



## The Topsham School

### Promoting Positive Behaviour Policy including Exclusions

Academic Year: 2022-23 Ratified by Governors: Oct 2022

Reviewed Annually

#### **Ethos**

At the Topsham School we have a calm, nurturing, purposeful learning environment where every individual feels valued and respected and which supports all children make excellent progress. Every member of the school community has the right to engage on learning and to feel safe.

At The Topsham School, children are expected to behave in a considerate and responsible manner and it is our aim that children grow up to be co-operative, fair minded, courteous, respectful and responsible citizens.

To support this, our core values (our 'rules') are embedded across the school and are at the heart of our "**Good Choices**". Children have actively participated in the writing of these 'rules' to ensure they are part of the process and committed to abiding by them. These 'rules' are clearly linked to the British Values of democracy, the rule of law, individual liberty, mutual respect and tolerance of those of different faiths, culture, race and beliefs.

We believe that the home/school partnership is vital in achieving standards of good behaviour. Parents will become involved at an early stage if behavioural difficulties become a matter for concern.

#### **How school staff supports positive behaviour**

All adults working in the school are expected to be consistent, firm and fair in promoting good standards of behaviour throughout the school. We know our children in school well, as individuals. We know our children well as individuals and have effective working relationships based upon, clear expectations, structures and routines, mutual respect and regular praise.

We create a climate where children understand that they have a choice in how they behave and adults actively support children in making 'good' choices and being responsible for their own actions. If an incident occurs, it is the behaviour and the 'poor choice' that is discussed with the child. Dialogue is had with the child to enable them to reflect and to understand a more appropriate behaviour or response that is expected and why i.e. the impact good/poor choices has on the individual learner, their peers and their teachers in relation to teaching, learning and progress and/or the well-being of themselves and/or others. Incidents will always be followed by restorative conversations that enable children and staff to repair relationships and move on.

All staff model how to talk and interact with others with respect and compassion. Children are taught how to talk and listen to each other and to explore feelings so that they can develop emotional intelligence, empathy and sensitivity. We use 'circle time' sessions to work on these issues with support from PSHE materials as appropriate, including Jigsaw; the programme teachers follow to support them in delivering this aspect of the curriculum. We also plan our curriculum to include the development of learning and social behaviours.

Lessons are planned, pitched and matched to the needs of every child, to ensure that children are actively engaged throughout their learning time. Learning Powers are explicitly taught and referred to, so children understand their role in the learning process and know they are expected to be proactive in their learning. This ensures low level disruption is eliminated.

### Promoting and celebrating Positive Behaviours

- Every class has a display that celebrates our 'Rainbow Rules' and children work with their class, each year, to develop this display so it is meaningful to them. (All stakeholders have worked together to define our Values and these can be seen in appendix 1). House tokens are awarded individually to children showing our School Values and these can be awarded by any adult working within the school. At the end of each week House Captains count up the number of tokens and convert these into House Points. In each week's Achievers Assembly the winning House is applauded and at the end of the term the House with the most points is awarded a House Party. This allows children from all phase groups to come together and celebrate their joint achievement.
- Learning Powers are an integral part of successful learning and children are recognised for using these effectively during every lesson. Any child who is noticed using the Learning Power, being focused on, has their name noted on the appropriate icon for all to see, alongside positive feedback that recognises the child's achievement and celebrates their progress. (see appendix 2 for icons and shared definition)
- To promote a team ethos children work together to achieve a class reward. A picture is printed and squares will be rewarded either for excellent whole class achievements or outstanding individual achievements. Squares can be awarded by any adult working with the children. Examples of rewards may include an extra playtime, watching a short film, cooking, and construction equipment play or playing on the chrome books. The aim is to choose an activity that the whole class will enjoy to celebrate and enjoy being together. Any member of staff within the school can award the class a piece of their picture and pieces can be awarded for something as simple as walking into assembly sensibly and silently.

