



LEIGH ST PETER'S CE PRIMARY SCHOOL

Together with God we challenge minds, recognise talents and build dreams

GOVERNORS' STATEMENT OF BEHAVIOUR PRINCIPLES:

This Statement has been drawn up in accordance with the Education and Inspections Act 2006, and DfE guidance (The school behaviour policy: the role of the governing body). The purpose of this statement is to provide guidance for the Headteacher in drawing up the Behaviour and Discipline Policy at Leigh St Peter's CE School so that it reflects the shared aspirations and beliefs of governors, staff and parents for the children in the school, as well as taking full account of law and guidance on behaviour matters. It is intended to help all school staff to be aware of and understand the extent of their powers in respect of discipline and sanctions and how to use them. Staff should be confident that they have the Governor's support when following this guidance.

This is a statement of principles, not practice: it is the responsibility of the Headteacher to draw up the Behaviour and Discipline Policy at Layer School, though she must take account of these principles when formulating this. The Headteacher is also asked to take account of the guidance in DfE publication Behaviour and Discipline in Schools: a guide for Headteachers and school staff (January 2016). The Behaviour and Discipline Policy must be publicised, in writing, to staff, parents/carers and children each year. It must also appear on the school's website.

- Every child has the right to learn but no child has the right to disrupt the learning of others
- Everyone has a right to be listened to, to be valued, to feel and be safe. Everyone must be protected from disruption or abuse
- St Peter's school is an inclusive school; all members of the school community should be free from discrimination, harassment, victimisation and any other conduct that is prohibited by or under the Equality Act 2010
- It is expected that all adults – staff, volunteers and governors – will set excellent examples to the children at all times
- We seek to give every child a sense of personal responsibility for his/her own actions
- The following school's Behaviour and Discipline Policy will ensure that there are measures to encourage good behaviour, self-discipline and respect, and prevent all forms of bullying amongst pupils; it also provides guidance on use of reasonable force
- Where there are significant concerns over a pupil's behaviour, the school will work with parents to strive for common strategies between home and school
- The school will seek advice and support from appropriate outside agencies where concerns arise over a child's behaviour
- The school's Behaviour and Discipline Policy will clearly reflect the school's approach to exclusions
- The school's Behaviour and Discipline Policy will set out the disciplinary action that will be taken against pupils who are found to have made malicious accusations against school staff
- The school will fulfil its' legal duties under the Equality Act 2010 in respect of safeguarding, children with special educational needs and all vulnerable children
- The school will keep abreast of current issues and initiatives with regard to Health and Safety at Work Act 1974 and related regulations

BEHAVIOUR POLICY

Date of Policy: Spring Term 2016
Review Date: Spring Term 2018
Member of staff responsible: Senior Leadership Team and Governing Body

WHAT THE LAW SAYS:

The head teacher must set out measures in the behaviour policy which aim to:

- Promote good behaviour and respect
- Prevent bullying
- Ensure pupils complete assigned work
- Regulate the conduct of pupils

1. AIMS & PRINCIPLES OF BEHAVIOUR AND DISCIPLINE POLICY:

- To ensure that each child works towards their full potential and promote their self-esteem.
- To encourage pupils to develop a standard of behaviour acceptable to peers and society in the widest sense, develop respect and tolerance of others.
- To create a happy, secure and stimulating environment through the work of staff, parents and Governors, where both children and adults feel valued.
- To help children develop lively enquiring minds, the ability to question and discuss rationally and to apply their initiative.
- To help children acquire skills, concepts and knowledge relevant to future life including resilience and perseverance.
- To develop and foster pride in the environment, work, behaviour and appreciation of human achievement.
- To promote excellence through achievement, progress and effort.
- To develop a respect for Christian and moral values and those of other faiths.
- To make a positive contribution to the life of the local community and the environment in which we live.
- To achieve these aims, we work hard to promote a relaxed, friendly and purposeful atmosphere, in which people are always welcome and where trust and respect play an important part.
- To respect the equal human rights of all our children, staff and other members of the school community and to educate children about equality.
- To help children to learn how to learn and to encourage them to become life long learners through all learning styles.

