



Inspired Education Group UK

Falcons School

BEHAVIOUR, DISCIPLINE AND EXCLUSION POLICY

Primary person responsible for this policy: Jamie Green

Job title: Assistant Head Pastoral

Last review date: September 2024

Next review date: February 2025

Circulation: This policy has been adopted by the governors and is available to parents on request. It is addressed to all members of staff and volunteers and applies wherever they are working with children.

'Parents' refers to parents, guardians and carers.

School Vision

At Falcons School, we do not tolerate any form of discrimination, harassment or bullying.

We aim to:

- treat everyone with dignity and respect and we expect every member of our community to treat others how they themselves would like to be treated;
- offer an inclusive environment and celebrate diversity within the education we provide;
- be an actively anti-racist school community and encourage pupils and staff to challenge stereotypes and discrimination.

We also believe passionately in:

- recognising the close links between emotional wellbeing and academic achievement;
- encouraging children to be ambitious with their learning;
- fostering children's natural curiosity, positivity and resilience;
- engaging children about their role as citizens in our fast-changing world;
- instilling the importance of leading by example

We are committed to living those aims, for the wellbeing and development of each and every member of the Peregrines and Falcons community.

Policy Statement

This policy follows DFE guidance outlined in 'Behaviour and Discipline in Schools' (2016) and the Equality Act (2010). The school acknowledges its legal duties in respect of safeguarding and in respect of pupils with special educational needs and/or disabilities. When assessing behaviour and deciding on a relevant course of action, staff must bear in mind any special educational needs, or disabilities, a pupil may have and the SEND Coordinator should be consulted. This policy applies to all children in the school (including Reception/EYFS).

Aims of the policy

Children have a right to an education (Article 28 UNCRC); a right to be the best they can be (Article 29 UNCRC) and a right to be kept safe (Article 19 UNCRC).

In order to create a secure, welcoming and inclusive school, all staff and children, with the support of Governors and parents, will work together to promote:

- A community in which children and adults are treated with respect
- An environment which supports children's learning
- Care and respect for our buildings and the property of others to keep each other safe

We will do this by following our Falcons Rules:

- Pupils are kind.
- Pupils are hard working.
- Pupils are honest.
- Pupils are respectful.
- Pupils listen.

Every child in the school is made aware of the standard of behaviour that we expect in school. The class teachers discuss the school values with their class at the beginning of the school year. If and when values are broken, teachers discuss the infringement in relation to the school values.

Creating a positive ethos

At Falcons School, we expect and reward high standards of behaviour and effort. Rewards include:

- Verbal praise
- Written comments on children's work
- Public displays of children's work
- Weekly certificates handed out in celebration assembly
- House Points System
- Each week, a pupil receives one of four (EYFS, Lower School, Upper School and Headmistress) Bird Awards at our whole-school Friday assembly
- Achievements outside of school are shared and recorded in the Firefly Wow Walls

House System

Every pupil at The School is placed into one of four houses when they join the school. This builds a sense of collective responsibility and reward.

The four houses are as follows:

- Mars (red)
- Neptune (blue)
- Saturn (yellow)
- Mercury (green)

House points are rewards. House points are awarded to individuals for:

- Improved or good work;
- Keeping the School Rules (good behaviour);
- Improved or good effort;
- Consistent progress;
- Creative, artistic or sporting achievement;
- Good all round achievement;
- Consideration for the environment and others.
- Strong performances in house competitions

House points are recorded in a weekly House Point Chart displayed in each classroom. Every week house points are collected and house totals are announced in the Tuesday whole-school assembly.

An overall house winner is announced at the end of the year. The House Captain accepts the House Cup on behalf of their house.

Use of rules and sanctions

The school aims to actively promote and highlight good behaviour, rather than merely deter anti-social behaviour: each teacher sets high behaviour expectations, then recognises when pupils are striving to achieve them. Praising the positives - through celebrating and rewarding good behaviour, will develop an ethos of kindness and co-operation.

