



Midsomer Norton Schools Partnership

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Review: Term 1 annually
LST: AWI

BEHAVIOUR POLICY

COVID-19 During the pandemic the school specific behaviour policy should be read in conjunction with the schools published risk assessment and any internal addenda made to the expectations for students.

COVID 19- September full school opening

Temporary adjustment to behaviour policies

Schools are due to open fully from September, but must adjust how they operate to ensure the safest possible environment for children and staff. Normal routines relating to behaviour management will not always be possible, although the broad principles expected in each Trust school should not be significantly different from the published individual school policy.

We expect some children to be anxious and want to welcome all pupils back to school in a positive manner, given the disruption and issues faced by children and students since March. The overriding emphasis in all schools will be on reward and positivity as is currently the case. However, we know that sometimes children make mistakes and some can exhibit unwanted behaviour. This is more serious than ever, given the need to control the spread of Covid-19 and keep people safe.

Children will be expected to follow instruction first time and not question the direction of adults when requested to behave in a compliant and reasonable manner.

Key significant changes to behaviour policies across MNSP Trust schools:

- 1) Schools will not use any methods for behaviour management that might compromise the integrity of a fixed bubble of children. For example, moving children from one classroom to another for a 'cooling off' period.
- 2) Schools will not use mixed age-group detentions, as this too could cause bubbles to be compromised.
- 3) Timeout or exit rooms will not be used and will be replaced by 'parking' children in offices of senior staff, or other areas away from the general school population. This is for the safety of the child and others in the school. 'Parking' may be used to keep children out of circulation for a lesson(s), or whilst we arrange for parents/carers to collect children.
- 4) Inclusion facilities will not be able to manage mixed age-groups and so will timetable pupils by year group for support.
- 5) It may not be as easy as it has been to telephone parents/carers as phones in offices are often shared. Therefore, much of our communication will be via email.

We will:

- 1) Have some form of detention and catch-up for missed work or poor behaviour. This will be completed in established bubbles

- 2) Sometimes have to miss out stages in the published behaviour policy, because we cannot maintain bubbles or keep children and staff safe.
- 3) Use exclusion from school more frequently if other methods for maintaining behaviour are not having an immediate impact.
- 4) Consider permanent exclusion from school for serious health and safety breaches relating to the Covid-19 pandemic, where the safety of other children or staff is compromised deliberately or persistently.
- 5) Use external providers to support improved behaviour more frequently so that we can de-escalate issues and therefore prevent permanent exclusion e.g. mentoring, play therapy etc.
- 6) Have staff supporting children to understand the new rules that they must adhere to keep safe.
- 7) Understand that children sometimes get things wrong.

Please remember that the management and safety of a school site day-to-day, is the responsibility of the Headteacher. He or she has full authority to act in the best interests of all children and staff.

Behaviour policies in this document are specific to all schools in the Midsomer Norton Schools Partnership (MNSP).

Please note that Teachers have a statutory power to discipline students for misbehaving outside of the school premises. Section 89(5) of the Education and Inspections Act 2006 gives the Headteacher a specific statutory power to regulate students' behaviour in these circumstances "to such extent as is reasonable." In response to all non-criminal poor behaviour and bullying which occurs anywhere off the School premises and which is witnessed by a member of staff or reported to the School, the School will sanction the behaviour accordingly. This includes any misbehaviour when the student is:

- taking part in any school-organised or school-related activity;
- travelling to or from school;
- wearing the school uniform;
- in some other way identifiable as a student of the school;
- misbehaviour at any time, whether or not the conditions above apply, that:
 - a) could have repercussions for the orderly running of the school;
 - b) poses a threat to another student or member of the public;
 - c) could adversely affect the reputation of the school. In response to criminal behaviour the School will report this to the police or if it is brought to the School's attention by the police fully cooperate with them.

[Beechen Cliff Secondary School](#)

[Shoscombe Church School](#)

[Clutton Primary School](#)

[Somervale Secondary School](#)

[Critchill School](#)

[St Dunstan's Secondary School](#)

[Dundry C of E Primary School](#)

[St John's C of E Primary School](#)

[Farrington Gurney Primary School](#)

[St Julian's Church School](#)

[Hemington Primary School](#)

[St Mark's Secondary School](#)

[High Littleton C of E Primary School](#)

[St Mary's Primary School](#)

[Leigh-on-Mendip First School](#)

[Trinity Church School](#)

[Longvernal Primary School](#)

[Welton Primary School](#)

[Midsomer Norton Primary School](#)

[Westfield Primary School](#)

[Norton Hill Secondary School](#)

[Writhlington Secondary School and Mendip Studio School](#)

[Peasedown St John Primary School](#)

Please also refer to Anti-Bullying Policy, Exclusion Policy and Drugs in School Policy for further clarification.

Please note that the DFE Use of Reasonable Force advice is attached as [Appendix 1](#)



Beechen Cliff Secondary School- Behaviour Policy

(This policy should be read in conjunction with the MNSP exclusions policy.)

Introduction -

The Governing Body believes that in order to enable effective teaching and learning to take place good behaviour in all aspects of school life is necessary.

1. The vision of the School is to provide an exceptional education for all pupils in order to prepare them effectively for adulthood and to achieve the highest standards in all areas of school life.

The School promotes a forward-looking curriculum which is built on a foundation of traditional standards and values. The School seeks to develop confidence and enable young people to thrive in a rapidly changing world. At the same time there are values that do not change, for example, the need for self-discipline, good manners, respect for others and their property, and the need for courtesy towards everyone. We insist on the wearing of the full School uniform and Sixth Form dress code which creates, from the outset, an academic and business-like atmosphere. We aim to promote a scholarly atmosphere in which pupils naturally wish to work hard and achieve high standards.

We set high standards for all pupils, irrespective of ability, and we expect them to improve in all respects as they progress through the School. All pupils, of whatever age and ability, are equally valued.

We also promote a civilized and caring environment, a sense of personal pride and loyalty to the School. We reject all forms of negative peer pressure and all forms of bullying. We ensure that all pupils can find success and fulfilment in activities within and outside the classroom.

We promote decency, mutual respect, tolerance and integrity. We expect all members of the School community to behave towards others as they would wish others to behave towards them.

Our Behaviour Policy is based on three related principles:-

- I. All members of the School community have the right to be treated with respect and to work in a clean, calm and safe environment.
- II. All pupils, students and teachers should be punctual and well prepared for their work so that everyone is able to make the most of their time at school.
- III. We all have a wider responsibility towards the community in which we live and work.

2. We therefore seek to create a caring, learning environment in the School by:-

- promoting good behaviour and discipline;
- promoting self-esteem, self-discipline, proper regard for authority and positive relationships based on mutual respect;
- ensuring fairness of treatment for all;
- encouraging consistency of response to both positive and negative behaviour;
- promoting early intervention;
- providing a safe environment free from disruption, violence, bullying and any form of harassment;
- encouraging a positive relationship with parents/carers through a shared approach involving them in the implementation of the School's policy and associated procedures.

These principles are explained in more detail below:

2.1 All members of the School community have the right to be treated with respect and to work in a clean, calm and safe environment –

- a. Treat others as you hope they will treat you because everyone (pupils, students and staff) has the equal right to be happy at school.
- b. Respect other people's property and belongings because they are valued by their owner.
- c. Take care of your environment because you have a responsibility to everyone at the School.
- d. Take pride in your uniform or dress code because looking smart helps you to feel positive and contributes to your success.
- e. Always speak politely to others because they deserve it.

- f. Move sensibly and quietly around the School and show consideration for others because pupils, students and teachers should not be disturbed and you will arrive safely at your next lesson.

2.2 All pupils, students and teachers should be punctual and well prepared for their work so that all are able to make the most of their time at school.

- a. Help to create a pleasant working environment because it helps pupils and students to enjoy learning and teachers to teach.
- b. Take responsibility for your actions and never be afraid to apologise.

2.3 We all have a wider responsibility towards the community in which we live and work.

(This includes the area you walk through and the people you meet, on your way to and from school, e.g. Bear Flat, paths and the Avenues).

- a. Behave sensibly out of school because you represent yourself, your family and your School.
- b. Take a pride in your community and care for it, because we are all members of the community.

Roles and Responsibilities -

3. The Local Governing Body has oversight of this policy and will hold the executive leadership to account for ensuring that the policy is developed in consultation with, and communicated to, staff, pupils and parents, and that it promotes good behaviour, is non-discriminatory and that expectations are clear. Governors will support the School in maintaining high standards of behaviour.

4. The Headmaster will be responsible for the implementation and day-to-day management of the policy and procedures. Support for staff faced with challenging behaviour is also an important responsibility of the Headmaster.

5. Staff, including teachers, support staff and volunteers, will be responsible for ensuring that the policy and procedures are followed, and consistently and fairly applied. Mutual support amongst all staff in the implementation of the policy is essential. Staff have a key role in advising the Headmaster on the effectiveness of the policy and procedures. They also have responsibility, with the support of the Headmaster, for creating a high quality learning environment, teaching good behaviour and implementing the agreed policy and procedures consistently.

6. The Local Governing Body, Headmaster and staff will ensure there is no differential application of the policy and procedures on any grounds, particularly ethnic or national origin, culture, religion, gender, disability or sexuality, whilst recognising the needs of the individual. They will also ensure that the concerns of pupils and students are listened to and appropriately addressed.

7. Parents and carers will be expected to take responsibility for the behaviour of their child both inside and outside the School. They will be encouraged to work in partnership with the School to assist the School in maintaining high standards of behaviour and will have the opportunity to raise with the School any issues arising from the operation of the policy.

8. Pupils and students will be expected to take responsibility for their own behaviour and will be made fully aware of the school policy, procedures and expectations. Pupils and students also have the responsibility to ensure that incidents of disruption, violence, bullying and any form of harassment are reported. Pupils and students must not bring the school into disrepute by their actions outside of school.

Procedures–

9. The procedures arising from this policy will be developed by the Headmaster in consultation with the staff. The procedures will make clear to the pupils and students how acceptable standards of behaviour can be achieved and will have a clear rationale which is made explicit to staff, pupils, students and parents. The procedures will be consistently and fairly applied and promote the idea of personal responsibility and that every member of the School has a responsibility towards the whole community.

Rewards–

10. A school ethos of encouragement is central to the promotion of good behaviour. Rewards are one means of achieving this. A list of rewards currently employed by the School is reproduced in Appendix A. Rewards have a motivational role in helping pupils and students to realise that good behaviour is valued, and are clearly defined in the procedures. Integral to the system of rewards is an emphasis on praise, both informal and formal to individuals and groups.

Sanctions–

11. Sanctions are needed to respond to inappropriate behaviour.

12. A range of sanctions are clearly defined in the procedures and their use will be characterised by clarity so that pupils, parents/carers understand why the sanction is being applied and what changes in behaviour are required to avoid future sanctions. A list of sanctions currently employed by the School is reproduced in Appendix B and Exclusions are dealt with by the MNSP Exclusion Policy.

Training–

13. The executive leadership will ensure that appropriate high quality training on all aspects of behaviour management is provided to support the implementation of the policy.

Inter-relationship with other school policies–

14. In order for the behaviour policy to be effective, a clear relationship with other MNSP policies, particularly the Equality Act Statement and Exclusions, special educational needs, anti-bullying and drugs in school has been established.

Involvement of outside agencies –

15. The School works positively with external agencies. It seeks appropriate support from them to ensure that the needs of all pupils and students are met by utilising the range of external support available.

Review –

16. The Headmaster, in consultation with the staff, will undertake systematic monitoring and conduct regular reviews of the behaviour management policy and procedures in order to evaluate them to ensure that the operation is effective fair and consistent. The Headmaster will keep the Governing Body informed.

17. The Local Governing Body will regularly review this policy and associated procedures, to ensure its continuing appropriateness and effectiveness. The review will take place in consultation with the Headmaster, staff, parents/carers and students.

18. The outcome of the review will be communicated to all those involved, as appropriate.

Appendix A: Rewards

Appendix B: Sanctions

APPENDIX A – REWARDS

Rewards – House Level

Inter-house Competitions

- Individual Events, reward for House
- Year long competition for Rewards Week
- House awards at end of each term – based on Core Values
- All subjects involved in Rewards Week
- Core Values commendation letters
- Individual subject reward ‘postcards’
- Lower school ‘Oscars’ event held annually in July to recognise achievement and contribution to House activities.
- Sleuth Positives
- Attendance rewards

APPENDIX B – SANCTIONS

The “Consequences” and “Work Room” system will be used when a student’s behaviour is such that it interferes with the learning of others and the student has not responded to any behaviour correction prompts from the teacher.

Initial low level behaviour in the classroom will be responded to by warning a student of the consequences if their behaviour continues. If this fails to bring about an improvement in behaviour, use of the “Consequence” will be used to deal with disruptions in the classroom. The system is consistent across the school and gives students the opportunity to reflect on their actions and change their behaviour.

| | Consequences | Further Explanation |
|-----|--|--|
| C1 | Verbal warning recorded on board | <p>If causing low level interruption to Teaching and Learning a pupil will be issued with <u>a first warning</u> - Consequence One (C1) by the class teacher or support staff. These verbal warnings are not to be centrally recorded but should be noted by the class teacher e.g. on the board, in notebook etc.</p> <p>Examples:</p> <ul style="list-style-type: none"> • Shouting out • moving around without permission • Being off task • not following simple instructions |
| C2 | Final verbal warning recorded on board and detention for up to 15 minutes at break, lunch or after school at the discretion of the teacher. | <p>C2 detentions may be issued for a continuation of C1 behaviour in the classroom or for misbehaviour around school. A persistent or rapid accumulation of C2’s may trigger an investigation involving a meeting with the pupil and parent with the following possible actions:</p> <ul style="list-style-type: none"> • Faculty Report Card • AtL Card • Stage 1 Behaviour Card • Contact with parent/carers <p>A C2 detention will be issued for a break time, lunch or after school. The Pastoral Team will use professional judgement and acquired knowledge to assess the accumulation of negative behaviours on a case by case basis.</p> |
| C3 | Student will be removed from the lesson and sent to the workroom and Faculty Detention issued. | <p>If a student does not meet the expectations for a <u>third time</u> they will be removed from the lesson and sent to the workroom for the remainder of that lesson. A persistent or rapid accumulation of C3’s may trigger an investigation involving a meeting with the pupil and parent with the following possible actions:</p> <ul style="list-style-type: none"> ☑ Faculty Report Card ☑ AtL Card ☑ Stage 1 Behaviour Card ☑ Contact with parent/carers |
| C3+ | Headmasters Friday detention (1 hour) with notification letter sent to parents and carers. Investigation and monitoring of student behaviour by pastoral team. | <p>A C3+ may be given for reasons such as:</p> <ul style="list-style-type: none"> • failure to attend either C2 or C3 detention • gross defiance • unacceptable behaviour in the classroom that warrants an immediate removal to the workroom |
| C4 | May include: Friday or Saturday Headmaster Detention/assigned SMT/Fixed Term Exclusion/Permanent Exclusion | <p>May be given in cases of severe or persistent unacceptable behaviour.</p> <p>A C4 could be given due to an escalation of warnings, (C2, C3 etc.) or staff may jump straight to this category due to the severity of the incident. An exclusion may be used at this stage.</p> |

| | | |
|--|--|--|
| | | <p>Automatic C4 around the school or in class:</p> <ul style="list-style-type: none"> • Actual or threatened physical violence • Seriously disruptive behaviour which interferes with the learning opportunities of others or lead to a breakdown in school discipline • Conduct which may endanger others • Continuing failure to complete lesser school sanctions such as detentions • Refusal to comply with uniform regulations • Illegal activities including theft, drugs or possession of offensive weapons • Racial abuse or harassment • Harassment, intimidation or verbal or sexual abuse • Vandalism <p>(This list is not exhaustive.)</p> <ul style="list-style-type: none"> • Students may be placed on a C4 (individual supervision) if the Pastoral Team believe there hasn't been a significant improvement in behaviour at lower consequence levels. |
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If a student's behaviour is more severe than the scope of the in-school Behaviour Policy then the Exclusions Policy will be applied.



Clutton Primary School Behaviour Policy

Rationale:

At Clutton Primary School, we believe that every member of the school community has a responsibility for behaviour and everyone has the right to feel valued and respected. All staff and pupils have the right to fulfil their potential and develop their talents in a safe and secure environment where effective teaching and learning can take place. It is our belief that good behaviour needs to be consistently and positively encouraged and valued. This policy clarifies how the school promotes good behaviour and will also set out sanctions used when a pupil misbehaves.

Aims:

At Clutton Primary School we believe that all members of our school should be able to work and play together in a caring, happy, co-operative atmosphere. This behaviour policy sets out our measures for children to:

- Learn the difference between behaviour that is acceptable and unacceptable.
- Develop self-discipline, the ability to learn independently and work cooperatively.
- Learn to respect themselves and others, valuing diversity of culture and accepting differences of opinion.
- Develop a proactive reaction to bullying and abuse.
- Have positive self-esteem, so they feel good about themselves.
- Be given clear, simple, rules, accepted by all and consistently applied by all members of staff.

Parents and teachers will work together to find constructive solutions to any situation involving their child which is causing concern.

Purpose:

- To enable children to feel and be safe and secure.
- To enable children to solve their problems calmly and openly.
- To enable children to feel confident in a system to which they have contributed and in which they can trust.
- To achieve consistent expectations by all concerned.
- To devise and implement consistent sanctions and rewards throughout the school.
- To achieve a working environment that is free from low-level disruption through negative behaviour.
- To recognise, support and verbally praise behaviour choices which reflect our aim, vision and values.
- To create and encourage a code of conduct which will act as a model beyond the School.

Behaviour in and around our school will reflect shared values, be clearly expressed, discussed and agreed by all in the school community and consistently enforced.

Our School Values:

Children at our school are well behaved, caring, kind and honest. They recognise and are proud of the contribution they make to the wider community. The values we are keen to develop further are:

Respect: To strongly encourage children to think of others and develop a respect for each other's views and property, and appreciate all that we have.

Craftsmanship: To learn from, and be inspired by, the best. To have the highest aspirations and expectations for ourselves and others, and consistently work hard to achieve these.

Resilience: To develop the ability to bounce back from adversity, failure or challenges and see them as necessary steps of learning.

Class and school values will be regularly referred to and renewed. These will be displayed prominently in the classroom and followed by all those working in that class. There will be regular circle times and Social and Emotional Aspects of Learning (SEAL) /Personal, Social, Health and Economic Education (PHSE) class assemblies to highlight and reinforce good behaviour and discuss and resolve any problems/worries in a calm, non-threatening structured atmosphere.

A behaviour chart, with visual images, is used to support good behaviour in class. To encourage ownership of choices made, children move their pegs accordingly. When reaching the top rung of behaviour chart, they visit the head teacher to receive a special sticker and certificate. The Head teacher texts parents to celebrate. If poor choices are made, the Headteacher/Deputy Headteacher will also contact parents/carers to discuss.

Incentives and Rewards:

Everyone attending Clutton Primary School should be aiming for the highest standards of behaviour in and around the school. It is expected that children live up to these high standards because it is the right thing to do. Therefore, we believe these do not need to be extrinsically rewarded.

However, children **always** doing the right thing will be invited to an 'Always' tea party with the Head, held half termly. A staged and structured reward system is in place which allows children's behaviour and learning behaviours to be celebrated at an individual and collective level.

- Praise from adults and peers in and around the school, when values modelled.
- In class, children have a chance to move their own peg up on the behaviour chart to Blue 'Outstanding Effort' rung.
- Special achievements of learning outside of school are celebrated in a weekly assembly.
- Head Teacher Celebration Assembly where each class will decide upon the value or goal to be awarded and the worthy recipient– certificate awarded in whole school assembly, photograph added to school display and shared on website.
- KS1 and KS2 Pride of Clutton annual award ceremony, where trophies are awarded for outstanding contributions made.

Sanctions:

A staged approach will be adopted, and where possible, will not be carried over from one day to the next. Each morning and afternoon, all pupil pegs on the behaviour charts are set on 'Ready to Learn'.

Sanction 1: First verbal warning: child is reminded of expectations and class/school rules.

Sanction 2: Second verbal warning: child moves peg on 'Time to Think' behaviour rung.

Sanction 3: If behaviour doesn't improve, child spends time in phase leader's classroom to reflect on choices and misses ten minutes play or lunchtime.

Sanction 4: Poor behaviour continues, or in cases of extreme behaviour, pupil moves peg to red rung 'Poor Decision' and goes to see deputy head teacher/ head teacher. Head teacher to see parents at the end of the day or to phone if quicker action required.

Note:

In extreme cases, it is at the Head teacher's (or Deputy Head's in her absence) discretion to move from the behaviour chart and staged approach. All aspects of violence, both physical and verbal, will be dealt with by the senior member of staff in school. Behaviour incidents which need to be investigated will be recorded in the Behaviour Log folder which is kept in the Head Teacher's office.

If necessary, in consultation with parents, specialist support may be sought to help draw up an individual behaviour plan and support programme for children who exhibit ongoing behavioural difficulties.

Incidents of discriminatory abuse (racist, sexist, homophobic or disablist) will not be tolerated in the school and should be challenged accordingly. Any such incidents will be reported immediately to the Head teacher/senior staff member in school. They will fully investigated, reported upon, parents contacted and will be reported to the Chief Executive Officer of Multi Academy Trust (MAT).

Responsibilities:

Every member of the school community has responsibilities in promoting good behaviour at Clutton. No adult should pass on responsibility for a child's inappropriate behaviour to another. Parents, carers and governors have a responsibility to support the Head Teacher in supporting the behaviour policy.

Collective responsibility in school:

- The Head teacher has overall responsibility for monitoring that the practice in school reflects this policy document. This is checked by the chair of governors, and where necessary, reported on in both Head teacher and link governor reports.
- All staff have a responsibility to model, implement and uphold the behaviour policy in school.
- At the start of each New Year, all children have an opportunity to help formulate their own classroom rules as well as complying with the school's Code of Conduct. These will be on display in class for the year.
- Deputy Head or phase leaders, in conjunction with the Special Educational Needs Co-ordinator (SENco), will liaise with staff to ensure that they are aware of any strategies which may need to be adjusted or adopted for individual children.

- Learning Support Assistants (LSA's), OPAL play workers and lunchtime staff (SMSA's) have a responsibility for ensuring that the policy is consistently carried out, and that school values and expectations are upheld at lunch times.
- It is the responsibility of the class teacher/SMSA/LSA to record significant incidents of inappropriate behaviour in the Behaviour Log and to inform a senior member of staff

Lunchtime behaviour procedure:

A child deemed to be behaving inappropriately, (e.g. fighting, swearing, threatening behaviour, lack of respect to adults etc.) or any action which endangers themselves or others (e.g. silly behaviour inside toilets, running in school etc.) will be immediately asked to wait outside the staff room/Head teacher's office where a member of teaching staff will investigate the situation and complete an incident log. Sanctions e.g. missing the following playtime will be implemented at the discretion of the teacher dealing with the situation.

If poor choices are made, restorative practice will be available at lunchtime and used at the senior member of staff's discretion: : a member of the teaching staff will be on hand helping the child/children think through their behaviour, its consequences and what they can do to make it better. This is about developing, maintaining and repairing relationships, building a community based around empathy and self-learning, where children take responsibility for their behaviour.

Restorative Practice Principles:

Restorative practices centre around a set of key questions that help children think about their behaviour and understand how they can correct it:

- What happened?
- What were you thinking and feeling at the time?
- What have you thought about it since?
- Who has been affected and in what way?
- How could things have been done differently?
- What do you think needs to happen to make things right?

The role of Governors:

The governing body has the responsibility of setting down these general guidelines on standards of discipline and behaviour, and of reviewing this effectiveness. The governors support the Head teacher in adhering to these guidelines. The Head teacher has the day-to-day authority to implement the school's policy on behaviour, but governors may give advice the Head teacher about particular disciplinary issues. The Head teacher must take this into account when making decisions about matters of behaviour.

The role of the Head teacher:

It is the role of the Head teacher to implement the school Behaviour Policy consistently throughout the school, and to report to governors, when requested, on the effectiveness of the policy. It is also the responsibility of the Head teacher to ensure the health, safety and welfare of the children in the school.

The Head teacher supports the staff by implementing the policy, by setting the standards of behaviour and in supporting staff in the implementation of the policy. Phase leaders take on additional responsibility for ensuring behaviour is good across their phase.

The Head teacher has access to records of all reported incidents of misbehaviour in the Behaviour Log.

The Head teacher has the responsibility for giving fixed term suspensions to individual children for serious acts of misbehaviour.

In the absence of the Head teacher, the Deputy Head will take on the responsibility and day to day decision making process, ensuring the safety and wellbeing of pupils and staff.

The role of the parent:

Clutton School recognises the value of strong home-school partnerships. Parents can support excellent behaviour in school by reinforcing our school expectations and values. Please assist the school by:

- Making every effort to ensure your child attends school regularly and on time.
- Informing the school of any absences as soon as possible.
- Informing the school about anything which may affect your child's learning at school.
- Supporting the school's values and vision of every child fulfilling their potential.
- Offering help and support with learning at home.



Critchill School Behaviour Policy

The FLP Approach

The Frome Learning Partnership (FLP) consists of all of the schools in Frome and its outlying villages. We aim to develop strong and positive relationships within our school communities in order to maximise our children's learning and progress. Together, we will adopt a common approach to managing all behaviour and identifying children's needs so the right support can be accessed as early as possible.

The beliefs that underpin this approach are based on the following understandings:

- Behaviour is the responsibility of everyone working within the FLP
- Behaviour is a response to life experiences and their effects
- A child's experiences from birth have a huge impact on how well children can manage at school
- Some children function at an emotional age far younger than how old they actually are
- Children rely on their peers and key adults to make positive behavioural choices as they grow and develop

Four areas of development have been identified that will underpin the FLP Behaviour Policy. They are:

- Early intervention, involving clear referral pathways
- Alternative curriculum opportunities
- Improving the exchange of information on all children at school transition points as well as between services, where necessary
- Training of all FLP staff on current education theory and principles with a particular focus on attachment trauma and its impact on children's development

As a result of restructuring within Somerset County Council, the Partnership is responsible for the statutory functions for all pupils living in the FLP area, including:

- Co-ordinating admissions and provision of hard-to-place pupils both in-year and those who move into the area
- Ensuring there is Day 6 provision for pupils who receive fixed-term or permanent exclusions
- Administration of Local Authority statutory functions around permanent exclusions

In addition to these responsibilities, there are requirements relating to the following provision arrangements:

- Finding, funding and/or providing appropriate part- or full-time education for pupils who are permanently excluded or are at risk of permanent exclusion from school. This could mean arranging transfers to another school, providing places in alternative or specialist settings or through private providers
- Providing appropriate full-time education from day 6 of any fixed-term or permanent exclusion
- Ensuring robust access arrangements are in place within the agreed Fair Access Protocol
- Providing peer-to-peer advice, support and challenge to schools within the partnership to prevent permanent exclusions, wherever possible.

FLP Behaviour Policy

Rationale

This policy has been written following consultation with children, parents, staff and school governors. It reflects the values and principles that we consider to be important for our children, their families, our staff and our schools.

Positive behaviour and secure relationships within our schools play a vital part in ensuring progressive learning and outcomes for our children. A strong, realistic and holistic behaviour policy enables us to build and develop a positive, inclusive culture within all Frome schools that underpins and celebrates our children's successes and achievements.

We promote and recognise positive behaviour. We recognise that challenging behaviour can be the result of life trauma and a child's needs not being met. We ensure that unacceptable behaviour, bullying, racism and any form of discrimination are not tolerated and suitable support and consequences are put into place.

Principles

- The School Community consists of all children, parents, carers, staff, visitors and governors of a school
- Everybody within the School Community should understand and accept the principles on which the Behaviour Policy is grounded
- All members of the School Community will be listened and responded to
- All members of the School Community are considerate towards the learning needs of one another and supportive of the school
- Children and staff are entitled to learn, play and work in a safe and secure environment
- All members of the School Community show respect for one another
- Schools will make clear what their behavioural expectations of its pupils are and what 'good' or 'positive' behaviour looks like
- Positive behaviour will be modelled and encouraged
- School staff will model and promote positive behaviour and play an active part in the development of children's social and emotional development
- Children whose behaviour and attendance may deteriorate through poor health, neglect, trauma or other life challenges will be supported to have their needs recognised and met
- Appropriate action will be taken to reduce the risk of poor behaviour happening for all children
- All members of the School Community will be encouraged to use restorative and solution-focused approaches to dealing with challenging behaviour
- Negative and unacceptable behaviour will be challenged and appropriate consequences put into place
- Children will act as ambassadors for the school and promote its positive values in and out of school
- Schools within the FLP will work together to support any child that may benefit from alternate provision or a Fresh Start Transfer to a different school within the Partnership

All Frome schools have common expectations of children, parents and staff. **At Critchill School these can be found in the Home School Agreement which is contained in our Home School Link Book.**

Staff will:

- Treat pupils with respect
- Know their pupils and their names
- Have high expectations of themselves and their pupils
- Model good and positive behaviour
- Teach and promote social and emotional aspects of learning
- Investigate incidents carefully and promptly,
- Work with pupils, families and other agencies to listening to both sides of the story ensure their pupils' needs are met
- Ensure classrooms and other areas in school
- Ensure smooth school transition for pupils by provide a safe and attractive learning working closely with other school
- Involve pupils in deciding the class and school rules and guidelines
- Prepare lessons carefully to meet the needs and abilities of all pupils
- Apply rewards and consequences consistently and fairly

Children will:

- Attend school and arrive in good time
- Look after other children in the school
- Treat other people and themselves with respect
- Report bullying or any accident or incident
- Adhere to the agreed class and golden rules
- Look after and respect school equipment
- Work hard in class and allow others to work

At Critchill School our expectations are shared through the Critchill Code. This set of rules has been devised by our learners and is revisited regularly. See Appendix 1.

Parents and carers will:

- Ensure their child attends school and arrives in good time with the correct clothing and equipment
- Ensure that on school days, children have had a good night's sleep and a filling and nutritious breakfast
- Support their children in completing their homework and be interested in their learning
- Treat school staff and other school families with respect
- Model good and positive behaviour to their children both in and out of school
- Respect the school and class rules
- Notify the school of their child's needs and any concerns they might have

Rewards, support and consequences

Information about the rewards and consequences used within the FLP schools is well publicised and available to all members of the school community. You can find this information on the schools' websites as well as around their premises. Expectations, rewards and consequences will be continuously reinforced through assemblies, tutor time, role modelling and during all lessons.

Enabling children to have a positive attitude to learning is fundamental to their progress and development. Through being clear about our expectations and focusing wherever possible on positive behaviour, the schools within the FLP are able to celebrate successes and inspire a culture of positivity, rather than one of consequence.

Rewards

All schools will have a system in place that promotes, encourages and celebrates positive behaviour. These systems should recognise all forms of social, emotional and academic achievement as well as effort. There are a variety of rewards that can be used depending on age, need or choice including:

- Verbal and non-verbal praise
- House points
- Displaying pupils' work
- Privileges or positions of responsibility
- Certificates
- Stickers and badges
- Sharing successes with others
- Head teacher awards
- Golden time

At Critchill School children and young people are able to earn individual and class tokens when they demonstrate positive behaviour. Students are able to 'bank' or spend their tokens on a variety of rewards. We believe that this system helps to promote a real-life understanding of how to save and work towards an end goal.

Support and early help

One of the underpinning principles in the Partnership's approach to behaviour is that children will naturally find it more difficult to cope when they are experiencing high stress levels. This might be caused by trauma, neglect or one of many challenges they might face in life. Often, challenging or destructive behaviour is the result of this or of a child's needs not being adequately met.

Identifying these times in a child's life is essential if we are going to help them grow, develop and learn. The schools within the FLP are committed to this belief and work to ensure that children's needs are recognised as early as possible so the right kind of support can be provided sooner, rather than later.

Support of this type might include, but is not limited to:

- Additional social or emotional input from a
- Personalised goals and success criteria carefully chosen staff member
- Thrive assessment

- Focused small-group or one-to-one support in
- Referral to the Child and Family Support Team school
- Completion of an Early Help Assessment with
- Access to a school's Nurture Group (or similar) the family
- Access to a specially trained ELSA
- Referrals to specialist support services

Consequences

Although we strive to inspire positive behaviour, there are times when children display behaviour that requires a form of consequence.

Consequences are only effective when a child understands why they are being used. All staff members are expected to ensure that children understand their action and its consequence, and to use these incidents as learning opportunities. Consequences must reflect the seriousness of the behaviour shown. Pupils, staff and parents need to be aware of the possible consequences for poor behavioural choices. **At Critchill School we use Behaviour management plans, for those pupils whom it is appropriate, to ensure that we apply consistent and positive approaches from staff.**

When there has been unacceptable behaviour or a serious incident, schools must respond appropriately and in a timely manner. They must then work to understand what may have triggered the action and a plan should be put into place to ensure future incidents are prevented or minimised and the behaviour in question managed.

There are a variety of responses that can be used depending on age, need or choice including:

- Warning given
- Moved seats
- Time-out
- Behaviour points
- Exclusion for the remainder of the lesson
- Meeting with members of staff
- Home contact
- Individual behaviour plans / Behaviour management plans
- In-school or after-school detention
- Internal exclusion (pupil remains in school)
- Referral to FLP's Team Around the School
- Fixed-term exclusion (pupil remains at home)
- Permanent exclusion

Physical, verbal and racist attacks and bullying are serious offences. Schools have a duty to respond firmly to protect the victims of such behaviour. In these cases, a child may be excluded for a fixed-term period in the first instance.

In the event of a fixed-term exclusion, the head teacher must inform and involve the child's parent or carer. In extreme cases the Police may also need to be involved. Schools have a legal duty to report incidents deemed to be racist to the appropriate authorities. Parental rights to involve the Police exist outside of this policy.

Exclusion from school is an extreme step and the decision to exclude will not be taken lightly. Schools within the FLP are committed to minimising exclusions and using them only when absolutely necessary.

Government guidance on exclusions from schools states that:

Only the head teacher of a school can exclude a pupil and this must be on disciplinary grounds. A pupil may be excluded for one or more fixed periods ... or permanently. A fixed period exclusion ... may be extended or converted to a permanent exclusion.

Pupils ... may be excluded from the school premises for the duration of the lunchtime period. In such cases the legal requirements ..., such as the head teacher's duty to notify parents, still apply. Lunchtime exclusions are counted as half a school day for statistical purposes...

'Informal' or 'unofficial' exclusions ... are unlawful, regardless of whether they occur with the agreement of parents or carers. Any exclusion of a pupil, even for short periods of time, must be formally recorded.

DfE, Exclusion from Maintained Schools, Academies and Pupil Referral Units in England (2012)

Physical restraint

Physical restraint is seen as a last resort and should only be used where the safety of a pupil or those around them are at risk.

Each school will have its own physical restraint policy using the model policy provided by Somerset County Council or other provider that delivered the appropriate training. This will be available on the school's website.

Most Frome schools have elected to use an approach known as Team Teach. More information about Team Teach can be found on their website www.teamteach.co.uk.

At Critchill School we use pupil's Behaviour management plans to help reduce the need for physical intervention. We record, log and monitor all interventions in order to improve the support that we can offer individuals.

Searching and confiscation of items

Schools have the right to search any child with their consent for any item, should there be a need. This does not give the school to conduct a physical search of the pupil but does mean they can ask to view the contents of their pockets, bags and lockers. Written consent from a parent or carer is not needed in these cases.

Schools also have legal provision to confiscate items from children and to search for prohibited items without consent. This is outlined in the Department for Education's document Searching, Screening and Confiscation (2014).

Prohibited items include:

- Knives or weapons
- Tobacco and cigarette papers
- Alcohol
- Fireworks
- Illegal drugs
- Pornographic images
- Stolen items
- Any article that the member of staff reasonably suspects has been, or is likely to be used, to commit an offence, or to cause personal injury to, or damage to the property of, any person (including the pupil)

Staff will retain any confiscated items and return them within a reasonable period of time, where appropriate.

Schools are, however, required by law to hand weapons, knives, drugs and extreme or child pornography over to the Police.

Any stolen items are also required to be passed to the Police or returned to the owner. All other prohibited items will be disposed of appropriately. They will not be returned to the pupil.

Pupil conduct outside the school gates

Schools have the power to discipline pupils for not behaving appropriately outside the school gates and off the school's premises, 'to such an extent as is reasonable'. This might be behaviour witnessed by a member of staff or reported to the school by another person. This could include poor behaviour when:

- Taking part in school organised activities off the school site
- Travelling to and from school
- Wearing school uniform

Or poor behaviour at any time 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, including the use of social media

In such cases, the school may put into place any consequences deemed necessary and appropriate when the child is on school premises or under lawful control of a member of staff (offsite and residential visits).

When a child's behaviour falls below the acceptable standards, the head teacher or delegated person is likely to carry out an investigation into the incident. Any investigation will be recorded by the school in a behaviour log. The extent and details of records will vary depending on the necessary level of investigation.

During the investigation the head teacher or delegated person may:

- Speak to a child or group of children without the parental consent
- Speak to the child or group of children without parents being present

The aim of such investigations is to determine what is likely to have happened. The head teacher or delegated person can use their previous knowledge of the children involved in order to come to their final conclusions. The head teacher or delegated person will then determine the most appropriate consequence to be used.

Dealing with inappropriate behaviour of parents, staff and visitors

The school has a legal duty to ensure that its premises are a safe place to learn, work and visit. They must, therefore, deal effectively with any rude or aggressive behaviour from staff and visitors to the school, including parents.

Only persons with the designated right to be on the school site are allowed on the school premises. That right is determined by the head teacher and governing body of each school and is usually extended to pupils, parents, staff, contractors and other workers and visitors.

All persons on school premises are expected to behave appropriately. If they do not, the school must take any action that it considers necessary to prevent a repeat of that behaviour and keep its staff, pupils and families safe.

At Critchill School we have a Staff Code of Conduct policy, Dignity at Work Code of Practice and Acceptable Use Policies.

Complaints procedure

In the event of a parent, carer or child having a complaint about how a school's behaviour policy has been implemented, we recommend the complaint be communicated to the school by telephone or e-mail. This gives the parties involved an opportunity to discuss the complaint so the school can understand the issues involved and work to resolve them quickly. Every effort will be made to investigate as quickly as possible and to feedback the outcomes as the investigation progresses.

If the complaint has still not been resolved then parents can contact the Behaviour and Vulnerability Manager of the Frome Learning Partnership, whose contact details will be available from the school.

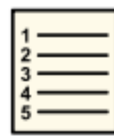
Critchill Code

At Critchill we all endeavour to follow the code:

1. We help each other
2. We respect each other
3. We encourage each other to make good decisions
4. We look after our school
5. We keep trying and attempt to do our best



Critchill



Code



We



help



each other



We



respect



each other



We



encourage



each other

to make



good



decisions.



We



look after



our



school



We



keep

trying

and



attempt

to do our



best



Dundry C of E Primary School – Behaviour & Discipline

At Dundry School we are committed to a whole school approach to good behaviour and discipline.

The system encourages children to make positive choices about how they conduct themselves both in and out of the classroom. We believe that children should take increasing responsibilities for their own behaviour as they develop and mature. Wherever possible, we encourage a **restorative approach** to behaviour, where parties discuss the impact of their actions and are part of the solution, thus giving responsibility to the pupil and restoring relationships as quickly as possible. This is in keeping with our Christian values of forgiveness and strong community ethos.

Our policy is based on rewards and sanctions that are clearly defined. Good behaviour and attitudes are rewarded and inappropriate behaviour and attitudes are dealt with promptly, fairly and with concern for all parties. We expect parental support to ensure that all our children are well behaved and polite.

Where there is a concern over a child's behaviour we always involve parents so that we can work together to address and solve the problem.

Respect is central, with an emphasis on listening to children and adults in a supportive and positive atmosphere. By having a whole school commitment to behaviour we try to ensure a consistent approach. This promotes the aims of the school, and encourages highly motivated, caring and co-operative individuals who are well prepared to assume their role in society.

