

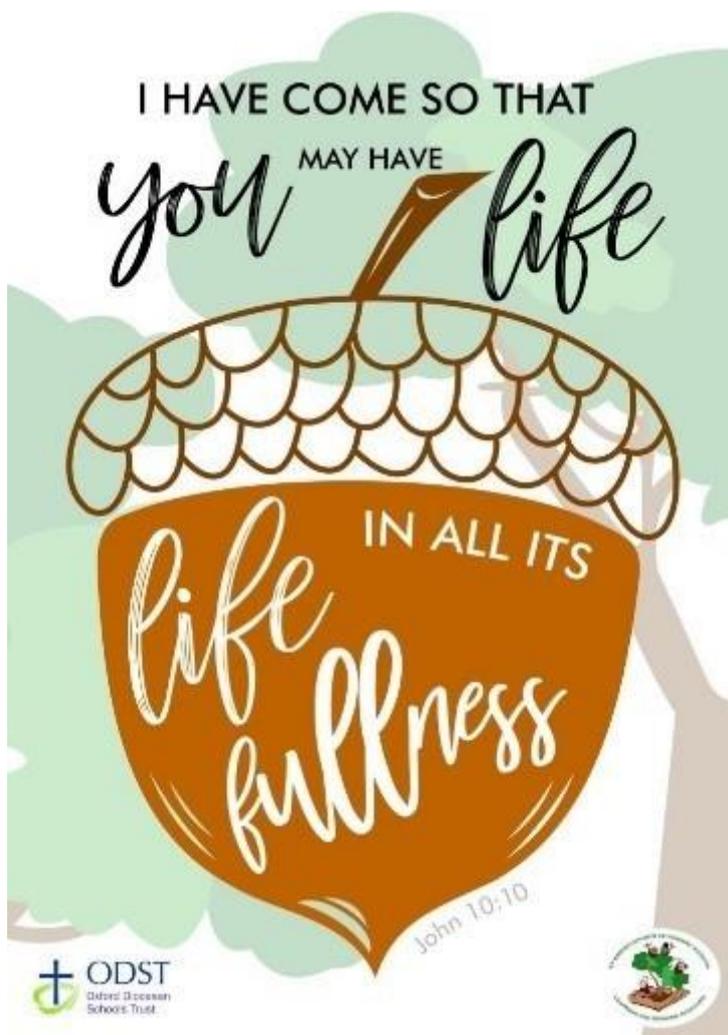
St Christopher's C.E. Primary School

Behaviour Policy



Ratified by Governors: 28th June 2021

At St Christopher's Primary School our vision is to 'have the **courage** to live life in all its fullness, to **belong** within our community, respect and **love** those around us.'
We do this through nurture, learning and growing together.



ST CHRISTOPHER'S C.E. PRIMARY SCHOOL BEHAVIOUR POLICY

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Introduction – Developing Positive Behaviour

We want all children and their families to feel welcome and involved at St Christopher's. We are a hard-working school and expect high standards from our pupils in terms of work and behaviour.

Our core Christian vision is to 'have the **courage** to live life in all its fullness, to **belong** within our community, **respect** and **love** those around us.' We do this through **nurture**, learning and growing together.

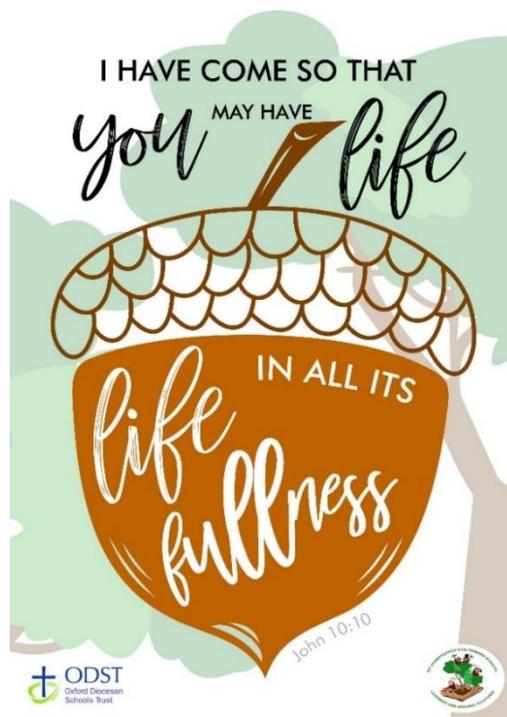
We promote our vision and values through the school concept of Respect, as only through having respect for themselves, respect for others, and respect for the environment, can children achieve their full potential and live abundant, fulfilled lives.