The safety of the children is paramount in all situations. We treat all children fairly and apply this behaviour policy in a consistent way.

Pupils are encouraged to reflect on their choices, rather than us telling them our view. We operate a reflective review of incidents, rather than a punitive approach to discipline; with careful adult support, pupils are able to think about their role in an incident, the impact of this, and what they might do differently next time. Apologies are always made as appropriate.

The school's first system to tackle discipline issues or disruptive behaviours is to use the restorative practice model, *before* the warning system outlined below.

Restorative Practice

Restorative Practice is about building and maintaining relationships. It is aimed at providing all stakeholders in a school with the confidence and ability to resolve their own problems and generate their own values.

When student conflict / discipline issues / disruptive behaviours arise, a restorative practice template will be used to mediate issues, usually by the class teacher / witnessing adult, or the Assistant Head Pastoral as appropriate. This is a whole school initiative that encourages those involved to discuss:

What happened?

What have your thoughts been since?

What are your feelings?

Who was affected and how?

What are everyone's needs and what should happen next?

Staff are trained in the art of applying restorative practice, and it is a whole school policy that is used for mediating student-student / student-teacher / teacher-teacher conflicts.

This is to be used in conjunction with the warning system and should be the first technique utilised when handling issues both in and out of class.

The conversations should follow the BINR communication model:

- 1) Behaviour
- 2) Impact
- 3) Needs
- 4) Request

This will ensure a clear dialogue is given and that children are making informed decisions about how their behaviour affects the class. E.g. a student is shouting across the classroom.

Teacher / TA “(behaviour) It is frustrating when you shout across the class like that because (impact) I am trying to give out the instructions for the next task. (need) I need you to stop shouting across the class please, if you have a question or something you need to tell someone what can you do?”
(request) Do you think you’d be able to lower your voice and raise your hand if you would like to contribute?”

Consequences

If restorative practice conversations have not led to a change in behaviour, a warning may be issued if the disruption continues. Some low level behaviours in class which could lead to a warning in this case include:

- Talking whilst teacher is talking
- Messing around with objects
- Distracting others
- Talking when they should be working quietly
- Wasting learning time
- Running inside a building
- Running/jumping down the stairs
- Shouting and screaming anywhere in school

For low level behaviour the children will be told clearly:

“You have not taken onboard what we spoke about earlier and continued your behaviour, therefore this is your first warning.”

If it continues

“You have continued the behaviour you already received a warning for, so this is now your second warning.”

And then,

“Your behaviour has continued, you have had two warnings, you are now in reflection.”

It is essential that all staff are clear about warnings and that consistent language is used.

Serious, Unacceptable behaviours

- Fighting, pushing or hurting someone
- Answering back or rudeness to any adult
- Swearing
- Refusing to follow an adult's instructions
- Intentionally damaging property
- Any behaviour deemed to be bullying or Peer on Peer/Child on Child abuse will be treated in line with the Anti-Bullying policy.

These behaviours have no place in our school. No warnings are given for these things; children will immediately be given 3 reflections on consecutive days. Parents will be notified. The restorative practice model will still be utilised *after the event* to unpick the feelings and incidents that led to the original behaviour, by the appropriate teacher or Assistant Head Pastoral as necessary.

If these behaviours are repeated, parents will be invited in for a meeting with the class teacher and Assistant Head Pastoral to make a behaviour plan for the child, again using the restorative practice model to inform the discussion.

Where poor behaviour takes place off site or on a school trip, children may be removed from the group, or in exceptional circumstances may be returned to school parents will be asked to collect their child from the trip.

Reflection

Reflection takes place during break and lunchtimes and is supervised by a member of the teaching staff or SLT. Children are asked to reflect on their behaviour and identify how they can improve for themselves. They will last for 15 minutes, either at break or lunchtime. If a reflection is given in the afternoon, the child will reflect with a member of the teaching staff or SLT before the end of the day.