The principles are not primarily concerned with rule enforcement but rather a means of promoting good relationships, so that people can work together with the common purpose of helping everyone to achieve.

The policy is designed to promote good behaviour whilst developing an ethos of kindness and co-operation, rather than merely deter anti-social behaviour.

2. RIGHTS AND RESPONSIBILITIES:

The rights and responsibilities of all members of the school community in ensuring an orderly climate for learning.

- School
 - Pupils
 - Parents/carers
- (See appendix A)

3. ETHOS:

3.i HOME SCHOOL AGREEMENT:

Parents are asked to sign a Home School Agreement when the child joins the school. By signing the home school agreement parents will be indicating their agreement with the school behaviour policy. At the beginning of each school year a copy of the Home School Agreement will be sent home to remind parents of their commitment. From Year 4 upwards the Home School Agreement is written in the homework diary. Children and parents will be expected to sign this copy yearly.

3.ii All Staff

- Promote a calm classroom
- Teach in tidiness, encourage tidiness
- Keep displays fresh and attractive
- Keep desks, shelves and cupboards tidy
- Encourage a litter free buildings and site
- Deal firmly and consistently with children that are not following the school rules – to ignore is to condone
- Remove/repair all damage but if you cannot – tell the caretaker/SBM

3.iii Useful information

- Avoid confrontation
- Listen
- Establish facts before action
- Use sanctions sparingly
- Avoid:
 - Humiliation/negativity
 - Shouting
 - Over-reacting
 - Blanket punishments
 - Sarcasm
- Keep calm at all times and be consistent
- Other staff **should not join in** to express their feelings or comment on the situation when the situation **has been dealt with.**

Rewards and sanctions will apply right across school. This is important because it means that children can be expected to behave in the same way in each classroom and as they move around the building too.

4. CLASSROOM EXPECTATIONS

Classrooms are places of work. School behaviour rules and the expectations of the class teacher or PPA/intervention teacher are discussed at the start of each term or when working with the group for the first time. This will allow everyone to work successfully, safely and enjoyably. The rules are displayed in the classroom with examples/images of good behaviour. Good behaviour is taught explicitly, rewarded and used as good examples for other children. Poor behaviour is dealt with calmly and quietly. If a child misbehaves in a learning group or in the classroom it is the responsibility of the member of staff with the child to ensure sanctions are put into place. If the child is working within a group and they don't respond to stage 1 or 2 then they are sent back to the classroom and the class teacher continues to support the child to make the right choices.

5. RULES:

- Be a good role model
- Respect others and their property
- Follow instructions first time
- Always try your best
- Be prepared for learning
- Be special

Corridor Rules

- Children walk around school in single file
- Whilst walking there should be no talking
- Children who run are made to stop, think and correct their behaviour

Rushing causes pushing which causes accidents and upset

6. REWARDS :

There is overwhelming evidence that the praise of good behaviour is about ten times as effective as the punishment of bad behaviour. Our emphasis is always on the recognition of positive achievements. The following list is not exhaustive, staff use their creativity to constantly change and offer rewards that are meaningful.

- Class Dojo's linked specifically to the rules (see appendix B)
- Praise - be specific, name the child, name the 'behaviour'.
- Stickers - on work, on themselves, on a card.
- Weekly certificates and prizes presented in class
- Presentations of certificates, prizes and outside achievements during monthly celebration assembly.
- Being sent to other classes/HT to show good work.
- Postcards or phone calls home.
- Chosen One - to help the teacher, first to leave the room, given a job.
- Free time (allowed to choose activity, extra computer time).
- Star pupil /special chair
- Goody from a prize box
- Shine Time

7. SANCTIONS:

School uses a number of sanctions to enforce school rules and to ensure a safe and positive learning environment. We use each sanction appropriately to each individual situation. We apply the same sanctions with the children from Y1 to Y6 (with some adaptations for Nursery and Reception) when a child breaks a school rule.

7.i Stages

- 1 First warning – remind the child about the school rule.
- 2 Second warning – remind the child of what happens next if the behaviour continues.
- 3 Cool down time – e.g. losing some of playtime, walk round the playground with an adult, time out in class.
- 4 Be sent to the department leader or the learning mentor. They will determine the sanction.
- 5 If behaviour continues to be a concern the child will be sent to a senior leader. They will determine the sanction and the child will be warned that parents will be informed if the behaviour continues.

- 6 If behaviour continues to be a concern school will contact parents to discuss ways to resolve concerns. Parents will be invited to a meeting and asked to support the use of a Home/School Behaviour Book, with behaviour/work closely monitored by school and home. A review date will be set at this meeting.
- 7 If behaviour/quality of work does not improve following stage 6 an Individual Behaviour Plan (IBP) will be put into place that is sent home every day for parents to sign. At this time external agencies may be involved. Parents will be informed that if there is no improvement the situation will move to Stage 8.
- 8 If a child is at risk of exclusion a Pastoral Support Plan will be put into place (see exclusion policy) at this stage Governors are involved. A positive behaviour plan will be written and shared with all staff working with that child.

For serious misbehaviour children will be dealt with at a higher level on the sanctions list rather than starting at the beginning e.g. if a child were to hit out at another child they would be sent straight away to a school leader (department leader, senior leader or pastoral manager) and parents would be informed. Where a child racially abuses another child, is violent towards staff or completely refuses to comply with instructions the child will be sent to a Senior Leader who would speak to the child's parents.

7.ii TIME OUT:

- School has adopted a policy which allows disruptive pupils to be placed in a room or area away from other pupils for a limited period; this may be during lessons, playtime or lunchtime.
- As with other disciplinary sanctions, school will act lawfully, reasonably and proportionately in all cases. Any separate room or area will only be used when it is in the best interests of the child and other pupils.
- Any use of restriction which prevents a child from leaving a room of their own free will, will only be used in exceptional circumstances, and if it reduces the risk presented by the child to themselves and others.
- We will also ensure the health and safety of pupils and staff, and any requirements in relation to safeguarding and pupil / staff welfare.
- It is expected that the pupil will not be left alone but a member of staff will remain either within the room/area or just outside having sight of the pupil at all times.
- The senior leader involved will decide how long a pupil should be kept in a separate place, and for the staff member in charge to determine what pupils may and may not do during the time they are there. We will ensure that a pupil is withdrawn no longer than is necessary and that their time spent there is used as constructively as possible.
- We will allow pupils time to eat or use the toilet.
- We will ensure the health and safety of pupils and staff, and any requirements in relation to safeguarding and pupil / staff welfare.
- A record should be kept, monitored and evaluated of the pupils accessing this facility and the time spent away from their group, to show progression by the individual and that correct use is being made of the room.

7iii SEARCHING PUPILS AND THEIR POSSESSIONS:

- School staff can search pupils for any item which is banned by the school rules, these include phones, personal electronic devices, alcohol, drugs, cigarettes, knives, or any other offensive weapon.
- The new legal power to search pupils [including bags and lockers] without consent, not only for weapons but also for alcohol, controlled drugs and stolen property came into force September 2010.

- New guidelines July '11 extends this to include: cigarettes and other tobacco products, pornography, fireworks and specified personal electronic devices [mobile phones and iPods etc], any item which may be used to commit an offence and for items banned under school rules.

Confiscation, Retention and Disposal

- There is now a specific legal defence for confiscating inappropriate items, keeping hold of the item and disposing of, provided the actions taken are reasonable. Items confiscated from a child will be kept safe either by the class teacher or senior leader. Depending on the item in question it will either be given back to the child at the end of the day or parent/carers will be asked to pick it up from school.

What the law says:

- The head teacher can authorise a search of pupils' outer clothing or their possessions [including bags and lockers] without their consent if there is reasonable grounds for doing so. Reasonable force may be used to execute the search. Normally this would be undertaken by security staff. Teachers cannot be required to undertake such searches. Teachers can instruct pupils to turn out their pockets, bag, locker and punish them if they refuse to do so. A pupil's possessions can only be searched in the presence of the pupil and another member of staff.

