



BEHAVIOUR POLICY

Article 3 - The best interests of the child must be a top priority in all decisions and actions that affect children.

Philosophy

We believe in positive behaviour management based on the good relationships fostered within the school community. We have high expectations, and utilise a wide range of strategies to encourage and reward all children in taking responsibility for their own actions. This policy is to be read alongside the anti-bullying policy and the positive handling policy.

We use our behaviour policy to help pupils improve their attitudes & behaviour in the classrooms, on the playgrounds and when representing the school on visits. When children meet behaviour expectations, they will have the opportunity to join in with the celebrations and rewards systems we have in school.

Aims of a positive approach to behaviour to help each of our children to achieve their full potential:

- To encourage a calm, purposeful and happy atmosphere within the school.
- To foster positive, caring attitudes towards everyone, where achievements at all levels are acknowledged and valued.
- To encourage increasing independence and self-discipline, so that each child learns to accept responsibility for their own behaviour.
- To support pupils to develop further and learn from their mistakes.
- To have a consistent approach to behaviour throughout the school with parental co-operation and involvement giving a common purpose, in which there is mutual respect.
- To ensure that pupils behave in a responsible manner, showing consideration, courtesy and respect for others at all times.
- To ensure safety through making the boundaries of acceptable behaviour clear.
- To recognise the value of each person as an individual with unique gifts and talents.
- Establishing and insisting on routines for:
 - Entering the classroom.
 - Seating arrangements.
 - Sharing a visual timetable for the day.
 - Distributing and using the equipment needed.
 - Transition between carpet spaces and classroom tables.
 - Walking between areas of the school building.

School Rules

- We show kindness
- We are helpful
- We listen well
- We look smart
- We try hard

Rewards

A major aim of the school policy is to encourage children to practise good behaviour by operating a system of praise and reward. This is for all children. Positive language focuses on identifying things that are going well, good choices that have been made, as well as tackling poor choices. We accept that ultimately the children are responsible for their own actions. This is reflected in our use of the language of choice. This fosters a move away from the idea that children are inherently 'bad' or 'good', they are however making the right or the wrong choices.

Praise is used in a rich and focused way. We recognise that we need to be clear about what it is we are praising. Positive language focuses on how much pupils have improved rather than expecting perfection.

Class Dojo

We use Class Dojo to reward the children with Dojo Points for demonstrating our school rules. Every time the children achieve 20 Dojo points, they will be presented with a 'Class Dojo Champion' sticker in celebration assembly. Lunchtime supervisors can award lunchtime stickers as and when they feel appropriate. These will then be added onto the Class Dojo app. Points are collated and the children are able to purchase a reward from the Dojo Shop at the end of every term – or save them for a bigger reward the following term.

Celebration Assembly

Every week 2 children from each class will be awarded the 'Superstar' certificate. These will be chosen by the class teacher and their parents / carers will be invited in to our Celebration Assembly on a Friday.

Other Rewards

There are a variety of other rewards that do not contribute to the whole school system can be used at the discretion of class teachers and school leaders:

- Verbal praise
- Showing work to other teachers or school leader
- Good work assemblies
- Stickers
- Certificates
- Privileges
- Positions of responsibility
- Post card/telephone home to parents
- Work displayed in classroom or in a display board around the school

Sanctions

Stage	Sanction	Typical but not exhaustive behaviours warranting such a sanction	
Stage 1	Verbal warning, change of seating.	Low level unwanted single event behaviour e.g not listening, dropping litter, poor manners etc.	
A second verbal warning can also be given if needed before stage 2.			
Stage 2	Time out within the classroom, or time out with lunchtime supervisor.	Continued low level unwanted behaviours. Refusal to follow reasonable instructions.	Incidents, actions and sanctions are recorded on CPOMS.
Stage 3 'Yellow card' on Dojo.	Time out with KS leader	Rudeness. Lack of respect shown. Use of inappropriate language. Lack of effort towards class tasks. Unwanted persistent low-level behaviour or a single more serious event. Refusal to follow reasonable instructions. Dojo APP will inform parents when a dojo is removed.	
Stage 4 'Red card' on Dojo.	Withdrawal from break time or lunchtime with peers.	Continued behaviours as above. Single more serious event. Dojo APP will inform parents when two dojos are removed.	
Stage 5	Send to Head Teacher and / or possible withdrawal of privileges.	Continuing behaviours as above. Fighting. Repeated events of unwanted behaviour. Parents / Carers informed by class teacher.	
Stage 6	Send to Head Teacher, parents contacted and / or possible withdrawal of privileges. <i>* This stage could lead to the stages below following the outcomes of meetings and reviews of evidence.</i>	Bullying. Cyber-bullying in school. Serious single event. Persistent low-level behaviours. Damage to school property. Stealing.	
Internal Exclusion		Serious single event. Continuing persistent behaviours over a period of time.	
Fixed Term Exclusion <i>* Fixed term exclusions could lead to permanent exclusions following reviews of evidence and advice taken.</i>		Persistent disruptive behaviour. Serious single event usually where the physical or emotional safety of other children or staff is a concern. Evidence of bullying. Evidence of in school cyberbullying. Evidence of behaviours of a homophobic or racist nature.	
Permanent Exclusion		In response to a serious breach or persistent breaches of the school's behaviour policy and where allowing the pupils to remain in school would seriously harm the education or welfare of the pupil or others in the school.	

Allegations of bullying are all investigated in line with the anti-bullying policy, recorded in the anti-bullying log, and recorded on CPOMS system.

If a child shows violent, threatening, aggressive or verbal (including racial) behaviour they are sent (accompanied) immediately to the Head Teacher. Behaviour is recorded on CPOMS system. Racial or homophobic incidents are recorded in the separate log, forms completed and sent to LCC. Parents are informed of this.

We believe that children deserve a "fresh start" every day and that consequences incurred during one day should not, where possible, be carried over to the next day. However, we acknowledge this might not

always be viable. For example if an incident occurs during an afternoon session, the sanction could take place the following day. From time-to-time, teachers will remind the whole class that every day is a new day and a chance to do even better than the day before.

Children who are constantly being given “warnings” may need a behaviour plan or pastoral support, to address a particular behavioural problem. Teachers are asked to seek advice and support from the Head Teacher, KS Leader or SENDCo should this happen. Wherever possible, staff at Poplar Farm School will always endeavour to make the necessary reasonable adjustments. When managing children on the Special Education Needs Register, the staff will extra take care in monitoring and administering reasonable adjustments in order for the children to reach their full potential academically and socially.

Additional Needs

An analysis of the pupils’ needs will be carried out with input from parents / carers and the staff who work with the pupil. The school will implement a behaviour support plan. This will be made up of information gathered at the analysis stage and will include tailored provision and intervention to aid the removal of any barriers to learning.

We aim to make reasonable adjustments to assist the pupil with additional needs, therefore there will be a clear process that will be followed to prevent discrimination and promote equality and inclusion. Any additional support that has been agreed and implemented will be reviewed and evaluated. Parents will be expected to be involved in the setting and reviewing outcomes and provision.

CPOMS

CPOMS is a software application for monitoring child protection, safeguarding, pastoral and welfare issues. Working alongside the school’s existing safeguarding processes, CPOMS is a system to help with the management and recording of child protection, behavioural issues, bullying, special educational needs and domestic issues. Using CPOMS, the school can ensure that pupils are safe and fully supported, whilst school staff can focus on teaching and providing support.

Every member of staff across the school has an obligation to report any concerns which they may have. With their own individual logins, CPOMS allows them to record information in a central repository and have relevant people alerted immediately. Senior leaders are able to build a chronology around a student and can produce reports on vulnerable pupil groups for parent meetings, governor meetings or Ofsted.

Senior leaders have a separate login, that allows them to oversee the incidents that have occurred during the day and what actions have been taken as a result.

Use of reasonable force

In extreme circumstances where a child is at risk of causing themselves or others significant harm or compromising a safe environment, it may be appropriate to use physical intervention. Staff members have received Team Teach training. Please see the school’s Positive Handling Policy (The use of physical

intervention). See also Government guidelines: <https://www.gov.uk/government/publications/use-of-reasonable-force-in-schools>

Bullying

Bullying is unacceptable and will not be tolerated in school. Please see the school Anti-Bullying Policy for more detailed guidance.

Repeated or persistent misbehaviour

In cases of repeated or persistent misbehaviour, the Head Teacher or Senior Leader will make formal contact with parents. Further strategies will be put in place, and the situation monitored carefully. External agencies may also be consulted. The school will work in partnership with parents to support the needs of the child.

