



High Down Schools

Believing | Achieving | Learning for life

BEHAVIOUR, REWARDS AND SANCTIONS POLICY

Signed.....*Nolan Hill*..... (Chair of Governors)

Signed.....*Alan*.....(Executive Headteacher)

Date.....*28/11/18*.....

Version	Date	Changes
2	19/11/18	Sanctions Stage 4b added following LSP guidelines
3	21/11/18	<p>Additional sections added following further guidance from LSP</p> <ul style="list-style-type: none"> • Section on SEND – Support for SEND pupils • Exclusion from School • Addition to Stage 3 - to note the risk of fixed term exclusion • Stage 4b rewritten • Appendix 1 added

Home/School Partnership

The class teacher is not only concerned about educational progress of children, but also about their personal and social development. Staff combine high expectations with a sympathetic approach. If, despite this, problems occur parents should be involved at an early rather than late stage.

In turn parents are encouraged to keep the school informed of any significant events at home a new baby, sudden death or change in family circumstances. If parents or teachers have any concerns about a child's behaviour, especially a change in behaviour, a meeting should be arranged so that it can be fully discussed. A vital part of the Home School Partnership is parental co-operation in helping to support and implement the Behaviour, Rewards and Sanctions Policy.

REWARDS

At High Down we praise and reward children for good behaviour in a variety of ways:

- We verbally praise and congratulate children
- We distribute stickers, certificates, housepoints (Junior), class mascots (Infant) and awards
- We acknowledge outstanding efforts or acts of kindness
- A visit to the Head or another member of staff to celebrate achievement
- A word of praise in front of group, class, year group, or the whole school
- The opportunity to undertake specific areas of responsibility
- Golden time or other class rewards

SANCTIONS

The majority of incidents of inappropriate behaviour are dealt with in class through discussion and sanctions with school staff.

Stages 1 & 2 Stages 1 and 2 low-level misbehaviour.

Stage 3 Persistent low-level misbehaviour will move a pupil forward to Stage 3 sanctions. Violence, Bullying or Racist comments will not be tolerated and the child will move straight to Stage 3 of the Sanctions Policy.

Stages 4 & 5 For very serious misbehaviour the Executive Headteacher can implement a fixed term or permanent exclusion if felt appropriate. This could be either a progression from Stage 3 or in exceptional circumstances a single serious incident. The decision to permanently exclude a pupil is a serious one. It is the final step in the process for dealing with disciplinary offences when a wide range of other strategies have been tried and have failed.

EXCLUSION FROM SCHOOL

Fixed term and Permanent Exclusions are governed by statutory guidance from the Department for Education: Exclusion from maintained schools, academies and pupil referral units (PRUs) in England.

The following legislation outlines schools' powers to exclude pupils:

Section 52 of the Education Act 2002, as amended by the Education Act 2011
The School Discipline (Pupil Exclusions and Reviews) (England) Regulations 2012
Sections 64-68 of the School Standards and Framework Act 1998.

Additionally, part 7, chapter 2 of the Education and Inspections Act 2006, sets out parental responsibility for excluded pupils and section 579 of the Education Act 1996, defines 'school day' .

The Education (Provision of Full-Time Education for Excluded Pupils) (England) Regulations 2007, as amended by The Education (Provision of Full-Time Education for Excluded Pupils) (England) (Amendment) Regulations 2014 set out the obligations of the school/proprietor to provide education for pupils extended for a fixed term.

The school and Academy Trust will also comply with the funding agreement and articles of association.

Stage 1 Class time - Behaviour and Consequences	Adults involved
Class time - Low level disruption <ul style="list-style-type: none">• Poor behaviour may be logged in class behaviour book/teacher's notes.• One to one discussion as appropriate with a member of staff.• Possible Sanctions – verbal warning, name displayed, time out. Sent back to class by LSA.• Loss of golden time or other class rewards.• All children begin the next day with a clean slate.	Class teacher, Support Staff
Stage 1 Break and lunchtime - Behaviour and Consequences	Adults involved
Low level disruptive behaviour not in keeping with our school Golden Rules <ul style="list-style-type: none">• Child spoken to by break duty staff/SMSA and reminded of school Golden Rules and behaviour expectations• Lunchtime - Behaviour logged in Class Lunchtime book for the attention of the class teacher.	Break duty staff, SMSAs, Class teacher

RATIONALE

High Down Schools' overall policy is to encourage all children to fulfill their potential and to make the process of education an enjoyable, exciting and worthwhile experience. We promote high standards of behaviour in order to create the appropriate conditions for teaching and learning.

