

Carr Mill Primary School

Positive Behaviour And Discipline Policy



WORKING TOGETHER
SHAPING OUR FUTURE

This policy is set within the policy of the main school aims, which have been developed with all staff and governors.

The Governing body seeks to create an environment in the school which encourages and reinforces good behaviour. Furthermore, it acknowledges that society expects good behaviour as an important outcome of the educational process.

The school aims are as follows:-

- To provide a caring, safe environment in which the children and staff can feel secure and happy.
- To provide a broad, balanced and challenging curriculum through a wide variety of learning experiences.
- To provide opportunities for everyone to succeed.
- To treat everyone equally and fairly and promote equal opportunities in all aspects of school life.
- To encourage good work habits and high standards.
- To welcome parent/carers and other members of the community into school to play an active part in the education of the pupils.

“Working Together, Shaping our Future”

The aims of this policy are

- To apply this behaviour policy in a rigorous and non discriminatory way.
- To define acceptable standards of behaviour.
- To create a consistent approach to behaviour management throughout the school, celebrating and praising acceptable behaviour and enforcing firm boundaries for unacceptable behaviour.
- To promote self esteem and positive relationships.
- To encourage each child to reflect upon and to take responsibility for their behaviour, leading to increased independence and self discipline.
- To minimize or prevent the occurrence of misbehaviour or confrontation.
- To ensure that expectations, strategies and consequences are widely known and understood.
- To lead by example in the way that we treat each other and the children in our care.
- To encourage a partnership between home and school in the implementation of this policy, giving a sense of community and common purpose.
- To routinely monitor and evaluate the application and impact of these procedures.
- To ensure the safeguarding of all pupils in line with the school's safeguarding policy.

Philosophy

Carr Mill Primary school has a central role in a child's social and moral development just as it does in their academic development. Just as we measure academic achievement in terms of progress and development over time so we measure Standards of behaviour in terms of children's developing ability to conform to behavioural goals. At school we should work towards standards of behaviour based on the basic principles of honesty, respect,

consideration and responsibility. It follows that acceptable behaviour are those which reflect these principles.

In order to ensure sound discipline in the school, we must recognize what influences pupil behaviour.

The term discipline is often used to define a system that a school has to outline the sanctions used for not conforming. At Carr Mill Primary school, we are aiming to develop in our pupils, the acceptance and recognition of responsibility for their own decisions and actions and for their consequences. We, therefore, wish to put our emphasis on the promotion of positive behaviour rather than just to punish unacceptable behaviour. We hope to establish an environment in which children develop self –discipline and to create the conditions within which effective learning can take place. The ethos of Carr Mill Primary school is that all members of the school community are equally valued and respected and this should be reflected in the work that is undertaken by the school and in our attitudes towards one another.

In school, good behaviour is conduct which assists the school to fulfil its functions: namely the full development of the potential of all its pupils. Unacceptable behaviour is conduct which prevents this, either when an individual prevents his/her own development by behaving in an unacceptable manner or when such conduct disrupts the development process for other members of the school community. From this it follows that good behaviour is that which conforms to the reasonable expectations and requirements of the school and is based upon mutual respect for the needs and aspirations of all in the school community and upon care for its environment.

Objectives

1. To develop a system of rewards to promote positive behaviour.
2. To concentrate wherever possible on positive aspects of behaviour rather than negative ones.
3. To use punishment strategies where necessary which do not affect the pupils' Curriculum entitlement.
4. To give pupils opportunities to develop a sense of responsibility within the school community, giving regard to their age and capabilities. e.g. collecting the register, being responsible for the supervision of lunchtime activities.
5. To encourage independent learning and in doing so, to develop organisational and self-discipline skills.
6. To provide for the pupils, a good role model through the standards that the adults in the school set themselves both in their working practices and in their relationships with all other members of the school community.
7. To continue to provide INSET training for all members of the staff to ensure that the positive behaviour policy is understood and carried out by all those in the school community.

8. To communicate the Positive Behaviour and Discipline policy to parents so that they are aware of the consequences of good and unacceptable behaviour. We will inform parents that the behaviour policy is available on the school website. We will also remind parents of this fact through the letter that they receive to notify them that their child is in danger of exclusion.

Some Guiding Principles

1. Teachers and pupils are responsible for the general tidiness of the Classroom and of communal areas that they have worked in.
2. The rules and their application of them must always be seen to be fair and consistently applied. Age and individual children's circumstances should always be a consideration in the handling of children.
3. Parents should be made aware of what the school is trying to achieve and the rewards and sanctions that might be applied and asked to support them. A guide to the school's discipline policy is included in the information given to parents when their child becomes part of the Carr Mill Primary school community. They will be required to sign to acknowledge that they have received this information and are aware of its intentions. At regular intervals through a child's time at Carr Mill, parents will be reminded of the school's policy and asked to acknowledge that they have received this information. Parents are reminded of the school's commitment to high standards of behaviour in the Home-School contracts, (Appendix 1) which parents are sent on entry to our Foundation stage, Year 3 and when pupils join Carr Mill Primary school at other stages in their school life.
4. Staff should not humiliate pupils whether publicly or privately.
5. Wherever possible, blanket punishments should not be used.
6. Golden Rules are displayed in the hall and in each classroom. These Rules are discussed with the children at the beginning of the school year and at regular intervals throughout the school year. See Appendix 2 for a copy of the Golden Rules.
7. Golden rules will be reinforced through assembly themes and R.E. and P.S.H.C.E lessons.
8. The School Council will be used to encourage pupils to take an active part in issues which affect school life. Issues raised will be discussed at regular meetings and decisions shared with pupils through the School Council File, Class Books, circle time & actions generated by school council detailed on the website.
9. Circle time is used throughout the school to discuss issues such as bullying, friendship, feelings etc. Circle time should be accessed by all children and all children should be encouraged to take an active part in circle time activities.