Where appropriate, mediation or reconciliation will happen with the pupils involved. If apologies need to be made, a member of staff will facilitate this and ensure that this is done so appropriately during a reflection time. Parents of all pupils involved will be informed of the mediation or apology.

Parents are informed if a child is given reflection time.

Issues related to Special Educational Needs

All staff make reasonable adjustments for pupils with special educational needs or disabilities (SEND). Said adjustments are discussed at the beginning of the school year by the Headmistress, SENCO and the class teacher, and fed back to staff (See SEND Policy). ISPs are created for these pupils and shared with all relevant member of staff. When staff or pupils join mid-year, these adjustments are discussed accordingly.

Physical Restraint

Physical restraint (the positive use of force) may be used in order to protect a pupil from hurting themselves or others, or from seriously damaging property. In all cases, members of staff are guided by DFE guidelines 'Use of Reasonable Force in Schools' July 2013. At Falcons School, a member of staff may use such force as is reasonable in the circumstances for the purpose of preventing the pupils from doing (or continuing to do) any of the following, namely:

- committing any offence
- causing personal injury to, or damage to the property of, any person (including the pupil herself)

The decision on whether or not to physically intervene is down to the professional judgement of the staff member concerned and will always depend on the individual circumstances.

Any occasion where physical intervention is used to manage a pupil's behaviour is recorded and parents are informed about it on the same day or as soon as reasonably possible. Corporal punishment is never threatened or used at Falcons School.

Record Keeping

The school keeps a variety of records concerning incidents of misbehaviour:

- The class teacher records any relevant minor classroom incidents in the Pastoral Folder on the shared drive.
- Any reflections are recorded on the Behavioural Concern Form by class teachers and monitored by the Assistant Head Pastoral
- The Assistant Head Pastoral records any serious incidents on the Serious Behaviour Log

Lunch and playtime rules created by Falcons Council

- Play safely and sensibly
- Treat the equipment with respect and tidy it away
- Include others
- Put your litter in the bin
- Stick to your area of the playground

Early Years and Found Stage (EYFS)

All of the above behaviours and consequences are adapted in an age and stage appropriate way to support the needs of EYFS children. Please refer to our EYFS Prompting Positive Behaviour Procedures from Page 8 for more details on how these are adapted in the Early Years setting.

Behaviour Flow Chart

This list is not exhaustive, nor overly prescriptive - as every child and case is different: behaviours are always dealt with in an age-appropriate way.

Level	Examples of Behaviour	Possible Sanctions
1	<p><u>Repeated Behaviours</u></p> <p>Talking whilst teacher is talking</p> <p>Messing around with objects</p> <p>Distracting others</p> <p>Talking when they should be working quietly</p> <p>Wasting learning time</p> <p>Running inside a building</p> <p>Running/jumping down the stairs</p> <p>Shouting and screaming anywhere in school</p>	<p>The conversations should follow the BINR communication model:</p> <ol style="list-style-type: none"> 1) Behaviour 2) Impact 3) Needs 4) Request <p>. E.g. a student is shouting across the classroom.</p> <p>Teacher / TA “(<i>behaviour</i>) I feel frustrated when you tap your shout across the class like that because (<i>impact</i>) I am trying to give out the instructions for the next task. (<i>need</i>) I need you to stop shouting across the class please, if you have a question or something you need to tell someone what can you do?” (<i>request</i>) Do you think you’d be able to lower your voice and raise your hand if you would like to contribute?”</p> <p>For low level behaviour the children will be told clearly: “You have not taken onboard what we spoke about earlier and continued your behaviour, therefore this is your first warning.” If it continues “You have continued the behaviour you already received a warning for, so this is now your second warning.” And then, “Your behaviour has continued, you have had two warnings, you are now in reflection.”</p> <p>Reflection given. Incident recorded on the Serious Misbehaviour Log. Parents informed.</p>

