

# Fox Ashburnham Federation



## Behaviour

**Guidance:**

**Education Act 2002 (amended 2011);**

**The Education and Inspection Act 2006;**

**The School Discipline (pupil exclusion and reviews) 2012;**

**The Education Regulations 2007;**

**The Human Rights Act 1998;**

**Race Relations Act 1976 (amended 2000);**

**Produced on: March 2017**

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**Ratified by the Governing Body: Date**

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## 1. INTRODUCTION

This policy is based on guidance from the Education Act 2002 (amended 2011); The Education and Inspection Act 2006; The School Discipline (pupil exclusion and reviews) 2012; The Education Regulations 2007; The Human Rights Act 1998; Race Relations Act 1976 (amended 2000);

All staff within the federation should follow this policy when dealing with any matters pertaining to behaviour i.e.; promoting wanted, preventing and dealing with unwanted behaviours whilst developing strategies for promoting positive behaviour. Safety of the children underpins our policy; this includes:

- Physical safety - which includes Health and safety Practices
- Emotional safety - which includes E safety, Anti-Bullying, Child Protection as well as the identification of more vulnerable groups within the school.

This policy relates to all adults working with children and young people, whether in a paid or voluntary position including those who work with children on a temporary, supply or locum basis. This includes students undertaking a placement.

This policy should be read in conjunction with:

- Governors behaviour statement
- Anti-bullying Policy
- Safe Restraint Statement
- Equalities Statement
- Safeguarding and Child Protection Policy

## 2. BEHAVIOR STATEMENT

The **Fox Ashburnham Federation ('The Federation')** takes its responsibility of care for its students seriously and believes that everyone within the school community has the right to be safe, trusted, respected to enable them to fully access the curriculum and attain their maximum potential. This premise spans many areas; classrooms, playground and off site on curriculum/learning visits (museum trips & weekly swimming lessons) and school journeys.

Across The Federation we expect the highest standards of behaviour at all times from all our pupils in line with each individual school's values and code of conduct.

If you require this policy in another language, this can be arranged.

This policy is available to all parents either in hard copy or from our school websites:

[www.ashburnhamcommunityschool.org.uk](http://www.ashburnhamcommunityschool.org.uk)

[www.fox.rbkc.sch.uk](http://www.fox.rbkc.sch.uk)

### 3. Behaviour Principles

The Federation aims to

- create a caring, secure and orderly community in which the boundaries of acceptable behaviour are clear, shared and consistent, and reflect Government legislation
- ensure Equality of Opportunity for all students;
- ensure that students and parents are familiar with our behaviour policy and school's expectations through the annual 'Meet the Teacher' meetings, newsletters, and behaviour workshop and coffee mornings.
- ensure that all students are clear about the school's expectations and this is reflected through the class contracts which are drawn up each year and regular behaviour assemblies.
- ensure that students are familiar with the rewards and consequences systems which are in place and visibly displayed and referred to.
- ensure that students understand how their behaviour contributes to the collection of House points.
- ensure that students understand how their behaviour contributes to the overall learning climate of the school.
- ensure all staff are aware of behaviour expectations and where students fail to comply either in or out of the classroom, it is important that such behaviour is challenged accordingly.
- work as part of a multi-agency network to support students, this includes referrals to outside agencies when appropriate with consultation with the SENDCo (Special Educational Needs & Disability Co-ordinator) and or Head of School.
- enforce fair, consistent and appropriate sanctions when necessary.
- ensure fair, consistent and appropriate rewards when appropriate;
- involve parents and governors wherever it is appropriate or required;
- develop children's skills at reconciliation including being able to apologise, write sincere apology letters, offering to make amends (e.g. ask to do something helpful around the school).
- ensure students prioritize their learning and understand the importance of courtesy and manners.
- apply a zero tolerance approach to managing incidents which place members of the school community at risk of harm. Incidents which result in the other people's safety being compromised will result in exclusion from school.

#### **4. Practice:**

The Federation recognises that every student and member of staff is responsible for promoting exemplary behaviour. Outstanding behaviour is considered the 'norm'; while poor or off-task behaviour is recognised as a significant barrier to learning and progress thus we aim to maximise a positive climate for learning.

All Staff are responsible for maintaining a calm, safe environment by performing duties before and after school and at break times. The Leadership Team provide further support by being available at all times to deal with any issues.

All staff are required to familiarise themselves with the Behaviour and e-Safety policy at the beginning of the academic year and attend regular Child Protection, Prevent and FGM training.

All classrooms should display the rewards and sanctions of the school and code of conduct and class contract. [APPENDIX A]

All classrooms are set up to promote wanted behaviour and create an ethos which reflects school values while taking into account needs of individual children e.g. preferential seating, reflective book corner, house points, value display, visible roles and responsibilities.

All children are encouraged to undertake roles and responsibilities within school particularly within Key Stage Two e.g. Library Monitors, Head Boy & Girl, Pupil & Eco Council members.

Where the school has concerns, the leadership team will adopt a 'Multi Agency' approach to assess the levels of need and implement the most appropriate levels of support.

## 5. Consequences and rewards:

### a) Rewards

Across The Federation a range of strategies are used to promote and reward outstanding behaviour and behaviour for learning.

**Whole class** rewards are as follows:

Reception: Warm and Fuzzy in a jar system.

Years 1, 2 and 3 Dojos:

Years 4, 5, and 6 marbles in a jar.

These are used to work towards a shared goal such as 'golden time'.

Individual rewards are used as appropriate e.g. stickers, comments, visit to Leadership team. No prizes given as rewards.

**House points:** All children are allocated a house and many opportunities are afforded for children to be awarded house points. In general, these house points reflect school values. House points are stored in house point holders and counted on a weekly basis. House point totals are announced at whole school assembly and at the end of the academic year, a trophy is presented to the winning house.

### b) Individualised behaviour plan (IBP)

An IBP will be drawn for a child who is having difficulty managing their behaviour. This will be drawn up with the class teacher in conjunction with Behaviour Lead and other appropriate members of staff and shared with parents/carers and the child.

This document will outline individualised provision and support including rewards for wanted behaviour appropriate to that child. Where an IBP has been drawn up, support from an outside agency (such as the Behaviour Team) may be appropriate.

### c) Consequences

Failure to follow the school code of conduct and class contract will result in fair, consistent consequences as follows:

Within school building & PE lessons on school premises e.g. classroom, dining hall, transitions in corridors and toilets.

- School behaviour steps will be followed.
- Child to be given opportunity for reflection either in class and/or out of class
- Support from designated adult will be available
- Yellow Cards/Time outs and 4Ws/Red Cards are recorded and tracked on SIMs on a weekly basis. These are used to identify if and when parents/carers need to be contacted regarding their child's behaviour.
- Parents/Carers are informed of any 4Ws/Red Cards on the day of the incident.

In the playground e.g. playtimes, before and after school sessions.

- School behaviour steps will be followed.

- Child will be given opportunity for reflection.
- Parents/Carers are informed following any yellow cards/4Ws
- Time out in a designated area of the playground
- Where a child is considered either at risk to themselves or to others, they are directed towards specific activities with a designated adult supervising, this may happen inside where appropriate.

Off-site curriculum regular learning e.g. swimming /P.E.

- School behaviour steps will be followed as appropriate.
- Where a child is considered either at risk to themselves or to others, they are accompanied back to school with an adult and a decision is made by the Head of School as to whether or not this child should continue accessing this learning in its current form i.e. off-site. And if so, what arrangements need to be put in place to ensure safety of all the children. If this is not possible then the student may have to forgo this curriculum area until all children's safety is ensured. The school's decision will be final.

Off-site curriculum trips e.g. London Zoo and Off-site residential trips.