10. Teaching staff may refer a pupil/group of pupils to Carr Mill Primary Pastoral Team and the BIT team (Behaviour Improvement Team) for targeted intervention (including the use of the Carr Mill Den – a warm, homely environment)..

The Role of the Class Teacher

It is the responsibility of the class teacher to ensure that the school rules are enforced in their class, and that their class behaves in a responsible manner during lesson time.

All staff should

- Follow the hierarchy of rewards and sanctions
- Make children aware of the appropriate behaviour in all situations
- Be aware of all children's behaviour in class and around school, dealing with every incident appropriately, giving mutual support to colleagues.
- Work in partnership with parents, in dealing with behavioural issues and reporting about the progress of each child in line with whole-school policy.
- Act as a role model for desired behaviour, treating all adults and children with respect.
- Focus on good behaviour and positive reinforcement to raise self-esteem, giving praise for good behaviour and achievements.
- Be punctual in collecting classes.
- Ensure that each child has work appropriate to their ability.
- Work closely with senior leaders and managers and external agencies, implementing advice and strategies in dealing with a child's needs.

Classroom Management

Classroom management and teaching approaches have an important influence on children's behaviour. Relationships between teacher and children, strategies for encouraging good behaviour, access to resources, classroom displays and the overall environment affect the way children behave.

Classrooms should be organized to develop independence and personal initiative.

Materials and resources are to be accessible to reduce uncertainty and disruption.

Displays should develop self esteem by valuing individual contributions as well as reinforce learning through 'working walls'.

Teaching methods should encourage enthusiasm and active participation for all.

Lessons aim to develop the skills and understanding which enable children to work and play in co-operation with others.

The Curriculum and Learning

An appropriately structured 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 structured feedback all help to avoid alienation and disaffection which can be the root of poor behaviour.

Lessons should have clear objectives-understood by the children-be differentiated to meet their needs and be structured in a way so children are active rather than passive learners.

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.
- Report to governors, when requested, on the effectiveness of the policy and provide a termly report on behaviour across school.
- Ensure the health, safety and welfare of all the children in the school.
- Support the staff by implementing the policy, by setting the standards of behaviour and by supporting staff in the implementation of this policy.
- Record reported incidents of poor behaviour.
- Give fixed-term exclusions to individual children for serious acts of misbehaviour.
- Consider permanent exclusion for repeated or serious acts of anti-social behaviour.

The head teacher supports staff by implementing the policy, by setting the standards of behaviour, and by supporting staff in the implementation of the policy. The head teacher keeps records of all reported serious incidents of misbehaviour. Any actions of exclusions are notified to the Governing Body.

Communication and Parental Partnership

Clear communication within the schools is essential and a positive partnership with parents is crucial in promoting and maintaining high standards of behaviour. Where the behaviour of a child is causing concern, all those working with the child are to be made aware of these concerns and of the steps which are to be taken in response. The key professional in the process is the class teacher who has the initial responsibility for the child's welfare. A positive partnership with parents is crucial to building trust and developing a common approach to behaviour, expectations and strategies for dealing with problems. Parental participation assists the development of positive relationships in which parents are more likely to be responsive if the school requires their support in dealing with difficult issues of unacceptable behaviour.

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

The Role of Parents

The school works collaboratively with parents, so children receive consistent messages about how to behave at home and at school.

We explain the school rules in the school prospectus and we expect parents to read these and support them. A copy of the rewards and sanctions is also given to parents.

If parents have any concern about the way in which their child has been treated, they should initially contact the head teacher. If the concern remains, they should contact the school governors. If discussions cannot resolve the problem, a formal grievance or appeal process can be implemented.

All parents should

- Support the school's hierarchy of rewards and sanctions
- Support us 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.
- Help the children understand the rules and the need for them in an ordered society.
- Ensure that their child attends school regularly/punctually and notify the school of reasons for absence.
- Ensure that pupils have appropriate dress for school and PE so that they can fully participate in all school activities.
- Adhere to the Home School agreement, which details the agreed responsibilities of parents, pupils and teachers (Appendix 1)

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 carrying out these guidelines.

The head teacher has the day-to-day authority to implement the school positive behaviour and discipline policy, 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.

Rules and Procedures

Rules and procedures should be designed to make clear to the children how they can achieve acceptable standards of behaviour. Rules should be:

- Kept to a minimum
- Have clear rationale, made explicit to all
- Be consistently applied and enforced
- Promote the idea that every member of the school has responsibilities towards the whole school

Good behaviour is encouraged at all times and the following school rules have been agreed.

Uniform PE Kit and Jewellery

- School uniform is to be worn at all possible times unless parents have been notified. For example: non-uniform day, book week or activity/themed days
- PE kit consists of black shorts, white T shirt and pumps and should be in school ready for lessons. For outdoor sports tracksuits and training shoes may be worn, for competitions school will provide a kit with the school logo.
- Jewellery should not be worn in school.

School Rules Inside

- Walk quietly and do not run down corridors or jump stairs
- Be respectful of others
- