant person:

- The period of exclusion.

- The reason for the exclusion.

- That representation can be made to the governing body about the exclusion.

- The way in which that representation can be made.

The Head teacher must write to the parent within one school day of the decision to exclude with this information. The letter should include details for the continuing education of the pupil including the setting and marking of work. The right of the parent to see the pupils school record is also conveyed to the relevant parties.

Safeguarding Children

The School's legal responsibility for safeguarding the welfare of children goes beyond basic child protection procedures.

The duty is now to ensure that safeguarding permeates all activity and functions. This policy therefore complements and supports the Safeguarding Policy.

The writing of Hornbill School's Behaviour and Discipline Policy has involved children, all staff, Parents and SGC. It is a practical working document, which is reviewed annually by all involved in its implementation.

INCIDENT OF BULLYING RECORD SHEET

Any pupil involved in incidents of bullying will complete this record sheet with a member of staff. . The record sheet will be used to monitor and evaluate the effectiveness of the school’s strategies to combat bullying in school.

NAME

CLASS

Date

Brief description of what happened

Action agreed to be taken

Signed by pupil _____ Signed by staff _____

Follow up notes attached if appropriate