Because we see education as a partnership between home and school, we have written this policy so that all of us – teachers, parents, carers, pupils, and the governors – can work together to improve behaviour, attitudes and standards of work. Good behaviour and mutual respect are essential if effective teaching and learning is to take place.

This policy explains what we expect of children, staff and parents; the ways in which we work to achieve our aims; how we act when things go wrong; and the liaison needed between home and school if we are to succeed. Parents, children, governors and teachers have all contributed.

We hope you find it

useful.



What we aim to do at St Christopher's

- To inspire in all pupils a love of learning and the desire to continue to learn
- To equip all pupils with the tools and self-confidence necessary to constructively influence their own lives
- To ensure that all pupils have an equal opportunity to take part in the life and work of the school
- To be a place every child remembers with pride and affection

Aims and Principles

We believe that the most effective way to achieve our aims is to encourage and praise based on key principles we wish to nurture through our school, which we promote through RESPECT.

We expect all stakeholders – children, parents, and staff – to promote the values of RESPECT:

RESPECT @ St Christopher's

At St Christopher's we follow RESPECT to live life in all its fullness

<h2>RESPECT Yourself</h2>	<ul style="list-style-type: none">• Aim high and work hard• Stay focussed• Stay safe• Always be prepared for learning
<h2>RESPECT Others</h2>	<ul style="list-style-type: none">• Be kind• Allow everyone to learn and play• Follow instructions
<h2>RESPECT your Environment</h2>	<ul style="list-style-type: none">• Value everything we have• Keep things clean and tidy



SCC March 2021 thanks to C Jenkinson

Our RESPECT values displayed in every room and are referred to throughout the school day.

Each class will use the values of Respect to establish their own class rules at the start of each school year.

What we expect of children

Every child has the right to expect school to be a happy, safe, and secure environment in which they can reach their full potential.

At St Christopher's, we expect all children to promote our policy of Respect and to honour the school values of Love, Courage, Belonging, Respect & Nurture.

We expect children to honour these values when in the school grounds, travelling to and from school, and when representing St Christopher's in the wider community, such as on school visits and community events.

We therefore expect all children to:

Respect themselves by. . .

- taking a positive role in all classroom activities and trying as hard as they can.
- telling the truth, taking responsibility for their own behaviour and not making excuses ("they told me to").
- accepting a solution or consequence if they have done something wrong – not to argue or to get angry with the person sorting it out.
- being able to say sorry when they have misbehaved or hurt someone and understanding that this word signals a change in behaviour and mood.
- feeling responsible for giving a good impression of themselves and the school both within and outside the school.

Respect others by. . .

- being polite – to teachers, support staff, other children and visitors – and respecting the authority of the adult in charge.
- listening to adults and each other in lessons and in assemblies and considering each other's feelings.
- walking about the school quietly and calmly.
- waiting their turn to talk to members of staff and to each other.
- valuing each other's work.
- working and playing co-operatively with each other.

Respect the Environment by. . .

- caring for the school equipment and looking after anything they are given.
- caring for the school site and reporting any damage or graffiti they see.
- avoiding littering and encouraging others to do the same.

What we expect of parents

We ask all parent to:

Money should not be brought to school except for trips, tuckshop etc. If you have to bring money or other valuables, then give them to your teacher. Please do not bring spending money when going on school trips.

Sweets, chocolate and gum are not allowed – even in packed lunches or when going on a trip.

All sweets are confiscated and only returned to parents. Cough sweets may only be brought in if the parent writes a note or speaks to the teacher.