7iv.DRUG AND ALCOHOL ABUSE

It is the policy of this school that no child should bring any drug, legal or illegal, to school. If a child will need medication during the school day the parent or guardian should notify the school and a Health Care plan will be written with the support of a health professional (see Medicines in School Policy)

The school will take very seriously the misuse of any substance such as glue, other solvents or alcohol. The parents or guardians of any child involved will always be notified. Any child who deliberately brings any substance into school for the purpose of misuse will be punished by a fixed-term exclusion. If the offence is repeated, the child will be permanently excluded, and the police and social services will be informed.

If any child is found to be suffering from the effects of alcohol or any other substance, arrangements will be made for that child to be taken home. It is forbidden for anyone, adult or child, to bring onto the school premises any illegal drugs. Any child who is found to have brought to school any type of illegal substance will be punished by a fixed-term exclusion. The child will be re-admitted to the school following the fixed term. A parent or guardian of the child will also need to visit the school and discuss the seriousness of the incident with the head teacher.

If the offence is repeated the child will be permanently excluded.

If a child is found to have deliberately brought illegal substances into school, and is found to be distributing these to other pupils for money, the child will be permanently excluded from the school, Wigan CYPS, the police and social services will also be informed.

8. DINING ROOM

- Children are allowed to choose their own seat – lunchtime is a social time when friends are encouraged to chat and develop good manners.
- Children who misbehave in the dining room will be made to sit away from their peers.
- Inside voices are always expected in the hall.

- Children should not be allowed to stack chairs, wipe tables or move tables except under the direction of the Headteacher.

9. LUNCHTIME SUPERVISION OUTSIDE (see appendix E)

Expectations for lunchtime behaviour are also high. Different positive and proactive strategies will be used to support the children to manage their unstructured time well.

10. SCHOOL'S POWER TO DISCIPLINE BEYOND THE SCHOOL GATE.

(School's expectations for positive behaviour off school site including use of media.)

At St Peter's CE Primary School we strive to develop our children into responsible citizens. Furthermore, it is important to protect the reputation of the school and as such we expect the same high expectations for behaviour beyond the school gate. All non-criminal bad behaviour and bullying which occurs anywhere off the school premises and which is witnessed by a staff member or reported to the school will be dealt with using the same sanctions as if the behaviour had occurred in school.

School may discipline a pupil for any misbehaviour when the child is:

- taking part in any school-organised or school-related activity
- travelling to or from school
- wearing school uniform
- in some other way identifiable as a pupil at the school.

Or misbehaviour at any time, whether or not the conditions above apply, that:

- could have repercussions for the orderly running of the school
- poses a threat to another pupil or member of the public
- could adversely affect the reputation of the school.

11. PRO-ACTIVE BEHAVIOUR MANAGEMENT

- IBP's that include smart targets
- Learning Mentor/Pastoral Support
- Lunchtime Activity Clubs (Targeted Pupils)
- Referrals/support from TESS
- SEAL curriculum throughout school
- School Council
- Monthly achievements assemblies
- Weekly class rewards
- Collective worship themes
- Circle time
- Positive learning behaviour addressed throughout all areas of curriculum
- Play Leaders

12. END OF THE DAY PROCEDURE

At the end of the school day behaviour expectations remain the same – children are reminded to use indoor voices whilst getting their coats/bags ready to take home and wherever possible are supervised by a teaching assistant whilst they are in the corridors. For safeguarding reasons Y1-Y5 children are escorted out to meet parents in an orderly manner e.g. they are not allowed to run ahead.

13. EXCLUSION

Exclusion of a child would only be considered as a last resort after other strategies have failed, or that by allowing a child to remain in school would be seriously detrimental to the

education or welfare of the pupil, or to that of others at the school. There are two types of exclusion fixed term which is a temporary exclusion and permanent exclusion.

Only the Headteacher (or the acting Headteacher) has the power to exclude a child from school. The Headteacher may exclude a child for one or more fixed period for up to 45 days in any one school year. In extreme and exceptional circumstances the Headteacher may exclude a child permanently. It is also possible for the Headteacher to convert a fixed-term exclusion into a permanent exclusion, if circumstances warrant this.

