



BEHAVIOUR POLICY

SCHOOL INFORMATION

ST GEORGE'S LOWER SCHOOL

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Authored by: Ms. M. Rawlings, Head Teacher

ST GEORGE'S LOWER SCHOOL BEHAVIOUR FOR LEARNING POLICY AND PROCEDURES

The Behaviour for Learning policy operates in conjunction with the following policies:

- Home-School Agreement
- Special Educational Needs and Disabilities (SEND)
- Equal Opportunities policy
- Attendance Policy
- Safeguarding and Child protection policy and
- Disability Discrimination Scheme.

At St George's Lower school we are committed to enabling all children to access education successfully. This is an "inclusive" process; part of this commitment is concerned with establishing a high standard of behaviour throughout the school. The way in which pupils and adults behave has a profound effect on all the work that is undertaken. Therefore a well thought out approach to this aspect contributes directly to both the social and learning aspects of our school.

We recognise that high standards are best promoted when everyone (staff, parents and children) have a shared understanding of what is acceptable and unacceptable behaviour. By promoting good behaviour we can build individual and collective esteem and encourage good personal relationships.

- Ensuring a safe, caring and happy school
- Promoting good citizenship, good self-esteem, self-discipline and emotional intelligence
- Preventing bullying

The Governing Body has a duty under S175 Education Act 2002 that requires them to make arrangements to ensure that their functions are carried out with a view to safeguarding and promoting the welfare of children.

The School exists to ensure that every learner achieves their very best and fulfils their potential in all spheres of life and learning.

This Behaviour for Learning Policy is in two sections

- Section 1: St Georges Lower School's Behaviour for Learning Policy
- Section 2: Procedures: Putting the Policy into Practice

Section 1: St Georges Lower School's Behaviour for Learning Policy

This Behaviour for Learning Policy is made up of

- 1.1 Aims and Key Principles of this Policy
- 1.2 The School Code of Conduct
- 1.3 School Rewards Procedures.
- 1.4 School Referral Process

1.1 Aims and Key Principles of this Policy

Key Principles:

Learning is at the heart of this policy and therefore, the acknowledgement of appropriate behaviour, aspiration and achievement must be visible in every classroom/work space.

High esteem leads to good behaviour, co-operative attitudes and high achievement. It is the responsibility of **all adults** in the school to work with pupils to raise the self-esteem of each individual and to show respect to pupils through modelling good behaviour. By far the most significant factor that affects learners' behaviour in the classroom is the behaviour of the teacher.

Aims:

- **Expectations:** To build a set of expectations and behaviours of staff and pupils that supports the school's overall vision and key aims.
- **Climate:** To develop a caring, stimulating and effective culture for learning in which all members of the school's community feel safe and secure, respecting the rights of all.
- **Co-operation:** To promote self-discipline and co-operation amongst the school community.
- **Values:** To encourage all members of the school to promote the core values.
- **Pride:** To encourage pupils to take pride in themselves and their environment.
- **Celebrate:** To celebrate pupils' achievements and reward them for their efforts.
- **Place of Learning:** To highlight and support the concept of the classroom and the school as a 'place of learning' with, by necessity, an associate set of expectations.
- **Monitoring:** To establish a system to monitor appropriate behaviour and to provide support to the pupil so that they can change inappropriate behaviour.
- **The Learning Triangle:** To adopt an approach to behaviour management that develops a constructive partnership with home.

1.2 The School Code of Conduct

In all lessons I must:

- Arrive to the school and to lessons on time
- Wear the correct uniform and no jewellery other than that outlined in the uniform policy
- Be fully equipped for learning
- Respect adults and all pupils at the school at all times
- Listen carefully and follow directions the first time they are given
- Raise my hand or show 'thinking thumbs' and wait to be called on before I speak
- Work to the best of my ability
- Not leave the classroom without permission

At all times I must:

- Move around the building with courtesy and care
- Model a welcoming atmosphere to everyone involved in our learning community
- Speak respectfully to other children, to adults and visitors and use appropriate language
- Eat and drink only when permission has been granted by an adult
- Keep the site clean and tidy
- Respect the school environment

1.3 Rewards Procedures

At the school, we seek to encourage every pupil to have a sense of achievement and self-worth. We believe that pupils should be given appropriate feedback for work and behaviour at every opportunity. In every lesson, group sessions and intervention it is hoped that feedback for appropriate behaviour outweighs feedback for inappropriate behaviour.

Pupils will accumulate 'Dojo' Points for appropriate behaviour, skills for learning or an individual piece of work, inside and outside of the 'classroom'. Any member of the teaching or support staff can award 'Dojo' Points.

Home-School Partnership: The Learning Triangle

Parents play a vital role in recognising and enforcing behaviour for learning, through a coherent 'learning triangle' and a proactive involvement in the classroom. Together we aim to encourage resilient learners at each stage of their development. We want to help our children be aware of what good learning looks like and what skills they must develop to get the most out of every experience. Our Class 'Dojo' app focuses on building important life skills such as the effort a pupil has made on a given activity or how well they participate in group work; it's not about outcomes but more about how they can gain better results by developing skills that will help them to achieve.