RULES

- The school rules are the same across the whole school and apply both within and beyond each classroom. These are referred to as 'Golden Rules'.
- The six rules are displayed clearly in every classroom, dining hall, corridor, toilets etc.
- The Golden Rules are taught in quality Circle Time and through our worship themes, linking to Christian and British Values.
- Adults constantly remind and refer to them during general conversation.
- Reinforcement of rules is done by commenting on the behaviour of those children who are keeping to the rules and not by highlighting negative behaviour.
- Everyone is expected to become a role model for the Golden Rules.

GOLDEN RULES

| | |
|--------------------------------|---|
| We are gentle | <i>We don't hurt others</i> |
| We are kind and helpful | <i>We don't hurt anybody's feelings</i> |
| We listen | <i>We don't interrupt and we do as we are asked first time</i> |
| We are honest | <i>We don't cover up the truth</i> |
| We do our best | <i>We don't waste our own or other's time</i> |
| We look after property | <i>We don't waste or damage things or touch other people's property</i> |

REWARDS

At Dundry we expect all our children to keep the Golden Rules and provide a weekly incentive to encourage appropriate behaviour and positive attitudes. We believe that children should be rewarded for their efforts and this is why the Golden Rules are directly related to **Golden Time**.

Each class will be entitled to a regular 20 minute Golden Time slot – keep the Golden Rules and everyone will enjoy each others company in Golden Time. Activities are all learning based and encourage collaborative as well as independent skills.

In addition to Golden Time, good behaviour is rewarded in a variety of ways and at different levels depending on the age of the children. These include:

- Verbal praise and encouragement
- Star of the week
- House points
- Stickers and certificates
- Head teachers awards

SANCTIONS

- Sanctions are displayed in a prominent place in each classroom.
- Inappropriate behaviour or the breaking of school rules result in an application of the sanctions procedure.
- A verbal warning is recorded with a name on the board, there is the possibility of removing their name through improved effort for behaviour. This is followed with a yellow card when a child breaks a Golden Rule. This will be recorded with their name in the yellow card on display. Further breaking of the rules will result in a red card and names will be recorded as with the yellow card. The names of these children will be recorded in a behaviour book which will be collected by SLT to review each term.
- Each child is made aware of which of the Golden Rules he or she has broken.
- All warning cards etc. are removed at the end of the day in order for the child to 'start again'.
- A system to earn back lost Golden Time is in place. An 'earning back' contract should only be used if the child has lost **ALL** their Golden Time, and only then can they earn back 15 minutes. The activity that they use to 'earn back' should be relevant to the Golden Rule they have broken.
- On Golden Time day, the child who has lost Golden Time (by receiving a red card) will sit and watch a sand timer whilst the remainder of the class enjoy their selected Golden Time activity. They may then join in the activity with a warm 'welcome back' from the group or teacher.
- Behaviour is reviewed and monitored termly so that relevant support systems can be implemented.
- In reception all children will begin the day on the sun. If they break a rule they will move to the cloud, further rule breaking moves them to the dark cloud. They can also be rewarded with excellent behaviour by moving them onto the rainbow.

SANCTIONS PROCEDURE

| | Behaviour | Sanction | Comment |
|------------|--|--|--|
| Sanction 1 | AGGRAVATIONS Breaking of Golden Rules or inappropriate behaviour e.g. silly noises, calling out etc. | Verbal warning with their name recorded on the board. This can then be removed for improvements in behaviour. | The name of the child who has received the verbal warning card is recorded. This is the child's decision time and they can choose to keep the Golden Rule or carry on breaking it. |
| Sanction 2 | FURTHER AGGRAVATIONS A continuation of rule breaking or inappropriate behaviour | Verbal warning followed up with the yellow warning card. For early years children, the peg is moved to the 'cloud from the sun.' ⊗ | The name of the child who has received the yellow warning card is recorded. As above. |
| Sanction 3 | MORE SERIOUS A continuation of inappropriate behaviour and not responding to the teacher's requests | Red warning card issued resulting in the loss of 5 minutes Golden Time ⊗ | The name of the child is recorded and also noted in the class behaviour book. A timer is used to indicate the lost Golden Time. |

| | | | |
|-------------------|--|--|---|
| Sanction 4 | <p>VERY SERIOUS</p> <p>As in Sanction 1, 2 & 3 Disruptive behaviour, cheek/challenge to authority, harmful/offensive name calling</p> | <p>5 minutes of Golden Time is immediately lost. Formal letter sent home to parent by the class teacher. A restorative conversation takes place</p> | <p>A record is kept of behaviour and the frequency with which it appears.</p> |
| Sanction 5 | <p>EXTREMELY SERIOUS</p> <p>Stealing, running out of school, fighting & intentional physical harm, serious challenge to authority, verbal abuse to staff, vandalism, persistent bullying.</p> | <p>Child is sent to the head. Name is recorded in the behaviour log and a letter is sent home or parents are requested to attend a meeting with the Head teacher. A restorative conversation takes place.</p> | <p>Possible involvement of outside agencies e.g. EBD support, placing on SEN register, Pastoral Care Programme implemented.</p> <p>3 incidents at Sanction 5 in any one term will result in immediate movement to Sanction 6.</p> |
| Sanction 6 | <p>EXCEPTIONAL BEHAVIOUR</p> <p>Extreme danger or violence, very serious challenge to authority, verbal/physical abuse to any staff.</p> | <p>Involvement of Headteacher & parents contacted. Immediate exclusion considered for a fixed period which could be extended to a permanent exclusion.</p> | <p>The governing body is notified and official procedures followed.</p> |



A small school making a BIG difference!

Sanction 4 Letter

Date:

Dear

This letter is to inform you that because of the behaviour displayed by _____ today, it has been necessary to apply Sanction 4 of the Behaviour Policy. The inappropriate behaviour included:

Adherence to the Golden Rules is an expectation of every pupil at Dundry and we would be very grateful if you could reinforce this message at home. A record of your child's behaviour is being retained.

Please return the slip below to acknowledge receipt of this letter.

Yours Sincerely

Class teacher

.....

I acknowledge receipt of your letter.

Signed: _____

Date: _____

Child: _____

Class: _____

SANCTION 6 – EXCLUSION

Both the DfE and MSNP exclusion policy and processes have been adhered to when considering sanction 6 of our behaviour policy and will be followed should this sanction become operational.

- The sanction to exclude a pupil from Dundry is only used as a last resort and in response to a serious breach or persistent breaches of the school's behaviour policy; and where allowing the pupil to remain in school would seriously harm the education or welfare of the pupil or others in the school.
- Where we have concerns about any child's behaviour, we firstly try to identify whether there are any causal factors and intervene early in order to reduce the need for a subsequent exclusion. Where necessary, this will involve multi-agency assessment that goes beyond the pupils educational needs.
- It is only the Headteacher who is able to exclude a pupil and this must be on disciplinary grounds only.
- If an exclusion is considered to be an appropriate sanction, the head teacher will take account of any contributing factors that are identified after an incident of poor behaviour has occurred. For example, where it comes to light that a pupil has suffered bereavement, has mental health issues or has been subject to bullying.
- Pupils whose behaviour at lunchtime is disruptive may be excluded from the school premises for the duration of the lunchtime period. In such cases the legal requirements in relation to exclusion, such as the head teacher's duty to notify parents, still apply. Lunchtime exclusions are counted as half a school day for statistical purposes and in determining whether a governing body meeting is triggered.
- Any decision to exclude will be in line with the principles of administrative law, i.e. that it is: lawful, rational; reasonable; fair; and proportionate. The school will not discriminate against pupils on the basis of protected characteristics, such as disability or race. Particular consideration will be given to the fair treatment of pupils from groups who are considered to be vulnerable to exclusion.
- Whether or not the school recognises that a pupil has special educational needs (SEN), all parents have the right to request the presence of a SEN expert at an independent review panel. The SEN expert's role is to provide impartial advice to the panel about how SEN could be relevant to the exclusion.
- If a decision to exclude a child is taken, then parents will be notified of the period of the exclusion and the reasons for it. By the end of the afternoon session, parents will be informed that for the first five school days of an exclusion parents are legally required to ensure that their child is not present in a public place during school hours without reasonable justification, and that parents may be given a fixed penalty notice or prosecuted if they fail to do so.
- Without delay, parents will also be provided with the following information in writing:
 - the reasons for the exclusion;
 - the period of a fixed period exclusion or, for a permanent exclusion, the fact that it is permanent;
 - parents' right to make representations about the exclusion to the governing body (in line with the requirements set out in paragraphs 50 – 57 of the DfE Guide to Exclusions) and how the pupil may be involved in this;
 - how any representation should be made; and
 - where there is a legal requirement for the governing body to consider the exclusion, that parents have a right to attend a meeting, be represented at this meeting (at their own expense) and to bring a friend.
- Where alternative provision is being arranged and where it can reasonably be found out within the timescale, information about the start date, times of sessions, the address at which the provision will take place together with other relevant details will be provided.
- The Headteacher will also notify the governing body and the local authority.
- Excluded pupils will be enabled and encouraged to participate at all stages of the exclusion process, taking into account their age and understanding.
- All children have a right to an education. Therefore the school will take reasonable steps to set and mark work for pupils during the first five school days of an exclusion and alternative provision will be arranged from the sixth day.
- The school has a strategy for reintegrating pupils that return to school following a fixed period exclusion, and for managing their future behaviour.



Farrington Gurney C of E Primary School Behaviour Policy

Rationale

The Governing Body of Farrington Gurney Church of England Primary School believe that all pupils have the right to learn and teachers have the right to teach in an environment that is conducive to children's learning. In order to facilitate this, teachers have the right to expect from their pupils co-operative behaviour which will benefit everyone. This expectation of acceptable behaviour extends to all aspects of school life, incorporating pupils, teachers, support staff, governors and parents.

Aims

At Farrington Gurney Primary School we want all children to be taught effectively and have the opportunity to learn. It is our intention that children should be safe and happy throughout the day.

To enable this to happen, we believe that all members of the school community should:

- have high expectations for their own and others' behaviour;
- involve parents in helping children at each stage;
- respect and support each other, demonstrating a responsibility for others;
- show respect for the school environment and equipment;
- consider the safety of everyone;
- help themselves and others learn;
- make a positive contribution and recognise the contribution of others;
- be listened to and listen to others;
- realise the equal value of all and value differences;
- avoid raised voices and aggressive body language;
- treat all in a clear, fair, consistent and calm way;
- expect and help the classroom to be a quiet, ordered place;
- expect the relationship between children, teachers and parents to be one of trust;
- conform to school standards and practices without losing individuality;
- recognise achievements;
- expect good behaviour to be rewarded and poor behaviour to be punished.

Golden Rules

The school operates within six Golden Rules.

1. We listen; we don't interrupt.
2. We look after property; we don't damage things.
3. We are gentle; we don't hurt each other.
4. We work hard, we don't waste time.
5. We are honest; we don't cover up the truth.
6. We are kind and helpful; we don't hurt anybody's feelings.

Staff will reinforce these skills to help the children understand and respect our Golden Rules. The main emphasis will be on the positive aspects of praise and reward. This may include rewarding children with stickers, certificates, marbles. At all times there should be a positive, encouraging atmosphere, leading to a general sense of security and heightened self-esteem. We will:

- stress the importance of good manners, and praise and encourage good efforts and behaviour.
- be positive by recognising the pupil's achievements, as important contributors to the school community
- give clear and regular reminders of what you expect
- teach good behaviour calmly

Sanctions

A reminder will be given first, to give each child a chance to improve their behaviour, which will then be followed by:

Sanction 1: Yellow card (name recorded)

Sanction 2: Red Card (name recorded and 5 minutes of Golden Time lost)

Sanction 3: Sent to Headteacher

Sanction 4: Letter home to parents

Sanction 5: Parents to come into school for a meeting with their child, the teacher and the Headteacher

If the child reaches Sanction 2, his/her name will be recorded on the red card which is displayed in class. This will also mean that he/she loses 5 minutes of her Golden Time. Each child can lose up to a maximum of 25 minutes per week (5 minutes per day). We have explained to the children that each day is a new day. It is up to the children as individuals to keep their 30 minutes.

Any child who is deemed to be behaving violently, either physically or verbally, towards another child would be moved immediately to at least Sanction 2. There will still be some behaviour which may stand outside of these sanctions and lead to direct contact with parents or in extreme cases, an exclusion.

Golden Time

Golden Time is a reward that is available to every child who keeps the Golden Rules. On Monday morning, 30 minutes of Golden Time will be allocated to each child in the school. This time will be spent taking part in different activities on a Friday afternoon.

Playground Procedures

Children who deliberately and consistently break playground behaviour rules of the school will have their names passed onto their class teacher. The lunchtime staff are able to give positive rewards, such as stickers, as well as reminders, yellow cards etc.

The role of the class teacher and support staff

It is the responsibility of all class teachers to ensure that the Golden Rules are enforced in their classes, and that their classes behave in a responsible manner during lesson time. This role is supported by all other members of staff within the school.

The class teachers and support staff in our school have high expectations of the children with regard to behaviour, and they strive to ensure that all children work to the best of their ability. They treat each child fairly, and enforce the Golden Rules consistently. All staff will treat all the children in the school with respect and understanding.

The role of the Headteacher

It is the responsibility of the Headteacher to implement the school behaviour policy consistently throughout the school, and to report to governors, when requested, on the effectiveness of the policy. It is also the responsibility of the Headteacher to ensure the health, safety and welfare of all children in the school.

The Headteacher supports the staff by implementing the policy, by setting the standards of behaviour, and by supporting staff in their implementation of the policy.

The Headteacher keeps records of all reported serious incidents of misbehaviour.

The Headteacher may decide, in consultation with the class teacher, to involve external agencies for children who are finding it hard to manage their behaviour. In these instances, parents will be consulted and permission sought before any meetings between the agencies and the pupil.

The Headteacher has the responsibility for giving fixed-term exclusions to individual children for serious acts of misbehaviour. For repeated or very serious acts of anti-social behaviour, the Headteacher may permanently exclude a child. These actions are taken only after the school governors have been notified.

The role of parents

The school aims to collaborate actively with parents, so that children receive consistent messages about how to behave at home and at school.

We communicate the school's Golden Rules through newsletters and via the school's website. We expect parents to read and support them.

We try to build a supportive dialogue between the home and the school, and we inform parents immediately if we have concerns about their child's welfare or behaviour.

If the school has to use the above sanctions, we expect parents to support the actions of the school. If parents have any concerns about the way that their child has been treated, they should initially contact the class teacher. If the

concern remains, they should talk to the Headteacher. If these discussions cannot resolve the problem, a formal grievance or appeal process can be implemented. Please see the Complaints Policy for further details.

The role of governors

The governing body has the responsibility of setting down these general guidelines on standards of discipline and behaviour, and of reviewing their effectiveness. The governors support the Headteacher in adhering to these guidelines. The Headteacher has the day-to-day authority to implement the school's policy on behaviour and discipline, but governors may give advice to the Headteacher about particular disciplinary issues. The Headteacher must take this into account when making decisions about matters of behaviour.

Monitoring and review

The Headteacher monitors the effectiveness of this policy on a regular basis. The Headteacher will also report to the governing body on the effectiveness of the policy and, if necessary, makes recommendations for further improvements.

The school keeps a variety of records concerning incidents of misbehaviour. The Headteacher records those incidents where a child is sent to him/her on account of their unacceptable behaviour. The Headteacher keeps a record of any child who is suspended for a fixed-term, or who is permanently excluded. The Headteacher liaises with the Local Authority regarding any fixed-term or permanent exclusions on a termly basis.

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.

Conclusion

Everyone attending Farrington Gurney Church of England Primary School should be aiming for the highest standards of personal behaviour in and around the school. Our agreed guidelines will inform and support our efforts to maintain good behaviour, which will enhance the quality of the learning environment available to all children attending the school.



Hemington Primary School- Behaviour Policy

See also the independent Behaviour Management Policy of Hornbeams Pre-school

Rationale

At Hemington Primary School we aim to develop in all pupils responsible behaviour both to themselves and others, showing consideration courtesy and respect for other people and property at all times.

We aim to achieve this by:

1. Promoting and maintain a positive school climate, in which children can develop and thrive, by encouraging good behaviour and discipline.
2. Work closely with parents to promote a high standard of behaviour throughout the school.
 - a) Good behaviour is not automatically learned, but needs to be taught and supported by praise.
 - b) Children's behaviour can change and we as teachers can assist children to manage their behaviour more effectively.
 - c) Supporting children with challenging behaviour is the responsibility of all.
3. By recognising that positive behaviour management is more effective than disapproval.

REWARDS AND SANCTIONS

Golden Rules

The children will re-negotiate Golden Rules biannually as part of whole school circle. These are displayed in the hall and in each classroom and form the basis of classroom discipline and reward.

Rewards

Dragon Tokens

Children are rewarded with dragon tokens for good behaviour and effort.

These are collected to contribute toward a whole school reward. Rewards are usually negotiated with the children as the target amount is reached. In Brunel class these tokens are collected by individuals as well. 50 tokens gained = bronze star, 100 tokens gained = silver star, 150 tokens gained = gold star. It restarts the following year. In Nightingale class children receive "Stars of the Week" certificates during "Sharing Assembly".

Golden Time

Children are rewarded for good behaviour and effort with half hour Golden Time of free play on a Friday afternoon.

Other rewards that teachers might use are:

- verbal praise
- positive comments written on work
- smiley faces
- positive messages sent to parents
- stickers
- sending the child to another member of staff for reinforcement
- assemblies

Unacceptable behaviour

The following behaviour is regarded as unacceptable: ·

- refusal to stay on task;
- answering back - tutting, sighing, muttering, sulking;
- disruption by being uncooperative, shouting, walking away when spoken to, misuse of equipment, spoiling other people's work;
- swearing, verbal abuse, name calling, spitting;
- stealing;

- physical violence;
- 'play fighting'.

Sanctions

The following list of sanctions are used to register disapproval of unacceptable behaviour. When sanctions are invoked children should be helped to understand why what they have done is unacceptable. The sanction could be:

- verbal check
- loss of Golden time
- rationalising/questioning/discussing
- working beside the teacher
- isolation from other children
- withdrawal of playtimes
- reporting to the Headteacher
- contacting parents
- behavioural management programme
- suspension
- exclusion

Note: If a child is constantly misbehaving a case record should be kept containing dates and records of incidents.



High Littleton C of E Primary School Behaviour Policy

Rationale

The Governing Body of High Littleton Church of England Primary School believes that all pupils have the right to learn and teachers have the right to teach in an environment that is conducive to children's learning. In order to facilitate this, teachers have the right to expect from their pupils co-operative behaviour which will benefit everyone and vice versa. This expectation of acceptable behaviour extends to all aspects of school life, incorporating pupils, teachers, support staff, governors and parents.

Aims

At High Littleton Primary School we desire that all the children should be taught effectively and have the opportunity to learn. It is our intention that children should be safe and happy throughout the day.

To enable this to happen, we believe that all members of the school community should:

- have high expectations for their own and others' behaviour;
- involve parents in helping children at each stage;
- respect and support each other, demonstrating a responsibility for others;
- show respect for the school environment and equipment;
- consider the safety of everyone;
- help themselves and others learn;
- make a positive contribution and recognise the contribution of others;
- be listened to and listen to others;
- realise the equal value of all and value differences;
- avoid raised voices and aggressive body language;
- treat all in a clear, fair, consistent and calm way;
- expect and help the classroom to be a quiet, ordered place;
- expect the relationship between children, teachers and parents to be one of trust;
- conform to school standards and practices without losing individuality;
- recognise achievements;
- expect good behaviour to be rewarded and poor behaviour to be punished.

Golden Rules

The school operates within six Golden Rules.

1. We listen; we don't interrupt.
2. We look after property; we don't damage things.
3. We are gentle; we don't hurt each other.
4. We work hard, we don't waste time.
5. We are honest; we don't cover up the truth.
6. We are kind and helpful; we don't hurt anybody's feelings.

Staff will reinforce these skills to help the children understand and respect our Golden Rules. The main emphasis will be on the positive aspects of praise and reward. This may include rewarding children with stickers, certificates, marbles). At all times there should be a positive, encouraging atmosphere, leading to a general sense of security and heightened self-esteem. We will:

- stress the importance of good manners, and praise and encourage good efforts and behaviour
- be positive by recognising the pupil's achievements, as important contributors to the school community
- give clear and regular reminders of what you expect
- teach good behaviour calmly

Sanctions

Sanction 1: Yellow card (name recorded)

Sanction 2: Red Card (name recorded)

Sanction 3: Sent to Key Stage Leader or Deputy Headteacher

Sanction 4: Sent to Headteacher

Sanction 5: Letter home to parents

Sanction 6: Parents to come into school

Sanction 7: Exclusion at the discretion of the Headteacher

These sanctions apply to all aspects of school life, including classroom, dining hall, playground, extra-curricular clubs as well as all off-site educational visits.

In Owl Class, each day the names of the children are placed on *The Sunshine*. If a child's behaviour is impeccable, staff have the opportunity to move the child's name onto *The Rainbow*. However, if a child makes poor choices in terms of their behaviour, they are moved to *The Cloud*. This is a sliding scale and children can be moved up and down during the day, based on their behaviour.

Golden Time

Golden Time is a reward that is available to every child. Each Monday morning, every child will be allocated 30 minutes of Golden Time. This time is allocated to the children to take part in an activity of their choosing on a Friday afternoon.

If the child reaches Sanction 2, his/her name will be recorded on the red card which is displayed in class. This will also mean that he/she loses 5 minutes of her Golden Time. Each child can lose up to a maximum of 25 minutes per week (5 minutes per day). We have explained to the children that each day is a new day and that the sanction will not be carried forward. It is up to the children as individuals to keep their 30 minutes.

Playground Rules

1. We play well with others.
2. We are honest.
3. We are kind and helpful.
4. We care for the playground.
5. We are gentle.
6. We listen.

Playground Procedures

At least two members of staff are on duty at break times and lunchtimes.

Children who deliberately and consistently break playground behaviour rules of the school will have their names passed onto their class teacher.

Dining Hall Rules

1. We line up calmly.
2. We walk carefully through the hall.
3. We speak quietly to those around us.
4. We keep our table clean.
5. We are polite to everyone.
6. We use good table manners.

Dining Hall Procedures

At least two members of staff are on duty at lunchtimes. The SMSA Message Book will be used to share information regarding any sanctions which may have been issued at lunchtime.

The role of the class teacher

It is the responsibility of all class teachers to ensure that the Golden Rules are enforced in their classes, and that their classes behave in a responsible manner during lesson time. This role is supported by all other members of staff within the school.

The class teachers in our school have high expectations of the children with regard to behaviour, and they strive to ensure that all children work to the best of their ability. The class teacher treats each child fairly, and enforces the Golden Rules consistently. The teachers treat all children in their classes with respect and understanding.

The role of the Headteacher

It is the responsibility of the Headteacher to implement the school behaviour policy consistently throughout the school, and to report to governors, when requested, on the effectiveness of the policy. It is also the responsibility of the Headteacher to ensure the health, safety and welfare of all children in the school.

The Headteacher supports the staff by implementing the policy, by setting the standards of behaviour, and by supporting staff in their implementation of the policy.

The Headteacher keeps records of all reported serious incidents of misbehaviour.

The Headteacher has the responsibility for giving fixed-term exclusions (see Appendix A) to individual children for serious acts of misbehaviour. For repeated or very serious acts of anti-social behaviour, the Headteacher may permanently exclude a child. These actions are taken only after the school governors have been notified.

The role of parents

The school collaborates actively with parents, so that children receive consistent messages about how to behave at home and at school.

We communicate the school's Golden Rules through newsletters and via the school's website. We expect parents to read and support them.

We try to build a supportive dialogue between the home and the school, and we inform parents immediately if we have concerns about their child's welfare or behaviour.

If the school has to use the above sanctions, we expect parents to support the actions of the school. If parents have any concerns about the way that their child has been treated, they should initially contact the class teacher. If the concern remains, they should contact the school governors. If these discussions cannot resolve the problem, a formal grievance or appeal process can be implemented.

The role of governors

The governing body has the responsibility of setting down these general guidelines on standards of discipline and behaviour, and of reviewing their effectiveness. The governors support the Headteacher in adhering to these guidelines. The Headteacher has the day-to-day authority to implement the school's policy on behaviour and discipline, but governors may give advice to the Headteacher about particular disciplinary issues. The Headteacher must take this into account when making decisions about matters of behaviour.

Monitoring and review

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

The school keeps a variety of records concerning incidents of misbehaviour. The Headteacher records those incidents where a child is sent to him/her on account of bad behaviour. The Headteacher keeps a record of any child who is suspended for a fixed-term, or who is permanently excluded. The Headteacher liaises with the Local Authority regarding any fixed-term or permanent exclusions on a termly basis.

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.

Conclusion

Everyone attending our school should be aiming for the highest standards of personal behaviour in and around the school. Our agreed guidelines will inform and support our efforts to maintain good behaviour, which will enhance the quality of the learning environment available to all children attending the school.

APPENDIX A

Exclusion Policy

This policy relates to the Midsomer Norton Schools Partnership policy.

When there is repeated or serious misbehaviour, the school will use the policy below. This policy follows advice from Bath and North East Somerset and complies with the requirements set out in the 1997 Education Act.

Reason for Exclusion

Behaviour for which exclusion may be used includes:

| Behaviour that warrants exclusion | Period of exclusion |
|---|---|
| Compromises the safety of pupils, themselves, staff or visitors | Up to 5 days Permanent exclusion for repeat offences |
| Verbal abuse to pupils/staff | Up to 3 days Permanent exclusion for repeat offences |
| Physical abuse to/attack on pupil or staff | Up to 5 days Permanent exclusion for repeat offences |
| Persistent disruptive behaviour | Up to 5 days Permanent exclusion for repeat offences |
| Wilful damage to school property or property of others | 1 day – 3 days depending on severity Permanent exclusion for repeat offences |

Types of Exclusion

- a) **Fixed Term Exclusion:** Only the headteacher of the school can exclude a pupil and this must be on disciplinary grounds. A pupil may be excluded for one or more periods (up to a maximum of 45 days in a single academic year), or permanently. Fixed term exclusions are used when other strategies and sanctions have not been effective over time or when there has been a single and serious breach of discipline. Physical assault of staff or pupils by a pupil, other acts of violence, severe verbal bullying and frequent high-level disruption to lessons come within this category.
- b) **Permanent Exclusion:** This will be used when the Headteacher decides that the pupil should not return to school. This sanction is the last resort and will be used when allowing the pupil to remain in school would be seriously detrimental to the education or welfare of the pupil, or to that of others at the school.

The Headteacher's decision to exclude a pupil must be rational, reasonable, fair, equitable and proportionate. The school will also be mindful of its duty under the Equalities Act 2010, not to discriminate pupils because of their: sex; race; disability; religion or belief or sexual orientation.

The Headteacher and the governing body will take into account their statutory duties in relation to special educational needs when administering the exclusion process. This includes having regard to the SEN Code of Practice.

It is unlawful to exclude for a non-disciplinary reason.

For both types of exclusion, parents have the right to make representations to the Governing Body. Additionally, there is clear guidance from the DfE (September 2012) available to schools. This guidance should be used particularly when considering a permanent exclusion

Notification of Parents

- The parent will be notified immediately of the decision to exclude, ideally by telephone followed up by a letter on or within one school day

Notification of Governors and LA

- The Headteacher will inform the Chair of Governors and the LA of any FTE of 5 days or less as soon as possible
- The Headteacher will inform the Chair of Governors and the LA of any FTE of more than 5 days and any permanent exclusion within one day

Parents rights to appeal

- For short exclusions i.e. less than 5 days it is left to the Governors' discretion to decide to hold a review meeting
- If the exclusion is 15 days or less in any one term parents may contact the Governing Body to ask for a Governors' Review Meeting to be held
- If the exclusion days total more than 10 in a term then the Governors will request a meeting
- In the event of an exclusion of more than 15 days in any one term then the Governors will hold a review meeting even if the parent does not request one

Reintegration meeting

- The school will arrange a reintegration meeting with the parent(s) during or following the expiry of any FTE. The pupil will be expected to attend all or part of that meeting.
- The purpose of the meeting is to assist the reintegration of the pupil and promote the improvement of his/her behaviour.

This Policy should be read in conjunction with the school's Behaviour Management Policy.



Leigh-on-Mendip First School – Behaviour Policy

Rationale

We believe it is important to promote a caring and supportive environment where all members of the school community will feel responsible, secure and respected and where good behaviour is valued.

Aims We aim:

- To create a positive, welcoming environment for all those who work in or visit our school
- To promote a sense of belonging where everyone feels safe
- To encourage individuals to grow in independence and self-esteem, enabling them to learn independently and work co-operatively
- To ensure consistency and learn to care for the school environment as a whole
- To be consistent in the implementation of the Behaviour Policy (To be fair and be seen to be fair)
- To treat all with respect
- To develop skills of co-operation and tolerance
- To help pupils to build strong relationships and a sense of social awareness
- To encourage all to take responsibility for their own actions

School Code of Conduct

Rules are kept to a minimum and are designed to ensure a calm, happy and safe environment. The school Code of Conduct will be made visible around the school, for use as a reference.

To be happy and to learn well at Leigh on Mendip First School our Golden Rules are:

- 1. We are kind, polite and helpful to everyone**
- 2. We try our best at work and play but understand it is alright to make mistakes**
- 3. We learn when we should speak and when we should listen**
- 4. We look after our school and everything in it.**

All staff recognise the importance of discussing and reinforcing our rules. At the beginning of a new school year and each new term will be particularly important times for this. School assembly will also be an occasion to draw attention to our policy.

Expected Behaviour

The children will be given clear guidance on what is and what is not acceptable behaviour so that they can begin to accept a moral code of their own.

The staff believe in drawing attention to good behaviour and positive reinforcement of high standards is key. If, however, a child does not comply with the School Rules, the agreed sanctions should be used.

Behaviour at lunchtimes and in the playground is expected to reflect our aims.

We encourage quiet and sensible movement around the school.

Rewards

We believe that our intentional outcome should be to build a positive self image in the child such that they will not feel the need to indulge in disruptive behaviour. Effective praise helps to focus attention on positive behaviour and helps to increase motivation.

Praise will be given in many ways which include the following:

- A quiet word or encouraging smile
- A written comment on a child's work, whether in general terms e.g. "well done" or in a more detailed way, picking out specific points or ideas that gave pleasure
- A visit to another member of staff for comment
- A public word in front of the class or group
- By giving special responsibility to a child as a direct result of good behaviour

- A word to parents at the end of the day, specifically informing them of some action or achievement deserving praise (We must ensure that we do not only ask to see parents when there is a problem.)
- The school also holds a weekly "Sharing Assembly" where public acknowledgement of academic and other achievements is given
- Owl Class have stars, Eagle Class have marbles in the jar which are given by the class teacher for completed class targets. When the jar or star board is full the class receive a treat, previously chosen with the teacher
- All staff can give children stickers to be awarded in "Sharing Assembly"
- Teaching Assistants can reward children with their own special stickers
- The privilege of caring at the weekend for a Monkey (Owl Class) and a Rabbit (Eagle Class) is given to a child who has been particularly helpful or well-behaved or made a significant effort
- A cup is awarded to the child in each class who has made the most improvement or effort at the end of each academic year.
- Special certificates are awarded at the end of each term for outstanding work or behaviour
- Stickers are given to encourage good behaviour and effort in class
- Each class will have an 'Golden File' and names entered here will receive a sticker in Celebration Assembly.
- The Golden File will be used to record the gaining of a soft toy, a cup, certificate or an achievement sticker
- Curriculum certificates will be given out at the end of term. Governors will be invited to attend and assist wherever possible
- A 'special person' of the day will be chosen from each class

Sanctions

We believe that in order to maintain children's self-esteem, it is important at all times to emphasise that it is the behaviour that is unacceptable, not the child.

Sanctions will depend on the situation and will normally follow this pattern:

- A discussion with the child about the effect of his/her behaviour
- A warning for ignoring class or playground expectations of behaviour
- If the behaviour persists a playtime, privilege or Golden Time may be withdrawn
- A child will be sent to the Headteacher or other class teacher
- Parents will be contacted if a child fails to co-operate with this pattern

LIAISON: It is vital that information regarding children's behaviour, is communicated to other members of staff, including information given to the office, classroom and lunchtime staff and staff running after-school clubs. All staff will liaise verbally or in writing at the beginning or end of sessions.

RESTRAINT: A teacher or other member of staff may use reasonable force to prevent pupils from hurting themselves or others, or damaging property, or from causing disorder. The guidance explains the decision on whether or not to physically intervene is down to professional judgement of the staff.

"Reasonable force" to control or restrain pupils may be used:

1. Only if the circumstances of an incident warrant it.
2. The degree of force is in proportion to the circumstances of the incident and the seriousness of the behaviour or consequences it is intended to prevent.

Any restraint **MUST** be in line with the Department of Education (DfE) Guidance July 2013 attached.

- The school adopts a no-blame approach, if appropriate, when managing potentially difficult situations. This means that the children are involved in trying to seek a solution between themselves after sensitive discussion with all parties involved. Children's views will always be listened to in order to establish an accurate picture. Their behaviour is then monitored closely. By placing the responsibility back with the pupils they are now required to consider carefully how they are affecting each other. We feel this approach is successful in encouraging children to modify their behaviour in the future.

Certain behaviours will not be tolerated and may result in a child being sent to work in another class or immediate loss of privilege or free time.

Parents will be contacted as soon after the event as is practicable. These behaviours are:

- Serious fighting
- Bullying behaviour
- Inappropriate language
- Defiance
- Damaging school or others' property
- Racist remarks

In certain cases it may be appropriate to run a home/school book to record behaviour. This step will be taken with the full agreement of Parents, staff and the child.

If there is long term misbehaviour which requires behaviour modification strategies a pupil will be considered to have special needs and a programme of target setting with small achievable targets and regular monitoring will be planned in consultation with the SEND co-ordinator. The child will be placed on the SEND register, with the parents consent, and parents will be involved in agreeing individual behaviour targets.

All staff will be made aware of any incident or significant information relevant to behaviour issues as soon as is possible.

Preventative Measures

We will try to ensure that opportunities for inappropriate behaviour are at a minimum by all our staff providing:

- Clear expectations and consistency of approach
- Adequate and active supervision
- Avoiding unnecessary queues and / or waiting
- Creating a working environment where children will become absorbed and motivated.
- Providing appropriate equipment and activities for playtimes, so that children remain busy and happy.
- Giving opportunities in class, for children to express their feelings.
- Letting children know that they will be listened to and their contribution valued.
- The Home-School Agreement will be sent home annually.

Exclusion

Exclusion will always be seen as a last resort and all measures will be taken to prevent this from happening. If appropriate an, 'Internal Exclusion' will be considered, where the child is removed from their own class for a set period of time.

On some rare occasions the Headteacher may feel that the formal process should be activated to remove the child from school temporarily as an external exclusion. This is an extreme step and would be taken with the knowledge of the Governing Body and the Local Authority and in line with County Procedure, in cases where:

- Long-term behaviour is not responding to the strategies applied
- The safety and learning of others is being seriously hindered.
- In response to serious breaches of the school's Behaviour Policy

Monitoring and Review

The policy needs to be monitored to check its effectiveness.

It has been written for and by the staff at Leigh on Mendip First School as an aid to managing behaviour in our school.

Leigh on Mendip First School has also adopted the Frome Learning Partnership Behaviour Policy.

From this policy a child/parent friendly version will be delivered to all children.



Longvernal Primary School – Behaviour Policy

What is Positive Behaviour Management?

Positive Behaviour Management is the process by which a school sets out to create an orderly and coherent environment in which children are encouraged to behave well, work hard and learn to be caring and responsible members of the community.

Aims

Our aim at Longvernal School is to establish an orderly and caring environment in which pupils feel secure and confident, and are able to work towards achieving their full potential.

The expectations for acceptable behaviour are to be understood by all.

Children should understand that working hard and behaving in an acceptable manner will result in positive recognition of their efforts.

We aim to develop a positive partnership between school, parents, and pupils to help the children feel secure.

The children should understand why rules are necessary and to feel some ownership of the rules.

The children should develop personal responsibility, respect for others, and a caring attitude that will remain with them in later life.

Above all, we aim for the school to be a place where the management of behaviour is unobtrusive and effective and where learning is the focus for all.

Principles

We have high expectations of pupils at Longvernal and believe that teacher expectations play an important part in improving pupil behaviour.

We believe:

- i. That it is the school's responsibility to create a positive and orderly environment within which good behaviour is actively encouraged.
- ii. That the school should offer clear guidelines for what constitutes acceptable and unacceptable behaviour.
- iii. That children can learn by observation and example, and that by demonstrating caring and considerate behaviour, adults within school can have an important role in helping children to understand the standards expected of them.
- iv. That by offering clear and consistent rewards and punishments, the children will see that all actions have consequences and that it is preferable to behave well and work hard.

Teachers who are concerned about a pattern of behaviour in a child or about a serious incident must communicate their concerns to the Headteacher through the Behaviour Log Form. This enables the Headteacher and Senior Management to monitor pupil behaviour in a structured way. As well as completing the incident form, a discussion between the teacher and Headteacher, or Senior Teacher, may be appropriate.

Communication between home and school is important when dealing with behaviour problems. Generally, teachers will meet informally with parents, or telephone them, if there is a problem at school. This is often sufficient to sort out minor, isolated problems. The termly Parent Teacher Interviews offer another opportunity to discuss behaviour issues and agree strategies.

Children with Special Needs

Where there are persistent problems with behaviour, teachers will use the school SEN procedure to communicate their concerns to both the Headteacher, SMT and SENCo. This initiates a staged approach which will monitor the child's progress and provide support where necessary.

Strategies for Ensuring Consistency in Positive Behaviour Management

At Longvernal we have class and whole school Golden Rules, which have been agreed with the children.

Staff are trained to use the stepped procedure as follows:

- Child is spoken to once drawing their attention to the unacceptable behaviour and why it is unhelpful.
- If the behaviour continues, the child is spoken to again and is warned of the consequences including whole school behaviour peg chart which is a visual reminder of expectations.
- If the behaviour still continues the child is given the punishment as warned and is reminded why the action was wrong.
- If the child persists with the unacceptable behaviour, then an incident form should be completed and further action will be decided upon after discussion with the Headteacher.

Staff are given in-service training on behaviour management for use in the classroom.

Staff are aware of, and are in agreement with, the list of acceptable and unacceptable behaviour.

Strategies

To focus on good behaviour whenever possible, offering praise and reward.

To set clear guidelines for acceptable and unacceptable behaviour, which are consistently enforced. As well as school rules, teachers are to develop class rules which are appropriate for the age of the children in the class.

To distinguish between the child and the action, making clear that it is the specific behaviour and not the child that we do not like.

Circle Time will provide classes with opportunities to discuss behaviour issues as and when they arise. These regular sessions will encourage children to think about the effect their behaviour has on others.

Rewards and Positive Sanctions

- A quiet word of praise and congratulations.
- A written comment on a piece of work.
- A sticker or stamp for an individual or as a collective class reward/house point.
- A visit to another teacher, senior teacher, or to the Headteacher.
- A word of praise in front of the child's class or year group.
- Presentation of Headteacher Worker of the Week Award or a Teacher Award during a whole school assembly.

Dealing with Unacceptable Behaviour and Negative Sanctions

- Clarification of the unacceptable behaviour must be elicited from the children involved.
- A minor, isolated incident will only warrant a minor sanction, such as collecting litter or standing by the wall for an offence at play time.
- It may be appropriate to ask a child to write a letter of apology in some instances.
- In the classroom, a teacher may wish to move a child to another place if they have not responded to the teacher's requests.
- If the child continues to disregard the teacher's requests, then it may be necessary to withdraw the child to another class or consult a senior member of staff.
- A Behaviour Incident Log must be completed where a more serious incident occurs or where a child is continually misbehaving, even if the incidents seem relatively minor. It is vital that patterns of unacceptable behaviour are identified and dealt with swiftly. This form must be handed to the Headteacher at the earliest opportunity.

Role of the Headteacher in Positive Behaviour Management is to:

- Promote self-discipline and regard for authority.
- Encourage good behaviour and respect for others.