- School behaviour steps will be followed as appropriate.
- If a child has previously demonstrated unsafe or unacceptable behaviour on an off-site trip or is considered within school to be a child who places themselves or others at risk or is a child who cannot/ will not follow instructions, then a decision will be made regarding whether this child should be allowed to take part in Off-site activities. This includes off - site residential trips such as PGL. The school's decision will be final.

On offsite trips the following applies:

- School behaviour steps will be followed as appropriate.
- Where a child is considered either at risk to themselves or to others when on the trip - at ANY stage - they are accompanied back to school with an adult and a decision is made by the Head of School regarding future trips premised upon whether or not this child will be safe or endanger other children on future trips. The school's decision will be final.

Off-site residential trips

- Where a pupil has previously exhibited dangerous behaviour on off-site trips, it will be at the discretion of the Head of School as to whether the pupil can attend the trip.
- Follow and support the residential venue 'rules'.
- Follow the school behaviour steps as appropriate
- Where a child is considered either at risk to themselves or to others, they will have to leave the residential site and return home. Parent/carers will be contacted and will be expected to collect their child from the venue. The child will remain supervised by a member of staff until he/she is collected. The school's decision will be final.

All off-site behaviour consequences also cover unwanted behaviour on public/private transport e.g. tube/coaches and whilst walking to and from the destination.

## 6. Serious Behaviour

Should a situation arise within the school setting where a child's behaviour becomes unsafe to themselves or others it will be necessary for the teacher to call for support from a member of the Leadership Team.

The aim is to resolve the situation and allow all students to continue with the lesson. The intention behind this is to ensure that all teachers are empowered in relation to classroom management.

Where the member of senior staff considers there to be a risk that poor behaviour may continue, they may remain in the lesson to assist in settling the class.

If there is a risk that the behaviour may result in any children being unsafe then the child will be removed if this can be done safely. If this is not possible, then the other children will leave the classroom/playground/hall etc. whilst a senior member of staff remains with the non-compliant child. This non-compliance can result in internal or fixed term exclusion.

Where a child has caused a significant breach of health and safety they will be automatically removed from the class safely by a member of staff using restraint guidelines. Any incidents of restraint must be recorded on the Restraint form [See Appendix B] and parents/carers will be contacted immediately.

## **7. Internal Exclusions**

Where appropriate, following a serious incident or an accumulation of three Red Cards or three 4Ws, a child may, subject to Head of School's discretion, be subject to an internal exclusion for a specified time period. Parents/Carers are informed of the reasons for the internal exclusion. Governors are informed of internal exclusions.

When on internal exclusion, the child will be sent, with relevant work, to an appropriate learning space. A child on an internal exclusion will get regular breaks and a lunch time break but not with their peers.

## **8. External Exclusions (Fixed Term Exclusions)**

The school adheres strictly to the Local Authority Guidance and DFE Guidance 2012.

The Executive Head is legally responsible, following investigation and guidance from the Head of School, for the exclusion of students and for gathering and preparing all exclusion documentation. This is done with support and guidance from The Tri-Borough Exclusions Service as part of the Tri-Borough ACE team.

Parent/Carers will be notified verbally and this will be followed up in writing with the terms of the exclusion (APPENDIX C). The letter includes guidance for parents on how to appeal should they wish. If the terms of the exclusion are not being met The Federation will invoke the following clause:

'You have a duty to ensure that your child is not found in a public place during this exclusion i.e. unless there is reasonable justification for this. I must warn you that you may be prosecuted or receive a penalty notice from the local authority, if your child is found in a public place during normal school hours, on the specified dates, without reasonable justification.'

Following an exclusion, a meeting between the school, the student and the parent is arranged in which a 'back to school' agreement is signed. It is likely that 'special conditions' will be agreed before re-admission including additional support such as time with the Learning Mentor, structured play to ensure a smooth transition back into school and improved behaviour.

The Chair of Governors' is involved in all exclusions and is formally informed on the day of decision to externally exclude.

A Governors' Discipline Panel, made up of three governors, will be convened when a student has been excluded in excess of fifteen days in any one term to ensure that the schools has followed the correct protocol and has explored all available resources to support the child and family. This may include: social services, CAMHS, alternative provision, SEND support, etc.