Our reward system (ClassDojo) enables parents/carers to see their child's progress using the skills we recognised as 'behaviours for learning', each small achievement is rewarded a 'Dojo' point and these are collected daily, weekly, monthly and collectively throughout the year. The illustration below illustrates the reporting chart that is typically seen in a pupils school account, helping support their development in areas if needed.

Our system acts as a communication tool and our teachers frequently send classroom updates, broadcasting reminders and school information as well as sharing photos of pupils achievements, homework challenges or class activities too!



NOTE: THIS APP OPERATES UNDER A STRICT E-SAFETY POLICY, OTHER THAN THE PUPILS FIRST NAME NO OTHER INFORMATION IS HELD WITHIN THE APP. COMMUNICATION BETWEEN HOME AND SCHOOL IS LOGGED AND RECORDED BUT THE SCHOOL OPERATES UNDER THE DATA PROTECTIONS POLICY AND PARENTAL PERMISSION AND DOES NOT SHARE ANY CONFIDENTIAL INFORMATION THROUGH THIS ELECTRONIC COMMUNICATION TOOL.

1.4 Referral Process

At the school, we will categorise poor behaviour into 3 levels:

- Sleuth 1: Unacceptable, low-level, poor behaviours (Yellow)
- Sleuth 2: Uncorrected, persistent Level 1 or more seriously poor behaviour (Orange)
- Sleuth 3: Serious Incident Report (SIR) - Constant Level 2 behaviour or incidents of seriously poor behaviour (Red)

It is our aim to reduce, as far as possible, the number of incidents of poor behaviour and to support pupils where possible so that they can change their behaviour.

Each level of behaviour carries proportionate responses. Please refer to Appendix 1a Sanctions Ladder.

When there is persistent poor behaviour there may be a need for a pupil to be referred using this recording method. Please refer to Appendix 2a and 2b, Behaviour for Learning Referral System.

Section 2: Procedures: Putting the Policy into Practice

- 2.1 Implimentation
- 2.2 Classroom Management Protocol
- 2.3 Recording Incidents of Poor Behaviour
- 2.4 Dojo Points: Issuing Rewards
- 2.5 Managing Behaviour outside the Classroom
- 2.6 Postive Behaviour Management
- 2.7 Dealing with emotional and behavioural difficulties

2:1 Implimentation

It is recognised that the quality of learning experiences in the classroom will have an impact on behaviour. High expectations from staff delivering a curriculum matched to children's varying needs will help to motivate pupils promoting self-esteem and confidence, leading to order and self-discipline.

It is also recognised that external influences on children must be taken into account and related to the expectations of the school. The development of good relationships with parents will assist in the encouragement of support and understanding.

Finally it is important to reward those who behave well. Most children respond well to praise and there is something worthy of praise in all children. However it is important that children accept responsibility for their own actions through a clearly defined code of conduct understood by all. (Appendix 1)

IN ALL DISCIPLINARY ACTIONS IT IS ESSENTIAL THE CHILD KNOWS THAT IT IS THE BEHAVIOUR WHICH IS UNACCEPTABLE, NOT THE CHILD AS A PERSON.

The role of the Headteacher

It is the role of the Headteacher, 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 Headteacher to ensure the health, safety and welfare of all the children in the school.

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

The Headteacher has access to records of all reported incidents of misbehaviour in the behaviour log Folder.

The Headteacher 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 Headteacher may permanently exclude a child. Both these actions are only taken after the School Governors have been notified.

The head teacher must publicise the school behaviour policy, in writing, to staff, parents and pupils at least once a year.

The role of the Governors

Under Section 88(1) of the Education and Inspections Act 2006 (EIA), governing bodies must ensure that policies designed to promote good behaviour and discipline on the part of its pupils are pursued at the school.

Section 88(2) of the EIA requires the governing body to:

- make, and from time to time review, a written statement of general principles to guide the head teacher in determining measures to promote good behaviour and discipline amongst pupils; and
- notify the head teacher and give him or her related guidance if the governing body wants the school's behaviour policy to include particular measures or address particular issues.
- Before making their statement of principles, the governing body must consult (in whatever manner they think appropriate) the head teacher, school staff, parents and pupils.
- The governing body must provide clear advice and guidance to the head teacher on which he/she can base the school behaviour policy.

The governing body will notify the head teacher that the following should be covered in the school behaviour policy:

- Screening and searching pupils (including identifying in the school rules items which are banned and which may be searched for);
- The power to use reasonable force or make other physical contact;
- The power to discipline beyond the school gate;
- Pastoral care for school staff accused of misconduct;
- When a multi-agency assessment should be considered for pupils who display continuous disruptive behaviour.

Governing bodies will also wish to consider their duty under section 175 of the Education Act 2002 requiring them to make arrangements to ensure that their functions are carried out with a view to safeguarding and promoting the welfare of children and their general duty to eliminate discrimination under section 149 of the Equality Act 2010.