### **Whole school recognition of Positive Behaviour**

- Whole school assemblies are held every Monday and Friday and are usually led by the Headteacher. The theme for the week is set during Monday's assembly and on Friday there is an Achievers' Assembly. Two children are chosen each week by their class teacher to receive a certificate in Friday's assembly to recognise their achievements; teachers link these achievements to the theme for the week, usually a School Value. The certificates and a photo of each recipient is displayed in the hall and their names are mentioned in the weekly newsletter. Alongside class certificates, children are invited to receive certificates or trophies they may have been awarded outside of school during the week.
- At the end of each half term the school holds an 'Achievement Assembly'. During this time

one child from each year group is chosen by the teaching staff to receive a special achievement certificate. These certificates may celebrate significant achievements in; progress and attainment. At this assembly 1 child from the whole school is awarded our School Values Cup for being a role model of our School Values. At the same time 3 children; 1 from FSU, 1 from KS1 and 1 from KS2 will be awarded a Key to Success for their use of Learning Powers.

- Alongside this, 4 children (1 child from each phase; FSU, KS1, Yr 3 and 4 and Yr 5 and 6) are awarded a book token, for their progress in reading. Reading is the key to all other areas of learning and as a school we want to promote and celebrate progress in this area.
- At the end of the academic year trophies are awarded for:
  - Progress in Reading (KS1 and KS2)
  - Progress in Writing
  - Progress in Maths
  - Progress in the Wider Curriculum
- Each class has a 'picture' which is sectioned into pieces. Class are able to colour in a piece of this picture for being recognised as a class e.g coming into assembly as expected etc. Once this picture is complete the class receive a group reward such as a film, extra playtime etc.

Throughout their time in school, children are learning our expectations of behaviour and at times may make a 'poor choice'. Alongside the positives, teaching staff follow a clear structure of consequences.

Alongside these positives staff will follow these stepped procedures:

- ✓ If inappropriate behaviour is noticed, by any member of staff, the child is given a verbal warning. They are told they are choosing to behave in a manner not acceptable, in relation to one of the agreed values and the impact this is having on their learning and/or the learning and well-being of others. The child will then be spoken to privately and told that if they choose to continue making this 'poor choice' or decide to make a different poor choice, they will be moved to somewhere else in the classroom. This gives pupils the opportunity to reflect and adjust their behaviour.
- ✓ If the child then chooses to make another poor choice the child will be moved to a different place within their classroom and be told if they choose to make another poor choice they will need to leave the class to complete work in another classroom; this is the class parallel to their own.
- ✓ If the child continues to make poor choices, they are asked to take their work to another classroom. On their return the teacher will talk privately to the child about their choices and give them an opportunity to restore and repair the relationship.
- ✓ If behaviour that day does not improve the child will have reflection time with a member of the SLT to discuss their choices, the impact of these choices on their learning and progress and consider what they could choose to do differently to either manage their behaviour or the situation more effectively. They will also be supported in relation to how they can make things right with their teacher and/or child/children that may have been

negatively impacted by their behaviour choice; this may include finishing incomplete work. Once this restorative conversation has been completed the child is reassured that this incident has been dealt with. Any incidents that lead to a child having reflection time with a member of the Senior Leadership Team are logged by them in the Behaviour Book.

- ✓ If after having reflection time, the child goes on to make another poor choice on the same day, the child will be sent to the Headteacher to discuss their behaviour, complete any work that remains outstanding, and parents will be informed by the class teacher or the Headteacher, if deemed necessary.

After any incident, at any stage, staff will have a restorative conversation with the child to enable reflection and to ensure any relationships are repaired. Staff will provide coaching if necessary during these times and use their professional judgement to discern whether the child is ready for this conversation; this may mean that this conversation does not take place until the following day. The circle of any incident will always be closed. Once resolution has been completed the child is reassured that the matter has been dealt with and everyone moves on. It is important to clarify that once an incident has been dealt with the child starts from the start of the process; this is not continued through the day or over days.

***NB: Children with specific SEND needs or children who are finding the school environment particularly challenging due to outside factors will have a personalised Relational Support Plan. This is a bespoke plan to support their individual needs and will include 'scripts' where needed. These plans will be developed by the SENDCo with the child, parents, and key teaching staff, with support and advice from outside agencies such as the Behaviour Support Team, EWO, Inclusion Team and Educational Psychologist. These plans will be shared with all staff to ensure consistency of language in relation to behaviour and to ensure all staff understand potential triggers and how to mitigate dysregulation.***

### **Promoting Positive Behaviour at lunchtime**

Good communication between lunchtime supervisors, play leaders, teaching assistants and teachers is vital to ensure that any issues that arise during the lunchtime are dealt with effectively and **do not** interfere with the afternoon teaching sessions; this includes incidents that occur right at the end of lunchtime when children are lining up.