If the Headteacher excludes a child, they must Inform Parents/Carers immediately giving them the reasons for the exclusion. At this time the Headteacher will make it clear to the Parents/Carers that they can, if they wish, appeal against the decision to the governing body. The school will inform the Parents/Carers how to make any such appeal.

The head teacher informs the LA and the governing body about any permanent exclusion, about any fixed-term exclusions beyond five days [10 lunchtimes] in any one term and should the exclusion mean the pupil will miss a public examination.

The governing body has a discipline committee which is made up of between three and five members. This committee considers any exclusion appeals on behalf of the governors.

When an appeals panel meets to consider an exclusion, the circumstances in which the child was excluded and any representation by parents and the LA is considered.

14. RESTRAINT – USE OF FORCE

Use of Reasonable Force to control or restrain pupils

- All members of staff are aware of the regulations regarding the use of positive handling and physical intervention, as set out in the school discipline chapter of Education and Inspection Act 2006 and the Revised Guidance on the education of children and young people with behavioural, emotional and social difficulties (2008). Staff will be updated of any changes made by the government relating to the Use of Reasonable Force. The guidance is due to be renewed in May 2015.
- Staff will only physically intervene to reasonably control or restrain children to prevent injury to a child/children, or if a child is in danger of hurting him/herself or others, or of causing damage to the property of any person including their own, or from causing disorder. You may wish to include examples such as, teachers will physically separate pupils found fighting or that if a pupil refuses to leave a room when instructed to do so they may be physically removed. The level of Physical interventions/restraint will always reflect the level of behaviour they are intended to prevent i.e. always proportionate to circumstances.
- The actions of staff will always be in the best interest of the child and are in line with government guidelines on the Use of Reasonable Force. Under no circumstances will physical force or restraint be used as a form of punishment.

15. DEALING WITH ALLEGATIONS OF ABUSE AGAINST TEACHERS AND OTHER STAFF:

Key points

- Whilst all allegations of abuse **must** be taken seriously, the quick resolution of that allegation will be a clear priority to the benefit of all concerned (see child protection and safeguarding policy).

16. WORKING WITH OUTSIDE AGENCIES:

It is always the school's intention to ensure that all children receive the best support that can be provided. There may be times where expert options may be needed to support a child to improve their social, emotional and behaviour skills.

Examples of agencies the school uses are:

- TESS (Targeted Educational Support Service) Behaviour team
- Local Children's Centres
- CAMHs (Child and Adolescent Mental Health Services)
- Gateway
- Speech and Language referral
- Counsellors

17. TRAINING AND RESOURCES:

The school will manage behaviour support, resources and training for all staff including lunchtime supervision staff. This will be through in-house training, staff meetings and support from outside agencies. This is to ensure that all staff, including new staff, are kept up to date with current and relevant school policies and that strategies used are consistent with school policies.

This policy also links to our policies on:

Learning and Teaching,
Anti-bullying,
E-safety
Attendance,
SEND

And takes account of race, religion, culture, SEN, disability and other vulnerable pupils (see appendix D) See Equality Act 2010

The Policy has been written in conjunction with staff and The Council behaviour support Team. It has been made available on the school blog for parents to read and comment on.

The school community is involved in the development of this policy. All members of the school staff have been consulted as this is a legal requirement. Copies of this policy are available for all parents and pupils to look at whenever they so wish. They are always consulted when reviewing this through parental/pupil questionnaires.

The Headteacher and the other school leaders will monitor the effectiveness of this policy regularly and if necessary make recommendations for further improvements.

Monitoring and Review

The head teacher monitors the effectiveness of this policy on a regular basis. She also reports to the governing body on the effectiveness of the policy and, if necessary, makes recommendations for further improvements.

The governing body reviews this policy every two years. The governors may, however, review the policy earlier than this if the government introduces new regulations, or if the governing body receives recommendations on how the policy might be improved.

