

## Behaviour and Exclusion Policy: Reception - Year 4

Gildredge House considers it vitally important to promote a caring and supportive environment that enables all members of the school community to feel secure and respected, and promotes good behaviour in others. This Behaviour and Exclusion Policy and procedures apply to all the children in Years 1-4, including those in Early Years Foundation Stage (EYFS) and supports the EYFS key themes and commitments as follows:

A Unique Child	Positive Relationships	Enabling Environments	Learning and Development
1.1 Child development 1.2 Inclusive practice 1.3 Keeping safe	2.2 Parents as partners 2.3 Supporting learning	3.2 Supporting every child 3.3 The learning environment	4.4 Personal, social and emotional development

The development of personal qualities and social skills, and the fostering of socially acceptable behaviour, are integral aspects of the school curriculum. These aspects of the school curriculum require planning, tracking, recording and evaluating as part of the goal we have for high standards of conduct, by means of encouraging personal development in students.

### We aim to:

- ensure consistency and care;
- be fair and be seen to be fair;
- treat everyone with respect;
- have clear expectations, and strategies to ensure they are met;
- build and rebuild self-confidence, self-esteem and self-respect in students;
- provide planned activities which motivate students academically and socially.

These objectives for behaviour are derived from the aims listed above.

Conventions for social development represent the unwritten rules by which a learning community manages reasonable behaviour, which has the good of the community uppermost.

Social conventions that we follow will be consistent with the following principles:

- we understand it is normal to make mistakes;
- we should be sensible, thoughtful and kind to others;
- we should think before we speak or act;
- we should walk calmly around the building and grounds to be safe;
- we should help each other and get on with everyone;
- we should be respectful to others;
- we should tolerate reasonable differences and celebrate diversity.

At Gildredge House, a child that successfully applies these conventions should be acknowledged. We believe the ideal incentives are the intrinsic rewards offered by:

- warm relationships
- a stimulating and tolerant social environment
- positive role modelling
- doing what is right

## Rewards

It is important to have a reward system in place which recognises all forms of social and academic achievement and effort. To ensure every child has the opportunity to experience success, we use the following as rewards:

**Non-Verbal Praise:** smiles, a thumbs up and nods of approval.

**Verbal Praise:** at Gildredge House, we believe that verbal praise is an important factor in creating positive atmospheres which will promote good behaviour. Verbal praise can range from a word in the ear to 'public' recognition in class. It can also be given to, and by, everyone.

**Marking Policy:** feedback on a piece of work will be given verbally, due to the young age of the children, and next steps will be identified as appropriate for the child. This assessment will be used to build on success and provide encouragement by its associated comments and feedback, this will include behaviourally relevant aspects such as calm, quiet effort and perseverance.

**Privileges or Jobs:** within each class there will be roles perceived by the children as the giving of responsibility as rewards.

**House Points:** the house system is designed to foster a sense of community, pride and positive competitiveness within the wider school community. Students are able to earn house points for a wide variety of academic, sporting, artistic and behavioural achievements, which recognises their contributions to the community. Staff follow guidelines as to the number of house points appropriate for specific achievements.

**Happy Notes:** Children will be rewarded with a Happy Note when specific conduct warrants a positive mention to parents or carers. Happy Notes will be sent home with the child and electronically to parents in order to advise them of their child's achievement.

**Sharing:** in recognition of a particular task or behaviour, the student may share their success with others, for example:

- the class
- the neighbouring class or teacher
- a chosen adult

The next level of sharing may be to the Director of Lower School in the case of children in the EYFS, or to the year group at our Celebration Assembly that is held once a week. The student will have the choice to come forward, or have their praiseworthy activity described by an adult.

## Disincentives for Poor Conduct

It is important to remember that young children often engage in fantasy play that has aggressive themes, such as superhero and weapon play; some children appear pre-occupied with these themes, but their behaviour is not necessarily a precursor to hurtful behaviour or bullying, although it may be inconsiderate at times and need addressing.

These types of play give us opportunities to discuss concepts of right and wrong with the children, and to make the most of 'teachable moments' to encourage empathy and lateral thinking to explore alternative scenarios and strategies for conflict resolution. Rough and tumble play, however, is normal for young children and acceptable within limits. Gildredge House regard this kind of play as pro-social and not as problematic or aggressive. However, we will develop strategies to contain play that are agreed with the children and understood by them, with acceptable behavioural boundaries to ensure children are not hurt.

We also recognise that young children may find it difficult to regulate their own emotions, such as fear, anger or distress and require sensitive adults to help them do this. Common inconsiderate or hurtful behaviours of young children include tantrums, biting or fighting. Staff will be calm and patient, offering comfort to intense emotions, helping children to manage their feelings and help them to resolve issues and promote understanding. If these behaviours are frequent, staff will try to find the underlying cause and will discuss with the parent / carer.

Gildredge House considers it vitally important to remember at all times to identify early, and target, the behaviour and not the child. As with the incentives, there will be different levels of response:

**Non-Verbal:** holding eye contact, a shake of the head, a wag of the finger, a slow walk to the child and remaining in proximity using position as a non-verbal signal.