- Support staff in the appropriate method of managing pupil behaviour by acting in an advisory/consultative manner.
- Act as ultimate sanction.
- Liaise with parents and, where necessary, governors where there are more serious behavioural problems.
- Ensure that the standard of behaviour of pupils is acceptable.
- Make rules and sanctions, and ensure that these are applied consistently throughout the school.
- Decide if behaviour warrants the need to exclude a pupil either temporarily or permanently.

Health and Safety

This is an important factor in behaviour management. Discipline enables children to function in a safe and pleasant environment. Children are expected to move around the school quietly and sensibly showing regard for others as they do so. Routines for entering and leaving the classroom and the school building need to be developed and consistently applied by all teachers and staff.

Resources

Class teachers have access to stickers, stamps, and certificates.

Staff have access to a range of documents, books, and videos which offer guidance on managing children's behaviour- generally to be found in the staffroom. Staff should also refer to Jenny Mosley's 'Circle Time' training manual for guidance in strategies for Behaviour Management.

Staff training is provided through INSET, staff-meetings for teaching staff and regular whole school staff-meetings.



Midsomer Norton Primary School – Behaviour Policy

The purpose of this policy is to give a clear code of conduct for all adults, parents, and children at Midsomer Norton Primary School.

It has been put together after discussion with staff and children and reflects values and principles we consider important for the school.

Aims and Values

We aim to maintain a consistent, happy, safe and orderly environment in which children learn to behave responsibly with consideration for others and respect for our surroundings. We aim to create a curriculum and a whole school ethos that develops equality, tolerance, understanding and positive self-image and self-esteem.

We recognise the following to be important in helping to create a positive climate within the school:

- A well-ordered school depends on good time keeping and positive relationships between parents/carers, pupils and staff.
- Children learn most effectively in a calm, organised learning environment with emphasis on praise and positive reinforcement.
- To maintain good behaviour staff need to have high expectations of the children and to set clear boundaries and consequences.
- This must be consistent and fair, with all staff setting similar standards and acting as positive role-models and taking shared responsibility.
- Children, parents and carers feel supported if there is a problem and are regularly informed and involved.

Green Rules

These have been drawn up with all the children and in consultation with the staff.

The Green Rules 'It's great to be green!'



We are kind and gentle



We play safely

We listen



We are honest



We try hard in our learning



We are helpful and polite



We look after things



Children are encouraged to keep to the class rules and to monitor their behaviour through the Behaviour Card System. Children will be rewarded with up to 30 minutes Greenie Time on a Friday afternoon. This is a time when they are able to choose activities they wish to do. At the end of each term, children who have remained 'green' for the whole term are rewarded with an extra break time.

Green rules: the way the children expect all the class to behave. On Fridays all the children are given 'Greenie Time' (30 minutes) to reward good behaviour and following the Green Rules.

Children may be given a yellow card (missing 5 minutes of Greenie Time) if, after a warning, they continue not to follow the Green Rules. If this continues they may be given a blue card (missing 10 minutes). For children who are persistently being given yellow and blue cards over a short period, their teacher will contact parents/carers to discuss ways forward.

Monitoring Incidents of Unacceptable Behaviour

Each child has their own card on the class Behaviour Card System. Every child starts the day with a green card. If a child does not keep to the class green rules then their card is changed to yellow. If a second warning is given then card is changed to blue. Further continuous or repeated unacceptable behaviour or one off serious incidents a **red card** will be given. Parents are then notified by letter and a record is made in the class behaviour log (as are yellow and blue cards).

A child may go straight to red for a single serious incident.

If a child receives a second red card in a term then the Headteacher or Deputy Headteacher will write to the parent and invite them into the school to discuss strategies on supporting the child in changing their behaviour.

These strategies may include:

- Child placed on weekly report
- Individual behaviour contracts
- Staff working together to support the child
- Child placed on Special Needs register
- Support from learning mentor in school
- Support from external agencies –Behaviour support

The consequences of third red, which may include fixed term exclusion, will be made clear to pupil and parents.

Continuous unacceptable behaviour may lead to permanent exclusion.

Class teachers are expected to keep records of instances of behaviour/ friendship issues and outcomes where appropriate.

Unacceptable Behaviour of a more serious nature

We recognise that there will be occasions when there will be lapses in behaviour for many reasons which may be more serious in nature.

Examples of Unacceptable Behaviour

Stealing

Rudeness or defiance to an adult

Any form of physical aggression or swearing

Any overt racism or sexism or name-calling

Bullying of other children by words or deeds

Deliberate vandalism of other people's property, school property or building

Running out of school

Truancy

Discrimination against religion and culture

The head will deal with any extreme incidents of unacceptable behaviour. In certain cases parents may need to be informed immediately if an incident is very serious.

Positive reinforcements

Positive reinforcements will always be used before sanctions and on occasions will be agreed with parents/carers. These include Greenie Time at the end of the week, Gold Awards for exemplary behaviour, Headteacher's Awards for great effort in learning, house points, showing work to the Head and/or Deputy, stickers, other certificates (e.g. sports), written and spoken praise, and other positive strategies in class.

Sanctions

These include having card flipped and loss of Greenie Time, sitting apart from others, sent to another class with work accompanied by a TA (younger and older classes are partnered), loss of playground time or lunchtime by staying in with class teacher, referral to the Deputy Headteacher and or Headteacher and in extreme cases exclusion from school for a fixed number of days. **In the instance where a child refuses to go to the partner class the Deputy Headteacher will be sent for.**

On occasion it may be recommended and agreed by parents/carers that children have some time with our **Learning Mentor** when and if their behaviour is a cause for concern or where we are aware of circumstances that may be effecting their behaviour.

Exclusions

It is anticipated that this sanction would be rare and only be used when all other strategies had failed **or as a result of a single incident which was extremely serious**. However, if it is appropriate we will follow the guidance laid down by the Local Authority in conjunction with the following procedures.

- Head and Deputy to meet to discuss and decide whether to exclude
- Head or Deputy to ring parents and complete paperwork immediately
- Head or Deputy to inform all staff members as soon as possible
- The Governors and the Local Authority to be informed
- On return to school there will be a meeting between the parent and the Headteacher before the child returns to school

Bullying

Many parents/carers are concerned about bullying within schools. At Midsomer Norton Primary School the issue of bullying is taken very seriously. Bullying can take many forms.

This may be verbal or physical. Both can be equally unpleasant and will not be tolerated. All staff are on the alert for incidents which they attempt to resolve promptly and fairly. Serious incidents of this nature will be communicated to the Head or Deputies so that they can be resolved. A time and space will be provided in which the child can reflect on their actions and resolve the conflict with the victim.

Also we recognise the victim needs to be supported and helped to understand why the situation has occurred.

Parents may be contacted where appropriate. Pupils and parents are urged to report any concerns they may have to the Class Teacher, Head or Deputy. Assemblies/Circle Time/ PHSCE lessons are used to identify "What is bullying" and "What can be done about it"





Norton Hill Secondary School - Behaviour Policy

The underlying principle behind good behaviour at Norton Hill School is outlined in the school aims:

“The best for all our students. The best from all our students”

This is shared with all members of the community through the information given to all parents of incoming Year Seven, the student contact book, the Home School Agreement and is contained in the Teacher Planner.

All members of the school community recognise the right of others to work in a calm, purposeful and disciplined environment. Any behaviour that undermines this will not be accepted. The school prospectus, which is issued to every parent, and the student Contact Book contains the school rules as well as the school's expectations under the headings:

WORKING WELL AT NORTON HILL

To be successful in my work at NORTON HILL SCHOOL I should:-

- arrive on time at every lesson with the right books and equipment
- keep all my exercise books and folders in good clean condition
- complete all my written pieces of work in blue or black ink, using the correct headings and titles
- read all my work carefully and check it before I hand it in
- think about my teachers' comments and try to improve by using purple pen and setting myself appropriate targets
- concentrate in lessons and always do my homework on time and to the best of my ability
- always carry my Contact Book with me for use in all my lessons

BEHAVING WELL AT NORTON HILL

If Norton Hill School is to be successful in helping you to be successful and to enjoy school there must be a good standard of behaviour. Every student has a part to play.

You must:

- have consideration and respect for yourself and other people: there is no excuse for rudeness, disrespect, insolence or offensive language
- look after your own property and respect the property of others
- listen carefully to your teachers and follow their instructions and seating plans
- work sensibly with your classmates and make the most of learning opportunities
- move quietly about the school in a sensible and safe manner
- be honest and trustworthy and remember that you are responsible for your actions
- work well and behave well by developing the 7 Character Strengths.

7 Character Strengths

Norton Hill is committed to promoting and ensuring that all students behave in the best manner in order to learn effectively and achieve their maximum potential. This is promoted daily through our 7 Character Strengths.

Enthusiasm

- Actively participates
- Shows enthusiasm
- Approaches new situations with excitement and energy
- Is eager to take on demanding challenges

Determination

- Finishes whatever they began
- Sticks with a project or activity for extended period of time

- Tries their best even after experiencing failure
- Stays committed to goals
- Keeps working hard even when they feel like quitting

Optimism

- Believes that effort would improve their future
- When bad things happen, they think about things they could do to make it better
- Stays motivated, even when things don't go well
- Believes that they can improve on things they are not good at

Curiosity

- Is eager to explore new things
- Asks questions to further understanding
- Takes an active interest in learning and shows a thirst for knowledge
-

Empathy

- Shows that they care about the feelings of others
- Adapts to different social situations
- Is able to find solutions during conflicts with others

Self-control

- With Work

- Is organised and ready for work
- Remembers and follows instructions
- Gets to work right away
- Pays attention and resists distractions
-

- With others

- Remains calm even when criticized or otherwise provoked
- Allows others to speak without interrupting
- Is polite to adults and peers
- Keeps temper in check
-

Respect

- Recognises what other people do for them
- Shows appreciation for opportunities
- Expresses appreciation
- Does something nice for someone else as a way of saying thank you
- Celebrates differences

SCHOOL RULES

We only have a relatively short list of school rules because the Code of Conduct outlines our basic expectations. This is contained in the Contact Book. It applies to behaviour on the journey to and from school also. The following short list outlines our simple rules:-

- Food and drink are to be consumed only in designated areas at Break and Lunchtime
- Harmful or illegal items may not be brought onto the premises. This includes knives, matches, lighters, tobacco, e-cigarettes, alcohol or drugs
- Behaviour which can be harmful to yourself or others is not permitted
- Chewing gum, aerosols, skateboards or roller blades should not be brought to school
- Mobile phones must not be seen or heard in any classroom
- Students are not to leave the premises during the school day without written permission from their parents or without permission of a member of SLT and they must sign out at reception
- Movement around the school must be quiet and orderly. In corridors keep to the left
- The following areas are out of bounds:-
 - The Astroturf and changing area unless supervised and participating
 - The coach road, inside the fenced area
 - The fields in wet weather
 - The cycle shed (except to those arriving or leaving by bicycle/scooter)
 - The area outside the main office except on approved business
 - Students must stay out of areas designated for other House or year groups at break and lunchtime
 - Litter must be placed in bins
 - The rules of conduct in specialist areas such as Science, Technology, PE, etc., must be followed
 - Absence, no matter how short, must be explained by a note from home. If planned, and not medical, a holiday form must be completed and returned to the Head of House.
 - Students arriving late or leaving early must report to the Main Office
 - Rooms should be left clean and tidy at the end of each lesson.
 - Uniform is to be worn correctly at all times
 - Students can be searched for any type of drug, dangerous, illegal or stolen items as well as mobile phone and electronic devices
 - Any smoking or drug paraphernalia that is found will be disposed of or passed to the police
 - Students should go to House staff if there is a concern whilst at school that needs to be shared with home, rather than the student contacting home themselves.

REWARDS

A school ethos of encouragement is central to the promotion of good behaviour. Integral to the system of rewards is an emphasis on praise both informal and formal, to include individuals and groups.

Students are rewarded for individual achievement, progress and attainment through collecting merits. Merits are given to all year groups for good work or good behaviour. They are entered electronically in lessons and in tutor time.

Merits are given for:

- Grades in tests (P+)
- Correct and clear written work
- Persistent good behaviour
- Participation/working hard in lesson
- Being supportive in lesson
- Behaviour sustained throughout the lesson
- Good progress in lesson

Year 7-10

Celebrating success and achievement at Norton Hill School is an essential and valued element of school life. Students are awarded merits for reasons outlined below and win certificates, medals and trophies for the various numbers of merits they collect. For every 50 merits collected students will be given 5 raffle tickets which they can choose to enter into an end of year draw. There will be 3 prizes to choose from and they can choose to put their raffle tickets into 1 or all of these draws, as many times as they wish.

| | | |
|-------------------|----------|--|
| 50 merits | = | 5 raffle tickets |
| 100 merits | = | Bronze certificate + 5 raffle tickets |
| 150 merits | = | Silver certificate + 5 raffle tickets |
| 200 merits | = | Gold certificate + 5 raffle tickets |
| 250 merits | = | Medal + Certificate + 5 raffle tickets |
| 300 merits | = | Trophy + Certificate + 5 raffle tickets |

***Special prizes will be organised for students who gain over 300 merits.**

Year 11

The student with the most merits will be able to win a life changing experience.

Year 11 will require 30 merits in addition to good behaviour and effort to attend leavers' day.

In addition the following rewards/recognition are/is given:

- Celebration assemblies annually celebrating progress, attainment and commitment in the year in all subjects and the House community. Winners in this assembly are then invited to attend a celebratory lunch.
- Rewards for collective House merits – terms 2, 4 and 6 in celebration house assemblies
- Students of the term in Houses and some subject areas
- Subject and house postcards throughout the year
- Letters from house staff for exceptional progress in reviews and reports
- Letter from the Headteacher

SANCTIONS

The sanctions we may use when students do not behave will vary according to the incidence of misbehaviour. Obviously, most misbehaviour will be dealt with by a few words and the matter put right. In some instances there might be some extra work to do at home. In more severe cases a detention might be used – either at break or lunchtime or after school. If an after school detention is used then parents will be given twenty-four hours' notice via an email or informed via a phone call. Only in the most severe cases would students be isolated from lessons or excluded from school. External exclusion would be used in accordance with the school policy and B&NES guidelines. Copies of this are available on request.

The school aims to prevent instances of poor behaviour through the provision and monitoring of an appropriate and relevant curriculum for all, and a supportive and responsive pastoral system. Students are encouraged to have self-discipline, which is most effectively promoted through positive achievement and the development of self-worth, endeavouring to build upon their 7 Character Strengths.

The management of poor behaviour begins with the promotion of good behaviour through:

- Quality teaching and learning
- Positive relationships in school and with parents and carers
- Quality tutoring and pastoral care
- A culture of praise and reward
- PSHE, circle time and other interventions

In managing behaviour we will, in consultation with parents, have recourse to any, or all of the following external agencies:

- Professional counselling
- The Educational Psychology Service
- The Education Welfare Service
- Family Therapy
- The LEA Behaviour Support Service
- The School Medical service
- Off the Record
- Police Liaison Officer

- Wansdyke Play Association
- Radstock Youth Club
- Youth Connect
- Connecting Families
- Brighter Futures

Within the school the procedures and referrals that should be followed can be seen on the last three pages (Procedure for incident in class, Procedure for incident out of lesson) of this policy.

Within School the following are examples of strategies that are available to staff when dealing with instances of poor behaviour:

- Moving students position in class
- Reprimand
- Repetition of work
- Additional work to be completed at home or at school
- Break, lunch or after school detention
- Community Service
- Time Out followed by an after-school detention
- Movement to another class for a set period of time
- Behaviour report
- Internal exclusion (isolation)
- Exclusion (See Exclusion policy)

Punishment should be appropriate to the misdemeanour and the individual. The contact book should be used as the first method of communication with parents. In certain circumstances a telephone call would be made instead. Parents will be informed about Time Out and after school detentions by way of a letter brought home by the student.

- Failure to adhere to the school's uniform expectations may result in students going home to get changed, replacement uniform being worn or possibly removal from circulation until the uniform issue is resolved.
- In the case of incorrect footwear, students will be required to wear replacement shoes ('daps') unless there is a medical reason, confirmed by a nurse or a GP, why they cannot be worn.
- Students with extreme haircuts, or dyes including un-natural colours or "stripes" or "dips" will be sent home to remedy the situation. This includes grade 2 shaving and other shaving styles such as lines.
- Students who wear excess jewellery will have this confiscated and returned following a sanction such as loss of social time, litter duty or another form of community service.

Failure to comply with any of the above may result in exclusion. For full details on uniform, including hair and jewellery please see the uniform policy in the contact book or on our website.

Teaching and support staff are given the following advice in their Personal Planner issued every year:

BEHAVIOUR

As a classroom teacher you are ultimately responsible for the behaviour management within your classroom. Your Head of Department/Faculty will provide support and will be your first point of reference. A child's tutor and Head of House will also be informed via the PARS reporting system. They provide additional support and a more wide-ranging view of a child's behaviour.

The first point of contact with the parent is always via the contact book. Incidents relating to pastoral issues including the following should also be logged on PARS:

1. Attendance issues
2. Behaviour
3. Bullying
4. Effort
5. Equipment

6. Homework
7. Information only
8. Smoking
9. Uniform
10. Time Out (only to be complete by duty staff)

Time Out

If a student is disrupting the work of your class to a degree that normal activity cannot continue:

1. Warn that continued poor behaviour will result in being sent to Time Out, put the name on the board.
2. Send to Time Out with Green Time Out completed including date, classroom for detention and subject.
3. The letter home and log entries will be completed by the duty staff in PARS.
4. The detention should be supervised by you and appropriate work should be set.

Communication with Parents

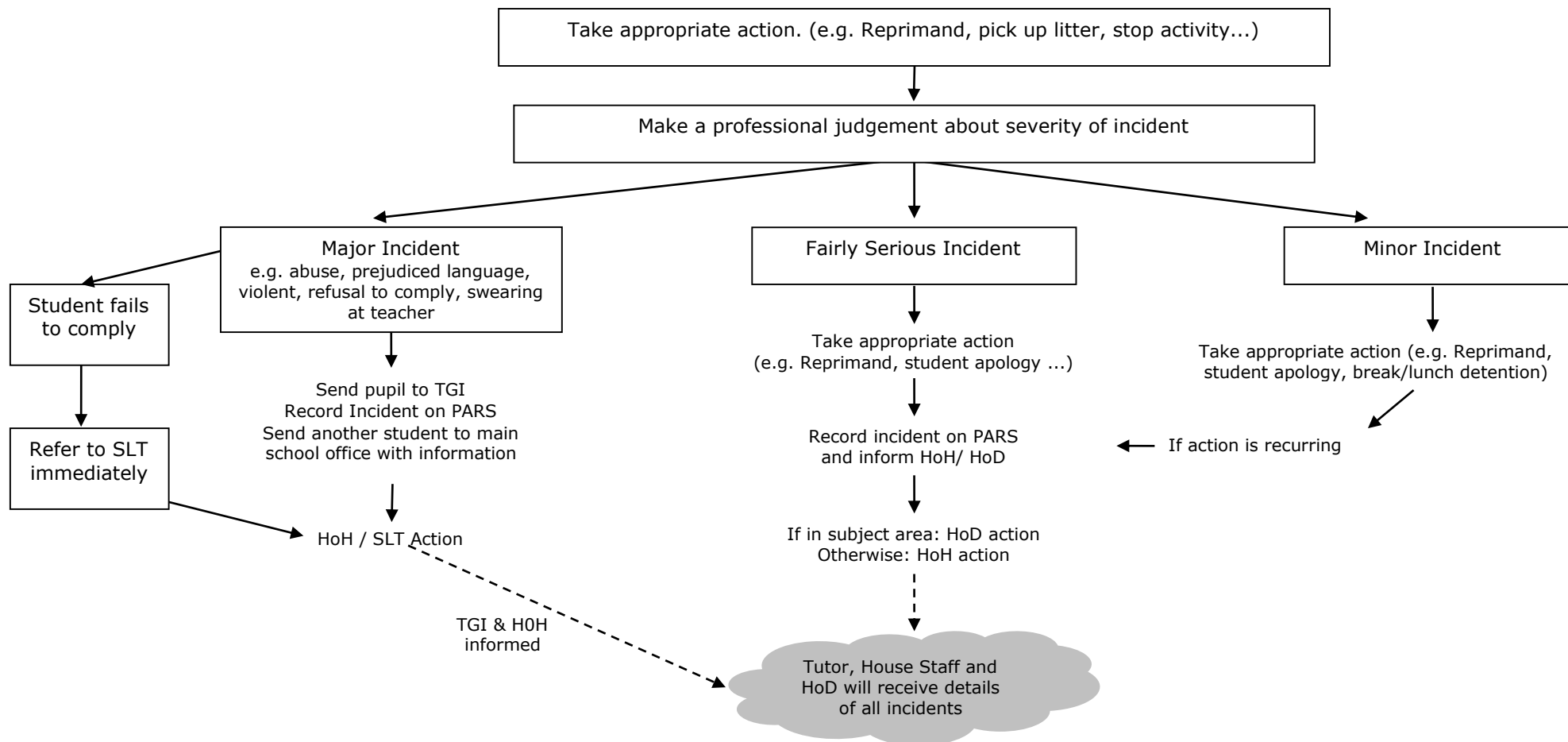
- Detentions are booked through PARS with an email being sent directly to your email address notifying you of the detention.
- In some cases a member of staff will contact you via a phone call to notify you of a detention
- A copy of any additional correspondence going home (other than standard detention emails) must be passed to Head of House.

Very Serious Incidents

e.g. violence/swearing at a teacher

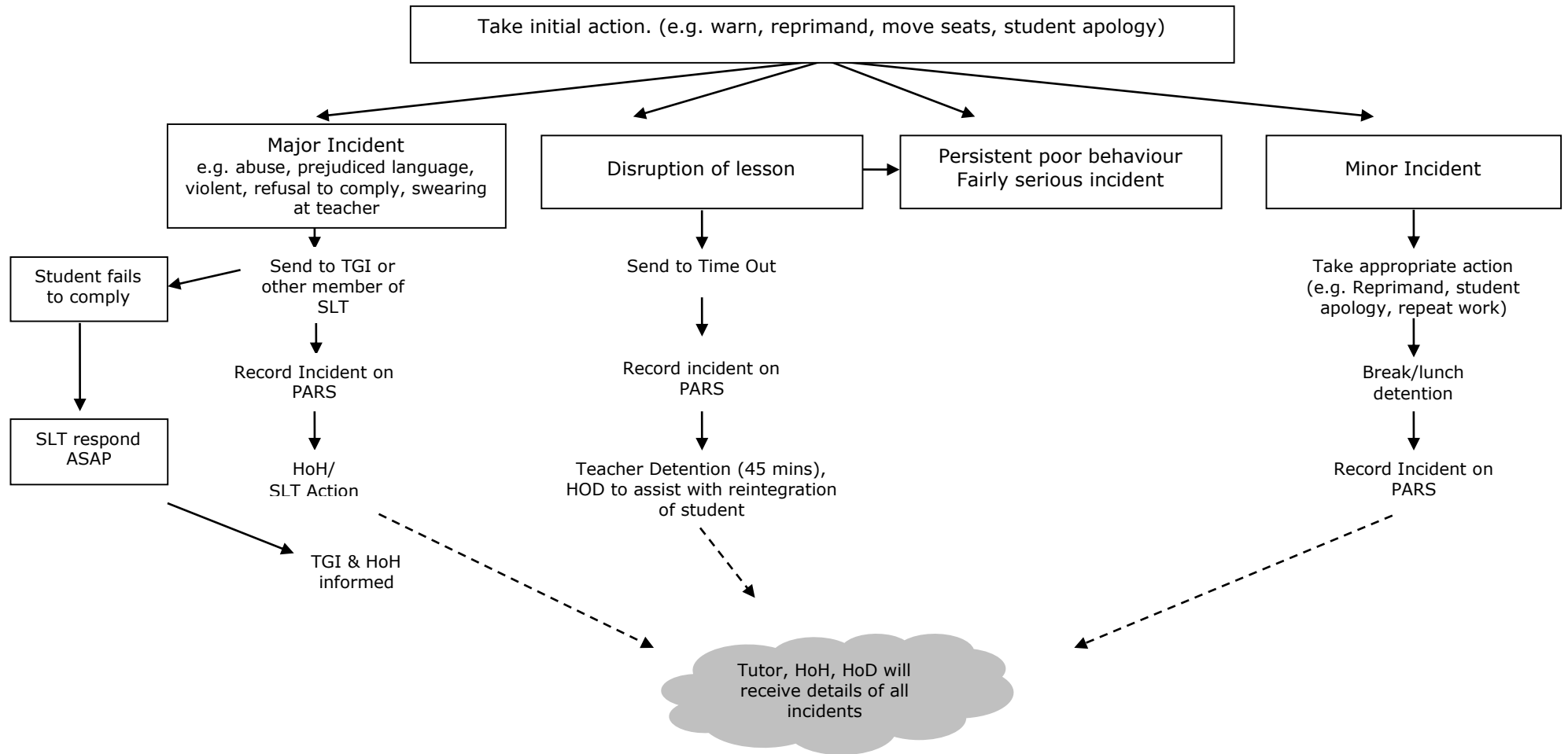
- Pupil to be sent to Mrs Gibbs office with a note sent to reception with another child telling them who has been sent to Mrs Gibbs and why.
- Record details on PARS as soon as possible
- For other serious issues a member of SLT will respond as soon as possible.

PROCEDURE FOR INCIDENT OUT OF LESSON



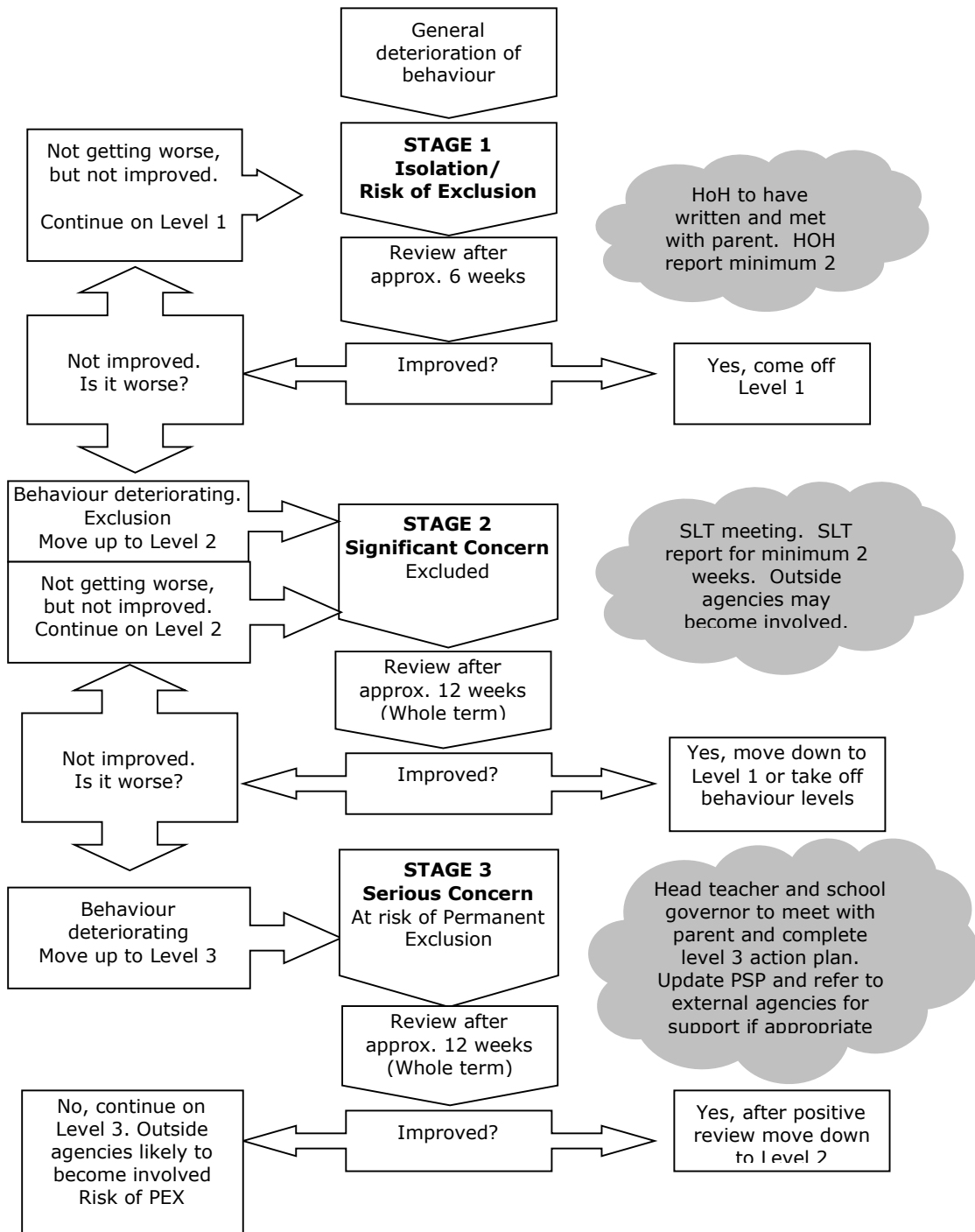
IT IS ESSENTIAL THAT PARS INCIDENTS ARE LOGGED AS SOON AS POSSIBLE.
In the event PARS is not available, an email PARS should be completed and sent to the HoH

PROCEDURE FOR INCIDENT IN LESSON

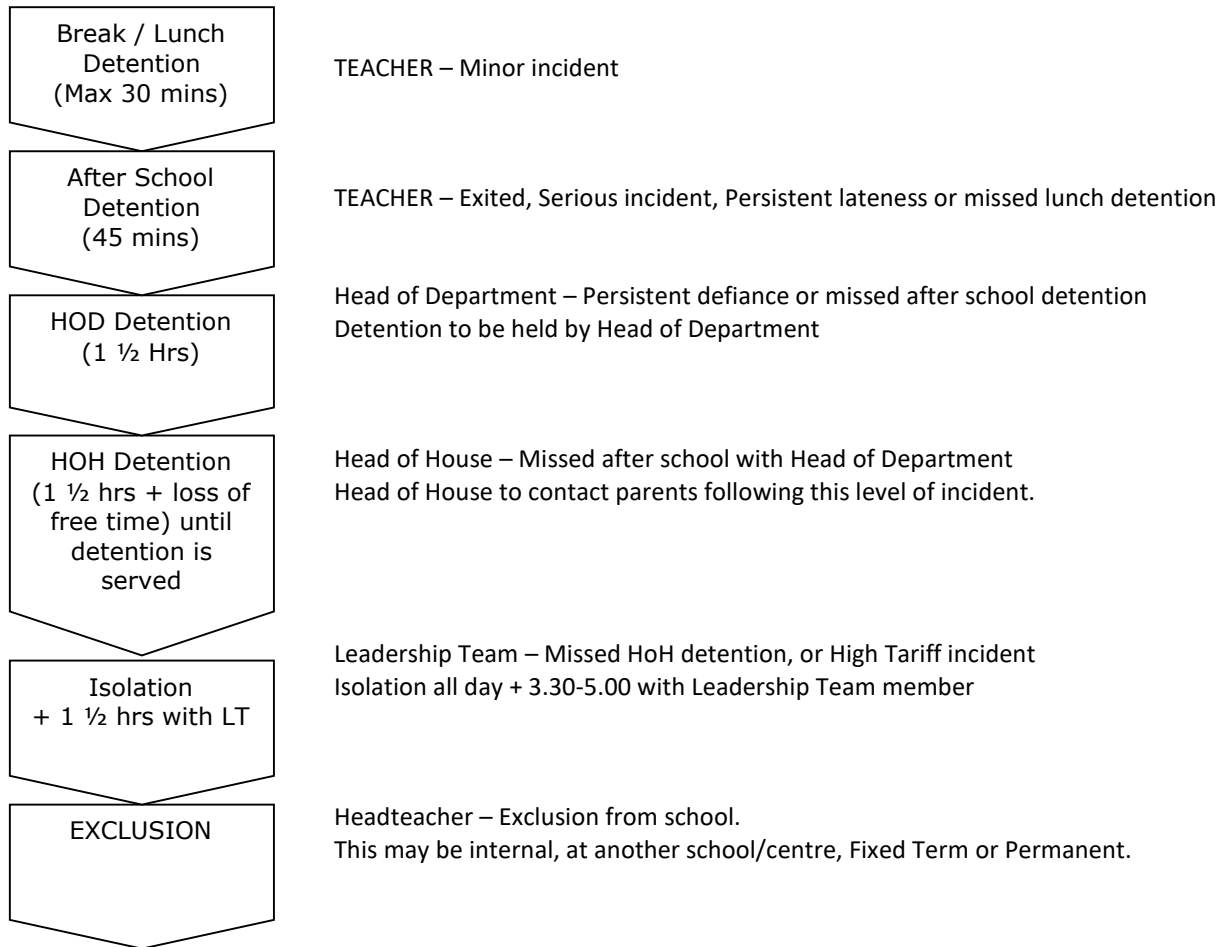


IT IS ESSENTIAL THAT PARS INCIDENTS ARE LOGGED AS SOON AS POSSIBLE.
In the event PARS is not available, an email should be completed and sent to the HoH

DISCIPLINARY CODE FLOWCHART



DETENTION FLOW CHART



- Only give one chance for each detention. If a pupil is absent, the detention should be rearranged and not escalated.
- 24 hour notice to be given before an after school detention, unless an agreement is made with the parents for same day detentions.



Peasedown St John Primary School- Behaviour Policy

SECTION 1: RATIONALE

- Every child has the right to learn, free from intimidation, harm, distraction or anxiety.
- Every child has the right to enjoy their time in school, to feel safe, secure and confident among their peers.
- Teachers and other members of staff have the right to carry out their professional duties without hindrance.

The school's behaviour policy outlines the universal expectations for all children. The underlying principles acknowledge the fact that the majority of children are able to behave in an appropriate manner when effectively supported and encouraged to do so.

In order to achieve those aims, the school needs a clear, consistent approach to behaviour management. It is our belief that good behaviour is maintained by establishing and maintaining a positive ethos throughout the school, in which adults model good behaviours, courtesy and respect for others and good behaviour is acknowledged and rewarded. We also believe that successful behaviour management depends on clarity, consistency and commitment to the systems in place.

SECTION 2: PRINCIPLES

- High expectations of children's behaviour are consistently applied by all staff.
- Adults model exemplary behaviour, showing courtesy and respect for all members of the school community.
- Good behaviour is explicitly recognised, celebrated and, where appropriate, rewarded through the school's rewards systems.
- Staff follow the school's agreed procedures for behaviour management. Consistency is essential if children are to have a clear understanding of expectations across the school.
- Staff communicate 'early' with parents in cases of repeated breaches of expectations by a pupil, or where a single breach is considered serious or significant.
- Visiting members of staff (e.g. supply teachers) are informed of the school's procedures governing behaviour management.
- Procedures are clearly and explicitly communicated to the children, at all ages.
- Staff are trained, as required, in order to ensure effective application of agreed behaviour management strategies.
- While consistent expectations of children are essential, the school's commitment to equality and personalised learning requires that children's specific needs are taken into account when applying the procedures for behaviour management. Not all children enjoy the same starting point.
- Children receive appropriate support from the staff to develop positive behaviour at all times in school. This may take a variety of forms, ranging from one-to-one mentoring, a 'circle of friends' approach and personal rewards systems to 'assertive discipline' methods aimed at establishing very firm boundaries.
- At no time does the administration of behaviour management strategies involve physical contact (except where legally acceptable and 'reasonable' restraint is applied for the safety of a child or of any other member of the school community - see the school's physical restraint protocol).
- At no time are behaviour management strategies deliberately humiliating or demeaning towards a child. It is essential that 'respect' should underpin any actions taken.

SECTION 3: POSITIVE REINFORCEMENT

- It is the responsibility of all staff to establish and maintain a positive environment in the school, in which children feel valued and respected and in which they value and respect others.
- The school encourages children to maintain exemplary standards of behaviour for their intrinsic value (i.e. not just to receive rewards).
- The school recognises that children like their efforts to be acknowledged and sometimes to be rewarded.
- Each teacher or teaching assistant is at liberty to devise appropriate reward systems specific to their class or group, as long as it is consistent with the principles of this policy and fits with whole-school systems and procedures.
- Rewards are mainly symbolic, rather than tangible (e.g. house points, rather than chocolate bars/sweets!)
 - Rewards are given without favour or bias towards or against any individual or group.
- Children who routinely show good behaviour are not overlooked in the administration of rewards in favour of children whose behaviour is often poor but make small steps in the right direction.

3.1 Rewards – an integrated system

Our Golden Rules: these are very evident around the school

- Treat others as you would like them to treat you

- Always do your best and help others to do the same
- Care for your own and other people's property and take care of our school.

By following these basic rules, children contribute to creating a happy, safe and positive learning environment

The Spirit of Peasedown: the Spirit of Peasedown cups and medals relate to six key areas in which children can make a positive contribution to the life of the school – these are linked to the Learning Skills Crew:

| | |
|----------------|---------------|
| 🔍 Agent | 🔍 Apprentice |
| 🔍 Collaborator | 🔍 Detective |
| 🔍 Inventor | 🔍 Trailblazer |

When awarding children with house points and certificates, these six headings should form the basis for decisions.

Good to be Gold:

Every child is assumed to start each new day with Gold Standard behaviour and is issued with a gold card*. Gold cards will be on display in classrooms, providing a visual indicator of the high standards of behaviour the children are maintaining in their class.

(* A plastic credit card – numbered: we keep an index of whose is which number; Y6 leavers hand in their cards, which get issued to next Reception children. Lost cards – 50p for a replacement).

Diamond Card:

The Gold Card can be upgraded to a Diamond Card for an exceptional contribution or exemplary conduct. To be eligible to achieve a Diamond Card, a child must have demonstrated at least three weeks of consistently 'gold' conduct. As a general rule, no more than one Diamond Card per class should be awarded each week. Diamond Card winners are asked to stand in phase assembly.

Where children fall short of the school's expectations of behaviour, there is a procedure to follow, which may result in the gold card being replaced by a yellow or a red card (see Section 4 below).

House Points

These are awarded for 'routine' demonstrations of citizenship, respect, fostering well-being, friendship or excellence. House points will generally be given as single house points, except in unusual circumstances. Individual recognition for house points will take place at phase assemblies. Totals will be revealed once per term at the last assembly of term. A weekly count-up of house points will be carried out by monitors. The 'exchange rate' for house points is approximately **up to 20** to be awarded to any one child during the term.

Star Awards

Certificates awarded for multiples of House Points. 1-star = 20, 2-star = 40, etc. up to 6-star for 120.

House Cup

Awarded to the house that gains the most house points.

Achievers

Any child, irrespective of their 'card', can be nominated as an achiever for a specific achievement in their learning – this is not confined to written/academic work, as it can refer to any area of the curriculum. We need to demonstrate that we value sporting/musical/historical achievement as well as core subject progress. Each week a LSC theme will be provided to focus for nomination of achievers and certificates given out at the Friday Achievers' Assembly.

3.2 Recognition

One of the secrets to achieving a genuinely positive ethos is that routine good behaviour is acknowledged and praised, not just taken for granted. In assemblies, we should ask Golden Children to hold up their hands. There will be additional recognition for children who 'stay gold' all week, all term and/or all year.

Diamond Card-holders are asked to stand in phase assembly and receive applause. They will also be asked to stand in the last Headteacher's Monday assembly of each term.

SECTION 4: MANAGING INAPPROPRIATE BEHAVIOUR

Despite the school's emphasis on establishing and maintaining a positive learning environment, it is recognised that there will be occasions on which children may fall short of the school's expectations for behaviour. In these cases an agreed procedure is followed. The application of these procedures depends on the context of the infringement.

- Consistency is key, but staff must use good judgement in following the spirit of this policy, so it is always advisable to discuss any debatable or unclear situations with senior colleagues.
- The award of any yellow or red card must be recorded on the SPTO class behaviour chart, with a comment explaining the reason for the sanction.
- A red card always results in a phone conversation with parents/carers and a letter home on the same day as the card is awarded.

4.1 Yellow and Red Cards

When a yellow card is issued (see stages of procedure below), the child hands in his/her gold card for the remainder of the day. When a yellow or red card is issued, it is slotted in next to the child's name on the appropriate board in the class for the remainder of the day.