Signed: _____ Head teacher Date: _____

Signed: _____ Chair of Governors Date: _____

Appendix A

Rights and responsibilities of schools, pupils and parents in ensuring an orderly climate for learning [See National Strategies guidance]

For ease of reference, the set of expectations is set down below in the form of a summary chart with the “rights” and “responsibilities” of schools, pupils and parents/carers in two columns. It should be emphasised that these are moral, rather than legal, rights and responsibilities (though a number of them link to particular aspects of the law) and also that they are only intended as illustrative examples and not as a prescriptive list. Schools will determine their own values and expectations of behaviour in the light of their individual characteristics, community and any local school partnership arrangements.

“Rights” and “responsibilities” are often two sides of the same coin. For example, while a school has the right to enforce its own behaviour policy, this could also be regarded as a responsibility. The chart below is thus only an approximate mapping.

SCHOOLS	
Rights	Responsibilities
<ul style="list-style-type: none"> • To make clear the school’s statutory power to discipline pupils and that pupils and parents will need to respect this. • To enforce their school behaviour policy – including rules and disciplinary measures. <ul style="list-style-type: none"> • To expect pupils and parents’ cooperation in maintaining an orderly climate for learning. • To expect pupils to respect the rights of other pupils and adults in the school. • Not to tolerate violence, threatening behaviour or abuse by pupils or parents. If a parent does not conduct himself/herself properly, a school may ban them from the school premises and, if the parent continues to cause nuisance or disturbance, they may be liable to prosecution. • To take firm action against pupils who harass or denigrate teachers or other school staff, on or off premises – engaging external support services, including the police, as appropriate. • To ask parents to sign a Home School Agreement when their child joins the school 	<ul style="list-style-type: none"> • To ensure the whole school community is consulted about the principles of the school behaviour policy. • To establish and communicate clearly measures to ensure good order, respect and discipline. • To cooperate and agree appropriate protocols with other schools in the local school partnership for behaviour and persistent absence. • To ensure the school behaviour policy does not discriminate against any pupil on e.g. grounds of race, gender, disability or sexual orientation and that it promotes good relations between different communities. • To ensure teachers’ roles in school discipline matters are consistent with the National Agreement Raising Standards and Tackling Workload and workforce remodelling agenda, so that there is due recognition of the enhanced roles of support staff and not all responsibilities are focused on teachers. • To ensure staff are clear about the extent of their disciplinary authority and receive necessary professional development on behaviour strategies. • To support, praise and as appropriate reward pupils’ good behaviour. • To apply sanctions fairly, consistently, proportionately and reasonably – taking account of SEN, disability and the needs of vulnerable children and offering support as appropriate. • To make alternative provision from day 6 for fixed period excluded pupils, and where appropriate to arrange reintegration interviews for parents at the end of a fixed period exclusion. • To take all reasonable measures to protect the safety and well-being of staff and pupils, including preventing all forms of bullying and dealing effectively with reports and complaints about bullying. • To ensure staff model good behaviour and never denigrate pupils or colleagues. • To promote positive behaviour through active development of pupils’ social, emotional and behavioural skills. • To keep parents informed of their child’s behaviour – good as well as bad, use appropriate methods of engaging them and, where necessary, support them in meeting their parental responsibilities. • To work with other agencies to promote community cohesion and safety.

PUPILS	
Rights	Responsibilities
<ul style="list-style-type: none"> • To contribute to the development of the school behaviour policy, with every pupil involved in the consultation process. • To be taught in environments that are safe, conducive to learning and free from disruption. • To expect appropriate action from the school to tackle any incidents of violence, threatening behaviour, abuse, discrimination or harassment. • To appeal to the head teacher /governors, and beyond that to the Secretary of State, if they believe the school has exercised its disciplinary authority unreasonably. 	<ul style="list-style-type: none"> • To follow reasonable instructions by school staff, obey school rules and accept sanctions in an appropriate way. • To act as positive ambassadors for the school when off school premises. • Not to bring inappropriate or unlawful items to school. • To show respect to school staff, fellow pupils, school property and the school environment. • Never to denigrate, harm or bully other pupils or staff. • To cooperate with and abide by any arrangements put in place to support their behaviour such as Pastoral Support Programmes or Parenting Contracts.