The governing body will in consultation with the Headteacher consider what the school's response will be to:

- Any bad behaviour when the child is:
 - taking part in any school-organised or school-related activity or
 - travelling to or from school or

- wearing school uniform or
- in some other way identifiable as a pupil at the school.
- or, misbehaviour at any time, whether or not the conditions above apply, that:
 - could have repercussions for the orderly running of the school or
 - poses a threat to another pupil or member of the public or
 - could adversely affect the reputation of the school.

Parental Involvement

Staff welcome early contact if parents have a concern about their child's behaviour or fear that they are being upset by others. If parents and school work together we believe that the discipline and behaviour of pupils will be maintained and respected by all.

Parents can help in the following ways:

- By ensuring that pupils arrive punctually for the start of the school day.
- By ensuring that pupils have appropriate dress for school and PE so as to take a full part in all school activities.
- By supporting the school in our policy that all pupils are expected to behave in a responsible manner, both towards themselves and others, showing consideration, courtesy and respect for other people at all times. (See Code of Conduct policy)
- By ensuring that pupils show a proper regard for other people's property, buildings and the environment.
- By ensuring regular attendance at school and avoiding unnecessary pupil absence.
- By adhering to the Home-School Agreement, which details the agreed responsibilities of parents, pupils and teachers. (See Appendix 2. Home-School Agreement)

We value our partnership with parents/carers and encourage involvement in all aspects of school life including discipline and behaviour.

We aim to:

- Welcome parents into school and make them feel valued.
- Clearly define the role of parents in school, matching interests and skills to activities.
- Develop good communication between parents and school.

External agencies

If a child's behaviour escalates, or they enter the school with behavioural concerns, then the school put in a referral to the Jigsaw Behaviour Support Team. They will support the child, parents and teachers on a one to one basis. This can involve holding weekly Pastoral Support Plan meetings and engaging other professionals to help support the needs of the child and their family. When a child requires one to one support in class due to behavioural issues they work on a Now/ Next system where they under take one short task and know when and what their next task will be. Their individual timetables allow time for Theraplay, Sensory Circuits and sessions based on Emotional Literacy to help support their ability to successful access class activities and to integrate positively with their peers.

2.2 Classroom Management Protocol

IT IS FAR MORE SUCCESSFUL TO BE PROACTIVE IN DEALING WITH BEHAVIOUR, RATHER THAN REACTING ONCE THE POOR BEHAVIOUR HAS TAKEN PLACE. FOR STRATEGIES FOR MANAGING BEHAVIOUR INSIDE THE CLASSROOM PLEASE REFER TO APPENDIX 4A AND 4B.

It is an expectation that all staff follow the Classroom Management Protocol below:

- 1. Meet and greet pupils at the beginning of the lesson:**
 - a. Whether at the classroom door at change over times.
 - b. Or collecting their class from the playground at the end of each breaktime.
- 2. Have a seating plan**
- 3. Should a pupil display disruptive behaviour, adhere to the following procedure:**
 - First time:** Teacher gives a verbal reminder
 - Second time:** Teacher instructs a pupil to take a 'time out', usually a quieter place within the classroom so the pupil can reflect on their behaviour. The pupil will then be reminded of expectations and reintroduced to the class activity.
 - Third time:** The pupil will then be issued with a yellow 'warning' indicator.
 - Forth time:** The pupil will receive a 'red' traffic light indicator, a sanction will be given and/or golden time will be lost.
- 4. Pupil will receive a sanction that is appropriate for a 'warning card' and a 'red card', which is recorded on both a Sleuth form.**
- 5. At the end of all lessons the teacher is out first and watches the class as they are dismissed in an orderly fashion.**

2.3 Recording Incidents of Poor Behaviour

All level 2 will be recorded on a sleuth form and logged in the behaviour folder along with the sanction that has been put in place. Parents will be informed by a member of staff via text or phone the recorded behaviour and the relevant sanction.

In the case of level 1 behaviour the member of staff who was involved with the incident must follow up and follow through, verbally communicating to parents/carers the concerns and the sanction put in place to address the behaviour.

Level 3 records will follow the same procedure as level 2 but the communication and outcomes will involve, and typically be issued by a member of the SLT (Senior Leadership Team). Where the behaviours have resulted in an exclusion being issued then the record will be entered into integris G2 and the local authority will be notified of the measure taken immediately.

2.4 Dojo Points - Issuing Rewards

We have ONE system for issuing rewards and that is Class 'Dojo' Points. Rewards should be given fairly and equitably.

They should not be used as a 'bribe' for what should be considered as, normal acceptable behaviour.

Clear guidelines for rewarding 'Dojo' Points (amounts etc) can be found on the 'rewards ladder' (see Appendix 4).

2.5 Managing Behaviour Outside of the Classroom

The maintenance of good behaviour around the School can be very different from the behaviour when closely supervised in lessons and workshops. Such times include change of lessons, break, lunch times and after school. To facilitate safe, calm and swift movement around school, there is no substitute for frequent, consistent messages to pupils about what is expected, reinforced by **all** staff at **every opportunity**.

Everyone is expected to behave sensibly and show consideration of others.