It is the responsibility of the class teacher to monitor the frequency of issues of cards, to ensure children are aware of whether or not they have 'stayed gold' all week/term and to communicate clearly with parents about any behaviour issues. It is not routine practice to notify parents of yellow cards – we leave that to the children.

BEHAVIOUR MANAGEMENT PROCEDURE

4.2(i) In class

- It is the class teacher's responsibility to maintain an orderly classroom, with high standards of behaviour.
- Where a child falls short of those standards, the following procedure should be applied:

| | |
|---------|---|
| Stage 1 | Non-verbal/informal warning |
| Stage 2 | Formal verbal warning: "X, I expect you to follow my instructions. Next time, your name will go on the board." |
| Stage 3 | Name on board: "Next time, you will receive a yellow card." |
| Stage 4 | Yellow card: move within class. "Next time, you will receive a red card and move class." |
| Stage 5 | Red card: the child takes their yellow card to the Phase Leader, who replaces it with a red card. They move to another class (as pre-agreed – may be parallel class or Team Leader's) and hand the red card to that class's teacher. Remain with this class for remainder of the session (whole morning or whole afternoon). Parent informed verbally or by phone. Red Card letter completed by class teacher and emailed home. |
| Stage 6 | If red received in the morning, return to own class at Stage 4 on red card for the afternoon - further infringement: sent to Deputy Head/Head |
| Stage 7 | For serious breaches of behaviour expectations, occasioning a red card, the next stage up is 'internal exclusion' – removing the child from his/her class for part or the whole of the following day. |

For a child whose behaviour frequently reaches Stage 4 or 5 (yellow or red cards), the teacher should discuss the matter with the Team Leader and/or Deputy Head and Head, with a view to implementing the Staged Behaviour Plan (see 4.6 below).

4.2(ii) In school, outside of lessons

| | |
|---------|-----------------------------|
| Stage 1 | Non-verbal/informal warning |
|---------|-----------------------------|

- Stage 2 Formal verbal warning: "X, I expect you to follow my instructions. Next time, you will be given time-out."
- Stage 3 Time-out: 5 minutes away from peers in a pre-agreed location (against fence/wall, on steps). "Next time ... you will be on permanent time-out and I will recommend to your teacher that you have a yellow card."
- Stage 4 Permanent time-out for remainder of session: recommendation to class teacher that yellow card may be appropriate. "Any further misbehaviour may mean you get a red card."
- Stage 5 Any further offence: sent in to class teacher or senior leader, who escorts child to pre-agreed Opt-out space/other class. Situation explained. Class teacher/senior leader determines whether the red card procedure should be followed.
- Stage 6 If red received in the morning, return to own class at Stage 4 on red card for the afternoon - further infringement: sent to Deputy Head / Head
- Stage 7 For serious breaches of behaviour expectations, occasioning a red card, the next stage up is 'internal exclusion' – removing the child from his/her class for part or the whole of the following day.

Lunchtime assistants, HLTAs, supply and PPA cover teachers may make a recommendation about a card to the class teacher in their book, but it is for the class teacher to make the decision, unless absent.

4.3 Instant Yellow Card

While it is generally desirable to issue warnings to children before a coloured card is issued, there are circumstances, dictated by common sense, in which a member of staff may award an instant yellow card. For example:

- To children who become involved in a scuffle or fight as a result of argument/provocation
- To children who show defiance or rudeness to adults in the heat of the moment
- To children who hurt someone or damage property without fully intending the end result

4.4 Instant Red Card

There are circumstances in which school staff may decide to award an instant red card. In these cases, it is always advisable before issuing a red card (a) to establish the facts of the incident by weighing the evidence and (b) to consult with a senior colleague about the appropriate sanction. NEVER rush to judgement. These are examples of such occasions when an instant red card would be appropriate.

- Unprovoked violence
- Extremely abusive/offensive language
- Wilfully damaging/vandalising property (the school's or someone else's)

It may be appropriate for the child to receive an internal exclusion or even a fixed-term exclusion. This will be the decision of the Headteacher or, in the absence of the head, the deputy heads.

4.5 Recording Behaviour and Rewards

All class teachers are responsible for keeping their class behaviour chart on SPTO up to date with any yellow, red or diamond cards. This instantly generates year-group and whole school data on children's cards, which enables close monitoring of trends by members of the SLT and improved reporting to Governors.

Guidance is issued to staff as to how to keep these records up to date.

4.6 Behaviour Monitoring Logs

Where a child's negative behaviour is frequent or repeated, the class teacher may refer the case to their Phase Leader, who may take the decision to initiate behaviour monitoring. This involves session-by-session monitoring of the child's behaviour, requiring all staff to observe and score the session they have been supervising, building up a picture of the child's day. The Phase Leader will review the log at the end of each day and may set a target score for the child to achieve each day. It may be appropriate for the child to show the log to the Headteacher at the end of the week.

A behaviour monitoring log would normally be employed for two to six weeks, at the discretion of the Phase Leader.

4.7 Personal Behaviour Programmes

Where the above measures have not resulted in a significant improvement in behaviour, the pupil may be placed on a Personal Behaviour Programme. There is no set threshold for the activation of such a programme, but staff should ask these questions before initiating a programme:

- How frequent is the poor behaviour?
- What kind of behaviours do we need to alter?
- What measures have been tried already in order to modify the pupil's behaviour?
- Have the parents been informed of your concerns?
- What evidence supports the need for a plan?
- What measures should the plan include?

Appendix A below sets out in detail how we use Personal Behaviour Programmes. The emphasis is on achieving the outcome of modifying a child's behaviour, rather than simply punishing the child. Where appropriate, a risk assessment will be carried out as part of the PBP.

4.8 Internal Exclusion (Head/Deputy Head involvement)

In addition to a red card, the headteacher or deputy heads may consider it appropriate to exclude a child from their class internally (i.e. within the school) for a half-day or a whole day. This provides the child the opportunity to work away from their peers, to break a cycle of behaviours and to reflect on their misconduct.

4.9 Fixed-term and Permanent Exclusion

It is extremely rare for fixed-term or permanent exclusion to be employed as a sanction in our school. Exclusions are used only for very serious breaches of our behaviour expectations. The following provide examples of the sorts of breach that might occasion exclusion:

- Extreme defiance or rudeness towards a member of staff
- Deliberate harm or violence towards another member of the school community (beyond the level which would activate a red card) or
- Significant and deliberate damage to school property

The school abides by the Department for Education's Statutory Guidance on Exclusion (September 2017), which can be accessed by clicking on the link.

SECTION 5. COMMUNICATION WITH PARENTS/CARERS

A crucial component of effective behaviour management is securing the support of parents and carers (hereafter referred to as 'parents'). This demands a high degree of communication between school and parents, following these principles:

- Parents have a right to know about their child's conduct in school.
- Parents need to know when their child has been especially good (e.g. Diamond card awards) and should also be informed of their child's routine good behaviour (staying Gold)
- Parents do not need to be informed of individual yellow cards – it is neither practical nor proportionate. However, where yellow cards are repeatedly issued to a child, it is appropriate to convene a meeting or to have a telephone conversation to discuss this.
- It is the responsibility of the class teacher to keep parents adequately informed about a child's behaviour. The key to good communication is to be 'early' and proactive – not waiting until an opportunity presents itself (e.g. a parents' evening).
- A red card is a serious sanction. Parents should be told immediately if one is issued and this should be followed by a formal letter (using the template provided).

Is it Right to Publicise a Child's Poor Behaviour?

Some parents object to their child's poor behaviour being discussed in front of other children or adults, e.g. by a child being made to stand up in an assembly for persistently talking, or by having their name written on the board. It is the school's view that children should not be deliberately humiliated when they receive a punishment; however, justice must be seen to be done and it is not reasonable that a child should feel able to conceal a deserved sanction from their peers. The name on the

board and yellow/red card are generally employed only after repeated warnings – if the child chooses not to heed those warnings, then he/she should not complain when his/her offence is discussed in front of others.

Bullying

Bullying is not a simple case of one child victimising another. It is often a complex situation and requires skilful handling, if it is to be eradicated. Please see our separate Anti-Bullying Policy.

Formal Procedure for Complaints

Through consistent application of this policy and effective communication with parents/carers we hope to achieve a high level of parental support for our behaviour management. We aim for prevention rather than cure but if a formal complaint is needed in the context of behaviour management, we have a Policy for Raising Concerns and Complaints Procedure to be followed.

APPENDIX A: Personal Behaviour Programmes

The vast majority of children at Peasedown St John Primary School meet or exceed our expectations in terms of behaviour. However, there is a very small proportion of children whose behaviour presents a significant challenge. This paper proposes the way forward for the school in meeting that challenge successfully.

RATIONALE

A Personal Behaviour Programme (PBP) is a way of tailoring the school's response to individual need. It is founded on the following principles:

- Successful behaviour management requires deep and precise understanding of what a child's behaviours are and what causes them
- Detailed planning for effective behaviour management is critical, seeking to pre-empt or anticipate challenging behaviours, as well as to respond to them
- Consistency in application of measures is crucial
- Record-keeping must be thorough, consistent, but manageable, to track progress and patterns of behaviour
- Regular monitoring and review focuses on the impact of the programme, enabling staff to adapt it to changing circumstances
- The focus is always on improving outcomes for the individual, for other pupils, for parents and for staff – it is not primarily about punishment, but educating a child to change
- Where possible, a PBP will be informed by professional expert assessment of the child's behaviour
- The programme is the school's programme, informed by professional experience and skill. It does not require validation from parents/carers, but clearly it will be all the more effective if it is well supported at home.

1. Identification of Need

Where a child exhibits challenging behaviour that is outside the 'normal' range of behaviour that can be effectively managed through whole-school systems, that child should be identified as requiring a PBP. Any of the following characteristics would indicate eligibility:

- Frequent disruption of lessons, defiance, disobedience or rudeness to adults
- Extreme responses to situations or setbacks
- Frequent instances where restraint is required
- A tendency to run away or be in the wrong place
- Frequently harming others, either children or adults

2. Confidential Internal Behaviour Assessment

Using the agreed form, an internal behaviour assessment is carried out, using testimony from all adults who work with the child, to analyse his/her behaviour, its impact and any discernible patterns or triggers. This is an internal form, for staff use only, and, once completed, should be treated as confidential within the HTG. It will also cover environmental factors, family circumstances and relationships with adults in the school.

3. Devising the Personal Behaviour Programme

Using the agreed form, a detailed behaviour programme is drafted. The key features of this are:

- Naming the lead professional on the HTG who will oversee the implementation

- Identifying 'named staff' who will implement the programme – all staff have a responsibility to support children with behaviour issues, but it is important to identify those who take the lead in responding to certain children, to ensure consistency
- A statement of the intended outcome of the programme
- An agreed 'approach' to the child, to ensure consistency in adult responses – inconsistent responses (punitive/nurturing) can be disorientating. For some children it will be necessary to devise 'scripts' for different situations.
- A table of behaviour/consequences, including an 'escalating' scale of consequences
- A day-by-day, hour-by-hour timetable of lessons, breaks and interventions identifying the child's location, which staff are responsible for the child, who the HTG lead is at any given time and who the go-to teacher is if the child needs to be moved to another location
- A diary of dates for feedback to parents on the programme's effectiveness
- Recommendations for how parents can support the programme at home
- Dates for monitoring and review of the programme

1. Implementation

(a) Parent/Carer meeting.

The first step is to invite the parent/carer in to discuss the draft plan. The programme is only in draft form until this parent meeting has taken place. However, it is crucial to give some very clear messages about the programme, as follows:

- The programme is for the benefit of the child, as well as other children and adults
- The programme is not a punitive measure, but seeks to pre-empt and anticipate challenging behaviours
- The school has complete discretion as to the programme's content; it is designed to enable the school to fulfil its responsibilities and draws on the expertise of the professionals who work in the school. We will listen to parental suggestions and seek parental support, but if it is not forthcoming, the school will implement the programme as it sees fit.
- The parent/carer will be kept informed about the progress of the programme a

(b) Discussion with the child.

This may take place as an extension to the parent/carer meeting, but it may be more appropriate to speak to the child on a separate occasion. At this meeting, the child will be informed of the outcomes expected, our commitment to support him/her to achieve this goal and what happens if he/she displays the behaviours covered by it.

(c) Staff Briefing

- I. All staff who deal with the child (including SMSAs) will be briefed *together* and will receive a copy of the programme, which is to be treated as confidential and filed appropriately. A copy will be held centrally in the school office, for easy reference by the named staff on request.
- II. All other staff will be informed that Child X has been placed on a Personal Behaviour Programme and will be told who the 'named staff' are who take the lead in dealing with that child. NB This is not like First Aid, where only first aiders can administer to children – all staff must be ready to step in where required, but must seek and follow the lead of one of the named staff for that child, if one is available.
- III. Confidentiality is critical in dealing with behaviour – the fact that a child is on a PBP is not something that should be divulged to anyone else; neither is a PBP's content.

5. Monitoring, Review and Evaluation:

- a) Monitoring: the named staff will log contemporaneous notes on the shared electronic record (which will be password protected), relating to the child's behaviour, both positive and negative.

- b) Review: the progress of any child on a PBP will be reviewed weekly at HTG, alongside the vulnerable children who are routinely discussed. Notes to be kept of these reviews.
- c) Evaluation: this should happen towards the end of each term (at a date specified on the initial programme form) and relates to the effectiveness of the programme itself in improving behaviour.
- d) Reporting: it is essential to report termly to parents/carers as to the effectiveness of the PBP. Likewise, the Headteacher should report annually to governors on the number of PBPs in place and the impact they have had.

See below for a template of the Personal Behaviour Programme

Personal Behaviour Programme *Behaviour Assessment*

Pupil:

| Class | Year | Class Teacher | Date of Assessment |
|--|------|---|--------------------|
| Person Completing Assessment Form | | HTG Lead | |
| Named staff (who work directly with the pupil) | | Role (Headteacher, Deputy, Teacher, TA, SMSA) | |
| | | | |
| | | | |
| | | | |
| | | | |
| | | | |
| | | | |

Behaviour Analysis

| Behaviour Observed | Impact | Frequency (how often daily/weekly) |
|--------------------|--------|------------------------------------|
| | | |
| | | |
| | | |
| | | |
| | | |

Personal Behaviour Programme*Planned Programme*

Pupil:

| | | | |
|--|------|---|------------------------|
| Class | Year | Class Teacher | Date Programme Drafted |
| Person Completing Assessment Form | | HTG Lead | |
| Named staff (who work directly with the pupil) | | Role (Headteacher, Deputy, Teacher, TA, SMSA) | |
| | | | |
| | | | |
| | | | |
| | | | |
| | | | |
| | | | |

Outcomes Statement*The purpose of this programme is...***Diary of key dates** (parents/carers meeting; evaluation dates, etc.)

| Date | Event | Notes |
|------|-------|-------|
| | | |
| | | |
| | | |
| | | |
| | | |

Agreed Approaches

| Behaviour Observed | Recommended approaches | Approaches not to be used |
|--------------------|------------------------|---------------------------|
| | | |
| | | |
| | | |
| | | |
| | | |



Promotion of Self-Esteem and Positive Behaviour Policy

Aim

All members of our School should be able to work and play together in a supportive and happy community.

A successful approach to behaviour management is essential to

- secure safety and high standards across the curriculum
- to develop a positive self-image
- respect of self, of others and of the environment
- to the development of moral, social and cultural values including a strong sense of personal responsibility and self-discipline.

Objectives

- To create an environment which encourages and reinforces good behaviour
- To foster caring and respectful attitudes to people, property and the environment
- To promote self-esteem, self-discipline and positive relationships
- To listen to and value the views and opinions of others without bias of culture, gender or race
- To establish and maintain procedures so that all staff follow a consistent approach where the boundaries of acceptable behaviour are clear and safety for all is ensured
- To encourage the involvement of both home and school in the implementation of this policy
- To encourage children to become responsible for their own behaviour

Standards of Behaviour

At St Julian's and Shoscombe Church Schools we work towards standards of behaviour based on the Christian principles of honesty, respect, consideration and responsibility. It follows that acceptable standards of behaviour are those which reflect these principles.

It is the responsibility of each class teacher to ensure that rules are enforced consistently in their class and to deal with misbehaviour. However, if a child continues to misbehave then the class teacher should seek advice and help from the senior staff, assistant heads or head teacher.

The Curriculum and Learning

We believe that an appropriately structured creative and relevant curriculum and effective learning contribute to good behaviour. Thorough planning for the needs of individual pupils, the active involvement of pupils in their own learning, and positive feed-back all help to avoid the alienation and disaffection which can lie at the root of poor behaviour.

Classroom Management

Classrooms should be organised to develop independence and personal initiative. Furniture is arranged to provide an environment conducive to on-task behaviour. Materials and resources are arranged to aid accessibility and reduce uncertainty and disruption. Displays should be used to develop self-esteem through demonstrating the value of everyone's contribution, and overall provide a welcoming environment.

Class Rules

Class rules, known as 'Charters', will be discussed annually with the children and reinforced throughout the year and they relate to the day to day running of the class. Examples of this may be rules such as: "Be polite to everybody".

Playground Rules

The majority of class rules also apply to the time children spend outside during break-times. Examples of such rules are "Respect other people and property". Obvious additions to this are that the children should not leave the premises. Play times are always adequately supervised and the Head Teacher, Assistant heads or Senior staff should always be available if required.

Strategies to encourage good behaviour

Our emphasis is on recognising good behaviour through praise and rewards. We have high expectations of standards of behaviour at all times. A variety of strategies are used to encourage good behaviour. They are as follows:

- Valuing and praising children in work and play
- Start each day afresh
- Reward stickers

- Encourage forgiveness
- Lunch-time Supervisor's book to reward good behaviour at lunch-time
- Circle Time
- Celebration Assemblies
- Home/School agreements
- Head Teacher's comments

Sanctions

The use of sanctions should be characterised by certain features:

- It must be clear why the sanction is being applied.
- It must be made clear what changes in behaviour are required in order to improve.

In most cases the adult in charge of the child can deal with unacceptable behaviour firmly and fairly at the time. The following sequence will be followed:

- A verbal reminder
- Movement down the class behaviour chart
- Time out of activities in the playground
- Loss of privileges
- All staff will send to the Head Teacher or senior leadership team (SLT), any learner who puts themselves or others at risk
- If a child refuses to leave the Classroom a member of the SLT will be sent for and the remaining children taken to another classroom or suitable location
- The Head Teacher will discuss serious situations with staff and parents as appropriate
- The Head Teacher will involve the SENCO if appropriate
- Persistent or serious misbehaviour will be reported to the Head Teacher and parents will be informed to discuss the matter. Parents of any affected children will also be informed.
- Specialist advice may be sought from external agencies e.g. Educational Psychology Service, Specialist Behaviour Support Team, Social Services.
- The permanent exclusion of a learner is the final sanction.

Time Out and Exclusion

- Time out may be used for a short period in order to give the child an immediate "cooling off" period
- Time out could be for longer periods but in these circumstances the parents would be informed of the need for the child to attend School but to be educated separately from their peers for a set amount of time.

If a child's behaviour is considered to be extremely inappropriate or dangerous, the Head Teacher may put into action formal exclusion procedures as advised by the LA and inform the Governors.

- Repetition of dangerous incidents would result in a fixed term or permanent exclusion.
- A decision to exclude a pupil would only be taken in response to a serious breach to this behaviour policy or if allowing the pupil to remain in School would seriously harm the education and welfare of the pupil or others in School.
- A decision to exclude a child is a serious one. It will usually be the final step in a process for dealing with discipline issues following a wide range of other strategies which have been tried without success. It is an acknowledgement by the School that it has exhausted all available strategies for dealing with the child and will only be used as a last resort.
- However, there may be exceptional circumstances where, in the Head Teacher's judgement, it is appropriate to permanently exclude a child for a first or "one-off" offence. These might include: serious actual or threatened violence against another pupil or member of staff, sexual abuse or assault, supplying an illegal drug or carrying an offensive weapon.
- If at all possible, the process of "Restorative Justice" for serious offences should be vigorously considered.
- Should a child be excluded the parents/carers will become responsible for their child during the exclusion period.
- Confidentiality is paramount. Staff should also avoid naming individual children/groups of children during public meetings, training sessions or workshop
- It must be made clear what changes in behaviour are required in order to improve.



Rewarding good choices: Shoscombe Church School

Children earn Dojo points. Each child has a Dojo character and points are rewarded throughout the day to everyone for making good choices. The collective total of Dojos earned by the class is linked to Special Time. Dojo's are refreshed each week. Children who earn the highest number of Dojo points will have a special notelet sent home to recognise this effort. Children also work as a 'House' (vertical grouping across the whole school) to earn Dojo Points. House Captains collect the number of Dojo Points earned each week. At the end of term the house with the highest number of Dojo points earns a house treat.

Special Time

Special Time is 2.15pm to 3pm every Friday afternoon. Activities on offer to children during Special Time include Forest School, looking after the chickens and cooking. This is in addition to activities in the classroom such as board games, art and craft. All children will have an opportunity to choose from this wide variety of activities across the year.

Rewards

There will be certificates and rewards for good work, super star learning and being a good role model. Class teachers will also send home messages via Class Dojo to celebrate good work. One child each week will have a special postcard sent home for exemplary work or behaviour. Parents will be able to see photos of our super stars on Class Dojo School Story and these children's efforts and achievements will be celebrated in Friday's assembly. Our excellent role models will be invited to a special tea party at the end of term.

Consequences for wrong choices at Shoscombe Primary School

We strive to ensure that boundaries for unacceptable behaviour are clear to all children. We want to encourage children to make good choices and reflect on wrong choices so they can become responsible for their own behaviour. Strong teacher-child relationships are key to helping children learn how to reflect on their behaviour and therefore we use a range of strategies to support children's emotional well-being alongside every stage in our consequences system.

- 1. Verbal Warning** - No record is kept. This is an opportunity for children to stop and think about their behaviour choices and to make better choices straight away. At this point a teacher may ask a child to move to a different place in the class to help them to concentrate on their choices better.
- 2. 'Make a choice'** - If a child receives a 'Make the choice' warning then this is recorded in the class behaviour log. This is a more formal reminder about the child's responsibility to make a better choice.
- 3. 'Time out' in Class** - The child will be asked to move to a work space in their own class and a record will be kept in the class behaviour log. This is now more serious and so the class teacher or a TA will talk to the child about the choices they are making and how they can turn their behaviour around.
- 4. 'Partner Class'** – The child will be sent to another class to complete their learning for 15 minutes. As this is quite serious the class teacher will phone home to inform parents that their child has been sent to partner class. In some instances a member of SLT will phone home to discuss the child's behaviour.
- 5. Partner Class twice in a week** - If a child has two partner classes in one week they will receive a lunchtime detention. Parents will be informed by the class teacher. A member of SLT will supervise the lunchtime detention. Parents may wish to make an appointment with a member of SLT to discuss ways to support their child to take better responsibility for their behaviour.

A small number of children at Shoscombe have additional needs and therefore we will adapt this behaviour system for these individuals. However, these children will follow the same consequences as all other children.



Rewarding good choices at St Julian's Church School

Children earn House points. These are rewarded throughout the day to everyone for making good choices. All children belong to a House (vertical grouping across the whole school) to earn House Points. House Captains collect the number of House Points earned each week. At the end of term the house with the highest number of house points earns a house treat.

Special Time




Special Time is 2.45pm to 3:15pm every Friday afternoon. Activities on offer to children during Special Time include outdoor play and activities in the classroom such as board games, art and craft.

Rewards

There will be certificates and rewards for good work, super star learning and being a good role model. Children's efforts and achievements will be celebrated in Friday's assembly. Our excellent role models will be invited to a special tea party at the end of term.

Consequences for wrong choices at St Julian's Church School

We use a 5 step procedure:

| | Level 1 | Level 2 | Level 3 | Level 4 | Level 5 |
|---------------------------------|--|---|---|--|--|
| | Verbal Warning.  | Name on board.  | Child moved within the classroom or outside the classroom (15 minutes max).  | Child sent to Assistant/Deputy Head Teacher. At this stage parents may be informed. Recorded on SIMS.net | Child to Head Teacher (or Deputy Head Teacher) and parents informed. Recorded on SIMS.net |
| Hurting feelings | Disrespectful behaviour to adults. | | Continued disrespectful behaviour to adults. | Verbal rudeness and/or persistent disrespectful behaviour to an adult. | Verbal rudeness and/or persistent disrespectful behaviour to an adult. |
| Hurting people/objects | Saying negative comments about another pupil, either to them or to someone else. Accidental / reckless and uninvited physical contact with another child. | Saying or doing something that is disrespectful and/or hurtful to other pupils. | Continuing to say or do something that is disrespectful and/or hurtful to other pupils. Intentional uninvited physical contact with another child (eg pushing in line) | Saying or doing something that is seriously disrespectful and/or hurtful to other pupils. Hitting or other physical assault with intent to hurt another person. | Serious physical assault / violent behaviour to another person. |
| Not following instructions | Not taking an active part in a lesson. | Continuing to not take an active part in a lesson. | Continuing to not take an active part in a lesson. | Continuing to not take an active part in a lesson. | |
| Not listening | Disrupting own and others learning, by talk or action. | Continuing to disrupt own and others learning, by talk or action. | Continuing to disrupt own and others learning, by talk or action. | Continuing to disrupt own and others learning, by talk or action. | |
| Hurting feelings | "Accidental" swearing. | | Repeated "accidental" swearing. | Swearing offensively. | |
| Hurting people/objects/feelings | | | | Deliberate lying. | |
| | | | | | Running off site Homophobic bullying |
| | | | | | Disability bullying Racism Bullying |
| Being Safe | Accidental / reckless minor damage to school or other person's property. | | | Deliberate reckless and serious damage to school or other person's property (eg intentionally snapping a ruler or pencil). | |



Somervale School - Behaviour Policy

Ready – Respectful - Safe

Roles and Responsibilities

The Governing Body will establish, in consultation with the Headteacher, staff and parents/carers, the policy for the promotion of good behaviour and keep it under review. It will ensure that it is communicated to students and parents/carers and will be made available on the school website, is non-discriminatory and the expectations are clear. The Governors will support the school in maintaining high standards of behaviour.

The Headteacher will be responsible for the implementation and day to day management of the policy and procedures.

Staff, both teachers and support staff, will be responsible for ensuring the policy and procedures are followed, consistently and fairly applied. Mutual support amongst all staff in the implementation of the policy is essential. Staff have a key role in advising the Headteacher on the effectiveness of the policy and procedures. They also have responsibility, with the support of the Headteacher, for creating a high quality learning environment, teaching positive behaviour for learning and implementing the agreed policy and procedures consistently.

The Headteacher and staff will ensure there is no differential application of the policy and procedures on any grounds, particularly ethnic or national origin, culture, religion, gender, disability or sexuality. They will also ensure that the concerns of students are listened to, and appropriately addressed.

Parents/carers will be expected, encouraged and supported to take responsibility for their child both inside and outside the school. The school will encourage parents to work in partnership with the school to assist in maintaining high standards of behaviour.

Students are expected to take responsibility for their own behaviour and will be made fully aware of the policy, expectations. Students will also be encouraged to take responsibility for their social and learning environment making it both safe and enjoyable by reporting all undesirable behaviour.

In order to enable teaching and learning to take place, good behaviour in all aspects of school life is necessary. We seek to create an inclusive, caring learning environment in the school by;

- Promoting good behaviour and attitudes to learning that enable all students to achieve their potential.
- Enabling all staff to teach to an appropriate level of challenge that enables the school to raise achievement.
- Promoting self-esteem, self-discipline, proper regard for authority and positive relationships based on mutual respect.
- Ensuring quality and fairness of treatment for all.
- Encouraging consistency of approach to both positive and negative behaviour.
- Promoting early intervention and to promote inclusion at all levels in line with the Every Child Matters agenda.
- Providing a safe environment free from disruption, violence, bullying and any form of harassment.
- Encouraging a positive relationship with parents/carers which develops a shared approach which involves them in the implementation of the School's policy and associated procedures.
- demonstrating to students how acceptable standards can be achieved
- Promoting a culture of praise and encouragement in which all students can achieve.

BEHAVING WELL AT SOMERVALE

Ready – Respectful - Safe

If Somervale School is to be successful in helping you to be successful and to enjoy school there must be a good standard of behaviour. Every student has a part to play. It is important that every student conducts themselves in a way that is READY, RESPECTFUL and SAFE.

WORKING WELL AT SOMERVALE

To be successful at Somervale School all students should be **READY** to learn, **RESPECTFUL** of all others, and behave in a way that keeps themselves and others **SAFE** at all times.

To demonstrate **READINESS**, you should;

1. arrive on time at every lesson with the right books and equipment
2. keep all exercise books and folders in good clean condition
3. complete all written pieces of work in blue or black ink, using the correct headings and titles
4. read all work carefully and check it before handing it in
5. think about teachers' comments and try to improve by setting appropriate targets
6. concentrate in lessons and always do homework on time and to the best of your ability
7. always carry your Homework Diary for use in all lessons

To demonstrate **RESPECTFULNESS**, you should;

- have consideration and respect for yourself and other people: there is no excuse for rudeness, disrespect, insolence or offensive language
- look after your own property and respect the property of others
- listen carefully to your teachers and follow their instructions
- work sensibly with your classmates to make the most of learning opportunities
- Litter must be placed in bins
- The rules of conduct in specialist areas such as Science, Technology, PE, etc., must be followed
- Rooms should be left clean and tidy at the end of each lesson
- Uniform is to be worn correctly at all times

Failure to adhere to the schools uniform expectations may result in students going home to get changed, replacement uniform being worn or possibly removed from circulation until the uniform issue is resolved. In the case of incorrect footwear, students will be required to wear the schools replacement shoes ('daps') unless there is a medical reason. Students with extreme haircuts or dyes will be sent home to remedy the situation. Students who wear excess jewellery will have this confiscated and returned following the completion of a detention.

To demonstrate **SAFETY**:

- Move quietly about the school in a sensible and safe manner
- Absence, no matter how short, must be explained by a note from home
- Students arriving late or leaving early must report to the Main Office
- Food and drink are to be consumed only in designated areas at break and lunchtime
- Flizzy drinks and energy drinks are not permitted due to high sugar content and the associated health concerns
- Harmful or illegal items may not be brought onto the premises. This includes knives, matches, lighters, tobacco, alcohol or drugs
- Behaviour which can be harmful to yourself or others is not permitted
- Aerosols, skateboards or roller blades should not be brought to school and chewing gum is not allowed.
- Mobile phones must be turned off and out of sight in any classroom
- Students are not to leave the premises during the school day without written permission from their parents and they must sign out at reception
- Movement around the school must be quiet and orderly. Ensure 'up' and 'down' stairs rules are followed.

The following areas are out of bounds:-

- The staff car park
- The horticulture and polytunnel areas behind the tech block

- The area behind the tennis courts

The following areas should be kept clear (walk through only):-

- The area at the front of the school
- The media area

Failure to comply with any of the above may ultimately result in exclusion.

Promoting Good Behaviour

All staff must work together to behaviour effectively to ensure a good and safe learning environment.

- Staff will take responsibility for promoting good and courteous behaviour both in classrooms and around the school, in accordance with the school's behaviour policy
- Staff will work to maintain good relationships with pupils, exercise appropriate authority, and act decisively when necessary
- Staff will praise students when they see good behaviour
- Staff will tell students clearly what is expected of them
- Students should remember what is asked of them
- Rules are consistent, fair and will be kept
- Rules will be regularly reviewed by staff and students
- Staff will regularly inform a student's parents of exemplary behaviour as well as achievement (letter or post card home, parents' evening, or informally via a note in the students diary or a phone call)

Rewards

At Somervale we strongly believe in the importance of encouraging all students to achieve their potential. In all classes, verbal encouragement is used as an essential tool.

A school ethos of encouragement is central to the promotion of good behaviour. Rewards are an integral means of achieving this. They have a motivational role in helping students to recognise that good behaviour, self-awareness and responsibility to self and others is valued, and are clearly defined in the procedures. Integral to the system of rewards is an emphasis on encouragement, both informal and formal to individuals and groups.

Students are rewarded for individual achievement, progress and attainment, demonstrating our core values of being **ready** to Learn, **Respectful** to Others and ensuring a **Safe** Environment for All. Our rewards structure has been developed in consultation with our students using student voice and student surveys, and is regularly reviewed.

We use a variety of rewards to reinforce this encouragement as follows;

- Students who are working well have their name written on the board in recognition.
- Staff send home 'Commendation Postcards' for students who have worked exceptionally well or whose behaviour has been above and beyond expectations.
- Exceptionally positive behaviour is recognised by a letter home from the Headteacher.
- Students who attend every day of a whole term receive a day of mufti, free of charge.
- Students who complete an entire term without a detention receive a day of mufti, free of charge.
- Each department awards a 'Student of the Term' each term for exceptional work and attitude, recognised by certificate.
- 6 students are nominated in every subject to receive awards in the Celebration Evening. Announcement of 2 award winners from every year and every subject to be presented in the Award Assembly in term 6.
- Celebration and Certificate Prize Giving Evening. Award winners invited to attend with parents and family members.

Sanctions

All pupils should be held to high standards of behaviour.

In a high expectancy culture, school leaders emphasise that all pupils can learn and communicate that belief to pupils and staff. Teachers are aware of how often they call on different pupils and what tasks they give them (Muijs et al, 2004; Creemers & Kyriakides, 2008).

High expectations and a positive climate characterised by respectful interactions are two strongly supported elements of educational effectiveness.

Expectations need to be embodied by staff in their day-to-day interactions with pupils and in the way they conduct themselves in and outside of school.

A positive culture also means creating a positive and empathic environment, in which staff know and care about pupils, and share their vision of the goals of the organisation and of the means of achieving these goals (den Brok et al, 2004).

Time on task is a key predictor of attainment and is maximised by ensuring that lesson time is fully used for teaching, and that during that time pupils are on task (Muijs et al, 2014). To ensure the former, punctuality is important.

Good whole-school behaviour management policies provide a clear framework of policies and procedures that need to be rigorously applied; they include attention to school culture, leadership, and pupil and teacher behaviours (Nobile et al, 2015).

Consistency across practices is important for pupils, who benefit from clear expectations of what is typically going to happen in lessons and of what is expected of them behaviourally.

One of the reasons for this is that young people, in particular adolescents, are developmentally attuned to concepts of fairness that may be challenged by differential treatment by different teachers or of different pupils (Crone, 2013; Guroglu et al, 2009).

Guidance on allowing students to use the toilet.

Students are to be encouraged to use the toilet at break and lunchtimes, rather than interrupt lesson time for that purpose.

However, realistically, sometimes students may need the toilet during lesson times. This can be disruptive, particularly if it interrupts delivery of key content or the explanation of tasks. If a student needs to go, the teacher has the following options available at their discretion;

1. Allow the student to go immediately.
2. Explain why it's not a suitable time and let them know roughly how long they will need to wait. This should not exceed 10 minutes.

Students should not be permitted to go to the toilet more than once in a lesson, or more than one student at the same time.

If work is not completed satisfactorily due to time lost for a toilet visit, staff may ask the student to wait at the end of the lesson or return later for a 'catch-up' to complete the work required.

Key Principles

Positive relationships are at the heart of good behaviour management.

Positive and & negative behaviours do not cancel each other out.

Staff aim to maintain a calm authority in dealing with behaviour incidents.

The management of poor behaviour begins with the promotion of good behaviour through:

- Quality teaching and learning
- Positive relationships in school and with parents and carers
- Quality tutoring and pastoral care
- A culture of encouragement and reward
- PSE, circle time and other interventions

In managing behaviour we will, in consultation with parents, have recourse to any, or all of the following external agencies:

- Professional counselling
- The Educational Psychology Service
- Education Welfare Services – South West

- The School Nurse service
- The Youth service
- Careers guidance
- Police Liaison Officer
- Children's Social Care

Within School the following are examples of strategies that are available to staff when dealing with instances of poor behaviour:

- Verbal warning
- One minute after class (to speak to the teacher about the behaviour and agree what will happen next time)
- Moved seats in the room
- Helping the teacher organise the classroom at break
- Impositions (extra work to be completed at home, counter signed by the parents and brought back before school the next day)
- Reprimand or restorative conversation with the student
- Improvement of work
- Additional work to be completed at home or at school
- Break, lunch or after school detentions (See Detentions Flow Chart)
- Community Service
- Exit followed by an after-school detention, to be used where a student prevents the learning or progress of other class members
- Movement to another class for a set period of time
- Behaviour report
- Internal exclusion (Isolation)
- Internal exclusion at another school/centre
- Exclusion (See MNSP Exclusion policy)

The school aim is to prevent instances of poor behaviour through the provision and monitoring of an appropriate and relevant curriculum for all, and a supportive and responsive pastoral system. Students are encouraged to have self-discipline, which is most effectively promoted through positive achievement and the development of self-worth.

All staff should consider their use of sanctions and whether they are appropriate/fit the crime.

During detentions, staff should conduct 'Reparative Discussions' to ensure future lessons are positive.

The remainder of detention time should be spent on a useful and appropriate task, such as improving/completing work or reviewing and revising work.

SLT will be available to cover classes for short periods if staff need time to resolve/develop relationships with students.

Staff aim to treat all students with dignity and respect, and to administer sanctions which are fair, proportionate to the issue and as consistent as possible.

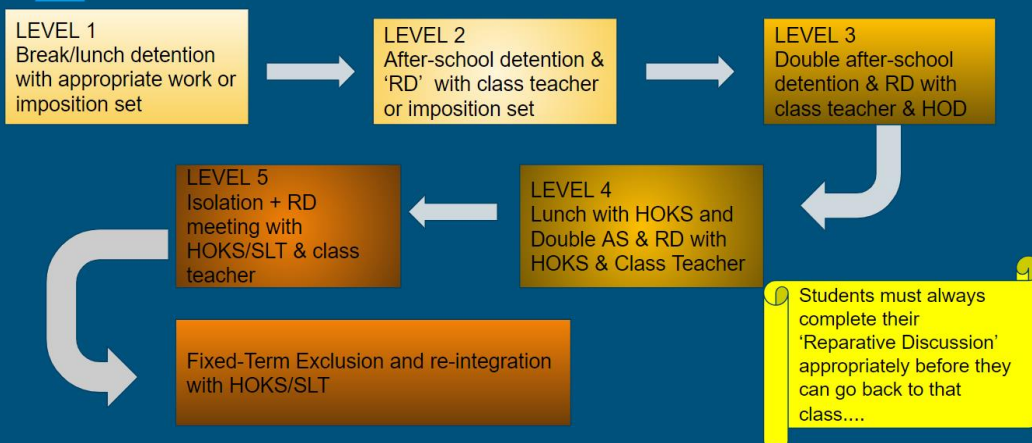
Punishment should be appropriate to the misdemeanour and the individual. The diary should be used as the first method of communication with parents. In certain circumstances a telephone call would be made instead – although this should be recorded for the pupil's file. Parents will be informed about Exit detentions and all after-school detentions by way of a letter sent by email to the parent. Students will also receive an email reminder on their school email account, brought home by the pupil, and a copy will be sent in the post. Additionally, detentions can be viewed at any time on the Portal.

Only in the most severe cases would exclusion from school be used in accordance with the school policy and local authority guidelines. Copies of this are available on request.

All behaviour logs are recorded using PARS. This system will e-mail tutors, Heads of Department and Heads of Key Stage when an incident occurs. Tutors use this information to mentor their tutees and intervene where necessary as shown below.

DETENTION LEVELS FLOW CHART

Detentions System



Level 1 - Minor incident. Appropriate reparation should be made, such as completing work or apologising for mistakes, or a short imposition of work set.

Level 2 – Exited from class, serious incident, Persistent lateness or missed lunch detention. Will include a Reparative Discussion with the class teacher. Alternatively, staff can set a significant imposition.

Level 3 - Persistent defiance or missed after school detention failure to complete successful Level 2 Detention. Will include a Reparative Discussion with the Head of Department and class teacher. Detention to be held by Head of Department

Level 4 – Failure to complete successful Level 3 Detention. Will include Reparative Discussion with the Head of Year/Key Stage

Level 5 – Failure to complete successful Level 4 Detention or High Tariff Incident. Isolation and Reparative Discussion with HOKS/SLT.