PARENTS/CARERS	
Rights	Responsibilities
<ul style="list-style-type: none"> • To contribute to the development of the school behaviour policy. • To be kept informed about their child's progress, including issues relating to their behaviour. • To expect their children to be safe, secure and respected in school. • To have any complaint they make about their child being bullied taken seriously by the school and investigated / resolved as necessary. • To appeal to the head teacher / governors, and beyond that to the Secretary of State, if they believe the school has exercised its disciplinary authority unreasonably. • To appeal against a decision to exclude their child, first to the governing body of the school and then – in cases of permanent exclusion – to an independent appeal panel. 	<ul style="list-style-type: none"> • To respect the school's behaviour policy and the disciplinary authority of school staff. • To help ensure that their child follows reasonable instructions by school staff and adheres to school rules. • To send their child to school each day punctually, suitably clothed, fed, rested, and equipped and ready to learn. • To ensure school staff are aware of any SEN-related or other personal factors which may result in their child displaying behaviours outside the norm. • To be prepared to work with the school to support their child's positive behaviour. • To attend meetings with the head teacher or other school staff, if requested, to discuss their child's behaviour. • To adhere to the terms of any Parenting Contract or Order relating to their child's behaviour. • If their child is excluded from the school, to ensure the child is not found in a public place during school hours in the first five days of exclusion and, if invited, to attend a reintegration interview with the school at the end of a fixed period exclusion. • To sign and adhere to the terms set out in the Home School Agreement

Behaviour Policy Appendix B:

Rules and Consequences:

These rules (see below) were written by staff and discussed with children. They were developed as a whole school approach to ensure consistency across all areas of the school including classrooms, playtimes, with other staff in school and during club etc.

As part of the reward system within the classrooms the children can earn Dojo points. Below is a list showing what staff have decided to use as rewards for children that follow the school rules.

Rewards and Prizes

Children can earn dojo points throughout the school day for good work, kind acts, manners etc

The child with the most dojos at the end of the school day will receive a sticker saying 'Most Dojos of the Day', these are carried forward to the next day until the end of the week.

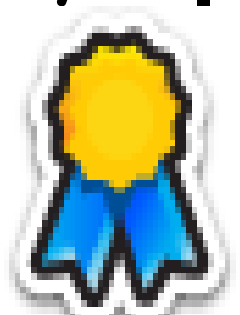
The child with the most dojos at the end of the week will then receive a sticker saying 'Most Dojos of the Week' and will also be allowed to choose a small prize from the prize box.

The achieved dojos are added up each week until the child reaches 500 dojos when they will be awarded a BRONZE badge, when they reach 1000 they will receive a SILVER badge and reaching 1500 earns then a GOLD badge.

THE BIG 6



1. Show respect to everyone in school
2. Use words that compliment, help and support others.
3. Settle differences peacefully and together.
4. Take care of the school, your belongings, the belongings of others and each other.
5. Always be where you are supposed to be
6. Always try to do better than you did yesterday.



REWARDS



I have done
something special



I am in school and
on time



I respect others and
property



I am quick to follow
instructions



I am ready to learn
and try my best



I follow God's way

CONSEQUENCES



1. Verbal warning:

You will be reminded about your behaviour and the rule you need to follow.



2. Reminder - Name on board:

You will be reminded that if you need to be told again you will need cool down time.



3. Cool down time:

Your teacher in charge will decide if you are to ...

- be sent to buddy class for cool down time (work to be sent)
- miss the next playtime or part of the next playtime.

You will then return to class for a fresh start. You will be expected to remember the rules and follow them well.

4. Sent to Learning Mentor:

You will be asked to reflect on your behaviour and the impact that it has had on others around you. They will remind you of the choices you need to make in school. They will decide on the appropriate consequences and in addition you will be expected to complete the work that has been missed back in class.



You will be reminded that if this behaviour continues then there will be a phone call home.

5. Sent to Senior Leadership Team and phone call home.

We will speak to your grown ups and explain how your behaviour is affecting those around you and your learning. We talk about how we can help you make the right choices and then put actions in place to do that. We will speak to you about what we have discussed and how you can help yourself to improve.



