



Our vision is to create an inclusive, friendly, safe and engaging learning environment which is grounded in our Christian values, enabling children to navigate obstacles, fulfil their potential and extend their horizons.

We value all members of our school community and encourage their individual talents and personalities so that each can shine in their own way.

Policy Name	Behaviour and Exclusions Procedure
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Signed by head Teacher: (Jodi Hacker)	
Signed by Chair of Governors: (Simon Curd)	

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Introduction

This document sets out how Hawkhurst Church of England Primary School will create a happy, secure and nurturing environment in which children are able to learn and grow into caring, responsible young people. We recognise that our school is a community and that staff, children, parents and governors work in partnership to support each other and make our school special. This policy is rooted in our core values of Compassion, Hope and Community, and in our status as a Church of England primary school we promote values such as love for one another, mutual respect, care and compassion.

Aims

The aims of this policy are to:

- Maintain a happy community providing equal opportunities, where pupils feel safe, valued and respected.
- Encourage all pupils to reach their potential and more.
- Raise self-esteem.
- Provide guidance for staff, pupils and parents through a whole school approach to positive behavior management that is used and approved by all staff in school.
- Encourage a shared responsibility between home and school and to ensure parents are aware of the disciplinary procedures.

Principles

Every child has the right to learn in a calm environment and to feel safe in school. No child has the right to disrupt the learning of others, and every teacher has the right to be able to teach without disruption.

At Hawkhurst Church of England Primary School we believe all children should understand and appreciate the difference between acceptable and unacceptable behaviour, to learn through their mistakes and to be able to modify behavior patterns through this learning.

We operate a positive behavior policy which embodies the high expectations we have for all those involved in our community. Our school:

- Has a whole school approach to behavior, setting good habits early with high expectations of positive and co-operative behaviour.
- Provides an environment conducive to good learning and on task behavior.
- Makes positive recognition of pupil achievement.
- Involves pupils in the creation and review of codes of conduct through discussion of class rules, circle time and PSHE lessons.
- Involves parents by maintaining good communication to ensure their support.
- Ensures that if things go wrong, pupils are given the opportunity to put them right.

Reward System

We operate a reward system to promote self-esteem. We acknowledge that, whilst consistency is important, we also recognize that at different stages of a child's life at school, different ways of rewarding good behavior may be appropriate. Good behavior is rewarded for example by:

- Names on the smiley board.
- Receiving sticker and certificates.
- House system where children gain Housepoints for positive behavior, helpfulness, good work, etc (the winning house each term get a non-uniform day).
- Talking to parents to praise good behaviour.
- Weekly certificates in Celebration Assembly.
- Sending to the Headteacher with evidence of good behavior.
- An "I've Been Green All Week" sticker on a Friday for children who have not received yellow or red cards.

Behaviour outside school

When out on trips or at sporting events pupils are expected to behave in a manner that reflects the school's values and ethos. Before a trip pupils will be reminded to:

- Thank any adult that has helped.
- Be aware of other groups and visitors and respect their needs.
- Be sensible, quiet and polite.
- Move in a calm and orderly manner.
- Keep in their group and do as their leader asks them.

Parents' Role

Parents have a crucial role in understanding and supporting our policy and procedures. All aspects of this policy applies not only to children and staff but also to parents and others in school at all times when they are on school premises.

Behaviour System

We use the "Good to be Green" behavior system, where all children start the day on a green card.

- A yellow card will be issued to a pupil for poor behavior – this could include rudeness, disruption, being unkind to another pupil, being rude to a member of staff. Whilst we will always seek to give a verbal warning before issuing a yellow card, if a child has deliberately acted against school rules, or against our school values, the card may be issued without a warning.
- Continued wrong choices will then warrant a red card and the pupil will be sent to the Headteacher and the parents will be informed. Whilst a red card will normally only be issued following a yellow card, in serious cases of behavior such as violence towards another pupil or a member of staff, a red card may be issued immediately.
- If this occurs on a regular basis then a behavior meeting will be set up with the parents, Headteacher and Family Liaison Officer.
- In some cases, it may be necessary to put together a Behaviour Support Plan or to carry out a specific Risk Assessment.

Extreme Behaviour

Children displaying extreme behaviour issues will be referred to the Headteacher, SENCo and Family Liaison Officer who will then speak to the parents and obtain permission to refer to child to LIFT, where they can access support from the Specialist Teaching Service. A Behaviour Support Plan will be drawn up between the school, parents and pupil, which will define expectations, rewards and sanctions. This will be reviewed within a specific time frame.

Exclusion and Suspension

- The Headteacher can suspend or exclude a pupil but can only do so in line with the requirements within the current Government guidelines and following any other amendments from the Local Authority. For all exclusions, the Exclusion officer (Maxine Gamage) must be informed.
- If a pupil's behavior continues to be disruptive or violent, in spite of applying all the suggested and agreed measures and is undermining the quality of teaching and learning for other pupils, then procedures for the exclusion of the pupil will commence.
- Parents will be notified of the reason for the suspension or exclusion and invited to discuss the matter with the Headteacher and Family Liaison Officer. Before the child is re-admitted to school, a meeting between the parents, school and any other outside agencies that are involved will be arranged. The purpose of the meeting will be to discuss strategies and a way forward to ensure that the offending behavior patterns are not repeated. A written record of the discussion, and commitments to the agreed plan, by the parents, the child and the school, will be made. One copy will be kept in school and one sent to the parents.

Opportunities for children to discuss appropriate behavior

- A program of personal, social and health education designed to promote mutual respect, self-discipline and social responsibility.
- A clear focus for work on relationships and feelings as part of the PSHE work throughout the school.
- The agreement of a set of rules by each class at the beginning of Term 1.
- Social skills groups including Lego Therapy and Play Therapy are run for targeted children when appropriate.

Liaison with parents

Parents are encouraged to come into school and discuss any issues concerning their child's education/behavior with the class teacher, Family Liaison Officer, or Headteacher.

If any pupils present ongoing behaviour problems, all staff involved with the child will keep an internal dated log of the problem which will detail all strategies used and their impact. A home contact book may be suggested. A Behaviour Support Plan, Positive Handling Plan or Specific Risk Assessment may be agreed between the pupil, staff and parents and a date set for an evaluation.

Outside Agencies

Any concerns about a pupil should be discussed with the SENCo. There are times when the advice of an outside agency may be required. This will be the result of discussions between the Class teacher, Headteacher, Family Liaison officer and SENCo. Any outside agency will need information and therefore staff have a duty to document evidence of behaviour carefully so that it can be collated when required. Outside agencies may include: Specialist Teaching Service, Educational Psychologist, Speech Therapist, Physiotherapist, School Nursing Team, Early Help and Social Services.

Monitoring

All staff will continually monitor the behaviour throughout the school.