Exclusion – Decision to be taken by the Headteacher. To be used to deal with extreme behaviours, particularly those that impact on the safe and respectful running of the school. This may be at another school/centre, Fixed-Term or Permanent.

- **Only give one chance for each detention, unless a pupil is absent, in which case the detention should be rearranged and not escalated.**
- 24 hour notice (by email) to be given before an after school detention.

IT IS ESSENTIAL THAT PARS INCIDENTS ARE LOGGED AS SOON AS POSSIBLE.

In the event PARS is not available, an email PARS should be completed and sent to the HoKS

Persistent or Extreme Poor Behaviour

Poor behaviour in several subjects

Tutors will monitor the behaviour of their students through the incidents from PARS. If they believe that there is a clear pattern they will intervene and one or more of the following strategies:

Behaviour Levels

LEVEL 1: Expression of Concern

Students will be placed on level one when a pattern of sustained poor behaviour gives rise for concern.

Tutors will see the student about the issues and agree targets for improvement. A level 1 letter will be sent to parents and a level 1 report card may be used to monitor behaviour at this point.

They will discuss concerns and possible solutions/targets – The information from this meeting will form a Pastoral Support Programme (PSP) and an Individual Action Plan. Student will be on daily report and where appropriate meetings with outside agencies/support staff will take place.
A review date should be set (around 3 weeks)

LEVEL 2: Significant Concern

Students will be placed on level two when behaviour concerns are significant or where there has been further deterioration of behaviour from level 1.

Parents will be invited in for a meeting with the Tutor to agree strategies for improvement. Parents and pupils will sign a level 2 agreement.

They will discuss concerns and possible solutions/targets – The information from this meeting will form a Pastoral Support Programme (PSP) and an Individual Action Plan. Student will be on daily report and where appropriate meetings with outside agencies/support staff will take place.
A review date should be set (around 3 weeks)

LEVEL 3: Serious Concern

Students will be placed on this level when their behaviour is at a serious level and the student could be in danger of exclusion. A letter warning that a student could be in danger of exclusion will be sent.

The Head of Key Stage will meet with parent/carer and the student. The tutor, inclusion support manager, SENCO and Outside Agencies may become involved if appropriate.

They will discuss concerns and possible solutions/targets – The information from this meeting will form a Pastoral Support Programme (PSP) and an Individual Action Plan. Student will be on daily report and where appropriate meetings with outside agencies/support staff will take place.
A review date should be set (around 3 weeks)

Students at Level 3 will also be at a Disciplinary Stage. Pupils can enter Behaviour Levels or Disciplinary Stages at any Level.

Disciplinary Stage 1 – At risk of fixed term exclusion

Disciplinary Stage 2 – Recent fixed term exclusion

Disciplinary Stage 3 – At risk of permanent exclusion

Our behaviour policy has been constructed based on our detailed knowledge of our own school and students, as well as being informed by the work of publications from Ofsted's '*Education Inspection Framework: Overview of Research*', (2019), and further reading including Tom Bennett, '*Creating a Culture: How school leaders can optimise behaviour*', (2017), Paul Dix, '*When the adults change, everything changes*', (2017), Bill Rogers, '*Classroom Behaviour: A Practical Guide To Effective Teaching, Behaviour Management And Colleague Support*', (2011), Education Endowment Foundation, '*Improving Behaviour in Schools*', (2019), Nelsen, Lott and Glen, '*Positive discipline in the classroom*', (2013).

Links to other school policies

In order for the behaviour policy to be effective, a clear relationship with other MNSP policies, particularly Anti-Bullying, Child Protection, Drugs in School, and Exclusion policies will be established.



St Dunstan's School - Behaviour Policy

PRINCIPLES

In order to enable teaching and learning to take place, good behaviour in all aspects of school life is necessary. We seek to create an inclusive, caring learning environment in the school by;

- promoting good behaviour and attitudes to learning that enable all students to achieve their potential.
- enabling all staff to teach to an appropriate level of challenge that enables the school to raise achievement.
- promoting self-esteem, self-discipline, proper regard for authority and positive relationships based on mutual respect.
- ensuring quality and fairness of treatment for all.
- encouraging consistency of approach to both positive and negative behaviour.
- promoting early intervention and to promote inclusion at all levels in line with the Every Child Matters agenda.
- providing a safe environment free from disruption, violence, bullying and any form of harassment.
- encouraging a positive relationship with parents/carers which develops a shared approach which involves them in the implementation of the School's policy and associated procedures.
- demonstrating to students how acceptable standards can be achieved
- promoting a culture of praise and encouragement in which all students can achieve.

Roles and Responsibilities

The Governing Body will establish, in consultation with the Headteacher, staff and parents/carers, the policy for the promotion of good behaviour and keep it under review. It will ensure that it is communicated to students and parents/carers and will be made available on the school website, is non-discriminatory and the expectations are clear. The Governors will support the school in maintaining high standards of behaviour.

The Headteacher will be responsible for the implementation and day to day management of the policy and procedures.

Staff, both teachers and support staff, will be responsible for ensuring the policy and procedures are followed, consistently and fairly applied. Mutual support amongst all staff in the implementation of the policy is essential. Staff have a key role in advising the Headteacher on the effectiveness of the policy and procedures. They also have responsibility, with the support of the Headteacher, for creating a high quality learning environment, teaching positive behaviour for learning and implementing the agreed policy and procedures consistently.

The Headteacher and staff will ensure there is no differential application of the policy and procedures on any grounds, particularly ethnic or national origin, culture, religion, gender, disability or sexuality. They will also ensure that the concerns of students are listened to, and appropriately addressed.

Parents/carers will be expected, encouraged and supported to take responsibility for their child both inside and outside the school. The school will encourage parents to work in partnership with the school to assist in maintaining high standards of behaviour.

Students are expected to take responsibility for their own behaviour and will be made fully aware of the policy, expectations. Students will also be encouraged to take responsibility for their social and learning environment making it both safe and enjoyable by reporting all undesirable behaviour.

EXPECTATIONS

BEHAVING WELL AT ST DUNSTAN'S SCHOOL

If St Dunstan's School is to be successful in helping you to be successful and to enjoy school there must be a good standard of behaviour. Every student has a part to play.

You must:

- have consideration and respect for yourself and other people: there is no excuse for rudeness, disrespect, insolence or offensive language
- look after your own property and respect the property of others
- listen carefully to your teachers and follow their instruction
- work sensibly with your classmates to make the most of learning opportunities

- move quietly about the school in a sensible and safe manner
- be honest and trustworthy and remember that you are responsible for your actions

CLASSROOM EXPECTATIONS

WORKING WELL AT ST DUNSTAN'S SCHOOL

To be successful in my work at St Dunstan's School I should:-

1. arrive on time at every lesson with the right books and equipment
2. keep all my exercise books and folders in good clean condition
3. complete all my written pieces of work in blue or black ink, using the correct headings and titles
4. read all my work carefully and check it before I hand it in
5. think about my teachers' comments and try to improve by setting myself appropriate targets
6. concentrate in lessons and always do my homework on time and to the best of my ability
7. always carry my Homework Diary with me for use in all my lessons

Expectations around the school site

- Food and drink are to be consumed only in designated areas at break and lunchtime
- Harmful or illegal items may not be brought onto the premises. This includes knives, matches, lighters, tobacco, alcohol or drugs
- Behaviour which can be harmful to yourself or others is not permitted
- Aerosols, skateboards or roller blades should not be brought to school and chewing gum is not allowed.
- Mobile phones must be turned off and out of sight in any classroom
- Students are not to leave the premises during the school day without written permission from their parents and they must sign out at reception
- Movement around the school must be quiet and orderly. Ensure 'up' and 'down' stairs rules are followed.

The following areas are out of bounds:-

- The staff car park
- The area behind the sports hall (except to leave school at the end of the day and to get to PE lessons)
- The area behind the Lucas Block
- The sports area except when accompanied by a member of staff

The following areas should be kept clear (walk through only):-

- Behind the technology rooms
- The area around the Mendip Block
- Litter must be placed in bins
- The rules of conduct in specialist areas such as Science, Technology, PE, etc., must be followed
- Absence, no matter how short, must be explained by a note from home
- Students arriving late or leaving early must report to the Main Office
- Rooms should be left clean and tidy at the end of each lesson and with chairs up at the end of the day
- Uniform is to be worn correctly at all times

Failure to adhere to the schools uniform expectations may result in students going home to get changed, replacement uniform being worn or possibly removed from circulation until the uniform issue is resolved. In the case of incorrect footwear, students will be required to wear the schools replacement shoes ('daps') unless there is a medical reason. Students with extreme haircuts or dyes will be sent home to remedy the situation. Students who wear excess jewellery will have this confiscated and returned following a detention.

Failure to comply with any of the above may ultimately result in exclusion.

Rewards

A school ethos of encouragement is central to the promotion of good behaviour. Rewards are an integral means of achieving this. They have a motivational role in helping students to realise that good behaviour, self-awareness and responsibility to self and others is valued, and are clearly defined in the procedures. Integral to the system of rewards is an emphasis on praise both informal and formal to individuals and groups.

Students are rewarded for individual achievement, progress and attainment through collecting house points.

Rewards

- Students collect house points for:
 - contribution in lessons and activities;
 - good work in lessons and completion of homework to a good standard;
 - tutor activities, inter-tutor competitions.
- Students work towards gaining;
 - Behaviour for no negative incidents logged in a half term;
 - attendance mufti and certificate for 100% attendance in a half term;
 - punctuality certificate for no lates in a half term;
 - participation in school clubs/activities, at least one weekly in a half term;
 - 50 house points in a half term
 - to complete their personal success charts.
- Certificates for completing their personal success chart.
- End of term rewards assemblies, terms 2, 4 and 6.
- Celebration Certificates terms 2 and 4.
- Reward mufti for 100% good behaviour in each term.
- Reward mufti for 100% attendance in each term.
- Congratulations postcards sent home throughout the year.
- Award Assembly at the end of the year.
- 6 students are nominated in every subject to receive awards in the Celebration Evening. Announcement of 2 award winners from every year and every subject to be presented in the Award Assembly in term 6.
- Celebration and Certificate Prize Giving Evening. Award winners invited to attend with parents and family members.

Sanctions

The sanctions we may use when pupils do not behave will vary according to the incidence of misbehaviour. Obviously, most misbehaviour will be dealt with by a few words and the matter put right. In some instances there might be some extra work to do at home. In more severe cases a detention might be used – either at break or lunchtime or after school. If an after school detention is used then parents will usually be given twenty-four hours' notice. Only in the most severe cases would exclusion from school be used in accordance with the school policy and county guidelines. Copies of this are available on request.

The school aim is to prevent instances of poor behaviour through the provision and monitoring of an appropriate and relevant curriculum for all, and a supportive and responsive pastoral system. Students are encouraged to have self-discipline, which is most effectively promoted through positive achievement and the development of self-worth.

The management of poor behaviour begins with the promotion of good behaviour through:

- Quality teaching and learning
- Positive relationships in school and with parents and carers
- Quality tutoring and pastoral care
- A culture of praise and reward
- PSHEE, circle time and other interventions

In managing behaviour we will, in consultation with parents, have recourse to any, or all of the following external agencies:

- Professional counselling
- The Educational Psychology Service
- Education Welfare Services – South West
- The Specialist Behaviour Support Service
- The School Medical service
- The Youth service
- Connexions
- Police Liaison Officer
- Social Care
- Parent and Family Support Advisor

Within the school the procedures and referrals that should be followed can be seen on the last **two** pages (Procedure for incident in class, Procedure for incident out of lesson) of this policy.

Within School the following are examples of strategies that are available to staff when dealing with instances of poor behaviour:

- Moving student's position in class
- Reprimand
- Repetition of work
- Additional work to be completed at home or at school
- Break, lunch or after school detention (See Detentions Flow Chart)
- Community Service
- Exit followed by an after-school detention
- Movement to another class for a set period of time
- Behaviour report
- Internal exclusion (Isolation)
- Internal exclusion at another school/centre
- Exclusion (See Exclusion policy)

Punishment should be appropriate to the misdemeanour and the individual. The diary should be used as the first method of communication with parents. In certain circumstances a telephone call would be made instead – although this should be recorded for the pupil's file. Parents will be informed about Exit detentions and after school detentions by way of a letter brought home by the pupil, and a copy will be sent in the post.

All behaviour logs are recorded using SIMS. Tutors use this information to mentor their tutees and intervene where necessary as shown below.

Poor behaviour in several subjects

Tutors will monitor the behaviour of their students through the incidents from PARS. If they believe that there is a clear pattern they will intervene and one or more of the following strategies:

Behaviour Levels

LEVEL 1: Expression of Concern

Students will be placed on level one when a pattern of sustained poor behaviour gives rise for concern.

Tutors will see the student about the issues and agree targets for improvement. A letter will be sent to parents and a report card may be used to monitor behaviour at this point.

A review date should be set (around 3 weeks)

LEVEL 2: Significant Concern

Students will be placed on level two when behaviour concerns are significant or where there has been further deterioration of behaviour from level 1.

Parents will be invited in for a meeting with the Tutor and Learning Mentor/ Pastoral Head to agree strategies for improvement. Parents and pupils will sign a level 2 agreement.

A review date should be set (around 3 weeks)

LEVEL 3: Serious Concern

Students will be placed on this level when their behaviour is at a serious level and the student could be in danger of exclusion. A letter warning that a student could be in danger of exclusion will be sent.

The Pastoral Head and Tutor will meet with parent/carer and the student. Other staff and/or outside agencies may become involved if appropriate.

They will discuss concerns and possible solutions/targets – The information from this meeting will form a Pastoral Support Programme (PSP) . Student will be on daily report. A review date should be set (around 3 weeks)

Students at Level 3 will also be at a Disciplinary Stage.

Disciplinary 1 – At risk of fixed term exclusion

Disciplinary 2 – Recent fixed term exclusion

Disciplinary 3 – At risk of permanent exclusion

Pupils can enter Behaviour Levels or Disciplinary Stages at any Level

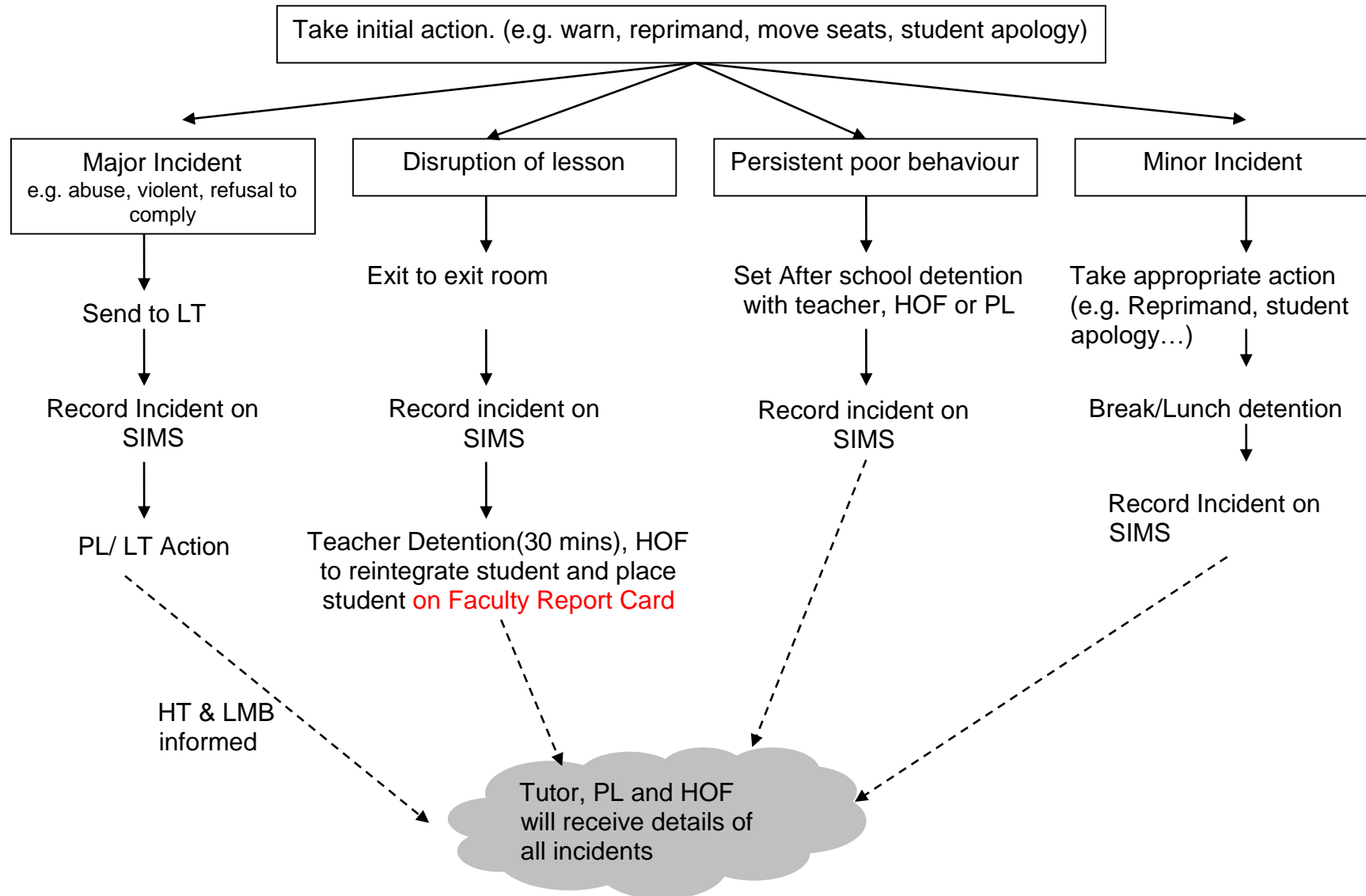
Promoting Good Behaviour

- Staff will praise students when they see good behaviour
- Staff will tell students clearly what is expected of them
- Students should remember what is asked of them
- Rules are consistent, fair and will be kept
- Rules will be regularly reviewed by staff and students
- Staff will regularly inform a student's parents of exemplary behaviour as well as achievement (letter or post card home, parents' evening, or informally via a note in the students diary or a phone call)

Links to other school policies

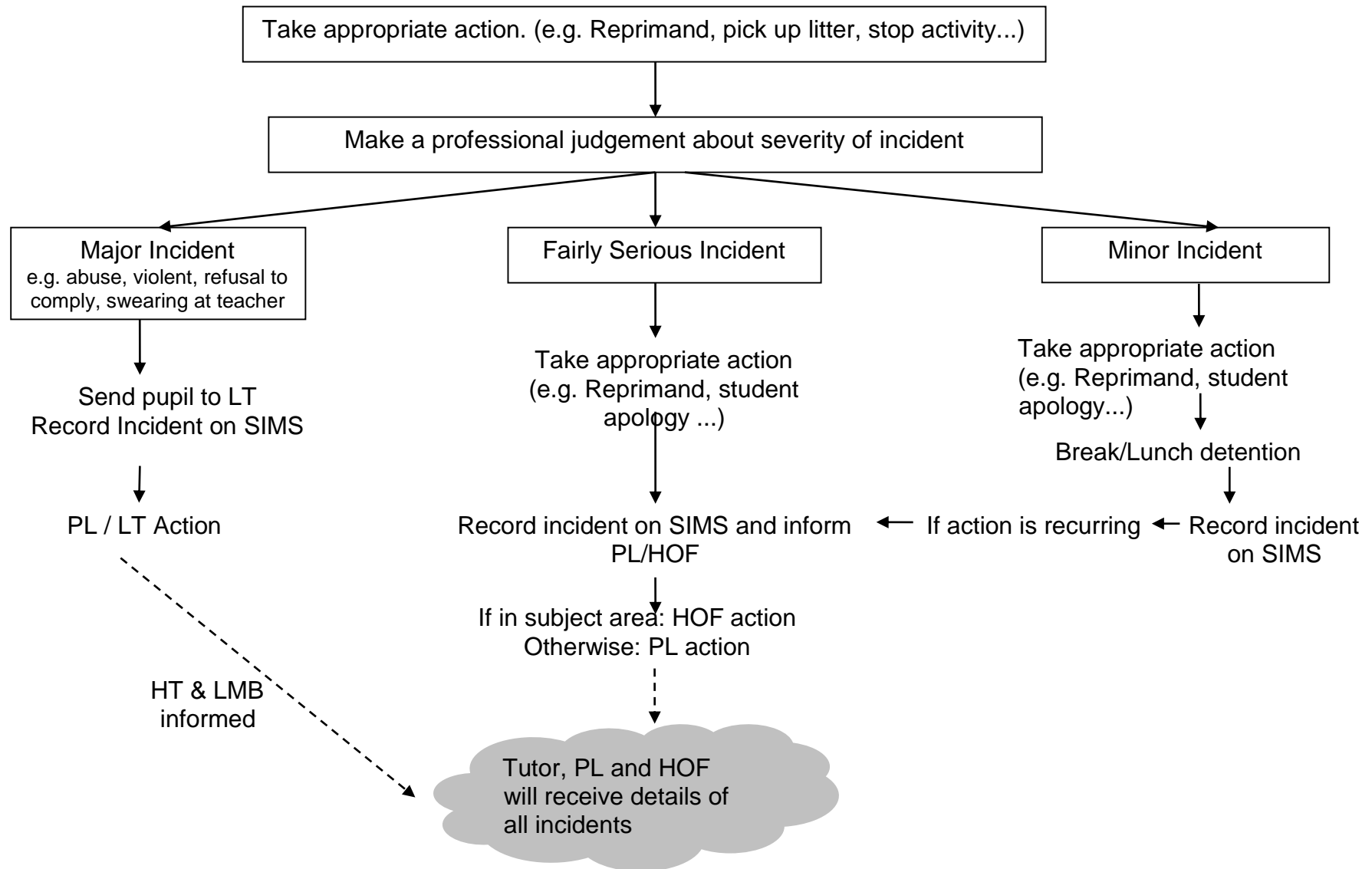
In order for the behaviour policy to be effective, a clear relationship with other MNSP policies, particularly Anti-Bullying, Child Protection, Drugs in School, and Exclusion policies will be established.

PROCEDURE FOR INCIDENT IN LESSON



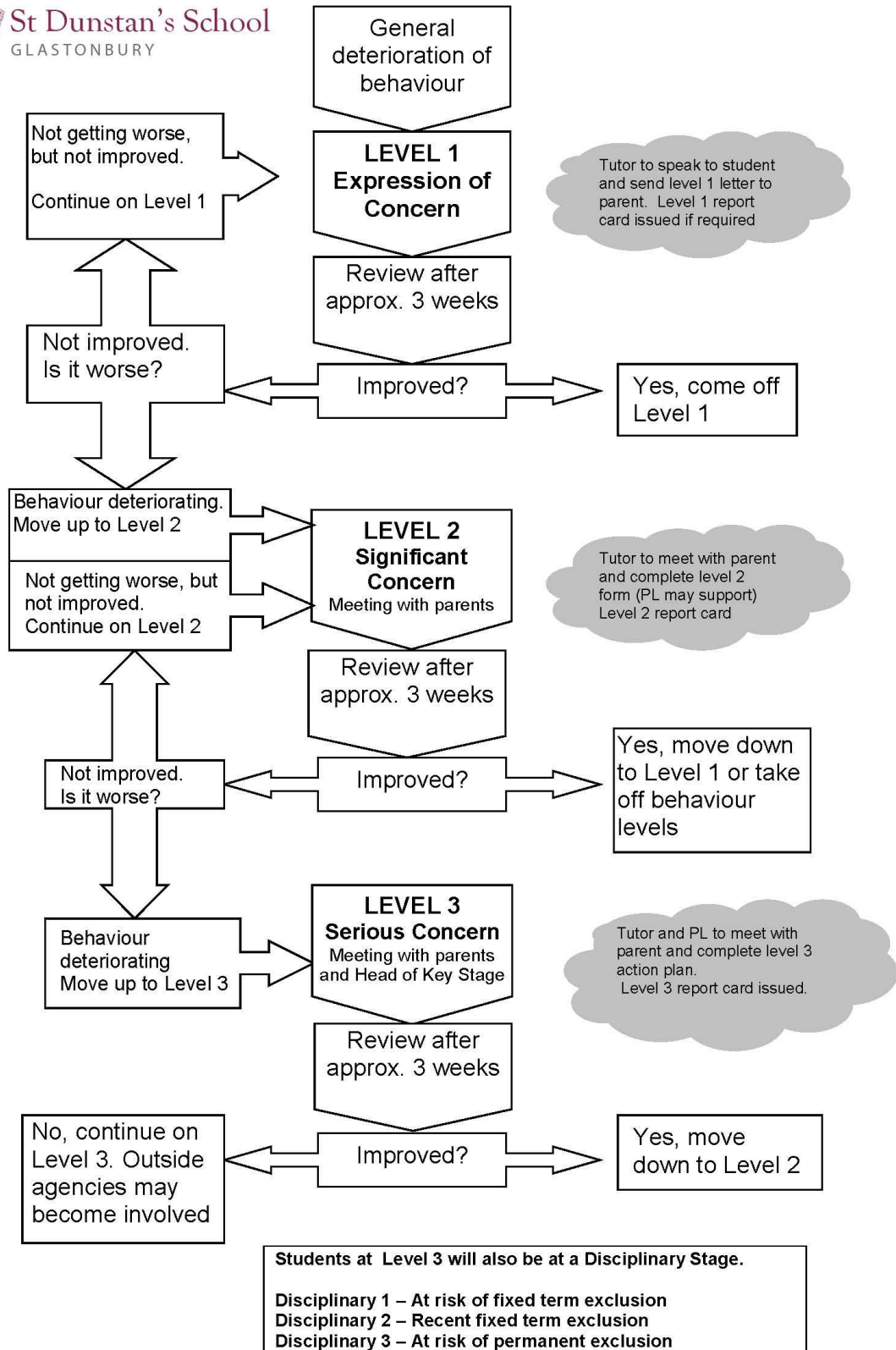
IT IS ESSENTIAL THAT INCIDENTS ARE LOGGED AS SOON AS POSSIBLE.
In the event SIMS is not available, an email should be completed and sent to the PL

PROCEDURE FOR INCIDENT OUT OF LESSON



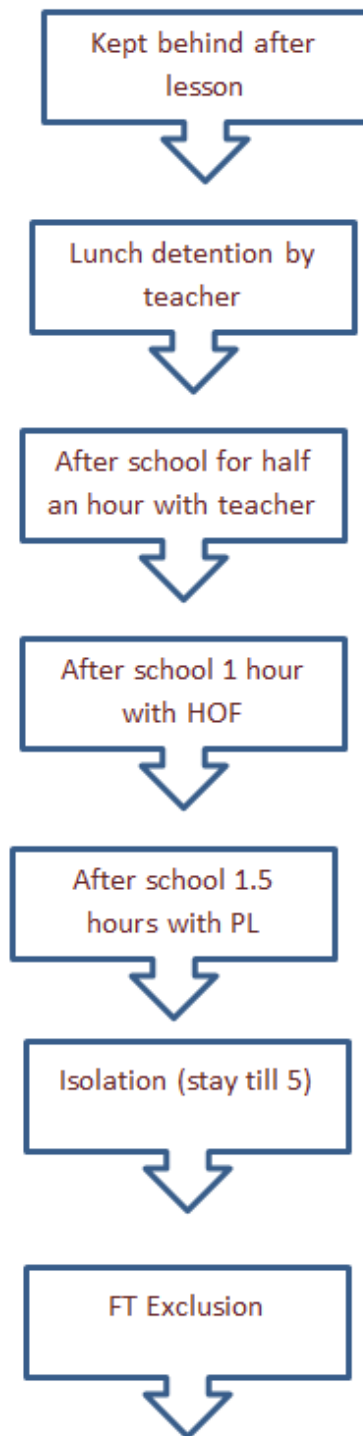
IT IS ESSENTIAL THAT INCIDENTS ARE LOGGED AS SOON AS POSSIBLE.
In the event SIMS is not available, an email should be completed and sent to the PL

BEHAVIOUR LEVEL FLOW CHART



- Pastoral team will have involvement throughout the process.
- Following any exclusion or isolation, pupil will move to level 3
- Pupils can enter the Behaviour Levels or Disciplinary Stages at any level.

Detention flow chart

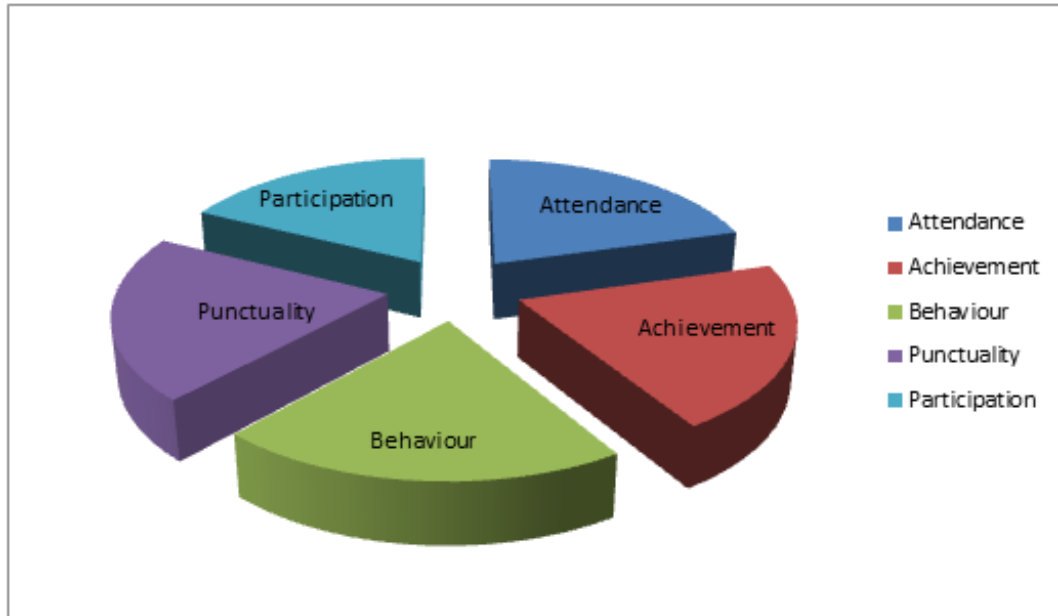


Detentions are given for disruption in lessons, not doing the work and for not doing homework. If a student continues to disrupt, not work or does not attend a detention then detentions become more serious.

Alongside detentions there will be report cards to members of staff, Restorative Justice, support plans, intervention and time in the inclusion base if necessary.

- Only give one chance for each detention, unless a pupil is absent, in which case the detention should be rearranged and not escalated.
- 24 hour notice to be given before an after school detention.

Rewards



Achievement

50 housepoints in a half term will earn you a certificate, there are also badges linked to housepoints

Attendance

100% attendance in a half term will earn you a mufti day, and a certificate.

Behaviour

No logs in a half term will get you a mufti day.

Punctuality

No lates for school or lessons in a half term will get you a certificate.

Participation

If you have logged in your planner that you have participated in at least one activity weekly.



St John's Church of England School – Positive Behaviour Policy

Rationale

The school aims to serve its community by providing an education of the highest quality within the context of Christian belief and practice. It encourages an understanding of the meaning and significance of faith and promotes Christian values through the experience it offers to all its pupils.

The school's behaviour policy supports our children to lead responsible lives and allows us to maintain a safe and secure environment in which they can flourish educationally, emotionally and socially.

The School Ethos:

As a Christian learning community, St John's C of E Primary School is committed to upholding the biblical principle that all human beings are made in the image of God and, as such, should be welcomed, accepted and valued as unique individuals of equal value and dignity. We wish to give pupils the sense of belonging and acceptance which underpins positive behaviours towards others.

Aims

- To provide the children with clearly explained rules that will help them enjoy school and remain safe.
- To create a culture of acceptance and respect for others where children are encouraged to take responsibility for their own actions.
- To encourage open dialogue about behaviours between pupils, teachers and parents.
- To establish classroom rules and routines that maximise learning opportunities.
- To deal with disruptive behaviour in a proportionate manner that has been well thought through in advance.

Golden Rules

We are kind and helpful
We speak and listen respectfully
We look after our school and everything in it
We do our best at work and play
We always tell the truth

Strategies for promoting good behaviour

Emotion Coaching

Emotion coaching is used to help children understand the different emotions they experience, why they occur and how to handle them. Staff have received training in the 3 steps of emotion coaching:

1. Recognising, empathising, validating the feelings and labelling them.
2. Setting limits on behaviour.
3. Problem solving with the child.

Through emotion coaching children learn to empathise, read others' emotions and social cues, self-regulate, motivate themselves and grow resilience.

JIGSAW

Through Jigsaw PSHE, pupils' regulation of emotion and emotional resilience is supported through mindfulness practice, enabling our children to more readily choose their responses to situations rather than simply reacting.

In Jigsaw PSHE, pupils develop their emotional literacy and social skills through the topics:

- Being Me in My World
- Celebrating Difference (including anti-bullying)
- Dreams and Goals
- Healthy Me
- Relationships
- Changing Me

Within these sessions, a safe, open and positive learning environment is established through the use of the Jigsaw Charter, which reinforces the importance of a respectful and trusting learning environment.

THRIVE

The Thrive Approach is used to support children's social and emotional development. It draws on research from neuroscience, attachment theory and child development to provide a powerful way of supporting children who may struggle to engage with school life and learning. All classes have opportunities to allow pupils to share worries and concerns either confidentially or openly.

Rewarding Good Behaviour

There are times we would like to celebrate their success and therefore we have the following positive rewards in place:

- All staff verbally praise children and give children various rewards at the teachers' discretion. These might include stickers, class DOJOs, Free Learning Time and house points.
- On the last Monday of every term the Excellent Attitude Award will be given. The children are given a certificate and a golden behaviour badge to keep. The children selected are then given 20 minutes of Golden Time on the Tuesday afternoon which will be led by the SENCo and a TA.
- We have weekly celebration worship where children are nominated for good effort and good values to become the Star of the Week. The children's names will also be published in the school newsletter.
- House Points. Teachers can award house points. The points will be calculated weekly and announced in the Celebration Assembly and at the end of the term the winning house will be announced and be entitled to a free mufti day on the first day of the next term.
- If a child ends the day on the Purple spot on the class behaviour chart then they will automatically receive a house point.
- If a child reaches the Gold spot on the class behaviour chart then they will receive a Golden Postcard that will be sent to the child's house.

Class Behaviour Charts

There are five stages in the class behaviour charts:

EYFS and KS1:

Every morning the children start on the sun regardless of previous behaviour. On receipt of a second verbal warning the child will move to the cloud. At this point a change of behaviour will enable them to move back to the sun. However, an escalation or continuation of poor behaviour will result in the child moving to the rain cloud. At this point the child will be expected to complete a reflection form (see below) but following this they will, once again, be able to earn their way back to the sun.

Good behaviour will be rewarded with a move to the Rainbow and exceptional behaviour will be rewarded with a move to the Pot of Gold.

KS2:

Every morning the children start on the Green spot regardless of previous behaviour. On receipt of a second verbal warning the child will move to the yellow spot. At this point a change of behaviour will enable them to move back to the green. However, an escalation or continuation of poor behaviour will result in the child moving to the red spot. At this point the child will be expected to complete a reflection form (see below) but following this they will, once again, be able to earn their way back to the green.

Good behaviour will be rewarded with a move to the Purple spot and exceptional behaviour will be rewarded with a move to the Gold spot.

Dealing with inappropriate behaviour

Restorative Justice

At St John's we follow the Restorative Justice Approach with the following procedures for inappropriate behaviour. This encourages sincere apology, forgiveness and reconciliation, in accordance with our Christian values. We use the word consequence rather than punishment.

Restorative Justice Questions:

- What happened?
- What were you feeling at the time? And since?
- Who has been affected?
- How can we make amends?
- How can we make sure that this doesn't happen again?

Should a child make wrong choices and not respond to more positive strategies, then these steps are followed for low level disruption:

Step 1: Warning

A verbal warning "You need to think about your behaviour and make different choices". There may be occasions in which it is appropriate for the child to complete their thinking time outside of the classroom. On these occasions the child may be sent to the bench outside their classroom with a two minute timer.

Step 2: Yellow Spot / Rain cloud

Persistent low level disruption despite verbal warning and thinking time will lead to a second warning and the child will move to the yellow spot on the behaviour chart. The staff member who dealt with the incident explains to the child that they need to change their behaviour and earn their way back to green. The yellow spot has no set consequences linked to it.

Step 3: Red Spot / Thunder cloud

Further disruptive behaviour, despite verbal warning and a move to the yellow spot, could lead to a child moving to the red spot. The expectation is that a move to the red spot would be very rare and therefore children should understand that it is a very serious offence. There is an expectation that the teacher spends time speaking with the child helping them to reflect on the expected behaviour for learning at our school. The child should then spend 5 – 10mins reflecting on behaviour (outside of teaching time) and filling in a reflection form. A copy of this reflection form will be sent to the SENCo, headteacher and the child's parents. Parents will sign a return slip to say they have seen the form.

If the incident occurs in the afternoon then the reflection form will be sent home for completion and must be returned the following morning.

Step 4: SLT involvement

If a child, despite being moved to the red spot, continues their disruptive or disrespectful behaviour then a member of SLT can be called on and the reflection form should be completed with them.

If the child performs a dangerous or deliberate action that shows no respect for property or person such as; biting, kicking, hitting, fighting, leaving the classroom without permission, entering areas not allowed, climbing over fences or the toilets' partitions, racist comments or bullying, then the child must be taken to a member of the SLT who will immediately move them to the red spot and procedures will then be followed and the reflection form must be completed with the member of SLT dealing with the incident.

The safety of the children is paramount in all situations. If a child's behaviour endangers the safety of him/herself or others, the class teacher will stop the activity and the child will be removed from the lesson. Internal exclusions can be for a session or a day depending on the severity of the incident.

Lunchtime Strategies

SMSAs use Emotion Coaching strategies and Restorative Justice to deal with incidents

Adults on duty must be proactive and intervene in the event of incidents occurring and should implement the following procedures:

- Play fighting/ rough physical play must be stopped by a staff member and they should be reminded that rough play may lead to incidents and therefore not allowed.
- The staff member on duty reminds the child or children of our expectations in the playground using the RJ questions to support the dialogue.
- After the conversation the adult must ensure that the child engages in a game that is safe and appropriate.

- It is the adult who saw the incident that must deal with the incident.

Consequences for medium level incidents:

- Ensure the incident is properly investigated – what you saw or heard is not always the full story. Ensure you investigate the full story before deciding on consequences.
- The consequence may be that a child changes zone or they may be asked to spend some time apart from their peers in the 'time out area'.

Consequences for high level incidents:

- A reflection form will be completed in the Reflection Zone (pottery room) during the following lunchtime. An SLT member will use the Restorative Justice Approach to complete the form with the child.
- In extreme cases, it may be decided that a child will miss a lunchtime and will sit in the Reflection Zone with a member of SLT for the duration.

Rewards

- Purple card to be given for excellent behaviour. Child to share with class teacher and take purple card home.
- Exceptional behaviour may result in a 'golden ticket' that will be collected in a pot in the front office. At the end of every term there will be a draw and the winning golden ticket will get a prize.

Use of Reasonable Force

In line with advice in the DfE publication '*Use of reasonable force*': *Advice for headteachers, staff and governing bodies (2013)*, if de-escalation strategies have failed or the circumstances do not allow for de-escalation, staff can use reasonable force to prevent pupils from hurting themselves or others, from damaging property, or from causing disorder. Please see the School's Use of Reasonable Force Policy for further information.

Circumstances in which reasonable force might be used include:

- to remove disruptive children from the classroom where they have refused to follow an instruction to do so;
- to prevent a pupil behaving in a way that disrupts a school event or a school trip or visit;
- to prevent a pupil leaving the classroom where allowing the pupil to leave would risk their safety or lead to behaviour that disrupts the behaviour of others;
- to prevent a pupil from attacking a member of staff or another pupil, or to stop a fight on the school site; and
- to restrain a pupil at risk of harming themselves through physical outbursts.

Behaviour Plan

On rare occasions children might display challenging behaviour to a point where the school's behaviour system will not be sufficient to fully meet their behavioural needs. This will be a very small minority of children. These children should be referred to the SENCo and a specific behaviour plan (see proforma) be implemented. The school will aim to work in co-operation with parents if such a plan is in place and the child's behaviour will be carefully monitored by the staff in class, SENCo and Head Teacher.