Taking account of race, religion and culture

Key Points

- **Schools must avoid discriminating against particular racial groups in the application of their behaviour policies.**
- **Schools must monitor and assess the impact of their behaviour policy on pupils, staff and parents of different racial groups.**
- **Schools should ensure staff are well informed about cultural differences in behaviour and their implications.**
- **Schools should support newly arrived pupils in understanding and following the behaviour policy.**
- **Schools should take appropriate account of cultural and/or religious needs when developing or reviewing rules related to school uniform and appearance.**

Taking account of SEN, disability and the circumstances of other vulnerable pupils

Key Points

- **Schools must make reasonable adjustments in the application of their behaviour policy to disabled pupils.**
- **Schools must make special educational provision for pupils whose behaviour-related learning difficulties call for it to be made.**
- **Schools should be alert to the potentially disproportionate impact of the school's disciplinary framework on vulnerable pupils.**
- **Schools should identify at-risk pupils in advance.**
- **Schools should plan proactively how the school's disciplinary framework should be applied for each of these pupils.**
- **Schools should ensure that all those in contact with the pupil know what has been agreed.**
- **Schools should make sure that every vulnerable pupil has a key person in school who knows them well, has good links with the home, and can act as a reference point for staff when they are unsure about how to apply the disciplinary framework.**
- **Schools should ensure that all staff are aware of appropriate referral procedures.**

What the law says

3.9.12 Disabled pupils are those who have a physical or mental impairment which has a substantial and long-term adverse effect on their ability to carry out normal day-to-day activities. This broad definition encompasses an estimated 7% of the child population and includes hidden disabilities such as dyslexia, autism and speech and language impairments; sensory and physical impairments; and medical conditions such as diabetes, epilepsy or disfigurement. Some pupils with more complex behavioural, emotional or social difficulties (BESD) may also fall under the definition of disabled. The definition of disability includes conduct disorders such as oppositional defiance disorder (ODD); hyperkinetic disorders such as attention deficit disorder or attention deficit hyperactivity disorder (ADD/ADHD); and syndromes such as Tourette's and other mental health disorders. Such disorders do not have to have been officially diagnosed in order for a pupil to be classified as disabled: the impairment simply needs to exist.

Appendix E:

LUNCHTIME SUPERVISION OUTSIDE

As a school we cannot condone any aggressive behaviour at all. This system will run over each ½ term. **All children will have a clean slate at the start of each term**

Lunchtime Behaviour Log Books

All staff who carry out lunchtime duties will have a lunchtime behaviour log book. This is where staff will document any incidents which they feel are unacceptable. This information will be collated at the end of each ½ term and a report provided to the Headteacher. This will allow SLT to analyse types of behaviours and review appropriately.

Yellow Card Warning

Low level behaviour (falling out, not following instructions, name calling, disrespect of adults and other children.) A yellow card should be issued as a warning to the child that this behaviour is not acceptable and the next step will be a red card.

Red Card Behaviour

Serious behaviour (including fighting, hitting, kicking or spitting at another child openly swearing and persistent refusal to follow an adults instruction.) When a red card is issued the child will be asked to leave the playground and walk alongside a member of staff to the **Time To Think Group – they will not return onto the playground on that day and will also miss the following days playtime. (if this is a Friday this will be on Monday)** Please note that children who retaliate would also be issued with a red card.

1st Red Card

When a **RED** card is issued parents/carers will be informed in writing via **Behaviour Letter 1** and will be asked to sign a slip to confirm they have read the contents of the letter. A duplicate copy needs to be passed to a member of the Pastoral Team to be kept in the **Lunchtime Behaviour File**.

2nd Red card

If a 2nd red card is issued during the same ½ term behaviour letter 2 is sent home informing parents/carers that a lunchtime behaviour report is to be started. (Like a home school diary encouraging good behaviour at lunchtime – signed daily by a member of SLT and Parents/carers)

3rd red card

If a 3rd red card is issued parents/carers will be required to meet with a member of the SLT and a lunchtime exclusion may follow if a PSP is in place.

All children will have a clean slate at the start of each half term