## **9. Permanent Exclusions**

Where a pupil has exceeded the legal limit of 45 days in any one academic year, they may be subject to a permanent exclusion. In an extreme situation, a pupil may be permanently excluded without any precedent, at the discretion of the Executive Head. Parents/carers and governors will be notified immediately. Parents /carers are entitled to appeal the decision.

## **10. Parents**

Parents are expected to behave in an adult, mature and amicable fashion at all times when on the school site or in conversation with members of staff.

When a parent's behaviour is giving cause for concern, the parent shall be spoken to regarding this. If there is no improvement then the governing body has the authority to ban the parent from the school premises.

Where a parent's behaviour is verbally or physically aggressive or threatening towards a member of the school community the police will be informed.



# Our Class Contract

We agree to follow the code of conduct and keep it green.

## Gold Behaviours

achieving personal goals that you have been working on  
going above and beyond to help around school  
helping younger children without prompting  
using your initiative consistently  
helping somebody who is lost or hurt without prompting  
remaining consistently 'on green'

## Green Behaviours

remaining focused      trying your best      tracking speaker  
showing respect      following Class Contract      collaboration  
kindness      opening doors around school      helping staff

## Yellow Card Behaviours

play-fighting      back-chatting  
breaking/damaging  
school property  
laughing at others  
walking around the  
classroom without prompting  
tutting      muttering

## Red Card Behaviours

racism      sexism  
swearing      defiance  
rolling eyes      fighting  
homophobia  
bullying      exclusion of others

# A

## Code of conduct

**We show respect to people through our words and actions.**

- We listen carefully to children and adults
  - We always respond to adults
- We welcome people into our school

**We show respect to property in school and our community.**

- We move around school carefully and calmly
  - We take care of school property
- We take responsibility for our property

**We respect ourselves and our appearance**

- We wear the correct uniform every day
  - We always change for PE
- We make healthy choices about eating and exercise.

**We are kind and helpful**

- We use kind words
- We are gentle
- We have very good manners

**We are honest at all times**

- We are honest about behaviours and take responsibility for our actions
- We always tell the truth

**We collaborate in our learning and our play**

- We take an active role in our own learning
- We ask and answer questions
- We make sure everyone is involved

**We persevere in all we do**

- We take responsibility for knowing our targets
- We work hard towards our goals