In packed lunches daily, and on school trips, the children should only have water to drink. No fizzy drinks or energy drinks should be brought into school or taken on school trips.

Pupils are not allowed mobile phones except in exceptional circumstances. Parents must provide a written reason and consent, and, during the day, phones are to be handed to the class teacher for safekeeping.

No toys in school without specific permission.

Hats, hoods and caps may not be worn in class.

No jewellery may be worn, except stud earrings. Exceptions will be made for cultural or religious reasons, following written explanation and consent from parents.

No makeup should be worn or brought to school. No smoking on the school site.

Parents are responsible for toddlers and babies while on the premises particularly on our trim-trail equipment.

No dogs on the school premises.

Children should not be left unattended on the school site before 8:30am in the morning. If this occurs, staff will direct the child/children to breakfast club. Parents may then be charged for this provision.

Please leave the site quickly at the end of school, and by 3.10pm so that staff and teachers can begin their after school work.

10 ways that parents can help

1. Read and support this policy. Let your child know the standard of behaviour you expect – and how hard you expect them to work.
2. Please do not tell your child to hit back at school. We are committed to showing them other ways of sorting out difficulties and arguments.
3. Make sure your child keeps the rules when they are with you in school or on a trip.

4. Help your child to be on time and to remember anything they need for school (book bag, swimming kit, etc)
5. Check for and read the parent mail updates and emails from teachers that come from school so you can talk to your child about what is going on.
6. Make sure your child gets a good night's sleep on 'school nights'. It really helps concentration and good temper. Monitor TV watching and computer games, particularly for violence and try to resist screens in bedrooms.
7. Talk with a member of staff if you are worried by anything your child tells you about school before it becomes a problem. Children need your confidence and understanding. Listen to your child. Trust your child, but bear in mind that s/he may not give you the full story and may use emotive language ("he just beat me up").
8. Try not to react to every small upset so your child learns to see things in proportion and how to cope for themselves – we must build up resilience. Children readily mirror the behaviours and responses of their parents.
9. Be positive with your child and reward them for the good things they do at school.
10. Please do not expect to leave all the discipline to the school. We do not expect to leave it all to parents. Home and school need to work together to give children high standards and to let them know what is expected of them

What we expect of staff

A clear school behaviour policy, consistently and fairly applied, underpins effective education.

Children learn from the behaviours modelled to them by adults. At St Christopher's, we therefore believe in a policy of 'Do as I do' not simply 'Do as I say'.

As such, we expect staff to promote our policy of Respect and our values of Love, Courage, Belonging, Nurture and Respect in everything they do. All staff should consider the cause as well as the effect of poor behaviour. Support systems are monitored regularly, and external support will be sought for any on-going areas of concern.

We expect all staff to:

Respect yourself by. . .

- promoting, through example, the school's values of love, courage, belonging, nurture and respect and to teaching children how to 'live life in all its fullness'
- being proactive and intervening before things escalate.
- knowing when you need to step away from a situation and seek the support of colleagues

Respect others by. . .

- seeing each lesson or day as a fresh start.
- supporting children in making good choices and provide strategies for promoting positive behaviour.
- high expectations of all children
- ensuring fair treatment for all regardless of age, gender, race, religious beliefs, ability and disability (in line with Equality Act 2010)
- listening to children and hearing their point of view.
- being polite and addressing children and parents in a reasonable tone of voice.
- valuing all aspects of children's achievements.

- being as fair and consistent as possible when children have misbehaved.
- talking with children about things that go wrong; we want children to understand why some things are wrong and why we have rules.
- trusting children and caring about them equally.
- treating children as individuals and to taking an interest in their lives.

Respect the Environment by . . .

- ensuring the environment is safe (by adhering to the school Safeguarding Policy and Keeping Children Safe in Education at all times).
- creating a positive environment in the classroom and playground.
- being in charge and maintaining order so that everyone may benefit from a positive environment.
- supervising the playground well.