To support this:

- a) At the end of lessons, staff must dismiss their class in an orderly fashion. Each member of staff is responsible for '**being on the corridors**' at lesson change over.
- b) Staff should be encouraged to open their classrooms for negotiated and scheduled activities at break and lunch. These must be supervised.
- c) Unless pupils are in a classroom/workshop at lunch or break they should remain in the areas of the school permitted for supervised play.

2.6 Positive Behaviour Management

Behaviours which may signify emotional and behavioural difficulties

There are a number of behaviours which may signal the need for special provision. Most obviously these include bullying, disruptive behaviour and poor temper management. Less obviously these include poor motivation, poor organisational skills and poor concentration.

The most important cause of behavioural difficulties – Limited Self-Esteem

The most important cause of behavioural difficulties in children is their limited self – esteem. Children often have life experiences which make them feel that they are not loved, cared for, valued or seen as special by others. This can inform their behaviour patterns, which may have a negative influence on the way people react to them, which ultimately reinforces their low self-esteem. A vicious circle is established, which many pupils lack the insight or the power to break.

Pupils with low self-esteem may display their insecurities by

- Becoming either boastful or over self-critical
- Becoming aggressive or withdrawn
- Looking for ways to avoid new academic or social challenges
- Finding it hard to relate appropriately to others and appearing uncomfortable in unfamiliar company or situations
- Experience difficulties in making friends.

2.7 Dealing with emotional and behavioural difficulties in school

Behavioural difficulties in school may, sometimes, need to be dealt with by the use of sanctions. In the short term, sanctions can stop inappropriate behaviour. However,

they must be used sensitively, and the emphasis should be on supporting and rewarding pupils instead.

Pupils with low self-esteem can be very demanding and many of their behaviours can alienate those who are trying hardest to support them. However, the need to adopt positive behaviour management strategies is central to helping them acquire more appropriate patterns of behaviour.

Concentrating on pupils' failings is likely to damage their self-esteem and have a negative effect on their development. Reinforcing good behaviour or celebrating achievements by giving pupils your time, approval and attention is likely to have a positive influence on their global development within and beyond their school years.

TEN SIMPLE GUIDELINES FOR POSITIVE BEHAVIOUR MANAGEMENT

1. Establish a friendly, positive, supportive relationship with the pupils in your care.
2. Make sure, wherever possible, that pupils are doing purposeful activities that they enjoy.
3. As soon as it occurs, reward positive behaviour with attention and praise. 'Catch them being good'.
4. Where possible, identify when behaviour problems are likely to arise and try to divert to modify the pupils' behaviour before discipline is needed.
5. Know the school rules and the reasons for them. Be clear, firm and polite about the behaviour boundaries.
6. Know what sanctions you can use, but try to avoid using them – especially if a quiet word or reminder will do.
7. Always remain calm when you speak to pupils. This will help you maintain your authority and confidence and keep your relationships with them positive.
8. Avoid telling a pupil off in public.
9. Avoid the use of sanctions when support strategies will suffice.
10. Use the school's monitoring, report and behaviour referral systems so that you support each other in addressing the individual pupil's needs and those of the whole school.

MALICIOUS ALLEGATIONS

Allegations of abuse will be taken seriously, and LPS will deal with allegations quickly in a fair and consistent way that provides effective protection for the child and supports the person who is the subject of the allegation. Every effort will be made to maintain confidentiality and guard against unwanted publicity while an allegation is being investigated. Suspension will not be used as an automatic response when an allegation has been reported.

REVIEW AND MONITORING

This policy overlaps with other policies and should be reviewed in conjunction with those policies, in accordance with the schools review cycle.

APPENDIX 1A: SANCTIONS LADDER (CONSEQUENCES FOR INAPPROPRIATE BEHAVIOUR).

Level 1 behaviours should be recorded as a 'development needed' - negative 'Dojo' point (a 'Dojo' point will be taken from the pupils collective total). If an incident has occurred then a 'Slueth' form (hard copy) needs to be completed and kept as a record in the 'behaviours for learning' file for the purpose of monitoring trends of behaviour.

Level 2 behaviour must be recorded in the 'behaviour for learning' monitoring log and the **pupil's file**, as a hard copy. If behaviours are persistent, details of the behaviours need to be included on the 'Slueth' form, records are then logged in the 'behaviours for learning' file for the purpose of monitoring trends in behaviour.



Level 3 behaviour must be recorded electronically on integris G2, as well as, the 'behaviour for learning' monitoring log and their **pupil's file** (as a hard copy). A detailed account is required at this stage which may include witness statements. Photocopied records are to be passed to members of SLT (Senior Leadership Team) to support an investigation or decision to exclude.

For Orange (S2) or Red (S3) Behaviours, completion of a sleuth form (see below) is mandatory.