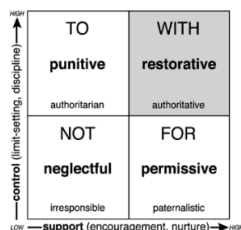
There may be situations of serious misbehaviour when the normal behaviour strategies need to be bypassed, for example use of offensive weapons, and object used offensively or possession / use of drugs in school. In these circumstances the situation will be dealt with immediately by the Head Teacher or Senior Leader, relevant outside agencies and a fixed term or permanent exclusion will be considered.

Restorative Practice

Restorative Practice is not a sanction but may result in an immediate sanction dependent on the severity of the unwanted behaviour. In some circumstances the RP process and repairing the harm may be a satisfactory outcome and no sanction may be necessary. Additionally, following a discussion, boundaries and expectations of behaviour may be established with associated consequences for non-compliance. There are some key elements to Restorative Practice (RP).

1. The Social Discipline

Window RP is about working with the children rather than doing things 'to' or 'for'. RP offers high levels of support whilst challenging inappropriate behaviour.



2. A Fair Process

Children are involved by discussing the situation. Final decisions are made and rules are clearly stated so everyone understands the boundaries and consequences. We may not like the outcome but the process has been fair.

3. Restorative Questions

These are asked to sets of children, the wrong doer and the harmed. Discussions should always focus on the act not the actor, the deed not the doer.

Questions for wrong doer	Questions for injured party
<p>What happened?</p> <p>What were you thinking at the time?</p> <p>What have your thoughts been since?</p> <p>Who has been affected by what you did?</p> <p>In what way have they been affected?</p> <p>What do you think you need to do to make things right?</p>	<p>What did you think when you realised what had happened?</p> <p>What have your thoughts been since?</p> <p>How has this affected you and others?</p> <p>What has been the hardest thing for you?</p> <p>What do you think needs to happen to make things right?</p>

EXCLUSION SYSTEM

Fixed term and permanent exclusions

We do not wish to exclude any child from school, but sometimes this may be necessary. The school therefore has adopted the standard national list of reasons for exclusion and the standard guidance, called “Exclusion from maintained schools, Academies and pupil referral units in England” (DfE, 2012). We follow the guidance within this booklet.

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

If the Head Teacher excludes a child they must inform the parents or carers immediately, giving reasons for the exclusion. At the same time, the Head Teacher makes it clear to the parents or carers that they can, if they wish, appeal against the decision to the governing body. The school informs the parents or carers how to make any such appeal. The parents are also informed of the date and time of the ‘reintegration meeting’, which takes place on the first day back to school following a fixed-term exclusion. It is expected that a parent / carer attend this meeting with their child.

The Head Teacher informs the LA and the Governing Body about any permanent exclusion and about any fixed-term exclusions, and also the Out of Schools team to receive additional support and advice.

The Governing Body itself cannot either exclude a child or extend the exclusion period made by the Head Teacher.

The Local Board has a discipline committee, of which three will be selected to form a committee. This committee considers any exclusions appeals on behalf of the governors.

When the discipline committee meets to consider an exclusion, they consider the circumstances under which the child was excluded, consider any representation by parents/carers and the LA and consider whether the child should be reinstated.

If the governors' discipline committee decides that a child should be reinstated, the Head Teacher must comply with this ruling.

Where the discipline committee has upheld a permanent exclusion, the parents may appeal against its decision; the appeal must be made before the 15th school day after the day on which the parent was given notice in writing of the Local Board's decision. An independent appeals panel appointed by the Local Authority would hear this appeal.

Closing statement

Staff members of this school make every effort to ensure all children are engaged in meaningful tasks which offer the appropriate level of challenge, with support where necessary. We use a range of bespoke strategies to support children across the school. Children are encouraged to concentrate, stay on-task and become increasingly independent learners. Every child is valued and has the opportunity from both public and private praise. The importance of self-esteem is never underestimated.

Parents are asked to work in partnership with the school and support the implementation of the behaviour policy. We value the support and co-operation of parents in building a framework for the social education of all our children.

Training needs

Training Needs will be identified and addressed within the school's financial constraints. In addition, we will endeavour to ensure all members of staff are made fully aware of all available and relevant training provision and information.

Monitoring of the policy

The effectiveness of the above policy and our practice will be evaluated every year. The Head Teacher in consultation with the whole school community will carry this out.

This policy was adopted:	February 2020
Review Cycle:	Annual
This policy was subsequently reviewed:	February 2021