2	<p>Answering back and rudeness to any adult</p> <p>Fighting, pushing or hurting someone</p> <p>Swearing</p> <p>Refusing to follow an adult's instructions</p>	<p>Immediate Reflection at break or lunch</p> <p>The teacher informs the pupil that they are on reflection. The teacher informs the relevant class teacher, as well as the Assistant Head Pastoral. Assistant Head Pastoral records this on the Serious Misbehaviour Log. Parents informed.</p> <p>The restorative practice model will still be utilised after the event to unpick the feelings and incidents that led to the original behaviour, by the appropriate teacher or Assistant Head Pastoral as necessary.</p>
3	<p>Bullying, including cyber bullying</p> <p>Peer on Peer/Child on Child Abuse</p> <p>Theft</p> <p>Serious damage of school property</p>	<p>Head informed and meeting with parents arranged.</p> <p>Individual Behaviour Plan (IBP)</p> <p>Pupil put onto an Individual Behaviour Plan for a period of time, to support them in upholding the Falcons Rules. The IBP will be drawn up with active involvement from the pupil in question, their parents, the class teacher and the Assistant Head Pastoral. The IBP will be circulated to all staff involved with the child concerned.</p>
4	<p>Aggressive or violent behaviour against pupils or members of staff</p> <p>Persistent bullying, Peer on Peer/Child on Child Abuse</p> <p>Theft</p>	<p>Temporary exclusion</p> <p>Decided by the Head and Assistant Head Pastoral. If a pupil is temporarily excluded, then arrangements will be put in place for the setting and marking of work, and also for the reintegration of the pupil when he/she returns to school.</p>
5	<p>Persistent aggressive or violent behaviour against pupils or members of staff</p> <p>Persistent bullying, Peer on Peer/Child on Child Abuse</p> <p>Persistent theft</p>	<p>Permanent exclusion</p> <p>Decided by the Head and Assistant Head Pastoral. Consultation with UK Director of Education from Inspired Education.</p>

	<i>Other</i>	

Complaints Process

Please refer to the 3-stage process in The School’s Complaints Policy for information on challenging any decisions made in terms of exclusion.

Promoting Positive Behaviour in EYFS

We believe that children in the early years (Nursery, Pre-Reception and Reception) flourish best when they feel safe and secure and have their needs met by supportive teaching practitioners who act as good role models, show them respect and value their individual personalities. Children are supported through co-regulation, where adults and children work together towards a common purpose, including finding ways to resolve upsets from stress in any domain and return to balance leading on to a path to self-regulation.

We actively promote our whole school values and rules and encourage and praise positive, caring and polite behaviour at all times whilst providing an environment where children learn to respect themselves, other people and their surroundings.

We implement the early year’s curriculum supporting children to develop their personal, social and emotional development. This involves helping children to understand their own feelings and others and beginning to regulate their behaviour. We support children to do this through working together with parents, having consistent approaches, structure, routine and age/stage appropriate boundaries. We help build confidence and self-esteem by valuing all children and giving lots of praise and encouragement.

To support positive behaviour in our setting, we aim to:

- Recognise the individuality of all our children
- Provide a warm, responsive relationship where children feel respected, comforted and supported in times of stress, and confident that they are cared for at all times.
- Understand that behaviours are a normal part of some very young children’s development e.g. biting
- Encourage self-regulation, consideration for each other, our surroundings and property
- Encourage children to participate in a wide range of group activities to enable them to develop their social skills
- Ensure that all staff act as positive role models for children
- Encourage parents and other visitors to be positive role models
- Work in partnership with parents by communicating openly
- Praise children and acknowledge their positive actions and attitudes, therefore ensuring that children see that we value and respect them

- Encourage all staff working with children to accept their responsibility for implementing the goals in this policy and to be consistent
- Promote non-violence and encourage children to deal with conflict peacefully
- Provide activities and stories to help children learn about accepted behaviours, including opportunities for children to contribute to decisions about accepted behaviour where age/stage appropriate
- Supporting and developing children's understanding of different feelings and emotions, self-regulation and empathy as appropriate to stage of development. This includes using strategies and naming and talking about feelings and ways to manage them

Our school rules are concerned with safety, care and respect for each other and teach them in a way which is age and stage appropriate. We regularly involve children in the process of setting rules to encourage cooperation and participation and ensure children gain understanding of the expectations of behaviour relevant to them as a unique child.