Pupils should complete reflection sheets during all reflection clubs (see appendix 1c), detentions and seclusions, which should subsequently be kept in the **pupil's monitoring file.**

Type	Behaviour	Sanction Ladder	
1	Lack of lesson specific equipment		Letter will be sent to parent/carer as a reminder of school policy. Parent interview will be held if compliance with the school policy is not met within an agreed time frame.
2	Failure to follow instructions/disrupting others/silliness		To be dealt with by the class teachers, 5 minute break time 'lost learning time'
3	Failure to work during lessons/Failure to complete homework/		To be dealt with by the class teachers, 10 minute Break time 'lost learning time'
4	Rudeness/Lack of respect/Refusing to follow instructions/Use of inappropriate language.		To be dealt with by the class teachers, 10 minute Break time 'lost learning time'
5	Persistent low level disruption to		Shadowed with a colleague for up

	the learning of others		<p>to 30 minutes</p> <p>↓</p> <p>To be dealt with by the Senior team. A 15 minute afternoon break time 'Senior: lost learning time'</p>
6	Use of Mobile Phones, Jewellery and Hairstyles		<p>Mobile phones will be confiscated and parent/carer will be contacted by Senior or Head teacher to come and collect it.</p> <p>↓</p> <p>Jewellery will be confiscated and a letter will be sent to parent/carer as a reminder of school policy. The items will be returned to the pupil at the end of the day.</p> <p>↓</p> <p>Hairstyles: a letter will be sent to parent/carer reminding them of school policy and to alter the hairstyle as soon as possible.</p>
7	Continual disruption of the learning of others/ Persistently late		<p>Shadowed with a colleague for up to 30 minutes</p> <p>↓</p> <p>One hour SLT 'Reflection club' sanction.</p> <p>↓</p> <p>Failure to attend this sanction will result in a referral to Head teacher and a parent interview.</p> <p>↓</p> <p>Failure to attend will result in time spent in isolation or as fixed term exclusion until parent interview.</p>
8	Truancy		<p>Parents/Carers contacted by Head Teacher pupils will be place in the seclusion base until all time is made up.</p> <p>↓</p> <p>Failure to attend the seclusion base will result in a parent interview.</p> <p>↓</p> <p>Failure of parents to attend interview will result in a pupil being excluded until this can be arranged.</p>
	Vandalism		

9			<p>Parents/Carers contacted by Head teacher, pupils will be place in isolation for a limited period of time. A parent interview will be arranged immediately to address behaviour.</p> <p style="text-align: center;"></p> <p>*Where the vandalism is of severe/malicious nature seclusion or fixed term exclusion may be given immediately.</p>
10	Dangerous or Unsafe Behaviour		<p>Parents/Carers contacted by Head Teacher, pupils will be place in isolation for a limited period of time. A parent interview will be arranged immediately to address behaviour.</p> <p style="text-align: center;"></p> <p>*Where the incident is of a severe nature fixed term exclusion may be given immediately.</p>
11	Swearing directly at a member of staff		<p>Parents/Carers contacted a member of Head Teacher + Isolation/fixed term exclusion (depending upon severity and outcomes of investigation).</p>
12	Fighting/Threatening Behaviour (physical or verbal)/Bullying		<p>Parents/Carers contacted by Head Teacher + Isolation/fixed term exclusion (depending upon severity and outcomes of investigation).</p>

APPENDIX 1B: FURTHER EXPLANATION OF SANCTIONS

- 1 SHADOWING:** Shadowing (or key stage parking) should be used in instances where a pupil is behaving in such a manner as to disrupt the learning of others and/or is persistently failing to follow the teachers instructions. Wherever possible, pupils should be sent to the nearest available classroom. However, it is preferable if this is a colleague within the same key stage and this will allow the pupil to continue with their work more easily. Pupils should **never** be sent out of the classroom (e.g. into the corridor) and be left unsupervised, as this clearly opens up huge opportunity for further problematic and inappropriate behaviour. Similarly, pupils should never be sent directly from a lesson to the senior staff or Headteacher other than in absolute emergencies. When a pupil is shadowed it is always, at least in the first instance, the class teacher's responsibility to follow up on the matter with the pupil (as explained above).
- 2 CLASS TEACHER DETENTIONS:** Staff should issue detentions based upon the guidelines set out on the sanctions ladder (see above). The length of these detentions may range from 5 to 10 minutes (see above) and should take place during break time. When lunchtime detentions are issued parents/carers **must be informed at the end of the school day** (either in person or by telephone). If a lunchtime detention is issued the pupil should get a reasonable amount of time to eat their lunch before the detention is carried out.
- 3 SLT DETENTIONS:** Senior detentions should be issued by the Senior Leadership Team, either as a result of a pupil failing to attend a class teacher's detention, or for an incident which is deemed serious enough to be passed to this level immediately. The detention should take place in afternoon breaktime and be of 15 minutes in length. The SLT are responsible for ensuring that parents/carers have been informed through appropriate communication methods. During the detention the pupil should be set appropriate work and not simply be allowed to 'sit around', this will ensure that the detention is a constructive and worthwhile sanction.
- 4 FIXED TERM ISOLATION:** All members of staff are entitled to refer a pupil for an isolated period upon the criteria set out in the sanctions ladder (see above), however, the decision to isolate a pupil can only be made by a member of the SLT once an investigation and/or the appropriate paperwork or referral has been completed. Parents/carers of a pupil placed in isolation **must be informed in advance of the isolation commencing** by a member of the SLT via telephone (wherever possible) and a meeting will be arranged between the SLT and parent/carers to discuss arrangement and outcomes.
- 5 FIXED TERM EXCLUSION (see the School's Exclusion Policy):** A fixed term exclusion is a serious sanction, **which should never be issued lightly and without a thorough investigation taking place first.** Fixed term exclusions may be issued as a result of a serious 'one off' incident, persistent inappropriate behaviour, or for failing to serve sanctions detailed above (also refer to the sanctions ladder). The recommendation for a fixed term exclusion will usually come from a Headteacher, however, in the Headteachers absence then a decision will be taken by a member of the Senior Leadership Team. The parents/carers of a pupil issued with a fixed term exclusion **must be informed in advance of the exclusion commencing** by a member of the SLT via telephone, and this **must be followed up immediately** by an official letter. The letter must detail the reason/s for the exclusion being issued, the length of the exclusion and details of the parent/carers legal