Many factors can influence a child's behaviour, some within school's control, others are not. These may include:

- motivation
- problems with peers
- problems at home
- self-esteem
- medical problems
- feeling alienated
- anxiety and stress
- social media
- learning difficulties (whether or not these have been formally diagnosed)

Rewards and Consequences

Praise, encouragement and building positive relationships are central to our reward system and every child will receive appropriate praise throughout the course of each day.

Within the classroom we use the 'Good to be Green' card chart to support our behaviour. All children start each lesson on 'Good to be Green' and will return to this once any behaviour sanctions have been concluded.

All cards, rewards and sanctions, will be reset at the end of each session by placing them out of sight behind the Good to be Green card. This is so that every child understands that each lesson is a new start.

Rewards

Children will progress sequentially through the reward system in the order of silver, gold and platinum cards. Staff will award cards for behaviour which follows our policy of Respect and which exemplifies our school values of Love, Courage, Belonging, Respect & Nurture.

At their discretion, staff may award gold or platinum cards directly for behaviour which goes 'above and beyond'.

Platinum cards will always be awarded for exceptional behaviour or effort in learning, and should not be awarded simply for following standard behaviour expectations.

When a card is awarded, staff will explain and praise the good behaviours they have seen, so that both the child and others are aware of the reason that it is awarded.

Positive cards will never be removed during a lesson, as it is important both as a source of self-confidence and as a motivation for further success that children understand that mistakes do not cancel out good behaviours.

Earning each level of card will lead to the following reward:

Silver Card – Verbal praise from the adult and encouragement of further success.

Gold Card – Verbal praise from the adult and encouragement of further success. For each Gold Card children will receive a housepoint, which can be added to their individual housepoint chart.

Teachers may also choose to award housepoints directly for other positive behaviours and choices during the day.

If a child earns enough house points in the week to complete their housepoint chart (7 housepoints) they will receive a 'raffle ticket' for the whole school prize drawn in each Friday's celebration assembly.

At the end of the year, every child who has been entered into the raffle over the course of the year will receive a certificate to celebrate their achievement. Platinum Card – Any child who receives a Platinum card will receive a ‘headteacher’s credit’ sticker from the Head of School or Executive Head, awarded at the end of each day.

In addition, any child who receives a Platinum card will be presented with a certificate celebrating their achievement in each Friday’s celebration assembly.

At the end of each half-term, the class which has earned the most platinum cards so far in that term will be rewarded with a whole-class treat (non-uniform day, movie day, etc) in the last week of that half-term.

In addition to our Good to be Green system, which is used in every classroom, individual staff may choose to offer additional rewards and praise to encourage good behaviour. Depending upon the class and age of the children, these may include:

- Showing their work to other staff or the Head of School/Executive Headteacher, or simply going to see them for extra praise. Work may be kept to display in the office.
- Showing their work in assembly.
- Being given ‘special jobs’ or responsibilities e.g. setting up equipment for playtimes, handing out resources in the classroom, managing and tidying the book corner.
- Members of staff letting parents know how pleased we are.

It not always possible, or desirable, for rewards to be implemented in the same manner to all children. Some children are always good, do lovely work and behave well and do not need these incentives as they have self-discipline and motivation. We try to give these children special attention too.

Our main aim is however to improve children’s attitudes and achievement. In line with our growth mindset philosophy, we reward effort and perseverance. We will always reward improvement, however small and whatever the starting point.

Consequences

The vast majority of children behave well most of the time, but occasions do arise when staff will need to address incidences where children's behaviour is unacceptable.

Our consequences and sanctions are also displayed on the Good to be Green chart through the means of our card system. Children will progress sequentially through the consequences card system in the order of yellow, red and purple cards.

Our sanctions progress in this manner as it is important for children to understand that repeated, low-level behaviours can be as detrimental to the learning and well-being of the class as single, more high-level incidents.

Consequence cards will be issued if a child is not following the policy of Respect or is not upholding our school values of Love, Courage, Belonging, Nurture & Respect. Adults will always issue a verbal warning to a child before a card is issued, explaining the behaviour

that is problematic and the card which will be issued. Only if a child fails to correct their behaviour after this warning will a card then be issued.