AIM

- To provide a relaxed and pleasant community in which all members are respected and show respect for others.
- To improve behaviour for learning standards throughout the schools
- To provide consistency of approach through a clear structure of sanctions used by staff and understood by children and parents

DEFINITION

In order that teaching and learning can take place in a relaxed and pleasant environment each member of the school community must have high standards of behaviour based on respect for all its members and for the physical environment.

SUPPORT FOR SEND PUPILS (ALSO SEE SEND POLICY)

Defining SEND

The Children & Families Act 2014 defines Special Educational Needs and Disability (SEND) in the following way:

A child or young person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for him or her.

A child or a young person of compulsory school age has a learning difficulty or disability if he or she:

- has a significantly greater difficulty in learning than the majority of others of the same age, or
- has a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions.

Supporting SEND pupils

- High Down School recognises its legal duty under the Equality Act 2010 to prevent pupils with a protected characteristic from being at a disadvantage. Consequently, our approach to challenging behaviour may be differentiated to cater to the needs of the pupil.

- The school's Special Educational Needs Co-ordinator will evaluate a pupil who exhibits challenging behaviour to determine whether they have any underlying needs that are not currently being met.
- Where necessary, support and advice will also be sought from specialist teachers, an educational psychologist, medical practitioners and/or others, to identify or support specific needs.
- When acute needs are identified in a pupil, the school will liaise with external agencies and plan support programmes for that child. The school will work with parents to create the plan and review it on a regular basis.
- Advice will be requested from the CEO, and a SENDCo from another school or the Trust's Lead Teacher for Engagement and SEND before making a decision on the Permanent Exclusion of a Child with SEND.

PROVISION

At the beginning of the school year and at the beginning of each new term, all classes will be introduced to the Schools' Golden Rules. Following these Golden Rules will be reinforced with praise and rewards and breaking these rules will result in sanctions so that children can learn that their actions have consequences.

The schools have six **Golden Rules**:

- We are **kind, gentle and helpful** – we don't hurt others
- We **listen** – we don't interrupt
- We are **honest** – we don't cover up the truth
- We **work hard and always try our best** – we don't waste ours or others' time
- We **look after property** – we don't waste or damage things.
- We **walk and talk quietly round school** - we do not run or shout

We aim to focus on teaching good behaviour with positive expectations. All Staff provide good models of behaviour and regularly remind children to be courteous and considerate to other people. The Golden Rules have been developed by the staff in order to offer the children guidance on the best way to behave in school. Each rule shows a positive and negative form of behaviour. These rules are visually available throughout the school and the children should be familiar with them, through opportunities provided in assembly times and teaching times. Parents are made aware of these Golden Rules when they sign the Home School Agreement.

Stage 2 Class time - Behaviour and Consequences	Adults involved
<p>Persistent low level disruption.</p> <ul style="list-style-type: none"> • Loss of break/lunch time supervised by adult dealing with the child. • Spending lesson time in another classroom. • Behaviour logged in Class behaviour book/teacher's notes. • Support from the class teacher/SLT teacher/Learning mentor/SENDCo as appropriate. • Phase leader alerted and possibly involved if appropriate. <p>At Stage 2 the Class teacher will speak to the child's parent/guardian.</p>	<p>Class teacher. SLT. PARENT</p> <p>possibly Learning Mentor</p>
Stage2 Break and lunchtime - Behaviour and Consequences	Adults involved
<p>Persistent low level poor behaviour</p> <ul style="list-style-type: none"> • Break/ Lunch detention supervised by the Class teacher, Phase Leader, break duty member of staff or SMSA as agreed • Lunchtime - Behaviour logged in Class Lunchtime book for the attention of the class teacher. • Learning Mentor, Class teacher and Phase Leader may be involved in seeking ways to improve behaviour • Junior child may be asked to play on top playground for closer observation. Infant child may be asked to stay in PEP area. <p>At Stage 2 the Class teacher will speak to the child's parent/guardian.</p>	<p>Class teacher. Phase Leader PARENT</p> <p>possibly Learning Mentor</p>
Stage 3 - Executive Headteacher	Adults involved and Support
<p>For persistent poor behaviour where a child is not responding to SLT/ Learning mentor support or If the gravity of the incident has been such that Headteacher judgement moves the child straight to Stage 3 (foul or abusive language, violent incident, racial abuse)</p> <ul style="list-style-type: none"> • Immediate sanction - The child will meet with the Headteacher to discuss the poor behaviour and find solutions to overcome it. 	<p>If appropriate an Individual Behaviour Support plan will be drafted by Class teacher/SLT teacher, SENDCo and the parents on how best to support the child indicating clear targets for improvement</p>