Norton/Radstock Behaviour and Attendance Panel

Where children have more significant social, emotional and behaviour difficulties, which might require specialist knowledge or specific actions that might include alternative provision, the child will be referred to the Norton/Radstock Behaviour and Attendance Panel. Parents /carers will be actively involved in decision making in respect of a referral and will work with school staff to complete the referral form, which they will sign ahead of it being submitted for consideration by the Panel. There is a leaflet explaining the Panel's remit, structure and work.

Exclusion

Exclusion (temporary or permanent) is an extreme step and will only be taken in cases where:

- long-term misbehaviour is not responding to implemented strategies and the safety and learning of others is being seriously hindered. In such cases pupils will be considered to have special needs. The procedures for meeting these needs are laid out in our Special Needs Policy.

- an incident of extreme seriousness has occurred and all parties need a short period to consider the best course of action.

Permanent exclusion may take place when an incident of extreme seriousness has occurred, following the failure of a range of other strategies. In such a circumstance, the Behaviour and Attendance Panel will work with the school, the child and their parents/carers to agree an appropriate way forward.

Bullying

The school has an Anti-Bullying Policy, which is available from the school website or on request from the school office.



St Mark's Secondary School – Behaviour Policy

Governors' statement of general principles

The general principles on issues of behaviour are derived from the Mission Statement and are as follows:

- We are committed to providing an education for the students of St Mark's which ensures that they are encouraged to make a positive contribution to society.
- We will comply with equalities legislation and our duty to promote the well being of pupils.
- We are committed to improving outcomes for all students and eliminating all forms of discrimination, harassment and bullying, as well as promoting equality of opportunity, the welfare of pupils and good relations across the whole community.
- We are committed to ensuring that vulnerable pupils receive behavioural support according to their needs.
- The needs of the individual will always be considered in relation to the common good of the community and the rights of the individual will always be considered in relation to their responsibilities to the community.
- The governors expect self-discipline and proper regard for authority from all pupils.
- Any decisions regarding the consequences of behaviour will be informed by our mission as CofE VA School.
- We will always seek to reward and praise positive behaviour in line with our Christian Values.

What is published in this Behaviour Code will be in accordance with what is legally required (Exclusion from maintained schools, academies and pupil referral units in England DfE 2017) and regarded as best practice (Behaviour and discipline in schools. Advice for headteachers and school staff DfE January 2016).

Section A: Rewarding Good Choices, Good work and Community Values at St Marks

We celebrate the achievements of all students. We believe that the best behaviour and learning is achieved through the regular and consistent use of praise and rewards. Thus follows a list of some of the reward incentive schemes we offer at St Marks. This list is not exhaustive as we are always trying to find new and exciting ways to develop and reward our students.

The most important consequence of good choices is the pride and satisfaction that students can feel and to know that they are making the most of school life

House Points

All members of staff can issue a student with House points on PARs (our computerised behaviour log). Points are issued at the member of staff's discretion for positive behaviour, exhibiting Community Values or good work. Students can check their House points at any time, and tutors will regularly check and discuss their tutees House points.

Rewards are issued to those students with the highest points at the end of each term. Parents/carers may also check the total of House points using INSIGHT our online portal.

There are regular house assemblies and competitions, coordinated by our three house leaders, where students will try to increase the number of points for their houses

Student of the Week

Each week, SLT staff will nominate one student from KS3 and one from KS4 to be student of the week. Nominations will be made for exceptional work or for actions promoting one of the school values. Students will be informed in Monday's assembly and a letter will go home to their parent/carer. Students of the week automatically receive **5 House points**.

Awards Assemblies

Each half term there will be an awards assembly to issue the following awards:

- Highest number of House points.
- Highest achievement in each subject (KS3/4).
- Progress in each subject (KS3/4).

- Half Term Hero.
- Values awards.
- Headteachers awards.

Each award comes with a certificate and **10 House points**.

Awards Evening

The annual Awards Evening is a celebration of both academic achievement, endeavour, contribution to the spiritual life of the school and recognition of students who have overcome adversity. On this evening a guest speaker will be invited to make a keynote speech and give out awards. The local press will be invited and parents will have an opportunity to take photographs.

Reward Stickers

To reward:

- Good achievement (classwork, homework, exam work and project work).
- Good effort and work ethic.
- Good behaviour and conduct.
- A positive contribution to the school community.

Each sticker also records **1 House point** for the recipient.

Reward Postcards

Three possible postcards which have been designed by students can be issued, based around the school values, to reward:

- Excellence: in achievement (classwork, homework, exam work and project work) or an exceptional contribution to the school community.
- Resilience: effort and work ethic
- Kindness: behaviour and conduct

Each postcard also records **2 House points** for the recipient

Exceptional Work Book (e-book)

To reward:

- Exceptional pieces of work (written or practical).
- Exceptional effort (going above and beyond) in any area.
- Showing great improvement academically or in conduct.

If a student produces an exceptional demonstration of learning, effort or improvement they will be asked to take this to the E Book (displayed in Reception). Reception staff will then contact a member of the schools Leadership team who will look at the student's work and enter their name in the E-book. The student will receive a special E-Book sticker and certificate. E-book entries are published in the monthly letter to parents. Each entry in the E-Book also records **5 House points** for the recipient.

100% Attendance

Attendance to school is taken really seriously. Good attendance to school has statistically a really positive impact on progress and achievement. To reflect this, every week a student is in school with 100% attendance they are awarded **1 House point**. We have attendance assemblies every term and we issue 100%, 99-98% and 97% certificates. Each certificate issued to a student is rewarded with **5 House points**.

Year 11 Prom

In Year 11 the school runs the Pathway to the Prom incentive scheme, which can culminate in a free Prom ticket for students if they fulfill the criteria outlined in the scheme. The governors agree that the Headteacher and Senior Leadership Team should set criteria related to attendance and behaviour by which students may be able to attend the Prom. If students do not meet these standards the Headteacher may refuse permission for a student to attend the Prom.

Team Motivation

During the school year students may be asked to take part in a team motivation scheme. A year group, or a group within the year group, are split into teams. Each team has a staff mentor. They then compete to achieve

points in each lesson. Each week there are prizes for both individuals and teams who have achieved well. The use of team motivation is at the discretion of ESLT.

Sports Colours

PE colours are awarded for representing the school and should be worn on the lapel of the blazer. The pin badge increases in stature from Bronze through to Titanium

Section B: Supporting Our Students

Vision

Our vision is to inspire students for future success, by developing kindness, resilience and excellence whilst encouraging a strong sense of adventure. We achieve this through our personalised, dynamic curriculum, our careers and aspirations programme and extensive enrichment opportunities, encouraging our young people to thrive as principled, well-rounded young men and women.

There may be times in each student's journey through St Mark's when things aren't going so well, or they are upset or troubled about something. Adolescence can be challenging. All members of staff are there to offer support. Students are encouraged to share their concerns with any member of staff they feel comfortable with, whether that's their tutor, a teacher, a teaching assistant or the student support team. Additionally, we have the support of a school nurse, mentors, a counsellor from Off the Record and a School Chaplain.

For those students who feel uncomfortable about approaching an adult directly, there is an OTR telephone counselling service and an email, someone2talk2@st---marks.org.uk which is checked every evening by a member of the Pastoral Leadership Team. This email can also be used to report pastoral issues.

Pastoral Phases

In order to coordinate the support offered and improve communication between staff and with students/home, the school works a pastoral phase system. This means that staff, students and parents always know who to go to for support. It also means that if a student continues to struggle, we can offer more appropriate, specialised interventions and support for that individual student.

Please see appendix A for more detail over the different pastoral phases and the structure.

The Engagement Team

Everyone in the school has a responsibility to help engage our students with their learning. The teachers main role is to plan engaging lessons to help students achieve knowledge and make progress. The tutors role is to ensure that students in their tutor groups are ready for the day and have the right tools for the day (both physically and mentally).

The Engagement team includes support staff who are there to ensure all students are engaged in all of school life throughout the school day. They are based in the pastoral hub.

Functions of the Engagement team

- Interventions during tutor time: ensuring vulnerable students are prepared for the day, have the right equipment, understand their timetable and are ready to learn
- Register any students present in tutor time and pass on any tutor notices, register any students present in all lessons
- Supporting any students who wish to drop in before or after school or during break or lunchtime. Providing a safe space for students to come for a chat during these free times, with a maximum of 10 students at any time.
- Supervising and encouraging any students who are on a PSP or reduced timetable, with preplanned periods in the Hub
- Contacting home daily/weekly for any yellow students
- Monitoring reports for any yellow students
- Contacting home for any urgent incidents which happen during the school day
- Supporting the members of staff on roaming and in PE1 when required by investigating incidents, taking statements, collecting students, etc

- Administering and supporting the detentions and isolation system.
- Supporting all staff with parental meetings or reviews
- Providing support with referrals and mentoring

Weekly mentoring of any phase 3 or 4 students and regular contact with home for these students

Functions of the Hub office

- A space for prearranged free periods when a student is on a reduced timetable
- A safe space for students who suffer with anxiety or trauma, for use during free time.

Use of Orchard Lodge/Sanctuary/Hub during the school day (students out of lessons):

- Students must be in their lesson unless a) they are isolated, b) the teacher has agreed they may leave it, and provided work (this can be for an appointment or any other valid reason, but must be discussed with the teacher/member of staff on roaming for authorisation) Students accessing orchard lodge do so under published arrangements made by SENDCo.
- If a student is struggling in a lesson, they may use their TO card for a short period of time, then return to the lesson. If a teacher feels this privilege is being abused, they are to let the relevant member of staff know
- In certain circumstances, a teacher may feel it is appropriate for an amber, yellow or blue student to go to the sanctuary (eg extreme anxiety) or a listed SEN pupil to go to Orchard Lodge during their lesson. When this occurs, they can send them with an exit pass and their work. They then need to record on PARS why they were sent. Note: poor behaviour should result in a student being sent to PE1 not the sanctuary/Orchard Lodge
- The Hub office will always have a manned walkie talkie
- Student arriving at the sanctuary/hub office at the start of a lesson will be asked to go to the lesson. If necessary the ET will escort the student to the lesson to ensure this happens calmly.

All rooms used for student support will have a red/amber/green sign on the door to indicate whether you should enter. Green = fine to enter- please knock and come in; Amber = enter with caution; Red = do not enter unless in an emergency

The Mentoring Team

We have a number of mentors available for all students. Any student can be referred for mentoring. Referrals can be made from any member of staff via a referral form. A timetable for all mentoring appointments will be in the bulletin each week.

Mentoring works in 6 week cycles. At the start of the cycle, students will complete a self-review sheet to indicate how they are feeling. They then meet weekly with their mentor. The mentor will record a brief summary of each mentoring session on PARS, with any CP concerns reported on CPOMs. After 6 weeks, they complete the self-review sheet again to determine whether the student needs to continue with the mentoring.

All self-review sheets will be recorded on the school provision map to demonstrate impact of the mentoring and all mentoring sessions will be briefly recorded on PARS

The sanctuary may also be used for 'well being breaks' during the day when it has been deemed that a child needs such an intervention. This will be only used with clear boundaries and expectations for the student. The need for these breaks will be reviewed regularly at pastoral meetings

TAs may also support students who they are key workers for. They may support the student by helping them to understand any consequences they receive and to discuss how to make better choices. They may use social stories to help educate students on how to behave in certain situations

Tutors

The tutor is responsible for the safety, progress and behaviour for all green students in their tutor groups. Each day, the tutor must:

- Ensure their tutees have the correct equipment for the day- pen, pencil, ruler, planner
- Have the correct uniform for the day- no trainers/hoodies, jewellery, nails, make up, skirts
- Are ready for the day, mentally- deal with any barriers to their learning that they may come into school with.
- Speak to their tutees about any concerns from the day before, such as any incidents from PARs.
- Encourage their tutees by commenting on their merits and praises on PARs
- Follow up any absences
- Pass on any notices from tutor briefing

The tutor is also the contact person with home for all green students in their tutor group. This means they should contact home for any PARs incidents, either by phone or email. They should also contact home when their child has done something excellent.

The tutor should also look at the achievement of their tutees and speak to both the student and their home to discuss any underperformance. If underperformance is across a number of subjects, the tutor should have a meeting with home.

The tutor is responsible for placing any child on phase 1 report who they are worried may move up a phase. This can be for equipment/uniform/behaviour or any other concern. They must inform home should they do this.

The tutor must deliver the tutor programme as per the table below:

| Yr Group | Mon | Tues | Weds | Thurs | Fri |
|----------|----------|----------------|---------------------------|----------------|----------|
| 7 | ASSEMBLY | GUIDED READING | TUTOR WORSHIP/ ATTENDANCE | GUIDED READING | ASSEMBLY |
| 8 | ASSEMBLY | GUIDED READING | TUTOR WORSHIP/ ATTENDANCE | GUIDED READING | ASSEMBLY |
| 9 | ASSEMBLY | GUIDED READING | TUTOR WORSHIP/ ATTENDANCE | GUIDED READING | ASSEMBLY |
| 10 | ASSEMBLY | PSHE | PSHE/ ATTENDANCE | PSHE | ASSEMBLY |
| 11 | ASSEMBLY | PSHE | REVISION/ ATTENDANCE | PSHE | ASSEMBLY |

Note- in some circumstances, the programme may change- eg shared tutor group. This will always be agreed beforehand

Risk assessments

Risk assessments will be completed for any student who we deem one is necessary for, and any student who is phase 3 or above. These will be shared with staff and reviewed regularly.

Behaviour contracts

Behaviour contracts will be drawn up for any student returning from a FTE or for any student who repeatedly makes poor choices. The contract will detail the consequences for any further poor choices and will be circulated to all staff

Pastoral Support Plans

PSPs will be used if a student is at risk of PEX or has received a number of FTE in a term. These will be reviewed fortnightly by the relevant Member of staff

Recording support, praise and incidents

All support, praise and incidents should be recorded on PARs- phone calls, mentoring conversations etc. Level of detail recorded should be considered as this is a public system- at times, staff should just refer to a conversation with minimal detail. Staff who do not have easy access to a computer during the day (eg site staff/TAs) may use an incident recording slip and pass to the main office for entry to PARs

Any Child protection issues should be reported to the DSL and recorded on CPOMS

Student Voice

At St Mark's each student has a voice which will be listened to and what they have to say will be taken seriously. Their views about what is going well and what could be better about St Mark's will be gathered together by their Tutor Representative and then taken to the Student Council. Students have a say in making St Mark's an excellent school but each voice should always be a respectful, and a sensible voice.

Section C: Actions and Consequences for Poor Choices

Clear boundaries with clear consequences are necessary to create a purposeful school community with strong values, based on the Christian tradition. There are clear consequences if students cross those boundaries and a strong system to educate students to help them to improve their choices when needed. It is our experience that having clear expectations of students, tempered with kindness, respect and understanding, helps them learn and grow and prepares them for a healthy, happy and successful life after school.

Underpinning everything we do at St Mark's are our school values and our expectations for positive behavior:

St Mark's School Values

Kindness, Resilience, Excellence

St Mark's Expectations for positive behavior (The 4 Rs)

Respect (demonstrating the school value of Kindness)

Ready to learn (demonstrating the school values of resilience and excellence)

Be Responsible (demonstrating the school value of resilience)

Reach for the Stars (demonstrating the school value of excellence)

We show each of these expectations in the way we conduct ourselves at school. Please see appendix B for our school rules, based around these 4 Rs (currently under student voice review: will be done by end of term)

Reasonable Adjustments for SEND Students, including Students on the ASD Spectrum

School staff may make reasonable adjustments for students who, due to their additional needs, are unable to manage some of the consequences outlined in this policy. Each student's needs will be highlighted in their EHCP or on a SIS pro forma. Reasonable adjustments will be made at the advice of the SENDCO

Behaviour for learning

Good behaviour is very important everywhere in the school, but it is extremely important in lessons. If students misbehave in a lesson they will stop other students learning. That is not fair and not acceptable. Teachers work hard to prepare good lessons. They must be allowed to teach and all students must be allowed to learn.

As a reminder, our expectations of students are posted in every classroom. Their teacher will remind them of these rules from time to time. From time to time students can make poor behavior choices. On those occasions the following procedures and sanctions will be followed.

Step One: The student will be reminded about the rules and the standards we expect at St Mark's.
If there is no improvement...

Step Two: A C1 will be issued and the student's name will be written on the board.
If there is no improvement...

Step Three: A C2 [a 20-minute lunchtime detention] will be issued.
If there is still no improvement...

Step Four: A C3 [removal from lesson and a 1 hour after school detention] will be issued

The full consequence grid for use when a student makes a bad choice can be found in appendix D

Homework

Homework is an important part of learning and it is important that it is completed to a good standard. If you fail complete homework on time the process in appendix C will be followed by school staff.

Behaviour Around School

We have a calm and happy atmosphere around school and we want to keep it that way.

The following simple expectations will allow us all to be safe and happy at St Mark's:

- Do not run, shout or scream around school.
- Do not bring in footballs, rugby balls or basketballs --- they will be provided for students at lunchtime.
- Ball games are only permitted on the Astroturf or in the playgrounds, not in or around the teaching blocks.
- Move sensibly around the school.
- In stairwells and corridors stay to the LEFT.
- Move straight away and quietly on the warning bell and between lessons.
- Do not damage or graffiti school property or the property of other pupils.
- Wait quietly and sensibly outside your lesson until invited to enter.
- Queue quietly and sensibly at break and lunch time for food or tuck.
- Do not queue jump.
- All food purchased from the Hall must be eaten in the Hall.
- All plates must be cleared away when finished.
- Put all litter in the bin.
- Do not chew gum or bring it to school.
- High energy and fizzy drinks must not be brought into school. If they are seen in school they will be confiscated by staff.
- Aerosols are not permitted.
- Gambling is not permitted in school.
- Selling confectionary/sweets/drinks for personal gain is not permitted in school.

We have a set of basic school rules, with clear consequences for all students which we insist on at all times. Please see Appendix E for more information

Behaviour to and from School

Going to and from school on the bus or on foot, and whilst on school trips, students represent St Mark's and as such their behaviour is subject to this Behaviour for Excellence Policy. A high standard of uniform and behaviour is expected at the end of the School day. Poor behaviour will be treated in the same way as if it occurred at school.

Home to School Transport

We want students using Home to School transport to stay safe and travel in comfort. Therefore, we expect a high standard of behaviour from students who take up Home to School Transport. The code of conduct provides clarity of the expectations of students using this form of transport and the consequences of poor behaviour. Please see Appendix F.

School Trips

Many members of staff give up their time to plan school trips, locally and to locations abroad. All students have a chance to apply for trips. If there are concerns about the general behaviour of a student who has applied for a trip, the team leader has the right to refuse a place to that student. Parents/guardians will be informed in writing if a place has been refused. Poor behaviour will result in withdrawal of an offer of a place. The team leader's decision is final.

If a student is offered a place on a trip it is conditional upon good behaviour. Poor behaviour after a place on a trip has been offered can lead to the withdrawal of this place.

Uniform

Please see school uniform policy

The final decision of what constitutes acceptable uniform lies with the Senior Leadership Team. In cases where a student's uniform is inappropriate (for example, extreme hairstyle) the school reserves the right to contact parents and ask them to take their child home and resolve the issue immediately. Please note that the Equalities Act 2010 makes reference to different uniform policies for boys and girls in a school as 'standard' and is not considered to be discriminatory.

Personal Property

Mobile Phones/Other Electronic Devices

Mobile phones/other electronic devices should not be seen or used * during the school day (8.30am-3pm). Please see the basic rules grid in appendix E for consequences when using an electronic device in school. Repeated instances of a mobile phone being used during the school day will result in the student's parent/carer being contacted and the school considering the use of other sanctions as per the Behaviour for Excellence policy.

*There may be occasions where a teacher allows a student to use their mobile phones **for educational purposes** during a part of a lesson, for example, allowing the pupil to use their personal mobile phone to research information/take a photograph of H/W or participate in an on-line quiz. In these circumstances a student may use his/her mobile phone **but only under these very controlled circumstances**.

Any mobile phone or other electronic device brought onto the school premises by a student is done so at the pupil's own risk. **The Governing Body and Headteacher will accept no responsibility for any lost or stolen mobile telephones or other electronic devices and are therefore unlikely to investigate instances of such being lost or stolen.**

St Mark's is a cashless school. Any property, or money, students bring into school is their own responsibility. The school is not responsible for lost or stolen items.

- Very valuable items, or large amounts of money, should not be brought into school. Valuable items should not be taken to PE lessons.
- Tippex, marker pens, laser pens, matches/lighters, all sharp implements (unless authorised for subject use e.g. compasses in mathematics), or instruments which could hurt someone or damage property are forbidden.
- All staff have a new right, enshrined in the Education Act 2006, to confiscate the property of students which is forbidden in school by the School Behaviour Policy.
- Under the Education Act 2006 Section 93, all members of school staff have the legal power to use reasonable force. This power applies to any member of staff at the school and may include people whom the headteacher has put in charge of students (eg students completing teacher training). Reasonable force may be used to prevent students hurting themselves or others, from damaging property or from causing disorder. At St Marks force may be used for two main purposes; to control students or to restrain them. The decision on whether to physically intervene is a judgement made by the member of staff concerned.
- Under the Education Act 2011 any member of the school staff has the right to search a child and their property (ie their bag or locker) for the following; weapons, illegal drugs, stolen items, tobacco and cigarette papers, fireworks, pornographic images, any items likely to be used in committing an offence, cause personal injury or damage to property and any items identified in this policy.

Punctuality Procedures

We are fortunate in that most students attending St Mark's School attend on a regular basis and attend, on time. Whilst we expect every child to attend every day unless there is a reason preventing them from doing so, the school does reward students who achieve 100% attendance on an on-going basis throughout the year.

The Punctuality Procedures are intended to support staff to encourage good punctuality and develop a consistent, informed and effective response to **persistent** lateness. It is also intended to ensure that parents and carers from St Mark's School develop a consistent understanding of schools' expectations and the response they

are likely to receive on this matter. Please see Appendix G for further details on how the school encourages good punctuality to school.

E Safety

All students are expected to abide by the Acceptable Use Policy (issued separately) for use of the School Computer Network and Internet. Deliberately accessing or downloading inappropriate material or using the school email system inappropriately will result in serious consequences

Material downloaded in the home, posted in cyber-space from a home computer, or transmitted to a mobile phone when you are at home, can impact significantly upon the life of students and other members of the school community. Thus the school expects parents/carers to cooperate with the school in helping students to understand the role of ICT in the modern world. The school encourages parents or carers to supervise students when they are using social media websites and for them to be responsible in what they communicate both in words, images and moving images.

To safeguard everyone in our school community:

A mobile phone may be removed if:

- There is evidence of malicious comments, images or moving images concerning another student or member of staff
- Where comments are repeated, this will constitute bullying and dealt with as such.

If a mobile phone is confiscated school staff may require your parents or carers to collect the phone.

Offending material on mobile phones will be removed before being returned to you.

If you have broken the law through the use of ICT, (eg. mobile telephone) your parents will be informed and asked to attend an interview with a member of SLT. The police will also be informed.

The school's Designated Safeguarding Officer will be informed if there are concerns over your safety or the safety of others online.

The school reserves the right to take disciplinary action if the reputation of the St Mark's is adversely affected by your actions online.

Where appropriate, disciplinary measures will be taken if you make comments on social networking sites that adversely affect the lives of other students and members of the school community.

We work in partnership with your parents and expect them to be primarily responsible for monitoring your use of ICT (ie mobile telephones and iPads) out of school and taking appropriate action when necessary.

The Consequences (C) of Poor Choices

Please see appendix D for the consequences for poor choices grid, and appendix E for the basic rules consequences grid. For all poor choices NOT covered by the basic rules grid, please see below:

Step 1- Reminder of rules

When a student makes a poor choice, a member of staff will remind the students about the rules and the standards we expect at St Mark's. In some cases (outlined in detail later), students will go straight onto a higher consequence

C2 (Lunchtime Detention)

A C2 will be given for repeated poor choices in lessons, following a warning and C1. For poor choices outside of lessons, **a member of staff may issue a straight C2**. Students should be well aware of the school rules. The following are examples of what a C2 could be given for. The list is illustrative and not exhaustive.

- Inappropriate comments to a member of staff (answering back or questioning a decision).
- Queue-jumping at break or lunch.
- Chewing gum.
- Yelling/running/being rowdy around the school.
- Poor use of language.

During the detention, students will complete work, a reflection exercise, or read. Repeated C2s may result in an After School Detention or being placed in isolation for a day (C4).

C3/4 (After School Detention)

The following are examples of what a C3 could be given for. The list is illustrative and not exhaustive.

- Being removed from a lesson for disruptive behaviour.
- Use of bad language in school (swearing, use of offensive terms).
- Removal to another teacher's classroom for disruptive behaviour.
- Rudeness in class.
- Failure to attend a lunchtime detention.
- Receiving two C2s in one day.
- Yelling/running/being rowdy around the school.
- Inappropriate and/or disrespectful behaviour to either students or staff.

During the detention, students will complete work, a reflection exercise, or read.

C5 (ESLT/PL Detention)

PL/ESLT detention is on a Friday after school for 1.5 hours. During the detention, students will complete work, a reflection exercise, or read.

C6/7: Isolation for the part of the day or a whole day or days in St Marks (to be confirmed by the Senior Leadership Team)

The following are examples of what a C4 could be given for. The list is illustrative and not exhaustive.

- Failure to attend one after C5 detention.
- Defiance, disobedience or rudeness to members of staff or disruption of several lessons.
- First offence of significant non-violent bullying either in person, in writing, or on-line.
- Deliberate damage to school property or another pupil's property (including graffiti).
- Serious or repeated misbehaviour on the buses or to and from school.
- Items of uniform missing without a note from home (e.g. no tie, no blazer).
- Extreme hairstyles (parents/carers will be asked to take the student home).
- Disobedience or rudeness to members of staff or disruption to several lessons.
- Inappropriate and/or disrespectful behaviour.
- Any persistent anti-social or disruptive behaviour.
- Rudeness about a member of staff (nb this could be a C5/6 depending on the circumstances).
- Swearing or using bad language towards someone else.

If you are placed in Isolation your Progress Leader/Patrol Team member will discuss the circumstances with you to help you improve your future conduct. If a student is placed in isolation their parents will be contacted and the isolation discussed. Students will complete lesson work whilst in isolation.

Notification of Consequences

Students will be informed of detentions and isolations via a daily list on the notice board outside the Pastoral Office. Staff are also asked to remind students via a daily list that is e-mailed at the end of each school day. Students who persistently fail to attend detentions will be escorted to detention by members of the Pastoral team.

Parents will be informed about After school detentions and isolations prior to the consequence.

Behaviour and Attendance in Detention

Non attendance at detentions will lead to the next consequence being issued (see consequence grid in appendix D and detentions flow chart in Appendix).

Misbehaviour in detention or isolation will be subject to one formal warning and then could lead to the sanction being extended or moved onto the next consequence (see consequence grid in appendix D and detentions flow chart in Appendix)

C8 (Federation Exclusion to St Gregory's College or Fixed Term Exclusion from School, normally for 1-5 days*)

This could be longer depending on the seriousness of the behaviour. The Headteacher can exclude a pupil for up to 45 days.

The following are examples of what a C8 could be given for. The list is illustrative and not exhaustive.

- Racist, homophobic or disabilist abuse or comments.
- Use of physical violence (even if the student is provoked: tell staff, don't hit back!).
- Use of bad language or extremely rude or aggressive behaviour towards any member of staff, including repeated defiance or disobedience.
- Continued bullying, including on-line.
- Use or possession of tobacco, alcohol or drugs in or around school.
- The distribution of prescribed drugs intended for the sole use of a pupil at School.
- Use of electronic cigarettes or pipes in or around the school site.
- Possession of or attempts to access inappropriate or offensive material (e.g. pornography).
- Behaviour which threatens safety of community (e.g. tampering with fire equipment).
- Use or possession of offensive weapons.
- Theft.
- Misbehaviour on the school bus (See Appendix 3 The Bus Code).
- The behaviour of a student outside of school may be grounds for an exclusion.
- Swearing at a member of staff.
- Sexual misconduct.
- Any other behaviour deemed by the Headteacher to threaten or undermine the dignity of any individual in the school.
- Persistent disruption to the learning of others.

Exclusion is the most severe punishment a school can apply and is a very serious matter. All C8 exclusions will be kept on record by the Local Authority and reported to the governors. Any behaviour which is also unlawful, such as racist abuse, the use or possession of offensive weapons or the use or possession of drugs will be reported to the police. Before any exclusion is decided everyone involved in any incident will be able to give their version of events. The evidence will be looked at carefully and then the Headteacher or the senior member of staff in charge, will decide, on the balance of probability, what happened and who should be excluded. After any exclusion the student will have a re-entry meeting with their parents/carers and a member of the Pastoral Support Team.

If the Headteacher, or senior member of staff in charge, decides to issue a 'federation' exclusion, parents/carers will be asked to take their child to St Gregory's for a day's isolation. A constructive programme will be in place to address behaviour issues and catch up on core subjects. This type of exclusion is considered an 'internal' exclusion and is not reported to the local authority. If the student does not report to St. Gregory's without good reason, then a they could be issued with a fixed term exclusion

Parents whose children have been excluded from school for five days or less have a responsibility under the Education Act 2006 to ensure that their children are not seen in a public place during the exclusion. Those who do not comply may be issued with a penalty notice and fine.

The above list of offences against the community is not exhaustive. There may be types of behaviour or incidents not referred to explicitly here which are unacceptable to the community according to our Christian values. In those circumstances, the Headteacher or senior member of staff in charge will make a decision on the consequences guided by the governors' statement of general principles and the response to similar types of behaviour.

Permanent Exclusion

A Permanent Exclusion is a last resort and will only be used in response to a serious breach (or persistent breaches) of the Behaviour Code, where allowing a student to remain in school would seriously harm the education or welfare of other students or staff

The Headteacher, or senior member of staff in charge, will permanently exclude students who do not respond to the support and encouragement offered at the different stages described above. The Headteacher, or senior member of staff in charge, can also permanently exclude students for serious 'one off' offences, which include but are not limited to the following:

- Use or possession of or attempts to sell/distribute drugs and/or drugs paraphernalia in or around the school site, including drugs prescribed by a medical practitioner for the sole use of the prescription holder
- Serious actual or threatened violence against another student or members of staff
- Use or possession of weapons or dangerous implements --- in other words any implement designed for, or capable of, harming or threatening an individual, and used for that purpose
- Sexual misconduct
- Criminal damage to school property
- Any other serious, persistent or one-off behaviour deemed by the Headteacher to compromise or threaten the well-being of others in the school.
- Persistent disruption over a period of time whilst on a PSP (Pastoral Support Programme)

Section D- Monitoring Behaviour

Three times a year each teacher will report home to parents about student's behaviour and effort via a Red, Amber or Green (RAG) Progress Report. A Green behaviour mark means that their behaviour is excellent. An Amber denotes that there are some concerns within that subject area and a Red indicates that there are serious issues about their behaviour. If they receive Amber/Red marks on the Progress Reports or if behaviour/attitude is a concern, their Tutor or Progress Leader will talk with them about their conduct and how they can improve it.

It may be necessary to be put on report to monitor conduct. This could be:

- a) A two week (or longer) report
- b) An individual education plan (IEP)
- c) A Pastoral Support Programme (PSP)

Their Lead staff member will monitor them to check that they are making improvements and that the number of C2/C3s received are decreasing. If their behaviour does not improve they (see appendix A).

Behaviour Support

We work in partnership with other secondary schools in Bath and the Specialist Behaviour Service (SBS) of the Local Authority to help young people who are in danger of being excluded from school. We have a range of options which include asking the SBS for behaviour support all the way to arranging a 'managed move', where a student who is on the verge of being excluded may have a fresh start in another school. This system has led to a big reduction in the number of exclusions.

Alternative Provision

The local Authority offer alternative provision for students who are at risk of permanent exclusion. This means having your child educated for a period of time, normally 12 weeks at an alternative site, with a view to improving

the student's behavior and work ethic.

Directing a Child's Education

Under the Education (Educational Provision for Improving Behaviour) (Amendment) Regulations January 2013 Governing Bodies of Maintained schools have the power to direct the education of a student to Alternative Provision for the purpose of improving behaviour. The Headteacher may ask the Governing Body Disciplinary Committee to direct your education to another school if your behaviour has not improved over a period of time or for a one off incident. The purpose of this is to help you to learn to work well with staff and other students.

Malicious Allegations

If you make a false and malicious accusation against a member of staff it is a very serious matter and you are likely to have broken a number of the school rules. If this were to happen an appropriate sanction would be given to you which could include either a Fixed Term or a Permanent Exclusion.

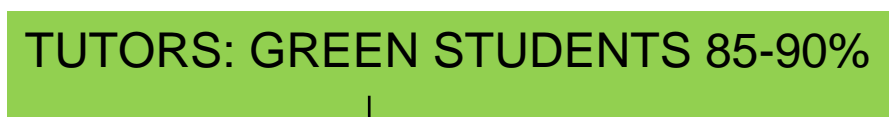
Monitoring and Evaluation

The Governors' Christian Vision Committee will review the impact and effectiveness of this policy annually. This policy should be read in conjunction with Governors' Policies on:

Anti Bullying, Attendance, Equalities, Racial Equality, Home school agreement form, Single Equality, SEND policy

Pastoral Phases flow chart overview

Phase 1:



Phase 2:



Phase 3:



Phase 4:



Phase 5:



Pastoral Support Phases

Phase 1: Tutors

Most students will be phase 1. Any incidents/concerns will be dealt with by your tutor. They will also be the person who contacts home if needed. Please see your tutor if you have any issues. They will also speak to you about any

Phase 2: Progress Leaders (Mr Leonard/Miss Bartlett)

If you are making lots of bad choices on phase 1, or have other issues that you or the school are worried about, you will move onto phase 2. This means your PL will be checking in with you and your parents more regularly. You may be put on Phase 2 report and a letter will go home. If you need extra support to make better choices, your PL will help you with this.

Phase 3: The Engagement Team

If you are still continuing to make bad choices, then you will need more support. The ET will help you with this. They will support you and help you. They will contact home regularly and discuss how your day has been. You may be put on phase 3 report.

Phase 4: Student Welfare Manager (Mr Kops)

If we are concerned about your safety then you will be supported by Mr Kops. He will be in contact with home and will refer you for any support we feel you may need

Phase 5: Headteacher/Deputy Headteacher (Mr Ash/Mrs Edmunds)

If you continue to repeatedly make bad choices, then Mr Ash or Mrs Edmunds may get involved to discuss how best to support you to stay at St Mark's.

| PHASE | Lead Staff Member (LSM) | Responsible for | Refers to... | Examples |
|-------|-------------------------|--|------------------|--|
| 1 | Tutors | 85-90% of tutees (green students) All contact home Detentions Reports ALL TUTEES: Following up PARs alerts (C1-4) Checking uniform, equipment, attendance Delivering tutor time programme At least 1 positive call home a week | Progress Leaders | <p>A green student has a PARS alert for poor behaviour: tutor speaks to child and calls home and places on report if needed</p> <p>A green student has trainers on and no note: tutor speaks to child, calls home and informs teachers. Records on PARs</p> <p>A green student has a detention: tutor reminds them and checks it is done. Contacts home if not</p> |

| | | | | |
|---|-------------------------|---|--|--|
| 2 | Progress leader | <p>Amber students (All students who are not purple who move above green- max 15) All and regular contact home (weekly/fortnightly) Support plans PL Reports Following up PARS alerts (C1-5) Time out cards if needed ALL STUDENTS: PL detentions Following up PARS alerts (C4-8) Overseeing colour coding At least 3 positive calls a week Assemblies Overseeing tutor programme Overall responsibility for uniform, equipment, attendance</p> | Mentor Team Nurse Counselling services SENDCO advice | <p>An amber student doesn't attend detention: PL contacts home and puts in PL DT</p> <p>A green student gets a L4 on PARS for swearing: PL checks background with tutor then contacts home and feeds back to tutor- decision whether to move to amber</p> <p>A green student is on report to tutor but there is no progress: PL contacts home, moves to amber and puts on PL report</p> <p>A green student repeatedly isn't wearing the correct uniform and tutor has contacted home- PL moves to amber and contacts home. Places on PL report</p> |
| 3 | SENDCO | <p>Purple students (all SEND students who move above green level) All and regular contact home (weekly/fortnightly) Support plans PL Reports Following up PARS alerts (C1-5) LA1 drop-in for SEN students Time out cards if needed PSPs</p> | Educational Psychologist Speech and Language Paediatrician | <p>An SEND student is not achieving on report to PL- SENDCO contacts home and puts on phase 3 report to herself if appropriate, and checks provision</p> <p>An SEND student has repeated low level disruption: SENDCO checks provision and contacts home</p> |
| 3 | Engagement Team | <p>Yellow students (All students who move above amber level- max 20) Weekly/daily contact home Weekly Mentoring session Support plans ET reports Following up PARS alerts- all ETO as drop in if needed Time out cards if needed PSPs ALL STUDENTS Contacting home during school day Liaising with tutors/PLs/SWM for incidents with non-yellow students during school day Overseeing PARs</p> | Off The Record Mentoring Plus Compass CAHMS HERS Social Care Project 28 Nursing Service Bath Play Project Youth Connect Rushhill HERS hub | <p>A green student has an urgent PARS alert during a lesson: the ET will call home immediately then discuss with tutor at a convenient time- handing the incident back to them</p> <p>An amber/yellow student is struggling in a lesson and uses the TO card: one of ET supervises the student and provides work, the other may be roaming/mentoring</p> <p>A green student comes to the ETO at the start of the lesson: the ET take the student back to their lesson and assure them they will pass the concern to their tutor</p> |
| 4 | Student welfare manager | <p>All Blue students (CP concerns, those at risk of exclusion, above purple/yellow level) Daily/weekly contact home PSP in place BAP where relevant All PARS alerts ESLT report PSPs ALL STUDENTS:</p> | Off The Record Mentoring Plus Compass CAHMS HERS Social Care Project 28 Nursing Service Bath Play Project Youth Connect | <p>A teacher has a CP concern about a child: the child moves to Blue- SWM oversees the child until the CP issue is resolved</p> <p>A child is at risk of PEX or has a number of FTE- the child moves to blue and goes on ESLT report and a PSP, possibly discussed at BAP</p> |

| | | | | |
|---|--------|--|----------------------|--|
| | | C6-8 incidents CP concerns LADO concerns In year admissions Behaviour at break/lunchtime | Rushhill HERS hub | A child makes an allegation against a member of staff: the child becomes blue and is overseen by the SWM until the issue is resolved |
| 5 | HT/DHT | ALL STUDENTS: Overseeing roaming Overseeing behaviour in lessons Overseeing behaviour at break/lunch time C6-8 incidents Exclusions | | There is a serious incident with a child: the HT/DHT will consider exclusion. Contact will be made home by DHT/HT or SENDCO/ET/SWM/PL depending on previous level of support |

Appendix B: School Rules

All members of staff are responsible for behavior in school. Our expectations for student behaviour fall under the 4 Rs:

Responsible:

- We get to school and to class on time
- We are responsible for our choices and accept any consequences from them
- We do our homework on time
- We look after the school site
- We are responsible for our learning and ask for help if we need help

Ready to Learn

- We arrive to class ready to learn
- We get to school and to class on time
- We listen to the teacher and try our hardest in lessons
- We complete all of our homework on time
- We look smart and wear the correct uniform
- We bring the correct equipment

Respect

- We treat all other students as equals and let them learn
- We respect ourselves and always do our best
- We respect all adults and let them do their jobs
- We respect the school site and everyone's property
- We follow instructions first time
- We treat others how we want to be treated
- We are always polite, kind and honest

Reach for the stars:

- We respond to our teachers feedback to help improve our understanding
- We always try our hardest
- We don't give up
- We do the work that most challenges us
- We listen well in class and ask for help if we need it

Appendix C- Weekly homework expectation process – Teacher Version – Please follow.