In most cases, children will progress sequentially through the consequences card system. Only in the following exceptional circumstances may a higher-level card be issued directly. In such instances, a verbal warning will always first be given:

Red Card – Swearing; Physical violence; Deliberate destruction of property.

Purple Card – Behaviour which puts themselves or others at risk of serious harm, which is not ceased immediately once a verbal warning is given; leaving the classroom or school site without permission; deliberately discriminatory, homophobic or racist language; bullying.

When imposing sanctions, there is the need to be sensitive in the way they are applied to curtail poor, inappropriate behaviours. The following principles must be remembered:

- focus on the behaviour, using Respect, and not the student
- use private reprimands wherever possible and avoid public put downs
- be consistent when implementing the Behaviour Policy

Once a sanction has been imposed the child should be made aware that the incident is over, and they can make a fresh start.

Teachers should make every effort to resolve any discipline problems as they arise and ensure they follow the behaviour steps consistently.

Incidents and subsequent actions must be rigorously recorded using Integris behaviour; the Behaviour Lead will regularly review the reporting mechanism. Children will be expected to reflect on the incident.

It is everyone's responsibility to ensure excellent behaviour at all times - this includes staff intervening when they come across issues and following the behaviour steps as appropriate. It is good practice to offer support to a colleague if they are found to be engaged in sanctioning a pupil; offer support with the phrase 'help is available'.

Behaviour Steps

The following table details the behaviour steps that will be followed when a child struggles to show the expected behaviours in school. Each step details the actions which will be taken by staff, the record keeping that will be made, and the support that will be put in place to help the child to correct their behaviours. Our Good to be Green system is used in both the classroom and the playground to ensure clarity and consistency for both children and staff.

When each successive consequences card is issued, a child will progress by one step through our behaviour system. If a child receives more than one purple card in a week, they will have reached Step 4. At this point it may be necessary to put in place further measures and support to help them to correct their behaviours.

All support and monitoring will be reviewed on a half-termly basis, and any child who successfully corrects their behaviour will then be given the opportunity to move down the behaviour steps as appropriate.

Step	Actions needed for child	Follow up actions from class teacher
Step 1 Yellow card in lesson	<ul style="list-style-type: none"> • Verbal warning • Child to apologise to relevant child/children/adults. • Reasonable adjustments made to prevent a repeat of the behaviours (e.g. moving places, temporary confiscation of distracting objects, etc) 	- Yellow card to be recorded on behaviour chart.
Step 2 Red card in lessons	<ul style="list-style-type: none"> • 10 minutes time out in class/on the playground. • Child to apologise to relevant child/children/adults. 	- Red card to be recorded on behaviour chart. - Log behaviour on Integris.
Step 3 Purple card	<ul style="list-style-type: none"> • Sent to SLT for a discussion of their behaviour and reflection time out of class if needed. 	- Log behaviour on Integris. - Teacher to contact parent/s to discuss the behaviour.
Step 4 Child receives a second purple card on the same day.	<ul style="list-style-type: none"> • Sent to the Reflection Room (escorted by TA) for that lesson/playtime with work. • Child is placed on behaviour plan to Class Teacher (to be decided in meeting with parents) 	- Log behaviour on Integris. - Log plan steps on Integris. - Teacher to contact parents to organise a meeting with themselves, Phase Leader and Behaviour Lead (where appropriate)