**Verbal:** usually this will be a reminder of the social conventions. All members of staff would use positive strategies for handling any inconsiderate behaviour, by helping the child to find solutions in ways which are appropriate for the child's age and stage of development. Such solutions might include, for example, an acknowledgement of feelings, an explanation as to what was unacceptable and supporting a child to gain control of their feelings so that they can learn a more appropriate response.

**Verbal Warning:** when a child behaves in an inconsiderate way, we help them to understand the outcomes of their action and support them in learning how to cope more appropriately. A clear concise message. "X", if you carry on with "Y" behaviour then "Z" will be the consequence. At this stage, it is usual that this will be in a 1:1 situation.

**Time Out:** a child will be required to move from the activity to a space available, where they will receive a clear explanation of the behaviour required for them to return to their activity. This 'behaviour' may be the completion of task or a time period of appropriate action. Gildredge House will see this as an opportunity to rebuild positive relationships after a minor incident.

For more serious or repeated misbehaviour, the student may be referred to the Director of Lower School, who is the named person with overall responsibility for supporting personal, social and emotional development, including issues concerning behaviour for children in the EYFS. In discussion with the Deputy Head, a decision will be made on an appropriate course of action, bearing in mind any investigation into events that may be needed, and the particular context of each individual incident.

Gildredge House does not anticipate escalation to fixed term or permanent exclusion but if an incident warrants this level of consideration by the Head Teacher, then we will abide by all statutory and allied best practice requirements regarding exclusions.

### **Exclusion Policy and Procedures**

Gildredge House follows guidance from the Department for Education and supplementary guidance from East Sussex County Council. Further information can found by following the link below:

[Exclusion from Maintained Schools, Academies and Pupil Referral Units in England](#)

The aim of Gildredge House is to be positive in our approach to discipline and behaviour management. There are instances, however, where it is not possible to deal with an issue through

employing one or more of the strategies outlined in the Behaviour Policy due to the seriousness or nature of the matter. In such circumstances, we have no alternative but to exclude a student from the school. This may be an internal exclusion, an external fixed term exclusion or A a permanent exclusion depending on the breach in school rules.

Types of behaviour for which an exclusion from Gildredge House is likely include:

- Violence or aggression towards another student or a member of staff, including fighting, spitting or threatening behaviour;
- Serious bullying;
- Verbal abuse of a member of staff;
- Bringing / using a prohibited substance or item onto school premises;
- Defiance of staff or school regulations, or disrupting learning over a period of time;
- Damage / theft to school property or that of staff / students;
- Acting in a way likely to endanger others.

### Permanent Exclusions

All of the above could result in a permanent exclusion. The Head Teacher may also permanently exclude for 'one off events' and may only do so where there has been a serious breach of the school's Behaviour Policy, and where allowing the student to remain in school would seriously harm the education or welfare of the student or others at Gildredge House.

### Fixed Term Exclusions

A fixed term exclusion means that a student may be excluded from Gildredge House for a period of up to 45 days in any one academic year. (At 46 days this becomes a permanent exclusion.) Fixed term exclusions must be agreed by a member of the Senior Leadership Team and should normally be for a period of up to 5 days in the first instance. (This may be internal or external depending on the incident and / or the behaviour record of the student. See below).

The decision to exclude a student can only be made by the Head Teacher or a member of staff authorised by the Head Teacher.

Alternative educational provision will be arranged by Gildredge House from the sixth (cumulative) day of exclusion.

The student will then only be re-admitted to Gildredge House after guarantees of improved behaviour are given at the Reintegration Meeting.

Students who receive a fixed term exclusion, whether it is internal or external, will not be permitted to represent the school in any events for a period no shorter than two weeks after their return.

Any arrangements regarding the organisation of fixed term internal exclusions will be at the discretion of the school and, whilst care will be taken to be as reasonable as possible, the school will not be responsible for any associated costs that these sanctions may incur.

### Reintegration Meeting

The student and parent or carer will meet with a member of staff to discuss the reintegration of the student to the school. The purpose of the meeting is to examine the causes of the exclusion and set up a plan to manage the students return to school. In the absence of the parent, the school may refuse to allow the student to return to school or may set up a reintegration plan

that does not have the benefit of parental input. Other representatives, such as governors, including representatives of external agencies such as the police may be invited.

### Following a Reintegration Meeting

The student will be monitored and their behaviour reviewed as necessary.

### Governors' Discipline Committee

The Governors' Discipline Committee is formed of a least three members of the Board of Trustees. The Head Teacher is not a member of the Committee. The Governors' Discipline Committee must meet if the exclusion:

- is permanent;
- is a fixed term exclusion which would bring the student's total number of school days of exclusion to more than 15 in one term;
- would result in a student missing a public examination;
- is a fixed term exclusion which would bring the student's total number of exclusion days to between 5 and 15, as long as the parents request reinstatement within 50 school days of receiving notice of the exclusion.

Parents / carers have the right to make representations to the Governors' Discipline Committee. For fixed term exclusions of up to five days, the Committee must consider any representations and may place a copy of the findings on the student's school record however they have no power to direct reinstatement of the student. For fixed term exclusions of more than 5 days but less than 15 school days in a term, parents have the right to request that the Governors' Discipline Committee meets to review the decision to exclude and to make representations at that meeting. If a meeting is requested, then the latest date that they may meet is 50 school days after the date that they were notified of the exclusion.

For permanent exclusions the Governors' Discipline Committee must meet within 15 school days of the date of the exclusion.

Parents / carers have the right to be accompanied by a friend or representative, including a legal representative.

The school is required to consider any disability or special needs that may affect a parent / carer's ability to attend a meeting at the school and to provide an interpreter should that be requested.

If a parent / carer thinks that discrimination under the Equalities Act 2010 has occurred in relation to the exclusion, then they have the right to make a claim to the First-tier tribunal (for disability discrimination) or a county court (for other forms of discrimination).

### Permanent Exclusion

A permanent exclusion means that a student will not be allowed to return to Gildredge House permanently.

The Governors' Discipline Committee must meet within 15 school days of the date of the decision to permanently exclude.

The role of the Governors' Discipline Committee is to consider whether, in the balance of probabilities, the student has done what they have been accused of, that the correct procedures have been followed and that the decision to permanently exclude is the right one as outlined in the circumstances given. Once the Governors' Discipline Committee has satisfied itself on the

above points, the Committee has two options available, they can either uphold the decision to exclude or to reinstate the student.

Where the Head Teacher has permanently excluded a student, and the Committee has satisfied itself that the correct process has been followed and that, in the balance of probabilities, the student has done what they have been accused of then the Secretary of State would not normally expect the Governors' Discipline Committee or an Independent Appeal Panel to reinstate the student.

In some instances, a school incident may also be the subject of a police investigation, which may or may not result in criminal proceedings. The Head Teacher need not postpone his decision to exclude in such circumstances. A judgment must be made on the basis of the evidence available. The Governors' Discipline Committee has no power to adjourn and consider beyond the statutory time limit, (15 school days from the decision to exclude) therefore the Governors' Discipline Committee must make a decision with the same constraints based upon the evidence available.

### Independent Review Panel

Parents / carers have the right to ask for the decision made by the Governors' Discipline Committee to be reviewed by an independent Review Panel.

An independent Review Panel comprises of one serving, or recently retired (within the last 5 years) Head Teacher, one serving, or recently serving governor and one lay member who will be the Chairman. The review panel will rehear all the facts of the case. If any party has fresh evidence to present to the Committee then they may do so.

The reasons for requesting a review must be set out in writing and sent to:

School's Appeal Manager  
East Sussex County Council  
Room C3F  
County Hall  
St Anne's Crescent,  
Lewes  
BN7 1UE

If the parent / carer feels that their child has any special needs relevant to the exclusion, then this should be referred to in the written statement. In addition, the parent / carer has the right to request a Special Educational Needs expert to attend at no cost to themselves. Parents may request that a Special Educational Needs expert attends the hearing irrespective of whether the school believes the child has a special educational need.

The latest date by which a review may be requested is 15 school days from the date on which notice in writing of the Governors' Discipline Committee's decision to uphold the permanent exclusion was sent. (Notice is deemed to have been given the same day if delivered directly, or the second working day after posting if sent by first class mail).

If a review is not requested by the latest date as specified above, then the parent / carer will lose their right to have the decision of the Governors' Discipline Committee reviewed.

Parents / carers have the right to appoint, at their own expense, a representative, including a legal representative, to make oral or written representations to the Independent Review Panel.

Parents / carers may also bring a friend, relative or supporter to the review.

The Independent Review Panel can make one of three decisions:

- they may uphold the decision to permanently exclude;
- they may recommend that the Governors' Discipline Committee reconsiders its decision; or
- they may quash the decision and direct that the Governors' Discipline Committee considers the exclusion again. A panel should only quash a decision where it considers that it was flawed when considered in the light of the principles applicable on an application for judicial review.

### Internal Exclusions (Isolation)

Students may be placed in internal exclusion / isolation whilst an incident is being investigated when they are preventing others from learning, or they pose a threat to the well-being of other students. Whilst in isolation, students will be monitored by a member of staff.

### Behaviour Reporting

In the case of children in Lower School, including those in the EYFS, we will report to parents and carers verbally and / or through the Home / School Contact Book regarding issues relating to their child's conduct unless a fixed term exclusion or a permanent exclusion is in force, in which case parents will be spoken to directly.

### Application

This Behaviour Policy is for the benefit of everyone in our school learning community, including those in the EYFS. If it is to be effective, everyone is required to use it with confidence and consistency. However, we recognise that there may be occasions when special considerations need to be applied, and we expect teachers and support staff to use common sense and professional judgement.

### Policy Review and Approval

Review interval:	1 year
Review term:	Autumn Term 1
Reviewed by:	Director of Lower School
Approved by:	Governors' Education Committee

First approved:	July 2013
Last approved:	May 2016
Last approved:	January 2018
Next review:	January 2019

A copy of this policy and other related policies can be obtained from the School Office.