At the end of each lunchtime the lunchtime supervisor or play leader responsible for an allocated class discusses any incidents with the class teacher to ensure that any behaviour concerns have been communicated effectively. Lunchtime staff also use this time to feedback and celebrate positive behaviours they have noticed during lunch time.

Lunchtime staff take note of children showing our School Values and share these names and reasons with the class teacher at the end of lunch. These children are then awarded house tokens for the appropriate value by the class teacher. House Captains add these tokens up at the end of each week to find the grand total, and these are shared in Friday's Achievers assembly. Totals are tallied until the end of each term when the winning House is announced and a celebration party is held.

Lunch time staff also award one child from each class a Lunch Time certificate linked to our school values and these children are mentioned in the school's newsletter.

Lunch time staff will follow these stepped procedures if poor behaviour choices are noticed:

1. A verbal warning will be given to the child and staff will explain why
2. Time out from play on the playground for approx 5-10 mins or if behaviour is in the hall the child will move to sit at a different table. Again, staff will explain why this is happening.
3. If there is an incident of further poor behaviour or **any** incident of violent behaviour, including verbal abuse, the child will be asked to leave the playground, or hall, and be accompanied to have Reflection Time with the appropriate member of SLT. This could include spending time outside the Head's office. The member of the SLT will talk to the child about their behaviour and the child will then spend time reflecting on how they should have behaved while outside or in the hall and will decide how they will go about apologising and rectifying the situation. A restorative dialogue will then be had to close the circle. The class teacher will be informed to ensure they know how the incident has been resolved. The child's name and the reason they were sent inside will be recorded in the school's behaviour book. Class teachers will communicate with parents to inform them of the reason their child was with a member of the SLT and how the situation has been resolved.
4. If a child is requiring reflection time more than three times within a half term this will result in a phone call to the child's parent by the class teacher requesting a meeting to discuss the poor behaviour and decide on a way forward. The SENDCo may be present at this meeting. At this time outside agencies may be contacted to provide further guidance and advice to the school on how to support the child and family.
5. Persistent poor behaviour choices or behaviour deemed 'significant' by the school; such as significant level of verbal or physical violence, the child will potentially be excluded from school during the lunchtimes for a fixed term. The parents will be responsible for their child during this time. Any exclusion will follow the correct procedure including communicating with the Inclusion Team and the Chair of Governors.
6. The behaviour book is monitored by the Head teacher every term and reported to the Governors as part of the Head teachers Report.

### **Further support for persistent poor behaviour in school**

In the small number of cases where poor behaviour persists, parents will be invited to a meeting with the class teacher, Phase Leader (a member of the SLT) and the child. During this meeting discussion will focus on systems that will support the child make 'good choices' and see their own progress. The format will be decided at the time,. After an agreed period parents/carers will attend a review meeting.

If at this time behaviour has not significantly improved the Headteacher will become involved to add extra support, including meeting with the child at the end of each day and having regular conversations with the parents/carers. At this point the SENDCo may be asked to offer support and guidance, which may include the introduction of a Pastoral Support Plan. Again this will be done for an agreed period of time with the expectation that by the end of this period the child will be able to successfully manage their behaviour throughout the day.

### **Exclusions**

Exclusion is always the last resort and the decision to exclude a child is never taken lightly.

In exceptional circumstances, for repeated, persistent, poor behaviour, or where there has occurred

a single incident of an extremely violent, disruptive or abusive nature, the Headteacher can make the decision to exclude a child.

***There are four forms of exclusion:***

1. **Internal Exclusion**- these can be used in circumstances such as if a child hurts an adult or seriously hurts another child or where a child is persistently making poor choices that are impacting on the their own and the learning of others and/or the behaviour is impeding the ability of the teacher to teach the class. Internal exclusions are often but not exclusively used for a teaching session, lunchtime or for certain circumstances a longer period of time. As part of the internal exclusion, time will be spent with the child talking through the reasons why the internal exclusion has been instigated and how the child's behaviour has impacted on themselves and impacted on those around them. A plan for resolution will be made with the child to ensure the situation is resolved by the end of the day.

Parents will be informed by the class teacher if a child in their class has received an internal exclusion. In more serious circumstances a member of the SLT or Headteacher would speak to the parents.