Appendix B  
Restraint Form

Restraint Incident Form



Name of pupil (s) involved \_\_\_\_\_

Date incident occurred \_\_\_\_\_ Staff involved \_\_\_\_\_

Location of incident \_\_\_\_\_

Behaviour shown	Triggers	Cues
<ul style="list-style-type: none"> <li><input type="checkbox"/> Biting</li> <li><input type="checkbox"/> Hitting</li> <li><input type="checkbox"/> Kicking</li> <li><input type="checkbox"/> Spitting</li> <li><input type="checkbox"/> Throwing</li> <li><input type="checkbox"/> Absconding</li> <li><input type="checkbox"/> Other</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Change</li> <li><input type="checkbox"/> Too many demands</li> <li><input type="checkbox"/> Not getting own way</li> <li><input type="checkbox"/> Sharing</li> <li><input type="checkbox"/> Tired</li> <li><input type="checkbox"/> Hungry</li> <li><input type="checkbox"/> Hurt</li> <li><input type="checkbox"/> other</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> facial expression</li> <li><input type="checkbox"/> shouting</li> <li><input type="checkbox"/> screaming</li> <li><input type="checkbox"/> repeating</li> <li><input type="checkbox"/> ignoring</li> <li><input type="checkbox"/> other</li> </ul>
If other please specify:	If other please specify:	If other please specify:
<b>Details of events leading up to the incident</b>	<b>Reason for Intervention (tick)</b>	<b>Description of physical restraint used</b>
	<ul style="list-style-type: none"> <li><input type="checkbox"/> Physical safety of the pupil was at risk</li> <li><input type="checkbox"/> Physical safety of another pupil was at risk</li> <li><input type="checkbox"/> Physical safety of a member of staff was at risk</li> <li><input type="checkbox"/> The pupil was attempting to harm him/herself</li> <li><input type="checkbox"/> Prevent/interrupt absconding</li> <li><input type="checkbox"/> Behaviour disrupting safe and secure learning environment</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Standing</li> <li><input type="checkbox"/> Sitting</li> <li><input type="checkbox"/> Kneeling</li> <li><input type="checkbox"/> Safe hold</li> <li><input type="checkbox"/> Restrained in quiet room</li> <li><input type="checkbox"/> Single person escort</li> <li><input type="checkbox"/> Two person escort</li> </ul>
<b>Steps taken to diffuse the situation (tick)</b>	<b>Pupil(s) response and outcome of the incident</b>	<b>Details of any injury suffered by anyone and damage to property</b>
<ul style="list-style-type: none"> <li><input type="checkbox"/> Verbal advice and support</li> <li><input type="checkbox"/> Reassurance</li> <li><input type="checkbox"/> Calm talking</li> <li><input type="checkbox"/> Humour</li> <li><input type="checkbox"/> Distraction</li> <li><input type="checkbox"/> Step away</li> <li><input type="checkbox"/> Options offered</li> <li><input type="checkbox"/> Time out offered</li> <li><input type="checkbox"/> Negotiation</li> <li><input type="checkbox"/> Other (specify)</li> </ul>		
Parent/Carers informed: <input type="checkbox"/> Written <input type="checkbox"/> Telephone <input type="checkbox"/> In person		

Form completed by \_\_\_\_\_

Signature \_\_\_\_\_

⇒ Any statements from any witnesses (included on separate sheet)

## Appendix C Exclusion Letter



17 Blantyre Street  
London SW10 0DT

Date

Dear ,

As discussed on [date], following \*\*\*'s behaviour I regret to inform you of the need for a \*\*\*\* day external exclusion (date to date).

His behaviour today involved:

[Specific examples]

\*\*\* will be expected back in school on Date at 8.50am.

These are the terms of the exclusion: You have a duty to ensure that your child is not found in a public place during this exclusion unless there is reasonable justification for this. I must warn you that you may be prosecuted or receive a penalty notice from the local authority, if your child is found in a public place during normal school hours, on the specified dates, without reasonable justification.

You have the right to make representations to the governing body. If you wish to make representations please contact Mrs Jodie Terry at [Foxashgovernors@gmail.com](mailto:Foxashgovernors@gmail.com) as soon as possible. Whilst the governing body has no power to direct reinstatement, they must consider any representations you make and may place a copy of their findings on your child's school record.

If you think this exclusion has occurred as a result of discrimination then you may also make a claim under the Equality Act 2010 to the First Tier Tribunal (Special Education Needs and Disability) in the case of disability discrimination, or the County Court, in the case of other forms of discrimination. Making a claim would not affect your right to make representations to the governing body.

You may wish to contact Paul Worts, Tri-Borough Senior Exclusions Officer, who can provide advice. He can be contacted by telephoning 0207 745 6614 or by emailing: [paul.worts@rbkc.gov.uk](mailto:paul.worts@rbkc.gov.uk)

You may also find it useful to contact Coram Children's Legal Centre, which is an independent national advice centre that offers information and support on state education, including on exclusion from school. They can be contacted on 08088 020 008 or at [www.childrenslegalcentre.com](http://www.childrenslegalcentre.com). A copy of the Government's guidance, 'Exclusion from maintained schools, Academies and Pupil Referral Units in England', can be downloaded from the Department for Education's website at: <https://www.gov.uk/government/publications/school-exclusion>

We appreciate your ongoing support with Zak's behaviour.

Yours sincerely  
\*\*\*\*\*, Head of School

CC: Jodie Terry – Chair of Governors  
Paul Cotter – Executive Headteacher