Children who are displaying distressed/challenging behaviour, for example, by physically abusing another child or adult e.g. biting, or through verbal bullying, are helped to talk through their feelings and actions through co-regulation before thinking about the situation and apologise where appropriate. We make sure that the child who has been upset is comforted. We always acknowledge when a child is feeling angry or upset and that it is the behaviour that is not acceptable, not the child or their feelings.

Our promoting positive behaviour procedure is:

- We support all children to develop positive behaviour, and we make every effort to provide for their individual needs
- We never use or threaten to use physical punishment/corporal punishment such as smacking or shaking or use or threaten any punishment that could adversely affect a child's well being
- We only use physical intervention (where practitioners may use reasonable force to prevent children from injuring themselves or others or damaging property) or to manage a child's behaviour if absolutely necessary. We keep a record of any occasions where physical intervention is used and inform parents on the same day or as soon as reasonably possible
- We recognise that there may be occasions where a child is displaying challenging/ distressed behaviour and may need individual techniques to restrain them to prevent a child from injuring themselves or others. This will only be carried out by staff who have been appropriately trained to do so. Any restraints will only be done following recommended guidance and training and only with a signed agreement from parents on when to use it. We will complete an incident form following any restraints used and notify the parents
- We do not single out children or humiliate them in any way. Where children are displaying challenging behaviour they will, wherever possible, be distracted/re-directed to alternative activities. Discussions with children will take place as to why their behaviour was not acceptable, respecting their level of understanding and maturity.
- Staff do not raise their voices (other than to keep children safe)
- In any case of challenging behaviour, we always make it clear to the child or children in question, that it is the behaviour and not the child that is unwelcome
- We decide on particular strategies to support particular types of behaviour depending on the child's age, level of development and the circumstances surrounding the behaviour. This may involve asking the child to talk and think about what he/she has done. All staff support children in developing empathy and children will only be asked to apologise if they have

developed strong empathy skills and have a good understanding of why saying sorry is appropriate

- We help staff to reflect on their own responses towards behaviours that challenge to ensure that their reactions are appropriate
- We inform parents if their child's behaviour is unkind to others or if their child has been upset. In all cases we deal with behaviour that challenges in nursery at the time. We may ask parents to meet with staff to discuss their child's behaviour, so that if there are any difficulties we can work together to ensure consistency between their home and the nursery. In some cases we may request additional advice and support from other professionals, such as an educational psychologist
- We support children in developing non-aggressive strategies to enable them to express their feelings and emotions
- We keep confidential records on any behaviour that challenges that has taken place
- Through partnership with parents and formal observations, we make every effort to identify any behavioural concerns and the causes of that behaviour. From these observations and discussions, we will implement an individual behaviour modification plan where a child's behaviour involves aggressive actions towards other children and staff, for example hitting, kicking etc. The Head of Early Years will complete risk assessments identifying any potential triggers or warning signs ensuring other children's and staff's safety at all times. In these instances we may remove a child from an area until they have calmed down.

We recognise that children need their own time and space and that it is not always appropriate to expect a child to share. We believe it is important to acknowledge each child's feelings and to help them understand how others might be feeling.

At our school, staff follow the procedure below to enable them to deal with behaviour that challenges:

- Staff are encouraged to ensure that all children feel safe, happy and secure
- Staff are encouraged to recognise that active physical aggression in the early years is part of the child's development and that it should be channelled in a positive way
- Children are helped to understand that using aggression to get things, is inappropriate and they will be encouraged to resolve problems in other ways
- Staff will initiate games and activities with children when they feel play has become overly boisterous/aggressive, both indoors or out
- Staff and parents are also welcomed to review and comment on the policy and procedure
- If any parent has a concern about their child, a member of staff will be available to discuss those concerns. Working together can ensure our children feel confident and secure in their environment, both at home and in school
- All concerns will be treated in the strictest confidence.