2. **Lunch Time Exclusions**- these can occur because of persistent inappropriate behaviour at lunch time or for a significant breach of the behaviour policy. Parents will be given the responsibility of their child during this time
3. **Fixed Term Exclusion**- In the case of persistent disruptive behaviour over a period of time or a one off- incident, which is considered a significant breach of our behaviour policy including any which led or had potential to lead to the endangerment of another person and/or the child (including incidents that may cause physical, emotional or mental harm), the Headteacher can choose to exclude the child from school for a fixed number of days.

The Headteacher or member of the SLT must contact the parents of the child, the Local Authority Inclusion Team and complete the appropriate documentation as soon as possible to the decision to exclude is made.

The Headteacher will then inform the Chair of Governors.

A re-integration meeting will be set up where a Pastoral/Relational Support Plan is prepared in conjunction with the parents, child and school. If necessary the school Inclusion Support Worker alongside any other agencies such as the EWO, Educational Psychologist, Inclusion Team or SEMH Support Team, will be present at this meeting to provide extra support and guidance for all concerned.

An Appeals committee operates in the unlikely event that a child is excluded from the school. A range of governors make up the membership of these committees.

4. **Permanent Exclusion:** Should Fixed Term Exclusion not result in improved behaviour and attitude, permanent exclusion remains the ultimate sanction.

Again the Headteacher must follow Statutory Guidance and Local Authority guidance and take advice from the Inclusion Team.

An Appeals committee operates in the unlikely event that a child is excluded from the school. A range of governors make up the membership of these committees.

***Records of any forms of exclusion are kept securely on CPOMS (Child Protection Online Monitoring System)***

*The School has a duty under the Equality Act of 2010 to ensure that reasonable adjustment is made for children with special educational needs or disabilities. As an inclusive school some of our SEND children may at times display challenging behaviours. These children will have individual behaviour/relational support plans written by the SENDCO alongside other adults who work with these children, including the child's parents. These plans are shared with all adults who may work with the child at any point in the day to ensure continuity of care and the safety of both the child and any adult with the child.*

**The school has a separate Positive Handling Policy**

### **Recording and reporting**

Record keeping and reporting behaviour concerns is a fundamental part of our approach to behaviour management. Effective record keeping ensures that the school can monitor the chronology of events, location of events as well as communicate accurately and effectively with colleagues, parents and other agencies where appropriate. Behaviour incidents will be recorded on CPOMS (Child Protection Online Monitoring System)

**The Topsham School has a zero tolerance approach to bullying and details are written in our Anti Bullying Policy.**

**The Topsham School has a zero tolerance approach to Racism and details are written in our Racist Incident Policy**

### **Malicious Accusations against School Staff**

When there has been an allegation of inappropriate conduct made against school staff, we follow the statutory guidance provided by the Department of Education. Any allegations against staff will be referred to the LADO- the Local Authority Designated Officer. Following investigations, if pupils are found to have made malicious allegations against staff, we will consider an appropriate sanction, which could include a fixed-term or even a permanent exclusion. If a criminal offence has been committed a referral to the police will be made.

### **The Department for Education Behaviour and discipline in schools Advice for**

#### **Headteachers and School Staff: Teachers' powers**

- Teachers have statutory authority to discipline pupils whose behaviour is unacceptable, who break the school rules or who fail to follow a reasonable instruction (Section 90 and 91 of the Education and Inspections Act 2006).
- The power also applies to all paid staff (unless the Headteacher says otherwise) with responsibility for pupils, such as teaching assistants.
- Members of staff have the power to use reasonable force to prevent pupils committing an offence, injuring themselves or others, or damaging property, and to maintain good order and discipline in the classroom. ***Please see the schools Positive Handling***

## ***Policy***

- Teachers can discipline pupils at any time the pupil is in school or elsewhere under the charge of a teacher, including on school visits.
- Teachers can also discipline pupils in certain circumstances when a pupil's misbehaviour occurs outside of school.
- Teachers can confiscate pupils' property.

Further details that the school will adhere to can be found at:

[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/488034/Behaviour\\_and\\_Discipline\\_in\\_Schools -  
A guide for headteachers and School Staff.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/488034/Behaviour_and_Discipline_in_Schools_-_A_guide_for_headteachers_and_School_Staff.pdf)

UNDER REVIEW



## Appendix 1

### OUR VISION:

***A love of learning and commitment to the success of every child at the heart of all we do.***

Our **TOPSHAM** values have been created, in consultation with the whole learning community, to ensure we reach this goal.