right to appeal. **The School has a legal obligation to provide pupils with appropriate work from the first day of exclusion.** A fixed term exclusion may be of 1 to 15 days in length. A pupil may be excluded for a maximum of 15 days in any one term and 45 days in an academic year.

Parents must take responsibility for their child, if excluded, and ensure that they are not in a public place without good reason during school hours within the first five school days of any exclusion. If they do not, the school or local authority may issue a penalty sanction of £50 (rising to £100).

Parents must also ensure that their child attends the suitable full time education provided by the school governing body or the local authority from the sixth day of exclusion.

Parents are expected to attend a reintegration interview following any fixed period exclusion from primary school and any fixed period exclusion of more than five days from secondary school. Failure to attend may make it more likely that the court will impose a parenting order if the school or local authority applies for one.

- 6 PERMANENT EXCLUSION (see the School's Exclusion Policy):** Permanent exclusion is the most severe sanction that the School may impose upon a pupil and should generally only be considered when a wide range of other sanctions and support strategies have been employed without success and other potential options (e.g. offsite provision, managed move etc) have been explored (although some situations may be so serious that there may be no alternative but to go straight to permanent exclusion). Permanent exclusion may only be recommended by the Headteacher following a full and detailed investigation, and can only be upheld by the Governing Body at a formal hearing (which must take place within 15 school days of the Headteacher making their recommendation). A permanent exclusion may be recommended for: a serious 'one off' incident such as an assault on a fellow pupil or member of staff, or bringing offensive weapon/s into the School (**for which the School has a zero tolerance policy**); for persistent/long term inappropriate behaviour, particularly where this threatens the safety of others and/or disrupts the learning of others; bringing the School into disrepute. **All matters of law must be adhered to throughout the process.**

PLEASE NOTE: WHERE AN INCIDENT IS DIRECTLY RELATED TO ISSUES LINKED WITH THE SCHOOL, BUT TAKES PLACE OFF THE SCHOOL PREMISES AND/OR OUTSIDE OF SCHOOL HOURS (E.G. HOLIDAY PERIODS AND WEEKENDS), THE SCHOOL REMAINS WITHIN ITS RIGHTS TO ISSUE SANCTIONS (INCLUDING FIXED TERM EXCLUSION) OR RECOMMEND PERMANENT EXCLUSION AS A CONSEQUENCE.

APPENDIX 2A:

Home School Agreement

Purpose

This agreement summarises our belief that parents are a child's first and most important educators. It is designed to help achieve the highest possible standards of attainment through close communication and effective partnership with parents.

In drawing up this agreement we consulted parents and carers to clarify their expectations of the school. In addition, the staff reviewed current practices with regard to communicating with parents and pupils. Pupils were invited to comment on the extent to which the school council provides an effective vehicle for consulting them and involving them in decision-making.

Relationship to other policies

This agreement relates most closely to the homework, behaviour and registration policies. It impacts on our approach to the prospectus. It is also relevant to many other school policies such as assessment, child protection, equality, healthy eating, and racial equality, target-setting and teaching and learning.

Roles and responsibilities of the headteacher, other staff, governors

The headteacher will ensure that the home-school agreement and other significant communications with parents and pupils are reviewed at least every two years in consultation with parents, pupils, staff and governors.

Methods of consultation will include:

- Informal discussion at open evenings
- Surveys
- School council meetings and circle time
- Telephone contacts
- Staff meetings

In addition feedback will be sought from parents on the effectiveness of:

- The website
- The learning overviews
- Newsletters
- Reports of pupil achievements

With guidance from the headteacher, the **governing body** will be involved in the consultation process, such as by helping to draft, carry out and collate surveys.

Arrangements for monitoring and evaluation

The Teaching and Learning Committee of the governing body will monitor the number of HSAs that are signed and the reasons given when they are not signed. It will receive summary reports of the consultations and surveys and will report annually to the whole governing body. Where appropriate, action points will be carried forward to the school improvement plan.