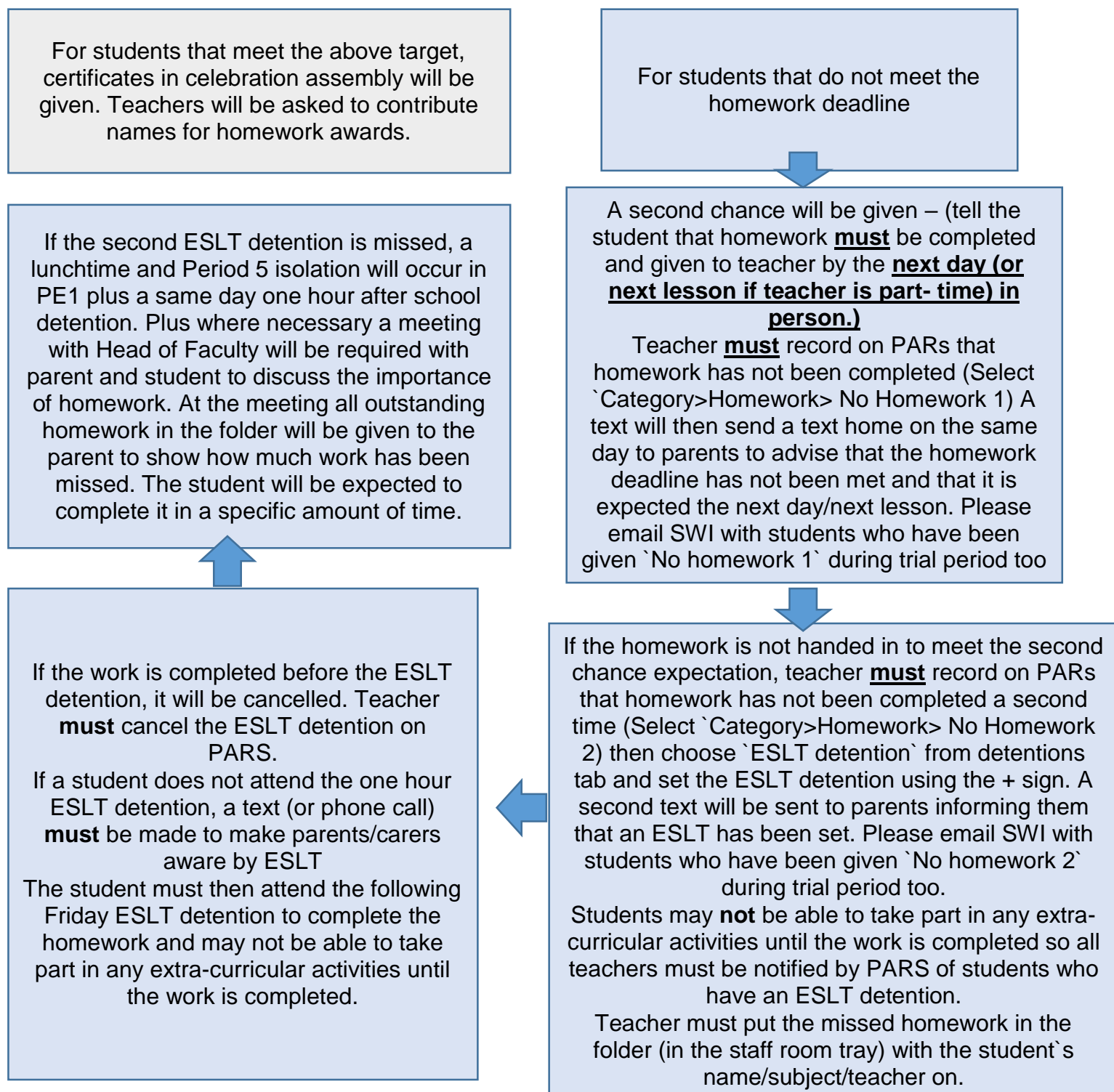
Each Key Stage 3 student is expected to complete a recommended 30 minutes of homework for each subject each week and Key Stage 4 students are expected to complete a minimum of 1 hour of homework for each subject each week.

"On average, the impact of homework on learning is consistently positive (leading to on average five months' additional progress)." <https://educationendowmentfoundation.org.uk>

Target: For every student to complete every piece of homework set, for every subject on their timetable.

Reasonable adjustments will be considered.

Homework Rewards and Consequences Process



Appendix D:**Consequences for poor choices:**

| Consequence for poor choices (responsibility of) | Consequence | Expectation during consequence | Potential further consequence |
|---|---|---|--|
| C1: Verbal warning and name on board (<i>all staff</i>) | Warning | | |
| C2: Verbal, recorded on PARs (<i>all staff</i>) | Lunchtime detention 120-140. Tutor/teacher to monitor | Read book in silence or complete tasks | Extension to LTD until 150 No show = C3 |
| C3: Verbal, recorded on PARs, removed from lesson to Head of Faculty/Progress leader (<i>all staff</i>) | After school detention 3-4pm | Read book in silence or complete tasks | C4 |
| C4: Removed from HOF/PL to PE1 for 2 more lessons. Recorded on PARs (<i>PL/HOF</i>), contact home by LSM (<i>LSM</i>) | Isolation in PE1 for two lessons- including any break/lunch times. After school detention until 4pm | Read book in silence or complete tasks | C7 |
| 3 or more C3/C4 incidents in a term moves a student up a pastoral phase | | | |
| C5: Recorded on PARs, contact home by LSM (<i>PL/LSM/SLT</i>) | Progress Leader/SLT detention Monday/Friday 3-430pm | Read book in silence or complete tasks | C6 |
| C6: Recorded on PARs, contact home by LSM, student report (<i>LSM/SLT</i>) | Half day Isolation (inc lessons 4, lunch, 5 and 1 hour after school) | Work from lessons missed | C7 |
| C7: Recorded on PARs, contact home by LSM, student report (<i>LSM/SLT</i>) | Full day isolation (inc lessons 1-5, tutor, break and all of lunch and 1 hour after school) | Work from lessons missed | Extension to another C7 C8 |
| 2 or more C5-7 incidents in a term moves a student up a pastoral phase | | | |
| C8: Recorded on PARs, contact home by LSM, student report (<i>SLT</i>) | Federation Exclusion at St Gregs/Exclusion from school 1-5 days | Work from lessons missed | |
| Any C8 incident moves a student up a pastoral phase | | | |

Appendix E:**Basic school rules**

We expect students to be **prepared for lessons and ready to learn**

- In each event, the MOS spotting the breach should speak to the students and then record the incident on PARs
- The LSM for that student will then see how many times the same breach has occurred, set the appropriate consequence and make contact home where necessary
- The time phases are in a half term (they reset after the next break)

| | INFRINGEMENT | 1ST INCIDENT | 2ND INCIDENT | 3RD INCIDENT | ANY FURTHER INCIDENT |
|--------------|--|--------------------------------|--------------------------------|--------------------------------|------------------------------|
| <i>R2L</i> | <i>Incorrect uniform without a note from home (Shoes, hoodies, jewellery, short skirts, blazer, ties)*</i> | C1 warning Recorded on PARs | C2 LTD- email home | C3 ASD- phone call home | C6 isolation until corrected |
| <i>R2L</i> | <i>Phone being used in school</i> | C1 warning Recorded on PARs | C2 LTD- email home | C3 ASD- phone call home | C6 isolation |
| <i>Resps</i> | <i>Out of lessons/tutor time without permission</i> | C2 LTD- email home | C3 ASD- phone call home | C5 PL DT | C5 PL DT |

| | | | | | |
|--------------------|---|--|-----------------------------|-----------------------------|-----------------------------|
| R2L | <i>Wrong equipment** (Pen, pencil, ruler, planner)</i> | C1 warning Recorded on PARs Opportunity to purchase from equipment shop*** | C2 LTD- email home | C2 LTD- phone call home | C3 ASD each time |
| R2L respo ns | <i>Late to lessons (for individual/small group, not whole class)- without note from MOS</i> | C1 warning Recorded on PARs | C2 LTD- email home | C3 ASD- phone call home | C5 PL DT |
| Resp ect | <i>Eating incorrect location/littering</i> | C1 warning Recorded on PARs | C2 LTD- email home | C3 ASD- phone call home | C5 PL DT |
| Resp ect | <i>Not following first instruction from a member of staff</i> | C2 LTD- email home | C3 ASD- phone call home | C5 PL DT | C6 isolation |
| Resp ect | <i>Swearing or inappropriate language directed at a member of staff</i> | C3 ASD- phone call home | C5 PL DT | C6 isolation | C6 isolation |
| R2L | <i>Truantiing a lesson</i> | C5- PL ASD- phone call home | C5- PL ASD- phone call home | C5- PL ASD- phone call home | C5- PL ASD- phone call home |

*In some situations, a student may be given a time period to resolve a uniform issue, in this case, the student will have a dated note from a member of staff.

**Students with dyspraxia, ADHD or other recognised organisational problems may have reasonable adjustments to these sanctions

*** Students in receipt of the pupil premium may receive some equipment free/ at a reduced cost. Those who need it will receive a free basic stationary set each term (three times a year), issued by LSM

Appendix F

St Mark's School, Bath

CODE OF CONDUCT FOR STUDENTS WHO USE HOME TO SCHOOL TRANSPORT

We want you and all other passengers to stay safe and travel in comfort.

The school and parents (or carers) will be alerted if you do not keep to this code and we will withdraw your transport assistance if breaches are reported to us.

1. Your bus pass

- Carry your bus pass with you whenever you travel to and from school.
- Show your pass to the bus driver on every journey, if it cannot be produced then the driver may refuse transport.
- Only use your pass to travel on the route that has been approved.
- Do not use anyone else's pass or allow another person to use yours. This is a criminal offence and a bus operator may choose to take action against you.

2. Your pick-up point

- You are responsible for getting to your bus's pick up point.
- Arrive at the pick-up point before your bus is due. The bus will run to a timetable and will not wait if you are late.
- If a bus is late, be prepared to wait at the pick-up point for 20 minutes but no longer. Agree with your parents what to do if the bus does not arrive (eg return home or go to a friend's house to organise alternative transport).

3. Keeping safe when getting on and off the bus

- Queue sensibly, well away from the edge of the road.
- Allow passengers leaving the bus to get off before you try getting on.
- Get on and off the bus in an orderly way so you do not hurt yourself or other passengers.
- If you need to cross the road once you have left the bus, make sure the bus has been driven away so you can see other vehicles and their drivers can see you.

4. On the bus

- Stay in your seat once you are on the bus and always use the seatbelt if one is provided.
- Do not speak to or distract the driver unless there is an emergency.
- Do not stand in front of the driver on the stairwell.
- Do not use emergency exits or doors unless the driver instructs you to, or if there is a genuine emergency.
- Do not eat, drink or smoke on the bus.
- Foul, abusive language and bullying will not be tolerated.
- Do not carry real or replica weapons.
- Do not throw items or damage the inside or outside of the bus. If damage is caused the police will be contacted and you will be liable for repair costs.
- If the bus breaks down or is involved in an accident, follow the driver's instructions. Do not leave the area unless given specific approval by the driver.

You need to be aware that many bus operators monitor the behaviour of passengers using CCTV. CCTV footage will be used as evidence if drivers or passengers are hurt or the bus damaged.

If you breach any of the points within this Code of Conduct, the school has the right to apply appropriate sanctions.

HOME TO SCHOOL TRANSPORT - SANCTIONS

From time to time it is necessary to impose sanctions on children and young people who fail to conform to an acceptable standard of behaviour on transport from home to school.

We believe that a parent or legal guardian must take responsibility for their children's behaviour on the way to and from school. It is their duty to ensure that their children understand why it is essential to behave properly in the transport provided.

Children and young people must understand themselves that poor behaviour, especially that which puts at risk the safety of any other child, driver or road user, will lead to a ban on use of the transport provided and the responsibility of transporting their child to school will transfer to them.

In return, we will ensure that contracts are monitored to ensure compliance with the law and the contract offered. We will investigate any complaint received from any other party and be seen to act against anyone who contravenes the policies and agreements entered into.

We will do all we can to ensure operators do not refuse to carry children and young people entitled to transport without having discussed the issues and any proposed action with a senior member of staff at the school.

As part of its commitment to providing a safe environment for the transport of children and young people to and from school, we have determined a procedure for dealing with cases of poor behaviour reported to us and have adopted the following list of sanctions that are likely to be applied in certain circumstances. This is not an exhaustive list, nor is it a definitive statement that in every case the sanction indicated will be applied regardless of other circumstances. Each case will be considered on its individual merits, but if it is proposed to vary from the examples given, consultation will take place with the school and operator concerned.

TARIFF

The tariff operates throughout the academic year. Each September there is the opportunity to start afresh. Students may receive a one day ban. If there is no improvement or if the matter is serious the ban will be for a week. If, in spite of

efforts to address the behaviour of the student there is no improvement, a permanent ban will be implemented (ie to the end of July).

1 Day Ban

- Failing to remain in a seat.
- Throwing items around the bus or coach.
- Annoying or pestering other students.
- Shouting and swearing.
- Disobeying an instruction from the driver or any teacher on duty.
- Eating and drinking on the bus.
- Failure to show a valid home to school bus pass.
- Leaving rubbish on the bus. *
- Sticking chewing gum on seats. *

* The students responsible may also be required to clean up any mess that may be caused.

2-5 Day Ban

- Any repeat of an offence referred to above that resulted in a one day ban.
- Misuse of a home to school bus pass such as passing back to another person to use, or applying for a replacement pass to enable a third party to travel.
- Bullying.
- Throwing of objects inside or outside vehicle.

One Week Ban

- Misuse of the bell.
- Shouting and swearing at the driver, or in the case of commercial routes, any other fare paying passenger.
- Smoking.
- Lack of consideration to other fare paying passengers on commercial routes.
- Misuse of emergency exit.
- Misuse of main entrance door.
- Fighting.
- Specific and unnecessary distraction of driver.
- Running around vehicle.
- Throwing of objects inside or outside vehicle which causes danger to the driver and other passengers.

Permanent Ban

- Repeat offences of any of the above.
- Significant damage to vehicle, graffiti, vandalism, etc. *
- Assault on driver or other fare paying passenger on commercial routes. **
- Possession of drugs and offensive weapons, including replicas. **

* The operator may also require compensation for any damage caused, and such an offence may also lead to the matter being reported to the Police.

** This is a criminal offence and will lead to the matter being reported to the Police

The tariffs listed are not exhaustive and there may be other circumstances in which behaviour is deemed to be unacceptable and the school reserves the right to apply an appropriate sanction in such situations.

The Student welfare manager will review students who are on a 'Permanent Ban' in July. If they and bus operators are satisfied that there is no risk to the driver or other students they may be permitted back onto the bus service in the new school year (ie September). There will be no one day or one week bans in this circumstance and if a student breaches the Bus Code in this situation, they will not be permitted to travel on the bus again.

Appendix G

Punctuality Procedures

The school's Punctuality Policy which relates to all students except those on Pastoral Support Plans (PSPs) and part-time time-tables.

We are fortunate in that most students attending St Mark's School attend on a regular basis and attend on time. Whilst we expect every child to attend every day unless there is a reason preventing them from doing so, the school does reward students who achieve 100% attendance on an on-going basis throughout the year.

St Mark's Vision

St Mark's vision is to inspire students for future success by developing confident, independent-minded learners with a spirit of ambition and adventure. Our school values are:

Wisdom, Ambition, Integrity.

As part of the school's vision and values and in order to prepare the students for the world of work we believe that the issue of poor punctuality must be taken very seriously. A student arriving 5 minutes late each day adds up to missing 3 entire days of school by the end of the year.

When a student arrives late to school, there are many consequences:

- Missing tutor-time or Assembly, which means students missing out on part of their education entitlement
- Missing essential messages shared during tutor time / Assembly
- Missing the beginning of Period 1 and therefore teaching and learning
- When one person arrives late everyone loses out – the class is disrupted and the teacher must take time away from the other pupils to explain what is going on for the lesson, compromising everyone's learning.
- Students might feel awkward and embarrassed going into the classroom when everyone else is already settled

Whilst we see it as important that all students attend for school, on time, on a daily basis we do appreciate that there may be occasions where a student may be late for school through no fault of their own.

The law requires students to attend school regularly and this includes arriving on time each day. Persistent patterns of late arrival can provide grounds for prosecution.

Under section 7 of the Education Act 1996, a parent is responsible for ensuring that their child of compulsory school age (5-16) receives sufficient and suitable education, either by regular school attendance or other arrangements. This means that the parent of a child registered at a school has a legal duty to ensure the child's regular attendance. Failure to fulfil this duty is an offence under section 444(1) of the Education Act 1996 and could result in a penalty notice or prosecution.

The Punctuality Procedures are intended to support staff to encourage good punctuality and develop a consistent, informed and effective response to persistent lateness. It is also intended to ensure that parents and carers from St Mark's School develop a consistent understanding of schools' expectations and the response they are likely to receive on this matter.

In terms of giving your child the best possible chance to succeed, I would strongly urge that you ensure that they arrive to school on time. If you have any concerns about your child's punctuality please talk to us.

Key Points that Underpin the Process:

Lates Procedure

Bells

8.27am: Warning bell

8.30am: School start bell (students must be in tutor base by 8.30am or deemed to be Late)

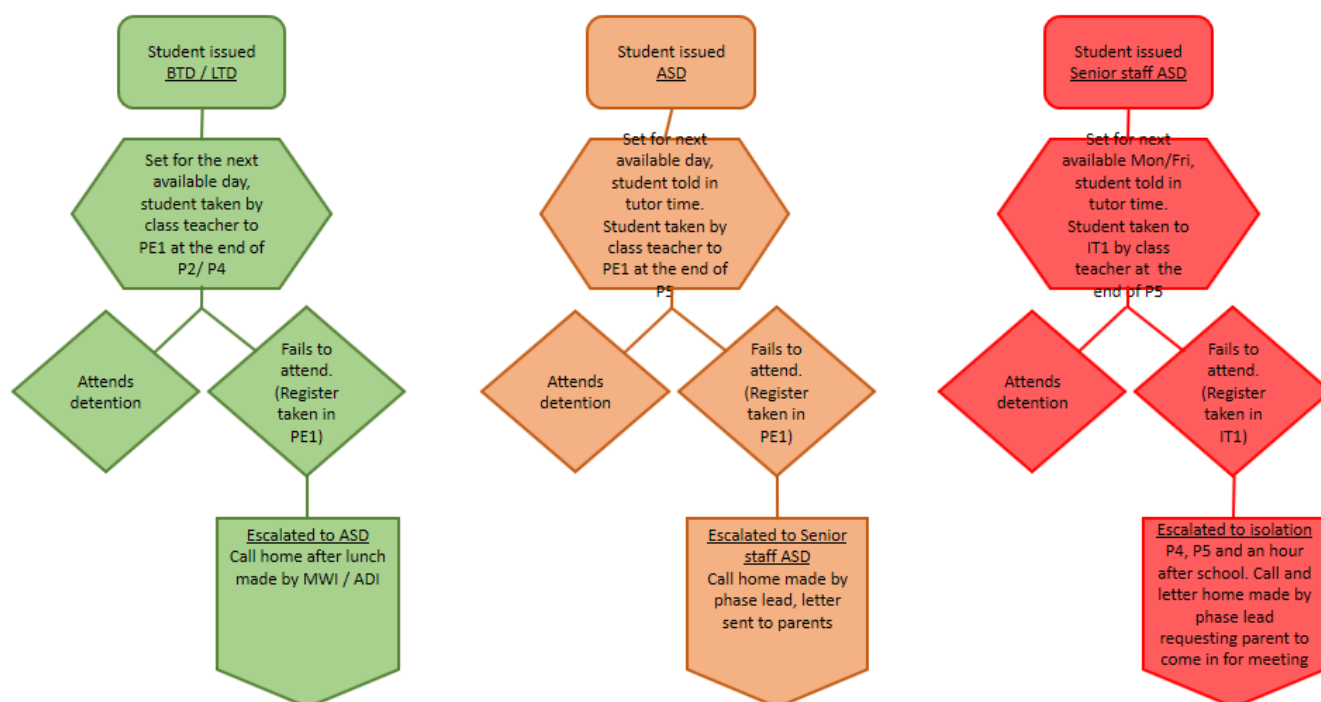
Registering of Lates

Students arriving onto the school site after the cut off/Assembly bell Mon/Fri, Must report to the Attendance Office.

They must then go straight to tutor time or Assembly.

Appendix H: Detentions Flow chart

Detentions system





St Mary's Primary School – Behaviour Policy

Rationale

We believe that a successful approach to behaviour management enables

- the development of a positive self-image;
- the development of moral, social and cultural values including self-respect and personal responsibility;
- recognition and understanding that every child needs to be treated individually;
- respect and commitment to upholding the Rights of the Child (UNICEF);
- every child to achieve high standards across the curriculum

At St Mary's C of E Primary School we believe that there is a need for a positive approach to the behaviour of children in our school and that good behaviour must be developed and not left to chance. By being positive and concentrating on good behaviour we can try to marginalize the poor behaviour. We need clear rules and expectations, overtly stated, frequently discussed and consistently applied.

Aims and Purposes

What do we hope to achieve from this policy?

- A shared understanding of a positive approach
- To develop and instil self-discipline and responsibility
- To promote good manners, honesty and fairness
- To create conditions in which all children feel safe and where effective learning can take place
- To generate mutual respect between members of the school community, free from prejudice
- To make boundaries of acceptable behaviour clear

Responsibilities

There is a shared responsibility between staff, parents and pupils for the management of behaviour. We see these responsibilities as follows:

Staff

- Treat children fairly and with respect
- Provide a challenging, differentiated and enriching curriculum
- Create a safe and pleasant environment
- Use rewards and sanctions with consistency
- Build positive relationships with children
- Act as a role model
- Form good relationships with parents
- Recognise pupils as individuals with individual needs
- Encourage responsibility and promote mutual respect
- Challenge unacceptable behaviour when we see it or it is brought to our attention – to ignore it is to condone it
- Praise and reward good behaviour
- Develop spiritual, moral, social and cultural values that include self-awareness, responsibility, self-esteem, tolerance and respect

Parents

- Make children aware of appropriate behaviour in all situations
- Encourage independence and self-discipline
- Show an interest in school life
- Foster good relationships with school
- Support the behaviour management policy
- Be aware of rules and expectations
- Develop moral, social and cultural values that include tolerance and respect

Children

- Work to the best of their ability
- Treat each others with respect
- Play fairly
- Take care of property and the environment

- Co-operate with adults and children in school

Strategies

Poor behaviour

Poor behaviour can be divided into that which is aggravating or less serious and that which is unacceptable. All poor behaviour should be identified, explained and dealt with appropriately. At St Mary's we consider unacceptable behaviour to be:

- Physical violence
- Bullying (including cyber-bullying)
- Racial Harassment
- Sexual Harassment
- Stealing
- Deliberate rudeness
- Verbal abuse including use of homophobic terms

Instances of unacceptable behaviour should always be reported to the Head Teacher.

Praise and Rewards

We employ the following means of praise and reward:

- Facial expression
- Verbal response
- Written comments
- Name remains under Green traffic light on board
- Showing others their good work
- Certificates
- Positive Feedback to parents (verbal, written, parentmail)
- Stickers
- Learning Stars
- Team Points
- Privileges
- Awards certificates
- A few minutes of extra playtime

Sanctions

When necessary sanctions will need to be applied (please refer to the Appendix). They must be used consistently and fairly; and be effective and appropriate to the behaviour and child. All children are different and there are often underlying reasons for their behaviour. During consultation for this policy, children involved demonstrated a deep level of understanding by articulating that some individuals need to be supported in developing positive behaviours in different ways than others. Adults bear this in mind when applying sanctions, but poor behaviour must never be excused. Where poor behaviour persists then it may be necessary to create bespoke Behaviour Plans and involve external agencies for support. Possible sanctions include:

- Verbal/visual disapproval
- Name moved to next traffic light on board (Amber, then Red)
- Change of seat
- Loss of some playtime
- Time out to another classroom
- Informal contact with parents
- Involvement of Head Teacher/Deputy Head Teacher
- Formal contact with parents
- Exclusion – internal, external, fixed term, permanent

When sanctions are used we should remember to:

- Use verbal warnings then traffic lights to enable children to have the opportunity to moderate and change behaviour
- Try to enable children to make amends

- Only give sanctions that are appropriate to type and place of behaviour e.g. wilfully disrupting learning during lesson results in completion of work during playtime.
- Make a clear connection made between behaviour and sanction (sanctions should be applied as soon as is practically possible, preferably on the same day).
- Avoid multiple sanctions

| Adults should avoid... | Because... |
|------------------------|---|
| Humiliation | It breeds resentment and damages self-esteem |
| Shouting | It diminishes you; can frighten children; implies you have lost control; does not model good conflict-resolution skills |
| Over-reacting | Everyone makes mistakes/the problem may grow |
| Blanket Punishments | The innocent will resent them |
| Sarcasm | You lose respect / it humiliates |
| Making 'threats' | Pupils may call your bluff / not a positive approach |

Poor behaviour observed by any member of staff within the school and in the school grounds should be dealt with immediately. To ignore it, is to condone it.

Encouraging children to resolve their own difficulties

Children should be encouraged to take responsibility for resolving their own conflicts. This means that adults must take responsibility for teaching and modelling strategies for doing this, and for seeing that children carry them out and reach a successful conclusion. Children should be encouraged to be assertive, to express their feelings and to resolve conflict without resorting to violence, swearing or abuse. The school has a separate policy on anti-bullying.

In the Classroom

Everyone in school is expected to fulfil their responsibilities which are displayed in appropriate places around the school. Each class also has its own charter, which is prominently displayed and created by children and classes at the start of the academic year. Children are frequently encouraged to discuss the importance of rights and responsibilities; adults enable children to develop a practical and age-appropriate understanding of these. Although class charters will differ slightly from class to class they will all explain what good behaviour looks like and will cover the following areas:

- Safety
- Working habits
- Movement around the class
- Listening
- Being polite/helpful/kind to others
- Care of the environment

In our Shared Areas

The following rights and responsibilities for the Playground, Hall and Shared Areas have been drawn up in consultation with children:

| Playground Rights | Playground Responsibilities |
|---|---|
| Everyone has the right to be safe. | We need to get help when we think something dangerous is happening. We need to play games that will not hurt others. We need to be honest, kind and helpful. We need to stay in the sight of adults on duty. |
| Everyone has the right to play. | We need to look after our equipment. We need to take turns with equipment and playground spaces. We need to make sure our games don't spoil someone else's. |
| Everyone has the right to enjoy playtime. | We need to make sure we do not leave people out. We need to be kind and respectful to everyone. |

| Dining Hall Rights | Dining Hall Responsibilities |
|------------------------------------|---|
| Everyone has the right to be safe. | We need to walk carefully in and around the hall. We need to line up sensibly to collect our dinner. |

| | |
|---|--|
| | <p>We need to keep our chairs and tables clean.</p> <p>We need to tell an adult if we drop something on the floor.</p> |
| Everyone has the right to enjoy their lunch (and eat with friends). | <p>We need to use good table manners and not be silly with food.</p> <p>We need to remember to speak quietly to those around us.</p> <p>We need to ask if the chair is taken before sitting down at a table.</p> <p>We need to be kind and respectful to other people.</p> |

| Shared Area Rights | Shared Area Responsibilities (Corridors, Research Centre etc) |
|--|---|
| We have the right to use these areas safely, for storage and for learning. | <p>We need to keep spaces tidy (hang up coats, put equipment away, leave rooms tidy etc).</p> <p>We need to walk carefully and quietly in corridors.</p> <p>We need to be considerate of other classes.</p> |

APPENDIX – FIVE STEPS FOR ASSERTIVE DISCIPLINE

| 5 stages | Behaviour | Range of Sanctions | Comments Who Needs to Know |
|-------------------------|--|---|---|
| Stage 1 Aggravating | Calling out; talking with other pupils when should be listening; pushing on circle; interrupting | Frowns, eye contact, proximity, reminders/ modelling expected behaviour, verbal warning, change of seating, 2 minutes lost from next play | Several repetitions may mean Stage 2 |
| Stage 2 Less Serious | Not responding to requests; deliberately creating a disturbance; off-hand comments; swearing; minor challenge to authority | Name moved from Green to Amber (to Red); seating on own/stand apart from class for specified time; letter of apology; complete unfinished work at playtime; 5 minutes lost play; supervised time out; informal contact with parents by class teacher | Deputy Head/SENCO made aware If child does not modify behaviour after sanctions and moves to the Red Traffic Light, this may mean Step 3 |
| Stage 3 More Serious | Throwing small objects; Damaging property Harming someone; leaving class without permission; offensive name calling; repeated refusals; bullying | Short, specified time out in another class; formal contact with parents by class teacher (with Deputy Head support if appropriate) Clean, mend or replace damaged property; letter of apology; loss of playtime Daily/Weekly encouragement sheets | Written record in class behaviour log Deputy Head/SENCO involved; consider bespoke Behaviour Plan Head Teacher informed (involved if positive handling needed) |
| Stage 4 Very Serious | Fighting and intentional physical harm; throwing large objects; vandalism; stealing; persistent bullying; leaving school site; verbal or physical abuse Repeated occurrence of Stage 2/3 behaviours | Requires immediate and formal involvement of Head Teacher Formal contact made with parents by Head Teacher Internal Exclusion (for playtime and/or lesson time) | Head Teacher; written record in SIMS/Behaviour Plan Support Log 3 incidents = Stage 5 Consider involvement of external agencies Consider need to notify governors and LA |
| Stage 5 Extreme | Persistent fighting; Intentional harm; extreme danger or violence; extreme verbal or physical abuse | <u>Probably</u> means immediate Exclusion Fixed Term up to 5 days initially; Permanent Statutory procedures to be followed | Head Teacher Governors Local Authority |

Class teachers move all pupils to the Green Traffic Light at the start of each day.



Trinity Church School – Behaviour and Discipline

At Trinity School we are committed to a whole school approach to good behaviour and discipline.

The system encourages children to make positive choices about how they conduct themselves both in and out of the classroom. We believe that children should take increasing responsibilities for their own behaviour as they develop and mature. Wherever possible, we encourage a **restorative approach** to behaviour, where parties discuss the impact of their actions and are part of the solution, thus giving responsibility to the pupil and restoring relationships as quickly as possible. This is in keeping with our Christian values of forgiveness and strong community ethos.

Our policy is based on rewards and sanctions that are clearly defined. Good behaviour and attitudes are rewarded and inappropriate behaviour and attitudes are dealt with promptly, fairly and with concern for all parties. We expect parental support to ensure that all our children are well behaved and polite.

Where there is a concern over a child's behaviour we always involve parents so that we can work together to address and solve the problem.

Respect is central, with an emphasis on listening to children and adults in a supportive and positive atmosphere. By having a whole school commitment to behaviour we try to ensure a consistent approach. This promotes the aims of the school, and encourages highly motivated, caring and co-operative individuals who are well prepared to assume their role in society.

RULES

- The school rules are the same across the whole school and apply both within and beyond each classroom. These are referred to as 'Golden Rules'.
- The six rules are displayed clearly in every classroom, dining hall, corridor, toilets etc.
- The Golden Rules are taught in quality Circle Time and through our worship themes, linking to Christian and British Values.
- Adults constantly remind and refer to them during general conversation.
- Reinforcement of rules is done by commenting on the behaviour of those children who are keeping to the rules and not by highlighting negative behaviour
- Everyone is expected to become a role model for the Golden Rules.

GOLDEN RULES

| | |
|--------------------------------|---|
| We are gentle | <i>We don't hurt others</i> |
| We are kind and helpful | <i>We don't hurt anybody's feelings</i> |
| We listen | <i>We don't interrupt and we do as we are asked first time</i> |
| We are honest | <i>We don't cover up the truth</i> |
| We do our best | <i>We don't waste our own or other's time</i> |
| We look after property | <i>We don't waste or damage things or touch other people's property</i> |

REWARDS

At Trinity we expect all our children to keep the Golden Rules and provide a weekly incentive to encourage appropriate behaviour and positive attitudes. We believe that children should be rewarded for their efforts and this is why the Golden Rules are directly related to a whole school child initiated **Golden Time**.

Each child will be entitled to a regular 30 minute whole school Golden Time – keep the Golden Rules and everyone will enjoy each other's company in Golden Time. Activities are all learning based and encourage collaborative as well as independent skills.

In addition to Golden Time, good behaviour is rewarded in a variety of ways and at different levels depending on the age of the children. These include:

- Verbal praise and encouragement
- House points
- Stickers and certificates
- Headteacher's awards

CONSEQUENCES

- Consequences are displayed in a prominent place in each classroom.
- Inappropriate behaviour or the breaking of school rules result in an application of the consequences procedure.
- A verbal warning is given by the member of staff; this is followed with a written warning on the yellow card if behaviour persists. There is the possibility of removing their name through improved effort for behaviour.
- If poor behaviour continues to be displayed, the child's name will be written onto the red area and this will be followed with a behaviour reflection log being completed by the child asking them to reflect on which golden rule has been broken.
- A record of the incident will then be sent home in the child's behaviour and communication log to inform parents. Parents can add their own comments or views if they feel this is appropriate.
- Children receiving a red warning will also miss ten minutes of whole school Golden Time per incident.
- A system to earn back lost Golden Time is in place. An 'earning back' contract should only be used if the child has lost **ALL** their Golden Time, and only then can they earn back 15 minutes. The activity that they use to 'earn back' should be relevant to the Golden Rule they have broken.
- On Golden Time day, the child who has lost Golden Time will spend that time lost, reflecting on their behaviour and discussing next steps on how to improve behaviour in future weeks.
- Behaviour is reviewed and monitored termly so that relevant support systems can be implemented.
- In reception children will be rewarded for positive behaviour, they will receive team points throughout, any challenging behaviour displayed will result in the loss of team points and a behaviour log incident form will be sent home to parents.
- Children who have a difficulty, disability or special educational need that causes a barrier to positive behaviour or a disturbance in behaviour, may have a specific plan to support them. A behaviour plan is designed to help children make small steps to a long term goal of acceptable behaviour. We may also seek advice from outside agencies for guidance on tailoring behaviour plans to suit children's needs.

CONSEQUENCES PROCEDURE

| | Behaviour | Consequence | Comment |
|----------|---|--|--|
| 1 | Breaking of Golden Rules or inappropriate behaviour e.g. silly noises, calling out etc. | Verbal warning given. | The name of the child who has been given a verbal warning is recorded. |
| 2 | A continuation of rule breaking or inappropriate behaviour | Child's name will be written on yellow card. | The name of the child who has received the yellow warning is recorded. As above. |
| 3 | A continuation of inappropriate behaviour and not responding to the teacher's requests | Red warning issued resulting in the loss of 10 minutes Golden Time | The name of the child is recorded and the child spends their own time reflecting with the behaviour log, which is then sent home to parents. |
| 4 | Further continuation of inappropriate behaviour | Child removed to member of SLT | A record is kept of behaviour and the frequency with which it appears. A conversation with parents will take place. |
| 5 | Stealing, running out of school, fighting & intentional physical harm, serious challenge to authority, verbal abuse to staff, vandalism, persistent bullying. | Internal exclusion with member of SLT, parents notified and invited to meet and discuss incident. | Possible involvement of outside agencies e.g. EBD support, placing on SEND register, Pastoral Care Programme implemented. The governing body is notified and official procedures followed. |

| | | | |
|--|--|--|---|
| | Extreme danger or violence, very serious challenge to authority, verbal/physical abuse to any staff. | Immediate exclusion considered for a fixed period which could be extended to a permanent exclusion. | All external exclusions to be reported to the Chair of Governors. |
|--|--|--|---|

EXCLUSION

Both the DfE and MSNP exclusion policy and processes have been adhered to when considering sanction 6 of our behaviour policy and will be followed should this sanction become operational.

- *Exclusion (internal or external) is not a course of action that the school would wish to take. However, in certain circumstances it may be the only sanction to safeguard the rights of others. If pupil/staff welfare is threatened and behaviour becomes a healthy and safety risk, exclusion will occur.*
- The sanction to exclude a pupil from Trinity is only used as a last resort and in response to a serious breach or persistent breaches of the school's behaviour policy; and where allowing the pupil to remain in school would seriously harm the education or welfare of the pupil or others in the school.
- Where we have concerns about any child's behaviour, we firstly try to identify whether there are any causal factors and intervene early in order to reduce the need for a subsequent exclusion. Where necessary, this will involve multi-agency assessment that goes beyond the pupils educational needs.
- It is only the headteacher who is able to exclude a pupil and this must be on disciplinary grounds only.
- If an exclusion is considered to be an appropriate sanction, the head teacher will take account of any contributing factors that are identified after an incident of poor behaviour has occurred. For example, where it comes to light that a pupil has suffered bereavement, has mental health issues or has been subject to bullying.
- Pupils whose behaviour at lunchtime is disruptive may be excluded from the school premises for the duration of the lunchtime period. In such cases the legal requirements in relation to exclusion, such as the head teacher's duty to notify parents, still apply. Lunchtime exclusions are counted as half a school day for statistical purposes and in determining whether a governing body meeting is triggered.
- Any decision to exclude will be in line with the principles of administrative law, i.e. that it is: lawful, rational; reasonable; fair; and proportionate. The school will not discriminate against pupils on the basis of protected characteristics, such as disability or race. Particular consideration will be given to the fair treatment of pupils from groups who are considered to be vulnerable to exclusion.
- Whether or not the school recognises that a pupil has special educational needs (SEND), all parents have the right to request the presence of a SEND expert at an independent review panel. The SEND expert's role is to provide impartial advice to the panel about how SEND could be relevant to the exclusion.
- If a decision to exclude a child is taken, then parents will be notified of the period of the exclusion and the reasons for it. By the end of the afternoon session, parents will be informed that for the first five school days of an exclusion parents are legally required to ensure that their child is not present in a public place during school hours without reasonable justification, and that parents may be given a fixed penalty notice or prosecuted if they fail to do so.
- Without delay, parents will also be provided with the following information in writing:
 - the reasons for the exclusion;
 - the period of a fixed period exclusion or, for a permanent exclusion, the fact that it is permanent;
 - parents' right to make representations about the exclusion to the governing body (in line with the requirements set out in paragraphs 50 – 57 of the DfE Guide to Exclusions) and how the pupil may be involved in this;
 - how any representation should be made; and
 - where there is a legal requirement for the governing body to consider the exclusion, that parents have a right to attend a meeting, be represented at this meeting (at their own expense) and to bring a friend.
- Where alternative provision is being arranged and where it can reasonably be found out within the timescale, information about the start date, times of sessions, the address at which the provision will take place together with other relevant details will be provided.
- The Headteacher will also notify the governing body and the local authority.
- Excluded pupils will be enabled and encouraged to participate at all stages of the exclusion process, taking into account their age and understanding.
- All children have a right to an education. Therefore the school will take reasonable steps to set and mark work for pupils during the first five school days of an exclusion and alternative provision will be arranged from the sixth day.
- The school has a strategy for reintegrating pupils that return to school following a fixed period exclusion, and for managing their future behaviour.

Covid 19 Behaviour Policy Appendix

This appendix was written in line with current guidance regarding the Covid-19 pandemic prior to the planned return on 1st June 2020 it supports our school vision,

Learning Growing Believing Together

To ensure that the reopening of the school is as safe as possible.

We recognise that the return to school is going to be a difficult time for many of our children, families and staff. The principles detailed below have been created to provide support and clarity to the whole school community. This appendix has been written to supplement the behaviour policy, not to replace it. The general principles of positive behaviour management still apply at Trinity Church School.

We expect all children, families and staff to respect the control measures which have been detailed in the risk assessment prior to the school reopening (see list below). We also expect all children, families and staff to respect national guidance published by the government. If the Headteacher has reason to believe that guidance provided by the school or by the government has not been adhered to, they have the right to refuse entry to the school site until a further investigation has taken place involving staff, MAT and/or a representative from the governing body.

Further to guidance in the behaviour policy, a child who deliberately coughs, spits or ignores social distancing rules, will follow the consequences procedure set out in the behaviour policy. This behaviour will be classified at level 5.