### OUR VALUES defined with the children:

**Trust and Respect:** I take responsibility for my own behaviour, strive to make good choices and can accept the consequences of any poor choice I make. I trust my peers to look after me and our school property. I trust and respect others by listening to them, valuing their opinion, and acting with care and kindness in all I do. I expect to be treated in the same way.

**Opportunities for all:** I dream BIG and put 100% effort into all I do! I actively involve myself in my learning and the many opportunities school provides, supporting others to do the same. I know that we are not all the same and I accept and celebrate others' differences.

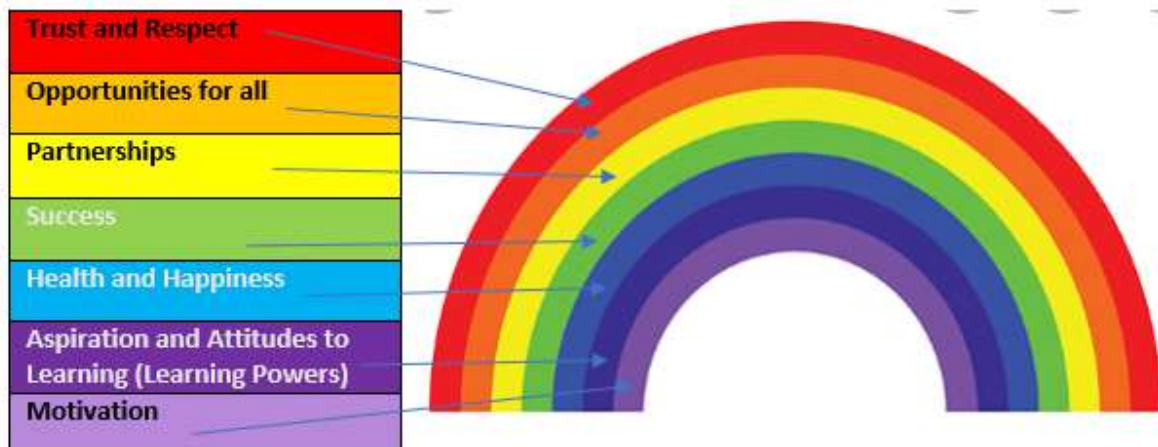
**Partnerships:** I am able to talk to others and can resolve disagreements with respect and kindness. I am able to work well with others, sharing ideas and collaborating, helping others to achieve their goals.

**Success:** I am learning what success looks like for me and how I can get there. I know that it is OK to ask for help and I do this when I need to. I want to challenge myself and I do my best to achieve my goal.

**Health and Happiness:** I keep myself and others around me safe. I follow our school values and try to be an example to others; using kind hands, feet and words. I work hard to be physically and mentally healthy so I can be happy and I know who I can talk to if I am feeling sad, or upset. I am empathetic and accept that we all need different support at different times.

**Aspiration and Attitudes to Learning:** I want to be the best I can be. I am in school to learn and make the most progress I can. I know I am as equally responsible for my learning as my teacher. I know that learning is hard but I am strong enough not to give up and I learn from my mistakes.

**Motivation:** I know that learning never stops and I work hard in every aspect of school life because I want to. I want to be proud of myself.



**Trust and Respect:** I am trustworthy and polite, respectful and accepting to everyone. I always use kind words, feet and hands.

**Opportunities for all:** I join in with ALL my learning. I join in with lots of clubs and different activities to find out what I enjoy

**Partnerships:** I collaborate with others and listen with empathy and speak with respect

**Success:** I challenge myself to achieve my goals and help others to do the same. I NEVER give up.

**Health and Happiness:** I work hard to be physically and mentally healthy and I know who I can talk to when I need help. I do all I can to look after others and make sure we are all safe.





**Aspiration and Attitudes to Learning:** I am not afraid to make mistakes or take risks. I am responsible for my own learning and use my learning powers to help me.




**Motivation:** I aim high, try my best in everything so I can be proud of myself

***We have worked hard to ensure that the British Values of Law, Tolerance, Democracy, Liberty, Respect and Responsibility are embedded in the values that we have chosen to create and follow as a learning community. This supports our children's understanding of what British Values actually mean in relation to their own behaviour choices and how they, themselves, relate to others both within our learning community and the wider community.***

**OUR MISSION STATEMENT:** With a passion and commitment to learning, centred on warm, nurturing and respectful relationships we provide an environment and curriculum that motivates and challenges everyone in our school to succeed.