As A school we will

- Provide a safe, secure and welcoming environment

- Provide regular information about what is happening in school and arrange regular parents' evenings and events to discuss progress and to support parent's and carer's roles as partners in your child's learning
- Let you know of any problems or concerns with your child's behaviour, progress, attendance or punctuality
- Value your child's achievements and ensure that they receive a broad and interesting curriculum that meets their needs and allows them to develop to their full potential
- Promote mutual respect by building good relationships within the school community
- Promote high standards of work and behaviour

As a Parent/Carer I/we will

- Value the education that our child receives, encouraging and supporting all their learning and achievements
- Make sure that our child comes to school every day, on time and properly equipped to take part in all lessons
- Respect all members of staff and the school community and follow the school code of conduct regarding complaints and concerns
- Ensure homework is completed and returned on time
- Let the school know promptly of any concerns I/we have regarding our child's progress or life at school or any problems which may affect our child, including illness or family difficulties
- Attend parent evenings and events to support and find out about our child's progress
- Encourage our child to fully participate in all the opportunities offered at school
- Support the schools approach to online safety and not upload or add any images, video, sounds or text that could upset or cause offence to any members of staff, pupils, parents and carers or any member of the school community
- Ensure my child always wears the correct uniform and is tidy in appearance
- Avoid taking holidays during term time

As a pupil I will

- Respect all the members of my school community
- Try as hard as I can in all my lessons and in my out of school learning
- Look after the school property and the property of other people at school
- Follow the school rules
- Let my teacher or a member of staff know if I have a problem or need help
- Wear the correct uniform and make sure I look smart

APPENDIX 2B:

Sleuth – (Level 1 & 2)

- Please remember this report could be viewed by families and other professionals
- All sections of the proforma must be completed



SLUETH FORM

(ORANGE= Disruptive, continual, persistent and inappropriate)

Pupils Name Date of Incident

Time Beginning Middle End

Year R Classroom	Breakout space (Year1&R)	Year 1 Classroom	Outdoor play area (Year1&R)	Community /Meeting Room	Main Reception	Theatre/ Hall	Library	Medical Area
Year 2 Classroom	Year 3 Classroom	Computer Room	Year 4 Classroom	YR/1 Boys toilets	YR/1 Girls toilets	Y2, 3 & 4 Boys toilets	YR 2, 3 & 4 Girls toilets	Yr 2, 3 & 4 Coridor
Dinner Hall Corridor	Dinner Hall	Head teachers Office	Play Ground/ field	Fields to the front of the school	Pond/ allotment area	School Gates	Pre-School	Car park

Pupils involved

Staff Involved

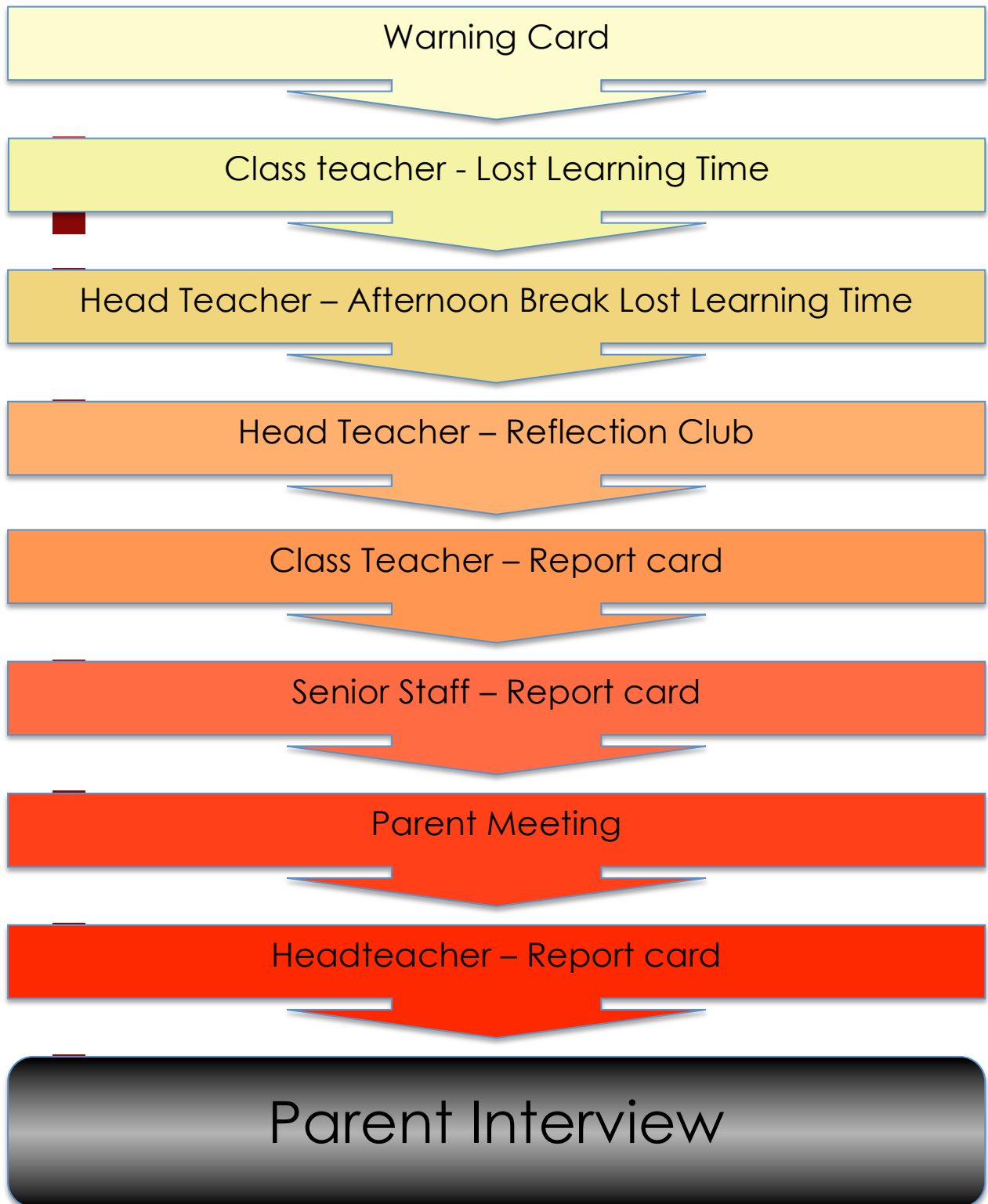
Rude	Silly behaviour	Out of seat	Refusal to follow instructions	Lateness	Answering back	Abuse of equipment	Disruptive behaviour	Verbal abuse	Sweating
Threatening	Physical Destruction/ vandalism	Physical violence to a peer	Physical violence to a member of staff	Theft	Possession of illegal substance/ weapon	Sexually inappropriate behaviour	Dangerous behaviour	Offensive behaviour	Truamting
Challenging	Contempt uous	Disrespectful	Un - cooperative	Uniform	Unprepared	Other:			