Behaviour expectations upon return to school 01.06.20

- Follow the altered routines on arrival and departure from school this includes one-way systems and socially distancing markings
- Follow school instruction on regular hand washing (there will be signs/posters up around school to promote this)
- Follow instructions of who to socialise with (class bubble)
- Follow the systems for moving around the school (one way system and out of bounds areas)
- Follow the catch it, bin it, kill it when coughing or sneezing
- Avoid touching mouth, nose and eyes
- If you feel unwell tell an adult
- Only use personal equipment at your desk - don't borrow others
- Only one person may go to the toilet at a time, always ask a teacher first
- Follow the social distancing rule, keep a table length away from other children and adults

For children who are learning remotely at home:

- Follow the activities and complete work set by the school
- Make contact with the school if additional equipment or support is needed

Agreed on:Signed.....



Welton Primary School - Behaviour Policy

Vision Statement

We are a community school committed to excellence. Working in partnership with parents, we provide a happy stimulating environment. All are cared for and nurtured spiritually, morally, intellectually, physically, socially and emotionally. We are a school with high expectations for all and where all are valued as individuals.

1. Aims and Expectations

It is a primary aim of Welton Primary School that every member of the school community feels valued and respected, and that each person is treated fairly and well. We are a caring community, whose values are built on mutual trust and respect for all. The school's behaviour policy is therefore designed to support the way in which all members of the school can live and work together in a supportive way. It aims to promote an environment where everyone feels happy, safe and secure and where the community functions with respect.

The school has a number of rules, but our behaviour policy is not primarily concerned with rule enforcement. It is a means of promoting good relationships, so that people can work together with the common purpose of helping everyone to learn and function as members of a community. This policy supports the school community in aiming to allow everyone to work together in a considerate and effective manner.

The school expects every member of the school community to behave in a considerate way towards others. We treat all children fairly and apply this behaviour policy in a consistent way. This policy aims to help children grow in a safe and secure environment, and to become positive, responsible and increasingly independent members of the school community. The school rewards good behaviour and sanctions inappropriate behaviour, as it believes that this will develop an ethos of kindness and cooperation. This policy is designed to promote good behaviour, rather than merely deter anti-social behaviour.

In applying this behaviour policy, we wish to see pupils who:

- are polite and respectful
- are content and happy
- give their best effort
- are hardworking and conscientious
- are kind, helpful and caring to others
- listen and pay attention
- are enthusiastic learners
- contribute in class

2. Adults

All informal contact contributes to standards of behaviour. By using every opportunity, the standard of behaviour expected can become an implicit part of the school's ethos. Adults and all members of the school community should take the initiative in establishing a relationship with every child and should:

- Set a good example in speech and conduct.
- Be respectful & polite yet consistent and firm.
- Make eye contact.
- Smile.
- Greet and be greeted.
- Start the dialogue.
- Deal with all misbehaviour appropriately - to ignore it is to condone it.

Welton staff are trained in 'Emotion Coaching' techniques and are expected to follow these principles when dealing with negative behaviours.

3. Children

Most children quickly appreciate the need to follow certain behaviour patterns in order for the school environment to be a safe and happy place for everyone. At Welton, pupil to pupil Anti-bullying ambassadors are trained to help with friendship issues or worries.

Children should:

- Set a good example - the youngest look to the oldest for the example of good behaviour.
- Move quietly around the school

- Always walk
- Stand aside to let others pass
- Hold doors open
- Lend a helping hand
- Always speak politely to everyone - even when feeling bad tempered – never shout. It is always discourteous. Never swear.
- Always respect other people and their possessions.
- Look after each other - do not 'tell tales' just to get others into trouble but if a situation needs help always get an adult.
- Listen to each other and adults. Do not interrupt when others are talking – wait patiently.
- Take pride in their classroom and school - taking care of everything around them.
- Assume and enjoy the responsibilities they are given - treating them with the respect they deserve.
- Remove themselves if they feel a difficult situation is developing,
- Accept each other's boundaries e.g. only put your arm round a friend to comfort them if you know that it will please them; other friends may feel differently. We have various feelings about the level of acceptable physical contact.
- Anti-bullying ambassadors are pupils who are trained to help with friendship issues or worries.

4. Rewards and Sanctions

We praise and reward children for good behaviour in a variety of ways:

- Smile of approval
- Staff congratulate/praise children.
- Staff give children house points.
- Stickers and certificates
- Star workers (Magic Moments)
- Point out children's behaviour as positive models to follow
- Privileges
- Sharing work with other adults and parents
- Whole class reward

The school acknowledges all the efforts and achievements of children, both in and out of school and provides regular opportunities to celebrate these successes.

The school employs a number of sanctions to enforce the school rules, and to ensure a safe and positive learning environment. We employ each sanction appropriately to each individual situation. General strategies to complement Emotion Coaching techniques include:

- Non-verbal communication (e.g. raised eyebrows)
- Tone of voice
- Verbal warning
- Talking to
- Relocation of seat within the classroom
- Work individually
- Keeping in at playtime to complete work
- Relocation to another classroom
- Sent to Head Teacher

We expect children to listen carefully to instructions in lessons. If they do not do so, we ask them either to move to a place nearer the teacher, or to sit on their own. We expect children to try their best in all activities. If they do not do so, we may ask them to redo a task.

If a child is disruptive in class, the teacher reprimands him or her. If a child misbehaves repeatedly, we isolate the child from the rest of the class until they calm down, and are able to work sensibly again with others.

We employ a card system in response to continuous poor behaviour or for more serious displays of misbehaviour:

Yellow and Red Cards:

At Welton, a system of yellow and red cards are used as a hierarchy to dealing with inappropriate behaviours. At all times, staff are encouraged to use Emotion Coaching techniques in response to negative behaviours however this does not mean that a yellow or red card should not be enforced.

A **yellow** card should be issued if:

- A child does not comply with positive behaviours having already been asked to do so.

- A child does not complete homework to a reasonable standard

Sanction: A child receiving a yellow card will miss a morning play time and work in the library while supervised by a member of staff. A yellow card issued in the afternoon will have to be served the following morning break.

A red card should be issued if:

- A child receives 2 yellow cards in one school day
- A child displays aggressive and hurtful behaviours including hitting, swearing etc

It may also be appropriate to issue a red card if a child receives 3 yellow cards in a week however teacher discretion should apply dependent on the pupil and the behaviour. At Welton, red cards are only issued by the class teachers/senior leadership team to allow time for the misbehaviour to be investigated.

Sanction: A child receiving a red card will be sent to the Head Teacher (or other member of the Senior Leadership Team in his absence). The event will be recorded in a red letter to the child's parents, explaining the reason for the sanction, and the child will work in another classroom or area of the school as well as miss out on a playtime or lunchtime break.

Should 2 red cards be issued within a week then the Head Teacher reserves the right to temporarily exclude the pupil under the terms outlined in the Exclusion Policy (Appendix 1)

An exclusion may also occur if the child commits a serious offence covered in the Exclusion Policy (Appendix 1)

A child should begin each day with a fresh start however it may be necessary to remind them of past behaviour and therefore the expectations for good behaviour. Both yellow and red cards are recorded on the Record of Behaviour Sheet (Appendix 2). Cards issued will be reported on the pupil's End of Year Report.

Lunchtime supervisors feedback to teachers details of any incidents that have taken place at lunch time. Conversely, SMSAs are informed of situations that may be relevant to behaviour at lunchtime. SMSAs are not required to issue yellow or red cards as this will be decided by the class teachers/senior leadership team. All behaviour conversations with specific pupils are to take place away from the whole class.

The safety of the children is paramount in all situations. If a child's behaviour endangers the safety of others, the class teacher must take whatever steps are necessary to regain control of the situation.

If a child threatens, hurts or bullies another child, the class teacher records the incident and the offender is punished following Red Card processes. If a child repeatedly acts in a way that disrupts or upsets others, the school contacts the child's parents and seeks an appointment in order to discuss the situation, with a view to improving the behaviour of the child and restoration of relationships. It may be that a referral is made to the local Behaviour and Attendance panel for support.

The class teacher discusses the school rules with each class. In addition to the school rules, each class also has its own classroom code, which is agreed by the children and displayed on the wall of the classroom. In this way, every child in the school knows the standard of behaviour that we expect in our school.

The school does not tolerate bullying of any kind. If we discover that an act of bullying (including cyber bullying) or intimidation has taken place, we act immediately to stop any further occurrences of such behaviour. While it is very difficult to eradicate bullying, we do everything in our power to ensure that all children attend school free from fear.

All members of staff are aware of the regulations regarding the use of force by teachers, as set out in DfES Circular 10/98, relating to section 550A of the Education Act 1996: The Use of Force to Control or Restrain Pupils. The Act forbids corporal punishment, but allows all teachers to use reasonable force to prevent a pupil from:

- committing a criminal offence
- injuring themselves or others
- damaging property
- doing anything prejudicial to maintaining good order and discipline at the school –whether that behaviour occurs inside the classroom during a teaching session or elsewhere.

The Act does not cover more extreme cases, such as action in self-defence or in an emergency, when it might be reasonable for someone to use a degree of force. An MNSP 'Physical Intervention Policy' is available which covers these details.

Detailed and up-to-date records are also kept of any incidents where force is used. These records include information about why the use of force was deemed necessary and the details of the incident should include all steps taken to diffuse the situation and resolve it without force, the nature of the force used, the pupil's response and the outcome of the incident.

5. The role of the class teachers, TAs and SMSAs

It is the responsibility of class teachers to ensure that the school rules are enforced in their classes, and that their classes behave in a responsible manner during lesson time. The class teachers in our school have high expectations of the children with regard to behaviour, and they strive to ensure that all children work to the best of their ability. Adults must treat each child fairly, and enforce this discipline policy consistently. All children must be treated with equal value, respect and understanding.

The SEN team liaise with external agencies, as necessary, to support and guide the progress of each child. Where necessary, the class teacher may discuss the needs of a child with the Behaviour Support Service or other outside agencies.

The class teacher should create and sustain a positive, supportive and secure environment. Well prepared, stimulating lessons generate good behaviour and earn respect. Expect to:

- Be in the classroom as the children come in.
- Extend and motivate all pupils.
- Be constructive in marking of children's work.
- Share children's learning experiences with them.
- Notice and praise positive behaviour patterns.
- Encourage creative dialogue - confidence in discussion is important.
- Set and maintain a high standard of order and organisation.
- Set and maintain a high standard of presentation and care of surroundings; use wall displays as an example of the high standards expected.

In addition to teachers, other adults are expected to:

- Ensure children know your expectations of them and maintain them
- Mean what you say.
- Give responsibility whenever possible.
- Use humour - it builds bridges.
- Keep calm - it reduces tension.
- Be positive and build relationships.
- Be consistent.
- Know the pupils as individuals.
- Be true to your word - if you give a warning of loss of privilege, then be sure to carry through.
- Follow up problems to their conclusion.
- Be firm and fair.

All staff should do all they can to avoid:

- Humiliating
- Shouting
- Over-reacting
- Blanket punishments
- Punishing what cannot be proven
- Sarcasm

6. The role of the Head Teacher

It is the responsibility of the Head Teacher, under the School Standards and Framework Act 1998, to implement the school behaviour policy consistently throughout the school, and to report to governors, when requested, on the effectiveness of the policy. It is also the responsibility of the Head Teacher to ensure the health, safety and welfare of all children in the school.

The Head Teacher supports the staff by implementing the policy, by setting the standards of behaviour, and by supporting staff in their implementation of the policy. The Head Teacher keeps records of all reported serious incidents of misbehaviour. The Head Teacher has the responsibility for giving fixed-term suspensions to individual children for serious acts of misbehaviour. For repeated or very serious acts of anti-social behaviour, the Head Teacher may permanently exclude a child. The school governors will be notified – See Appendix 1

7. The role of parents

Welton Primary School collaborates actively with parents, so that children receive consistent messages about how to behave at home and at school. We provide an overview of expectations in the school prospectus and the home school agreement, and

we expect parents to read them and support them. We expect parents to support their child's learning, and to cooperate with the school, as set out in the home-school agreement. We try to build a supportive dialogue between the home and the school, and we inform parents if we have concerns about their child's welfare or behaviour.

If the school has to use reasonable sanctions to punish a child, we expect parents to support the actions of the school. If parents have any concerns about the way that their child has been treated, they should initially contact the class teacher. If the concern remains, they should contact the Head and finally the school governors. If these discussions cannot resolve the problem, a formal grievance or appeal process can be implemented.

8. The role of governors

The governing body has the responsibility of setting down these general guidelines on standards of discipline and behaviour, and of reviewing their effectiveness. The governors support the Head Teacher in adhering to these guidelines. The Head Teacher has the day-to-day authority to implement the school's policy on behaviour and discipline, but governors may give advice to the Head Teacher about particular disciplinary issues. The Head Teacher must take this into account when making decisions about matters of behaviour.

9. Drug and alcohol related incidents

It is the policy of Welton Primary 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 ask permission for the medication to be brought. This should be taken directly to the school office for safekeeping. Any medication needed by a child while in school must be taken under the supervision of a teacher or other adult worker.

The school will take very seriously misuse of any substances such as glue, other solvents, or alcohol. The parents or guardians of any child involved will always be notified. Any child who deliberately brings substances into school for the purpose of misuse may be punished by a fixed-term or permanent exclusion depending on the circumstances, and the police and Social Care will be informed. If the offence is repeated, the child will be (if they were not previously) permanently excluded, and the police and Social Care will be informed.

If any child is found to be suffering from the effects of alcohol or other substances, arrangements will be made for that child to be taken home and a referral will be made to Social Care.

It is forbidden for anyone, adult or child, to bring illegal drugs onto the school premises. Any child who is found to have brought any type of illegal substance to school may be punished by a fixed-term or permanent exclusion depending on the circumstances, and the police and social services will be informed. If the offence is repeated, the child will be (if they were not previously) permanently excluded, and the police and Social Care will be informed.

If a child is found to have deliberately brought illegal substances into school, and is found to be distributing these to other pupils, the child will be permanently excluded from the school. The police and Social Care will also be informed.

10. Monitoring and review

The Head Teacher monitors the effectiveness of this policy on a regular basis and also reports to the governing body on the effectiveness of the policy and, if necessary, make recommendations for further improvements.

The school keeps a variety of records concerning incidents of misbehaviour. The class teacher records minor classroom incidents. The Head Teacher records those incidents where a child is sent to them on account of bad behaviour.

The Head Teacher keeps a record of any child who is suspended for a fixed-term, or who is permanently excluded.

It is the responsibility of the governing body to monitor the rate of suspensions and exclusions, and to ensure that the school policy is administered fairly and consistently. The governing body will pay particular attention to matters of racial equality; it will seek to ensure that no child is treated unfairly because of race or ethnic background.

AGREED RULES AND GUIDELINES FOR BEHAVIOUR

PLAYGROUND

Playtime:

- Children are expected to walk out to play.
- Playtime Snacks: Only fruit or vegetables – no nuts - brought to school in reading folder/pocket and transferred to class drawer. Wrappers must be put in bins.

- KS1 to use the toilet on the way out to play. KS2 may use the toilet during playtime but may not enter the school without asking the staff on duty.
- Children are not to use classrooms at that time unless supervised
- Children are to stay in main playgrounds
- Children should play safely and treat all equipment with respect

WET PLAYTIMES

- Staff will share classroom duties
- Wii Dance (or similar) will be organised by upper KS2 children in the school hall
- Children allowed to the toilet in small groups
- Children are allowed to eat snacks.
- Computers may be used ONLY at the discretion and under the guidance of the class teacher

WET LUNCHTIMES

- Rules and behaviour are the same as at playtime.
- Children will have access to a selection of wet play activities
- Children are to be reminded of lunchtime behaviour guidelines, before handing them over to the SMSAs.

LINING UP

- When the bell goes, the children will move into their class circles (or lines if on the field). They will then be escorted up to the school in an organised manner.

BEFORE SCHOOL

- When school gates are opened at 8.45am, pupils will enter the school and walk quietly to their classrooms where they will undertake a morning activity. The school bell will ring at 8.55am to signal the start of the school day.
- No dogs or smoking allowed in the playground.

AFTER SCHOOL

Children and parents should leave the school site promptly unless attending an after school club.

EYFS/KS1 children will be dismissed from the KS1 or classroom door. Uncollected children stay with teacher until taken by teacher to school office. KS2 children will be dismissed in groups by the teacher. If a child is expecting to be collected, and their carer does not appear, the child should return to the class teacher or go to the school office.

After-school Club (WACI): Children attending the after school club will wait quietly in classrooms until they are collected by a member of the WACI team.

SCHOOL VISITS, SWIMMING, SCHOOL FIELD

Children walk in pairs. They are expected to walk sensibly, talk quietly and leave space for other pavement users, keeping away from the kerb. They should be silent when told – e.g. when crossing road.

DRESS CODE

Pupils:

- School uniform is strongly encouraged
- Long hair must be tied back.
- No jewellery except SMALL earring studs (Maximum 1 in each ear)
- Watches should be appropriate for school use and remain the responsibility of the child.
- Sensible shoes or trainers – no high heels or lots of straps.
- Appropriate PE kit – shorts and t-shirt/tracksuit.
- All clothes to be named especially sweatshirts.
- No fleeces, body-warmers or hats in class.
- Outdoor coat to be available for “drizzle” playtimes etc. and for swimming.
- No nail varnish or cosmetics.
- Hair clips/bands should be functional.

MANNERS

Members of the school community should be polite and courteous at all times. They should:

- not interrupt when someone else is talking;
- use Please and Thank you;
- hold doors for others;

- give way in doorways and corridors;
- be aware that they are representing the school at all times;
- not talk with mouth full.

LESSON BEHAVIOUR

- Put up hands to ask/reply to questions.
- Pupils must show one another respect
- Pupils must be quick to be obedient.
- Teachers will establish Golden Rules and routines and promote independence with responsibility
- Children should listen to their teacher, to other adults, to each other, and be listened to
- Pupils and staff will keep their work spaces and classrooms tidy

ASSEMBLY

- Children will walk into assemblies and sit quietly.
- Children should sit quietly unless they are expected to join in a song.
- When singing all children are expected to join in.
- Children should leave the hall in a quiet orderly manner accompanied by an adult.



Westfield School – Behaviour Policy

1. Rationale

We believe that a focus on learning is the main component in behaviour management. All children whose learning needs are addressed can behave well or can be encouraged to improve their behaviour. High expectations are communicated to the children constantly. In order to enable all children in the school to reach their potential, teachers have to be able to give their attention to teaching, minimising distractions and ensuring that the children stay on task.

2. Aims

- To provide the children with rules that will help them enjoy school and ensure their safety.
- To encourage appropriate behaviour with positive reinforcement for good behaviour and consistent application of sanctions if necessary.
- To establish class room rules and routines that maximise learning opportunities.
- To provide all staff with the skills necessary to ensure that there is good behaviour in the classroom and playground.
- To share this policy with parents to enable them to understand and support the work of the school.

3. Guidelines

Classroom strategies

Rules and Sanctions:

- School golden rules are on display in the classroom and are discussed with the children. Every class has its own set of class rules generated by the children and the teaching team. After discussion with the children, the rules are prominently displayed in the classroom. The children are frequently reminded about them. If the rules are broken then agreed sanctions are applied.

See Behaviour Procedures.

Good behaviour is always praised and rewarded in the following ways:

Use of oral praise, plenty of it! As a guide, negative to positive, one negative comment to every five positives.

- House points are awarded and totalled at the end of every week. At the end of each term, the team with the most points is the overall winner and gets a cup plus extra play at playtime for one day at the end of term.
- In Key Stage 1 children are awarded rainbow points and given certificates, badges and book marks awarded in key stage 1 assembly.
- Key Stage 2 children are awarded rainbow points.
- There is a good book in the Headteacher's office. Children are sent there with work that is commendable and their names are added to it. They are awarded stickers and their names are read out in Celebration Assembly.
- The schools utilises Golden Time and appropriate rewards to promote good behaviour amongst all pupils.

In the Playground

These rules apply in the playground.

The child is always given a verbal warning in the first instance.

Step 1

The child has to stand by the supervisor for five minutes.

Step 2

The child's behaviour is reported to the class teacher and the SMSA will record in the lunchtime incident book.

Step 3

The child is sent to the DHT or Headteacher and their name is recorded. They are then given a suitable sanction.

Children whose behaviour is particularly good during the dinner break are given stickers. Incidents of swearing, bullying, deliberate damage to property or verbal abuse / physical injury towards another adult or child, immediately to the Head or Deputy.

Bullying

Please refer to separate Anti-Bullying Policy.



The underlying principles behind good behaviour at Writhlington School and Mendip Studio School is outlined in the school aims where all members of the school community will:

- Be Ready
- Be Respectful
- Be Safe

This is shared with all members of the school community in order to provide a safe, caring, inclusive and challenging learning environment where all pupils have the right to learn and all teachers have the right to teach. The schools behaviour policy is based on promoting positive relationships based on mutual respect with the aim of:

- Promoting desired behaviours and treating all pupils fairly and consistently;
- Ensuring all pupils know, understand and follow the school rules;
- Encouraging a shared approach with parents/carers and the community in the development of our pupils;
- Recognising that behaviour management is the responsibility of all staff in the school, parents and pupils.

For students to be successful at Writhlington School and Mendip Studio School they should:-

- Do their best in all lessons and make the most of the opportunities provided by the school's programme of lunchtime and after school enrichment activities
- Attend school regularly and on time
- 'Be ready, be respectful, be safe' and work within the school's disciplinary code
- Complete all homework set to a good standard and hand it in on time
- Bring all necessary equipment
- Wear the school uniform smartly and take pride in their appearance
- Keep parents/carers informed of their work at school and ensure all information from school is delivered to them
- Treat the school environment with respect
- Respect and value all members of the school community by:
 - Being polite
 - Listening well
 - Being helpful
 - Not making excuses
 - Being willing to change
 - Choosing their words carefully
 - Using a respectful tone of voice
 - Not teasing others or calling them names
 - Following adult requests quickly and without complaint

The management of poor behaviour begins with the promotion of good behaviour through:

- Quality teaching and learning
- Positive relationships in school and with parents and carers
- Quality tutoring and pastoral care
- A culture of reward and praise
- Delivery of a quality PSHE program and other interventions through links with external agencies

School rules

Be Ready

- We want you to be hydrated so you are ready to learn and we ask that in lessons you only drink water to avoid any potential mess
- Mobile phones and earphones should not be used in school. You will be asked to put them away if seen and you should follow this instruction. Failure to do so will result in these items being confiscated.
- It is important that you respect other people's privacy so taking photographs or videos is not permitted. Social media should be used with respect for others and yourself
- Earphones should not be used in school unless directed by your teacher for learning purposes
- It is important to wear your uniform correctly and arrive on time to lessons so that you are ready to learn

Be Respectful

- We need to respect the environment we are in, so please don't make a mess or leave litter, and please do not take crockery or cutlery out of the dining rooms.
- Please pick up your litter and put your chairs under before leaving the class. Leave spaces how you would like to find them. Chewing gum is not allowed in school.
- Please make sure you follow instructions when given them and that you do it on the first time of asking. We will never ask you to do something that is not necessary or worth it.

Be Safe

- When walking around the building, we ask you to keep left and not to run. If you want to run please do so outside.
- Students are expected to be outside at break and lunch and to follow the movement map. Entry and exit to the school should be via the side doors only except at the end of break and lunch when students are permitted to enter via the main reception to get to lessons as quickly as possible.
- It is important that harmful items are not brought into school such as knives, matches, lighters, tobacco, e cigarettes, alcohol or drugs etc.
- To leave the site, we ask that you have written permission from your parents or Deputy/Assistant Headteacher so that we can keep you safe. Please remember to sign out at the reception where you should be picked up by your parents.
- To keep you safe, the following areas are out of bounds: Sports centre and changing areas unless supervised and participating; car parks and coach park, the area behind the main school building and energy centre. You should not be anywhere outside the school fence.
- At times we may ask you not to use certain areas for example the back field when it is muddy and ask that you respect our decision with this. We will keep these times to a minimum.
- We ask that you follow the specific safety requirements of technology and Science rooms and those required during PE
- It is important that lanyards are worn if you are the Sixth Form so that we know who is a student and can keep all of our students safe
- Students should go to staff if there is a concern whilst at school so that staff can share with home, rather than the student contacting home themselves so that parents do not worry unnecessarily.

Rewards:

A school ethos of encouragement is central to the promotion of desirable behaviour and this policy works alongside the rewards policy. Students are rewarded for individual achievements, progress and attainment, good work and good behaviour through collecting Merits. Bronze, Silver, Gold and Platinum certificates are awarded for 30, 40, 50 and 60 merits respectively. Key transition points throughout the school are also awarded. Celebration assemblies are held at the end of the Christmas and summer terms and subject awards are also distributed at these. Attendance is also rewarded in the following way:

- 100% attendance certificate for the year at celebration assemblies.
- 99/100% attendance letter home at the end of the year.
- Year group competition - tutor groups with highest attendance weekly and termly will receive Progress Leader rewards e.g. - mufti day or sports activity.
- Year group competition - Year group with the highest attendance at the end of the year rewarded with mufti day or a specifically targeted activity.

Sanctions:

The sanctions we may use when students do not behave as expected may vary according to the incidence of misbehaviour. We believe that:

- It is the inevitability of the sanction that is more important than the type of sanction;
- Where appropriate, solution focused strategies will be implemented to support the pupil.

Before any sanction, a restorative approach is used by staff to try and de-escalate the situation. Where appropriate a restorative justice approach is used to repair relationships between pupils or indeed between staff and pupils. Pupils will be encouraged and helped to make apologies, show they can keep to the school rules, or make suitable reparation.

The Behaviour Management Policy extends beyond the boundary of the school gates and into the community. Students are expected to maintain good behaviour to and from school, on transport, educational visits or other placements (e.g. college placements). Behaviour should not threaten the health and safety of pupils, staff and/or members of the public. The Headteacher may wish to apply appropriate sanctions for any poor behaviour off site. The sanction will depend on:

- The level of misbehaviour;
- The extent to which the school's reputation has been affected.

All incidents are recorded on PARS to ensure communication of the incidents to tutors, Progress Leaders, Subject Leaders and parents.

If, in the opinion of any member of staff, a serious incident has occurred, an immediate referral will be made to the member of SLT who is On-Call. This may result in the pupil spending the remaining part of the day in isolation, or externally excluded (in consultation with the Headteacher). Should this happen to a pupil, parents/carers are informed by phone call and/or letter.

If there is sufficient evidence that a pupil has committed a serious disciplinary or criminal offence and allowing the pupil to remain in school would seriously harm the education or welfare of the pupil, or other pupils in the school, the pupil may be excluded for a fixed period or, in extreme cases, permanently. The Police may also be informed for criminal offences.

Classroom teachers: are ultimately responsible for the behaviour management in their classroom. Heads of subject and pastoral leads will provide support where needed once notified through the PARS reporting system.

Writhlington School and Mendip Studio School operates a HUB system across the school in order that there is consistency and inevitability of sanctions. HUBs can be set for the following (although this is not an exhaustive list):

- Incomplete work in a lesson
- Incomplete homework and no homework
- No equipment
- Disrupting their own learning
- Disrupting the learning of others
- Poor language
- Disrespectful behaviour towards students or staff
- Failure to do as you are asked to do
- Having been removed from a lesson to a safety net or by "on call".

If a student is disrupting your class to a degree that normal activity cannot continue consider the following approaches:

1. Use of a restorative approach (e.g. time out period or name on board to give warning that further poor behaviour will result in a safety net)
2. Send students to safety net classroom and log on PARS
3. Set a department HUB through PARS for behaviour that is hindering learning.

If the student refuses to go to the safety net, alert main reception via PARS that the On Call teacher should attend the classroom to remove the student to the safety net.

If a pupil fails to comply with this request, they will be taken to the Isolation room for the remainder of the lesson. The classroom teacher is always responsible for logging incidents on PARS.

For very serious incidents, the pupil will be taken to the isolation room whilst the incident is investigated and a suitable sanction is decided upon.

The Hub system: One system for all sanctions

- Department Hubs will be run daily, as will C&C.
- Hubs will be set by the teacher for the next day and logged on PARS.
- That teacher will also make the contact home to say the HUB has been set.
- The teacher will attend the hub to talk to the student.
- If the student does not attend, an email will be sent home to inform parents and the HUB will be rearranged where appropriate or a C&C HUB will be set for the next day.
- Failure to attend C&C = contact home by C&C staff, re-book or Isolation the next day.

Isolation:

Isolation will be used to prevent fixed term exclusions and will be sanctioned by a member of SLT following an investigation.

School Disciplinary Code:

Pupils who do not adhere to the behaviour policy will be placed on the School Disciplinary Code:

| Stage | When | What | Who | Review |
|--|---|---|--|--|
| C | <i>May go on this stage as a result of:</i> - Progress meetings - Progress Leader request - Tutor request - Isolation | Inform Pastoral Coordinator Meet with student Tutor Report (Yellow) Inform parent/carers | PL Tutor/PL Tutor Tutor | At the end of two weeks. Can be extended after review. |
| 1 Isolation / Risk of Exclusion | <i>May go on this stage as a result of:</i> - No improvement on Stage C - Progress meetings - Progress Leader request - Fixed term exclusion - More than two Stage C interventions in one year | Inform Pastoral Coordinator Meet with student Stage 1 Report (Amber) Discussion with parent/carers Behaviour Contract | PL PL PL PL PL | At the end of two weeks. Can be extended after review. |
| 2 Significant Concern / Excluded | <i>May go on this stage as a result of:</i> - No improvement on Stage 1 - Fixed term exclusion - More than two Stage 1 interventions in one year | Inform Pastoral Coordinator Meet with student Stage 2 Report (Purple) Meeting with parent/carers Target Action Plan (TAP) | PL PL PL PL PL | At the end of four weeks with an interim review at the end of week 2. |
| A referral is to be made to the Pastoral Coordinator for students to be placed on Stage 3. The referral will be reviewed and a Key Worker (PastoralCoordinator/SLT/Inclusion) will be allocated to oversee the PSP in conjunction with the PL. | | | | |
| 3 Serious Concern/ At risk of PEX | <i>May go on this stage as a result of:</i> - No improvement on Stage 2 - Fixed term exclusion - More than two Stage 2 interventions in one year | Referral to Pastoral Allocate to PC/SLT/Inclusion Meet with student Stage 3 Report (Red) Meeting with parent/carers Pastoral Support Programme (PSP) | PL PC PC/SLT/Incl. PL & PC/SLT/Incl. PC/SLT/Incl. | At the end of six weeks with with an interim review at the end of week two and week 4. |

However, for all serious breaches of the behaviour code or continuing persistent breaches, a student may be at risk of PEX without being placed on the stages.



Department
for Education

Use of reasonable force

**Advice for Headteachers, staff and
governing bodies**

July 2013

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Summary

About this departmental advice

This is non-statutory advice from the Department for Education. It is intended to provide clarification on the use of force to help school staff feel more confident about using this power when they feel it is necessary and to make clear the responsibilities of headteachers and governing bodies in respect of this power.

Expiry or review date

This advice will be kept under review and updated as necessary.

Who is this advice for?

- School leaders and school staff in **all schools**¹ in England.

Key points

- School staff have a power to use force and lawful use of the power will provide a defence to any related criminal prosecution or other legal action.
- Suspension should not be an automatic response when a member of staff has been accused of using excessive force.
- Senior school leaders should support their staff when they use this power.

What is reasonable force?

1. The term 'reasonable force' covers the broad range of actions used by most teachers at some point in their career that involve a degree of physical contact with pupils.
2. Force is usually used either to control or restrain. This can range from guiding a pupil to safety by the arm through to more extreme circumstances such as breaking up a fight or where a student needs to be restrained to prevent violence or injury.
3. 'Reasonable in the circumstances' means using no more force than is needed.
4. As mentioned above, schools generally use force to control pupils and to restrain them. Control means either passive physical contact, such as standing between pupils or blocking a pupil's path, or active physical contact such as leading a pupil by the arm out of a classroom.
5. Restraint means to hold back physically or to bring a pupil under control. It is typically used in more extreme circumstances, for example when two pupils are fighting and refuse to separate without physical intervention.
6. School staff should always try to avoid acting in a way that might cause injury, but in extreme cases it may not always be possible to avoid injuring the pupil.

Who can use reasonable force?

- All members of school staff have a legal power to use reasonable force².

¹ "All schools" include Academies, Free Schools, independent schools and all types of maintained schools

² Section 93, Education and Inspections Act 2006

- This power applies to any member of staff at the school. It can also apply to people whom the headteacher has temporarily put in charge of pupils such as unpaid volunteers or parents accompanying students on a school organised visit.

When can reasonable force be used?

- Reasonable force can be used to prevent pupils from hurting themselves or others, from damaging property, or from causing disorder.
- In a school, force is used for two main purposes – to control pupils or to restrain them.
- The decision on whether or not to physically intervene is down to the professional judgement of the staff member concerned and should always depend on the individual circumstances.
- The following list is not exhaustive but provides some examples of situations where reasonable force can and cannot be used.

Schools can use reasonable force to:

- remove disruptive children from the classroom where they have refused to follow an instruction to do so;
- prevent a pupil behaving in a way that disrupts a school event or a school trip or visit;
- prevent a pupil leaving the classroom where allowing the pupil to leave would risk their safety or lead to behaviour that disrupts the behaviour of others;
- prevent a pupil from attacking a member of staff or another pupil, or to stop a fight in the playground; and
- restrain a pupil at risk of harming themselves through physical outbursts.

Schools cannot:

- use force as a punishment – it is always unlawful to use force as a punishment.

Power to search pupils without consent

In addition to the general power to use reasonable force described above, headteachers and authorised staff can use such force as is reasonable given the circumstances to conduct a search for the following “prohibited items”³:

- knives and weapons
- alcohol

³ Section 550ZB(5) of the Education Act 1996

- illegal drugs
- stolen items
- tobacco and cigarette papers
- fireworks
- pornographic images
- any article that has been or is likely to be used to commit an offence, cause personal injury or damage to property.

Force **cannot** be used to search for items banned under the school rules.

Separate guidance is available on the power to search without consent – see the ‘Further sources of information’ section for a link to this document.

Communicating the school’s approach to the use of force

- Every school is required to have a behaviour policy and to make this policy known to staff, parents and pupils. The governing body should notify the headteacher that it expects the school behaviour policy to include the power to use reasonable force.
- There is no requirement to have a policy on the use of force but it is good practice to set out, in the behaviour policy, the circumstances in which force might be used. For example, it could say that teachers will physically separate pupils found fighting or that if a pupil refuses to leave a room when instructed to do so, they will be physically removed.
- Any policy on the use of reasonable force should acknowledge their legal duty to make reasonable adjustments for disabled children and children with special educational needs (SEN).
- Schools do not require parental consent to use force on a student.
- Schools should **not** have a ‘no contact’ policy. There is a real risk that such a policy might place a member of staff in breach of their duty of care towards a pupil, or prevent them taking action needed to prevent a pupil causing harm.
- By taking steps to ensure that staff, pupils and parents are clear about when force might be used, the school will reduce the likelihood of complaints being made when force has been used properly.

Using force

- A panel of experts⁴ identified that certain restraint techniques presented an unacceptable risk when used on children and young people. The techniques in question are:

⁴ Physical Control in Care Medical Panel - 2008

- the 'seated double embrace' which involves two members of staff forcing a person into a sitting position and leaning them forward, while a third monitors breathing;
- the 'double basket-hold' which involves holding a person's arms across their chest; and
- the 'nose distraction technique' which involves a sharp upward jab under the nose.

Staff training

- Schools need to take their own decisions about staff training. The headteacher should consider whether members of staff require any additional training to enable them to carry out their responsibilities and should consider the needs of the pupils when doing so.
- Some local authorities provide advice and guidance to help schools to develop an appropriate training programme.

Telling parents when force has been used on their child

- It is good practice for schools to speak to parents about serious incidents involving the use of force and to consider how best to record such serious incidents. It is up to schools to decide whether it is appropriate to report the use of force to parents⁵.
- In deciding what is a serious incident, teachers should use their professional judgement and consider the:
 - pupil's behaviour and level of risk presented at the time of the incident;
 - degree of force used;
 - effect on the pupil or member of staff; and
 - the child's age.

What happens if a pupil complains when force is used on them?

- All complaints about the use of force should be thoroughly, speedily and appropriately investigated.
- Where a member of staff has acted within the law – that is, they have used reasonable force in order to prevent injury, damage to property or disorder – this will provide a defence to any criminal prosecution or other civil or public law action.
- When a complaint is made the onus is on the person making the complaint to prove that his/her allegations are true – it is not for the member of staff to show that he/she has acted reasonably.
- Suspension must not be an automatic response when a member of staff has been accused of using excessive force. Schools should refer to the "Dealing with Allegations

⁵ References to parent or parents are to fathers as well as mothers, unless otherwise stated.

of Abuse against Teachers and Other Staff” guidance (see the ‘Further sources of information’ section below) where an allegation of using excessive

force is made against a teacher. This guidance makes clear that a person must not be suspended automatically, or without careful thought.

- Schools must consider carefully whether the circumstances of the case warrant a person being suspended until the allegation is resolved or whether alternative arrangements are more appropriate.
- If a decision is taken to suspend a teacher, the school should ensure that the teacher has access to a named contact who can provide support.
- Governing bodies should always consider whether a teacher has acted within the law when reaching a decision on whether or not to take disciplinary action against the teacher.
- As employers, schools and local authorities have a duty of care towards their employees. It is important that schools provide appropriate pastoral care to any member of staff who is subject to a formal allegation following a use of force incident.

What about other physical contact with pupils?

- It is not illegal to touch a pupil. There are occasions when physical contact, other than reasonable force, with a pupil is proper and necessary.
- Examples of where touching a pupil might be proper or necessary:
 - Holding the hand of the child at the front/back of the line when going to assembly or when walking together around the school;
 - When comforting a distressed pupil;
 - When a pupil is being congratulated or praised;
 - To demonstrate how to use a musical instrument;
 - To demonstrate exercises or techniques during PE lessons or sports coaching; and
 - To give first aid.

Frequently Asked Questions

Q: I’m worried that if I use force a pupil or parent could make a complaint against me. Am I protected?

A: Yes, if you have acted lawfully. If the force used is reasonable all staff will have a robust defence against any accusations.

Q: How do I know whether using a physical intervention is ‘reasonable’?

A: The decision on whether to physically intervene is down to the professional judgement of the teacher concerned. Whether the force used is reasonable will always depend on the particular circumstances of the case. The use of force is reasonable if it is proportionate to the consequences it is intended to prevent. This means the degree of force used should be no more than is needed to achieve the desired result. School staff should expect the full backing of their senior leadership team when they have used force.

Q: What about school trips?

A: The power may be used where the member of staff is lawfully in charge of the pupils, and this includes while on school trips.

Q: Can force be used on pupils with SEN or disabilities?

A: Yes, but the judgement on whether to use force should not only depend on the circumstances of the case but also on information and understanding of the needs of the pupil concerned.

Q: I'm a female teacher with a Year 10 class - there's no way I'd want to restrain or try to control my pupils. Am I expected to do so?

A: There is a power, not a duty, to use force so members of staff have discretion whether or not to use it. However, teachers and other school staff have a duty of care towards their pupils and it might be argued that failing to take action (including a failure to use reasonable force) may in some circumstances breach that duty.

Q: Are there any circumstances in which a teacher can use physical force to punish a pupil?

A: No. It is always unlawful to use force as a punishment. This is because it would fall within the definition of corporal punishment, which is illegal.

Further sources of information

Other departmental advice and guidance you may be interested in

- [Guidance on the Use of Restrictive Physical Interventions for Staff Working with Children and Adults who display Extreme Behaviour in Association with Learning Disability and/or Autistic Spectrum Disorders \(2002\)](#)
- [Guidance on the Use of Restrictive Physical Interventions for Pupils with Severe Behavioural Difficulties \(2003\)](#)
- [Screening, searching and confiscation – advice for headteachers, staff and governing bodies.](#)
- [Dealing with allegations of abuse against teachers and other staff – guidance for local authorities, headteachers, school staff, governing bodies and proprietors of independent schools](#)

Associated resources (external links)

- [Police and Criminal Evidence Act 1984 \(PACE\) Code G: Revised Code of Practice for the Statutory Power of Arrest by Police Officers](#)