Anti-bullying in Early Years

We encourage young children to recognise that bullying, fighting, hurting and discriminatory comments are not acceptable behaviour. We want children to recognise that certain actions are right and that others are wrong.

Bullying takes many forms. It can be physical, verbal or emotional, but it is always a behaviour that makes other people feel uncomfortable or threatened. We acknowledge that any form of bullying is

unacceptable and will be dealt with immediately, while recognising that physical aggression is part of children's development in their early years. Staff will intervene when they think a child is being bullied, however mild or harmless it may seem and sensitively discuss any instance of bullying with the parents of all involved to look for a consistent resolution to the behaviour.

By positively promoting positive behaviour, valuing co-operation and a caring attitude, we hope to ensure that children will develop a positive sense of self, have confidence in their own abilities, make good friendships, co-operate and resolve conflicts peaceably. These will provide them with a secure platform for school and later life.

Peregrines Nursery Biting Policy and Procedures

We understand that children may use certain behaviours, such as biting to communicate their feelings and needs. Biting is a common type of behaviour that some young children use to help them make sense of the world around them, and to manage interactions with others. It can be triggered when they do not have the words to communicate their anger, frustration or need. It can also be used to fulfil an oral stimulation need, such as during periods of teething or developmental exploration. Sometimes biting can be due to a Special Educational Need and/or Disability.

Our procedures are:

- Individual, one-to-one and small group times so that each child is receiving positive attention
- Quiet/cosy areas for children who are feeling overwhelmed to go to,
- Stories, puppets, discussion about emotions and feelings including Activities and stories that help support children to recognise feelings and empathise with characters and events. Additional resources for children who have oral stimulation needs, such as, biting rings. Vigilant staff that know the children well and are able to identify where children need more stimulation or quiet times. Adequate resources are provided and, where possible, more than one resource or toy is sought to minimise conflicts.

Every child is treated as an individual and we work with families to support all children's individual needs. With this in mind, it will be necessary to implement different strategies depending on the needs of the child carrying out the biting.

In the event of a child being bitten we use the following procedures.

The most relevant staff member(s) will:

- Comfort any child who has been bitten and check for any visible injury. Administer any paediatric first aid where necessary and complete an accident form on Evolve once the child is settled again. If deemed appropriate the parents will be informed via telephone. Staff will continue to observe the bitten area for signs of infection. For confidentiality purposes and possible conflict, we do not disclose the name of the child who has caused the bite to the parents

- Tell the child who has caused the bite in terms that they understand that biting (the behaviour and not the child) is unkind and show the child that it makes staff and the child who has been bitten sad.
- Ask the child what they can do to make the 'child that has been bitten' feel better (this could be fetching them a toy or sharing toys with them, a rub on the back etc.)
- Complete an incident form to share with the parents at the end of the child's session.
- If a child continues to bite, carry out observations to try to distinguish a cause, e.g. tiredness or frustration.
- Arrange for a meeting with the child's parents to develop strategies to prevent the biting behaviour. Parents will be reassured that it is part of a child's development and not made to feel that it is their fault.
- In the event of a bite breaking the skin and to reduce the risk of infection from bacteria, give prompt treatment to both the child who has bitten and the child who has been bitten.

If a child or member of staff sustains a bite wound where the skin has been severely broken, arrange for urgent medical attention after initial first aid has been carried out.

In cases where a child may repeatedly bite and/or if they have a particular special educational need or disability that lends itself to increased biting, for example, in some cases of autism where a child doesn't have the communication skills, the nursery manager will carry out a risk assessment and may recommend immunisation with hepatitis B vaccine for all staff and children.