<ul style="list-style-type: none"> ● A phone call or letter to the parents from the Headteacher explaining the situation and asking them to attend a Behaviour Review Meeting. ● Behaviour Review Meeting for parents to discuss the child's behaviour with Headteacher and other staff members if appropriate. The following will be discussed: <ol style="list-style-type: none"> 1. The problem and support so far 2. The risk of fixed term exclusion if the behaviours continue 3. The Behaviour Support Plan inc. clear targets for improvement 4. The two week Behaviour Log 5. Review arrangements <p>Lunchtimes – At Stage 3 the Headteacher may decide that a lunchtime exclusion is appropriate.</p> <p>In the event of serious disruptive or antisocial behaviour it will be necessary to consider if the pupil will be best served by intervention provided by the Special Educational Needs Policy. Such difficulties may include: -</p> <ul style="list-style-type: none"> ▪ Conduct disorders e.g. defiant, damaging and disruptive behaviour ▪ Pupils with seriously low self-esteem, lacking motivation and self belief ▪ Withdrawn pupils, including isolated and depressed pupils ▪ Attention seeking pupils ▪ Pupils with cognitive emotional disorders e.g. ADHD, Aspergers Syndrome 	<p>If appropriate a Behaviour Log will be kept for 2 weeks recording behaviour during each lesson, breaktime and lunchtime. The child and class teacher will discuss the recorded behaviour at the end of each day and it will be taken home for parents to read and sign</p> <p>The Headteacher will review the Behaviour Log and progress towards agreed targets at the end of each week, or sooner should this be requested by the teacher/ SLT teacher</p> <p>After the 2 weeks the child's behaviour will be reviewed in a meeting with parents and Headteacher/class teacher/SLT teacher. Hopefully there will have been significant improvement if not next steps will be agreed.</p>
<p>Stage 4a - Executive Headteacher</p>	<p>Adults involved and Support</p>
<p>Fixed-Term Exclusion.</p> <ul style="list-style-type: none"> ● Letter to parents from Headteacher. ● Return date and meeting set. ● Outside agency support requested if not already in place. 	<p>Headteacher, SENDCo, Learning Mentor, Phase leader, Class Teacher and Parents</p> <p>On return to school return to Stage 3 with a revised Behaviour Support Plan</p>
<p>Stage 4b - Executive Headteacher</p>	
<p>4b – If behaviour is not improving despite additional support a PEX may be considered. Prior to a PEX the following should,</p>	

<p>in most circumstances occur:</p> <p>The Headteacher may decide to convene a Governors' Disciplinary Panel (Stage 4) Hearing to review the provision for a child/young person deemed to be at risk of Permanent Exclusion. The Panel will:</p> <ul style="list-style-type: none"> • thoroughly review the current situation with reference to the school's Behaviour Policy and the child/young person's behaviour; • review SEND support, where appropriate ; • ensure that all parties are clear about the risk of Permanent Exclusion; • set a date for a review of progress. <p>The Panel may also:</p> <ul style="list-style-type: none"> • make recommendations for future provision. <p>Decisions on exclusion are delegated to the Headteacher and will not be taken by a Governors' Panel reviewing provision for a child at risk of Permanent Exclusion.</p>	<p>Headteacher and other SLT, 3 Governors, SENDCo, Learning Mentor or Class Teacher, Parents and child (as appropriate)</p>
<p>Stage 5 - Permanent exclusion</p> <p>Heads to test their rationale for a permanent exclusion with the CEO before issuing a PEX.</p> <p>Governors Disciplinary Committees to seek independent advice from the SENDCo at another Trust school or the Trust's Lead Teacher for Engagement and SEND before making a decision on the Permanent Exclusion of a child with SEND.</p>	<p>Headteacher and CEO</p> <p>SENDCo from another LSP school or Lead Teacher</p> <p>Governors</p>

USE OF REASONABLE FORCE

All school staff have the power to use reasonable force to prevent pupils injuring themselves or others, or damaging property, and to maintain good order and discipline in the classroom. (See Restrictive Physical Intervention Policy)

RESPONSIBILITY

All staff promote the positive ethos of the school and share responsibility for the welfare and behaviour of the pupils. We aim to be consistent and fair.