		<ul style="list-style-type: none"> - Completed meeting notes – given to office to save on Integris, copy to parents. - Inform lunch time supervisors so all know who is on report.
<p>Step 5</p> <p>Child fails to follow the behaviour plan put in place in step 4'</p> <p>Child receives a further purple card during step 4.</p>	<ul style="list-style-type: none"> • Sent to Reflection Room (escorted by TA) for the remainder of the morning/afternoon with work. • Child is placed on behaviour plan to Phase Leader. 	<ul style="list-style-type: none"> - Log behaviour on Integris. - Log plan steps on Integris. - Phase Leader to contact parents to organise meeting with themselves, Class Teacher, and Behaviour Lead (where appropriate) - Complete meeting notes – give to office to save on Integris, copy to parents - Relevant adjustments made to timetable /curriculum /interventions/ SEND support to meet needs of the child - Inform lunch time supervisors so all know who is on report.
<p>Step 6</p> <p>Child fails to follow the behaviour report put in place in step 5'</p> <p>Child receives a further purple card during step 5.</p>	<ul style="list-style-type: none"> - Sent to Reflection Room (escorted by TA) for the remainder of the day with work. Not allowed with peers at break or lunch. - Child not allowed back into class until a meeting has happened with parents. - Child is placed on behaviour plan to Head of School. 	<ul style="list-style-type: none"> - Log behaviour on Integris. - Log report steps on Integris. - Head of School to contact parents to organise a meeting with themselves, Class Teacher, Phase Leader and Behaviour Lead (where appropriate) - Phase Leader/SENCo to meet with child's teacher/TA to assess learning needs - Complete meeting notes – give to office to save on Integris, copy to parents. - Relevant adjustments made to timetable /curriculum /interventions/ SEND support to meet needs of the child - Inform lunch time supervisors so all know who is on report.

Reflection Room

We believe that every child has the right to learn in a happy, safe and secure environment, free from threat or distraction.

At times therefore, if a child persists with behaviours which negatively impact on the learning of the rest of the class, it may be necessary for them to spend a period of time in the Reflection Room.

Our Reflection Room is a quiet space, free from external distractions, where a child may reflect upon their behaviour and complete any work which they have missed due to their behaviour.

The occasions upon which a child may need use the Reflection Room, and the durations for which they may do so, are outlined in the behaviour steps above.

A child will **never** be sent to the Reflection Room without having first progressed through the relevant behaviour steps.

Off-site behaviour concerns

Should a child misbehave on a school excursion or residential, then the behaviour steps will be applied as they would within school. No child will be restricted from attending school trips unless their safety or the safety of others would be jeopardised. Plans will be made to support children with SEMH needs in order for them to attend trips.

If a child is reported to the school for an incident out of school e.g. bullying, bad language, vandalism then the Head of Behaviour, Executive Headteacher or Head of School will investigate and contact the parents to ensure that they are aware of the incident.

Bullying

One problem that all schools must address is bullying. A good definition of bullying is:

“Repeated intimidation of a victim that is deliberately carried out in order to cause physical or emotional hurt”

We do not tolerate bullying at St Christopher’s CE Primary School. Repeated bullying will be treated very seriously and may result in exclusion.

If we notice – or are alerted to – bullying we will talk with all children concerned, and parents if necessary. Full details of procedures can be found in our school Anti-Bullying policy.

If you are worried about bullying, please talk with a class teacher or another member of staff. Staff cannot deal with bullying if they are not aware of the difficulties children are facing. Allow the school to take a lead in dealing with the problem and keep communication lines open.

Verbal and Physical Aggression

Verbal and physical aggression is not allowed

We ask children to look for an adult before tempers are lost. There should not be ganging up or bullying in the playground. We do not allow play fighting as this can lead to real fights and watching a fight is not alright; it makes things worse.

- We want children to learn to speak up for themselves, to learn how to explain and reason and to understand the consequences of their behaviour;
- We are committed to showing children that there are other ways of resolving arguments and that they must learn to get things in proportion. Hitting someone because they accidentally knock you is not appropriate;
- We want to prevent accidental knocks and petty incidents from becoming major incidents, which can take up valuable teaching time and cause a lot of upset;
- We want children and parents to report conflict to the staff – who are always around. It is not like playing out or in the park. Once we know about something, we can deal fairly with the children involved.

Children must not hit back.

It is wrong to get an older brother or sister or friend to hit someone, too.

It is alright to tell.

We ask everyone in the school community to let us know if they have seen something that concerns them or if they are being upset or bullied. Children must tell an adult so something can be done.