Date of Action:			Action taken by:	
Action completed:	YES	NO	Referral to:	

Playground Line reflection time	Break Lost learning time	Lunch Lost Learning time	Lose of activity	Shadowing		Class teacher	Teaching Assistant	Support Staff	Midday Supervisor
Reflection Club (1hr)	Class teacher report	SLT Report	Head Teacher Report	Isolation		Senior leader	Head Teacher		Medical

Signature: Date:

APPENDIX 3:



APPENDIX 4A: CLASSROOM MANAGEMENT STRATEGIES

Teach your expectations from day one...

- **Professional Warm Relationships:** Develop good relationships (but not friendships) – and build rapport – ensuring that you model behaviours and body language that have young people taking you seriously as their teacher/support staff.
- **Clarity:** Always make your requirements absolutely clear
- **See the Positive:** Remember to always be looking for the behaviour you want (*rather than the behaviour you don't want*)
- **Speak the Positive:** Frequently acknowledge pupils when they are doing what is required and **reward** them
- **Contextualise:** Change the frequency of the feedback to suit each situation (**E.g. more feedback for appropriate behaviour at the beginning of a new activity**)

How do you keep pupils on task?

- Use consistent feedback for appropriate work / behaviour
- Scan the room and catch them on-task
- Circulate the classroom/workshop, giving feedback and reminders of on-task behaviours
- Use class rewards with difficult classes to teach new behaviours

Re-directing non-disruptive-behaviour...

- Use “the look” – rather than bringing attention to the disruption
- Physical proximity
- Proximity feedback
- Remind them (quietly if possible) of your expectations
- Teach to the expectations

Provide the pupil who disrupts, or continues to exhibit off-task behaviors, with a clear choice as to the outcome of that continued behaviour...

APPENDIX 4B PRE-CONSEQUENCE STRATEGIES

1. **Calm:** Stay calm always – don't shout
2. **Proximity:** Move around the classroom
3. **Confident:** Confident body language. Use eye contact
4. **Focus:** On desired behaviour
5. **Describe:** Describe the inappropriate behaviour (rather than ask questions like "why are you....")
6. **Expectations:** State expectations clearly and quietly
6. **Reminder:** Remind the pupil of the consequences
7. **Private:** Give pupils choices quietly
8. **Consequence:** State what will happen next. Repeat – as necessary (*using the broken record technique - Maximum 3 times*)
8. **Time:** Give pupils time to make the right choice
9. **Positive Feedback:** When the pupil conforms give that pupil feedback and approval
10. **Sanction:** If the pupil does not conform then, and only then, do you sanction the pupil

APPENDIX 5: GUIDELINES FOR AWARDING HOUSE POINTS

This list is not exhaustive but covers the most common reasons for awarding Dojo Points.

School Initiative		
100% Attendance	Whole School	1
Healthy Choices	Whole School	1
Home Reading	KS1 & KS2	1
Home Spelling	KS1 & KS2	1
Homework	Whole School	1
Smart Uniform	Whole School	1
Times table Challenge	KS1 & KS2	1
Special Awards	Whole School	4
Enrichment	Whole School	1
Swimming Achievement	KS2	1
Representing the School	Whole School	2
Learning Successes		
Objective Met	Whole School	1
Persistence	Whole School	1
Problem Solving	Whole School	1
Target Achieved	Whole School	2
100% Effort	Whole School	2
Going the Extra Mile	Whole School	3
Skills for Learning		
Perfect Partner	Whole School	1
Independent Work	Whole School	1
Teamwork	Whole School	1
Helping Others	Whole School	1
Enquiring Mind	Whole School	1
Being Prepared	Whole School	1
Creative thinking	Whole School	1