## Learning Powers

<p><b>Emotional Aspects of Learning: Feeling</b></p>	<p><b>Resilience</b>                  I am resilient. I know learning is hard and can feel scary, but I am ready to take risks in my learning and work with determination to achieve my goal. I know I can't do everything yet, but I know I can learn anything I need to if I am willing to do my best all the time.</p>	 <p style="text-align: center;">resilience</p>
	<p><b>Managing Distractions</b>                  I manage any distractions and concentrate on my own learning to finish the tasks/challenges given to me in the time set</p>	 <p style="text-align: center;">managing distractions</p>
	<p><b>Perseverance</b>                  I keep going in my learning, even when it feels really hard. I know that feeling frustrated, worried, excited, confused is part of learning and I accept this. I DON'T give up.</p>	 <p style="text-align: center;">perseverance</p>
	<p><b>Noticing</b>                  I look carefully at information given to me, or around me and notice patterns and/or details I need to help me complete my learning.</p>	 <p style="text-align: center;">noticing</p>
	<p><b>Bouncing Back</b>                  I know that when I am learning I</p>	

	<p>will make mistakes and fail. I brush myself off, take a deep breath and bounce back to have another go.</p>	 <p>bouncing back</p>
	<p><b>Practising</b> I know that I need to practise to get better in my learning and remember things.</p>	 <p>practising</p>
<p><b>Cognitive Aspects of Learning: Thinking</b></p>	<p><b>Resourcefulness</b> I can use all my learning powers to help me be independent in my learning and I know what resources to choose and use to help me work things out and succeed.</p>	 <p>resourcefulness</p>
	<p><b>Curiosity and questioning</b> I am curious and want to find out more. I ask questions to help me discover new things.</p>	



curiosity and questioning

**Risk taking**

I take risks in my learning and want to tackle new things, so I keep making progress; I don't want to coast along. I work in my 'stretch zone' so I feel challenged in my learning.



risk taking

**Making links**





I can make links between what I already know and what I am learning. I am able to look back at what I know and what I have learnt already to help me learn new things. I can see and explain how old and new learning are connected.


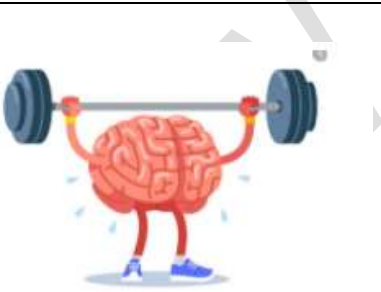




making links

**Detecting**

I can read through and listen to information and make observations to discover facts that help me in my learning and help

	<p>me explain and justify my understanding, thoughts and ideas.</p>	 <p>detecting</p>
	<p><b>Organisation</b> I know what resources to use and when to use them so I can do my learning on my own and show what I know.</p>	 <p>organisation</p>
<p><b>Strategic Aspects of Learning: Managing</b></p>	<p><b>Reflectiveness</b> I think about what I will need to do, and use, to help me in my learning <b>before</b> I start. These are my steps to success. I make changes along the way and step back, when I realise things aren't working, or if doing something differently would help me succeed.</p>	 <p>reflectiveness</p>
	<p><b>Planning</b> I decide what I need to do first, second, third and so on before I start a piece of learning. I collect the resources I need and start to think about which parts I may find tricky and how or what I might need to help me.</p>	 <p>planning</p>
	<p><b>Adaptability</b> I know when things aren't working and am able to <b>change</b> what I am doing or the resources I am using to help me work through a</p>	

	<p>challenge and succeed.</p>	 <p>adaptability</p>
	<p><b>Metacognition</b> I can talk about HOW I am working through a challenge including talking about the learning powers I am using to help me and how I am feeling in my learning.</p>	 <p>metacognition</p>
<p><b>Social Aspects of Learning: relational</b></p>	<p><b>Co-operation and Independence</b> I can work on my own and know when and how to work well with others.</p>	 <p>Cooperation and Independence</p>
	<p><b>Collaboration</b> I can work with a partner or in a group, staying focused on what we are learning and helping everyone to succeed.</p>	 <p>collaboration</p>

**Empathy and Listening**  
I listen to others and ask questions to make sure I understand what they are meaning. I can put myself in their shoes and see things as they do even if their ideas and opinions are different from my own. I can agree to disagree and do so with kindness.



empathy and listening

UNDER REVIEW