We have two useful acronyms that we share with our children:

Use your **WITS**

Walk away

Ignore

Tell someone

Say something

THINK before you speak. Is it:

True

Helpful

Interesting

Necessary and

Kind

Appendix A – Statutory Responsibilities and Powers

Discipline in schools – teachers’ powers

If a child does not follow Respect there is a clear process to be followed using the behaviour steps. All staff are responsible for dealing with and appropriately recording incidents using Integris. Sanctions are based on the behaviour steps (see Appendix B). If there is any doubt, staff are expected to refer it to or seek guidance from the Senior Leadership Team.

- Teachers have statutory authority to discipline pupils whose behaviour is unacceptable, who break the school rules or who fail to follow a reasonable instruction¹
- This power applies to all paid staff (unless the head of school/executive headteacher says otherwise) with responsibility for pupils, such as teaching assistants.
- Teachers can discipline pupils at any time the pupil is in school or elsewhere under the charge of a teacher, including on educational visits.
- Teachers can also discipline pupils in certain circumstances when a pupils’ misbehaviour occurs outside of school
- Teachers can confiscate pupils’ property
- Teachers can discipline pupils on school premises or elsewhere when the pupil is under the lawful control of the member of staff

Power to use reasonable force²

Members of staff have to the power to use reasonable force to prevent pupils committing an offence, injuring themselves or others, damaging property, and to maintain good order and discipline in the classroom. The head of school/executive headteacher or other senior leaders may also use such force as is reasonable given the circumstances when conducting a search without consent for knives or weapons, alcohol, illegal drugs, stolen items, tobacco or cigarette papers, fireworks, pornographic images or articles that have been, or could be, used to commit an offence or cause harm.

As a proactive strategy, St Christopher’s Primary School upholds the principles of Team Teach and positive handling. Risk Assessments, action plans, behaviour plans and specialist training will be determined by the needs of individual pupils on a case-by-case basis. All staff

¹ Section 90 and 91 of the Education and Inspections Act 2006

² Use of Reasonable force – advice for headteachers, staff and governing bodies July 2013

will be trained to the level required and the Home School agreement reflects the schools' and parents' commitment to the policy.

Physical contact

There are other occasions when physical contact, other than reasonable force, with a pupil is proper and necessary. E.g.

- 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, exercises or techniques during PE lessons;
- To give first aid.
- Non-verbal cues to support behaviour, e.g. a gentle hand on the shoulder to recentre attention, a gentle pat on the back.

Role of the Executive Headteacher, Head of School and Senior Leadership Team

It is the responsibility of the Executive Headteacher/Head of School to report to Governors, when requested, on the effectiveness of the policy and to ensure the health, safety and welfare of all pupils in the school.

The Executive Headteacher/Head of School supports the staff by implementing the policy, by setting the standards of positive learning, and by supporting staff in the implementation of the policy. The Behaviour Lead will keep and monitor all incidents of misbehaviour, report to SLT on a weekly basis and tracks and monitor trends over the term/year.

All staff have the responsibility for giving proportionate sanctions to individual pupils for acts of misbehaviour through the steps report system. Class teachers, the SENCO, and SLT work in conjunction to write and deliver supportive measures within the Pupil profile, risk assessments and behaviour plans (where needed).

All serious incidents must be reported to the Executive Headteacher or Head of School and it will be their decision only on whether or not to exclude a child. For repeated or very serious acts of anti-social behaviour, the Executive Headteacher or Head of School may permanently exclude a child. Governors are informed of all exclusions.

Where a child has reached step 6 on the behaviour system, as a supportive measure, a child may need to have a reintegration timetable. This will only be considered after consultation

with the local authority, parent/carers, senior leaders and governors (where appropriate). The local authority and ODST are made aware of all children who need to be on reintegration timetables. These are reviewed fortnightly and appropriate, supportive measures are put in place to ensure the best outcomes for the child.

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 Executive Headteacher & Head of School in carrying out these guidelines. Trustees within ODST expect LGBs to adopt and hold policies which set out measures in a locally adopted behaviour policy which aim to:

- promote good behaviour, self-discipline and respect
- prevent bullying
- ensure that pupils complete assigned work; and which
- regulate the conduct of pupils

Appendix B – School Procedures

Children with Particular Needs

Some children with very specific difficulties find it hard to behave. If a child is unable to follow the usual behaviour procedures, or their behaviour gives cause for serious concern, school staff will contact the parents to put in place a behaviour plan.