See other policies:

Abuse and Harassment Policy

Friendship and Anti-Bullying Policy

Restrictive Physical Intervention Policy

Exclusion Policy

SEND Policy

Appendix 1. Guidance for Pupil Disciplinary Panels

Stage 4 Hearing

This is part of the school's Behaviour Policy. Typically, pupils will have progressed through the earlier stages and received appropriate sanctions and support to improve their behaviour. This is their final warning before a permanent exclusion. The pupil and parent/carer will meet with a panel of three Governors. (Attendance of a child at the meeting will be based upon age and maturity. If a child does attend the meeting it will be at the beginning to talk about how they feel at school and at the end to hear the targets set.) Members of the school staff will be there as appropriate, normally the Headteacher, Deputy Headteacher or senior leader, learning mentor or class teacher, SENDCo (if appropriate). Their role is to explain the school position, interventions offered and the outcomes.

Governors can expect to see in advance of the meeting:

- Report from a senior member of staff explaining the situation.
- Notes of any behaviour improvement programmes in place.

Governors should:

- Allow both the pupil and parents' time to explain how they see the situation, highlighting any positive interaction with school and any areas where they feel the school could do more to help.
- Understand if the pupil has any additional needs and if they are being fully met by the school. If not, Governors should understand why not and, where necessary, request the school to take appropriate additional steps.
- Give a very firm message to all parties that this is the final warning and the potential outcome of non-compliance with the school's Behaviour Policy.
- Set simple, clear and achievable targets for the pupil, where there is already a pupil behaviour contract in place applying this would be recommended.

There is an expectation that this hearing will help the pupil to reintegrate into school life.

Stage 5 Hearing

This is a statutory process. *Exclusion from maintained schools, academies and pupil referral units (PRUs) in England*

The Headteacher takes the decision to permanently exclude a pupil. A panel of three Governors will consider the reinstatement of an excluded pupil.

A decision by the Headteacher to exclude a pupil permanently should 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.

Where the governing board is legally required to consider reinstating an excluded pupil they must consider the interests and circumstances of the excluded pupil, including the circumstances in which the pupil was excluded, and have regard to the interests of other pupils and people working at the school.

In addition to the Headteacher, who will explain his decision to the panel, the pupil and parent/carer should be encouraged to make their case for reinstatement.

When establishing the facts in relation to an exclusion the governing board must apply the civil standard of proof; i.e. 'on the balance of probabilities'. The Governing body has a choice of two decisions:

- decline to reinstate the pupil; or
- direct reinstatement of the pupil immediately or on a particular date.

Clear minutes of this meeting will be taken by the Clerk to the Governors and used as evidence if the family choose to appeal the decision of the Governing Body.

It is vital that the Governing Body question and minute:

- Whether the pupil and parents feel that the school has taken all reasonable steps to keep the pupil in school.
- If the pupil has additional needs, have they been met by the school? Or, has the school made every reasonable attempt to engage with the pupil and family to meet those needs?
- Has the school offered sound evidence, addressing the two criteria, noted above, for exclusion?

Stage 4 Disciplinary Procedure - Order of Proceedings

1. Chair meets with panel and school representatives before meeting commences.
2. Parent and pupil (depending on age or maturity) invited into the meeting.
3. Chair introduces all parties and outlines purpose of meeting which is to review pupil's poor disciplinary record. Also emphasise at this point the gravity of the situation and need for the pupil to take very seriously.
4. Pupil invited to share their views on school (leave meeting)

5. Chair then asks Head or designated school representative to provide broad overview of behaviour history.
6. Chair and panel ask questions and clarifications.
7. Parent(s) invited to ask questions/comment.
8. Chair summarises situation and delivers stern warning about the consequences of failure to change ways.
9. Action plan agreed where key changes in pupil behaviour identified and other support mechanisms discussed and agreed.
10. Action Plan is shared with child.
11. Meeting ends.

Stage 5 Disciplinary Procedure - Order of Proceedings

1. Welcome and introductions by the Chair
2. The school puts its case, explaining the reasons for the decision to exclude the pupil and calling witnesses if necessary
3. Questions by the parents/pupil, the LA and panel members
4. The parents/pupil put their case
5. Questions by the school, the LA and panel members
6. The LA representative invited to comment
7. Summing up by the school
8. Summing up by the parents/pupil
9. The parents/pupil and school and LA representatives leave
10. Panel to deliberate and reach a decision
11. Clerk to write to parents, the school and the LA in writing about the decision within one school day of the Hearing.