A behaviour plan is a supportive not a punitive measure, and allows everyone working with the child to provide them with the right support. Behaviour plans will be reviewed every two weeks and support adjusted as appropriate.

The support of a behaviour plan may be refused by parents, but in such cases it may not be possible to provide the child with the appropriate support and the child's behaviour will continue to be addressed using the standard behaviour system.

We can also, but only with the agreement of parents, seek the assistance of, for example, the Primary Learning Support Service, the Education Social Work Service or the Educational Psychologist.

Behaviour Plans

If a child's behaviour does cause concern over a period of time, the Executive Head teacher, Head of School, Phase Leads, and class teacher will work with both the child and the parents to formulate an Individual Behaviour Plan to help the child to continue to be a pupil at the school.

A Behaviour Plan will be viewed as a supportive measure, not punitive. They can be used:

- to identify areas of difficulty
- to set achievable, short term targets

Behaviour plans are not a permanent measure. They will be reviewed every two weeks and provision and support will be adjusted appropriately.

Serious Incidents

What happens when children seriously misbehave exhibiting challenging behaviour?

It is accepted that a small minority of children will not respond to the universal system of rewards and sanctions.

Challenging Behaviour and therefore immediate referral to a senior member of staff is deemed to be:

- Intentional physical violence e.g. fighting
- Intentional damage to property, stealing or bullying (see separate policy)
- Deliberately racist, homophobic or discriminatory language or behaviour.
- Persistent misbehaviour
- Threatening behaviour

In these instances, the child will be immediately escorted by an adult to a member of SLT. If the child refuses to comply, a member of SLT will be sent for.

If a child is absent for a substantial length of time with a member of SLT, then he/she will complete any class work in the Reflection Room during the next morning break or lunch break.

Should a child leave the room without permission, the Executive Head teacher/ Head of School will be immediately informed. If the child remains within the school, the Executive Head teacher/ Head of School will address the problem with the child and if appropriate return him/her to the classroom. Parents will then be requested to make an appointment to see the Executive Head teacher/ Head of School and teacher to discuss this behaviour.

If the child leaves the school premises without permission, the Executive Head teacher/ Head of School will be informed immediately, the police contacted, and the parents contacted to be asked to come into the school immediately. A re-occurrence of these actions will result in exclusion.

Should a child make malicious and unfounded allegations against members of staff, they will be excluded for a fixed time and discussion will be had as to the sustainability of the school placement with due regard to the damage done to the relationships between the child and members of staff.

Exclusions

A child may be excluded by the head of school or executive headteacher for extremes of behaviour such as physical attacks, bullying or racism that continues after support has been put in place for the bully and the victim. Each incident will be assessed individually and the

executive headteacher or head of school will decide what is appropriate – an internal exclusion (where the child works in school away from his/her peers); a fixed-term exclusion or permanent exclusion (see exclusion policy). The exclusion is given to preserve the rights of other learners and members of staff and may include a child with SEND.

National guidelines are followed in regard to all exclusions:

Pupils can be excluded up to a maximum of 45 days per school year

If a child is excluded for more than 5 school days then alternative educational provision must be found from day six onwards if not before

The school will provide and mark work to be completed at home during the period of exclusion if a suitable placement is not found so the child's learning does not suffer.

Children may also be excluded for lunchtimes only if their behaviour specifically relates to this period.

In the event of fixed term exclusion, the parents or carers and the child involved must attend a 'back to school' meeting with the Executive Headteacher or Head of School on the first day returning to school to ascertain their understanding of the situation. A clear behaviour action plan for a fixed period of time, expectations and any further consequences and rewards will be discussed at this meeting. The child will then meet with the Executive Headteacher or Head of School after a designated amount of time to review current behaviour. Parents will be informed as to the outcome.

Any exclusions are communicated to Governors at every Full Governing Body meeting in the Executive Head teacher's Report. The Chair of Governors is kept up to date with any exclusions at the time.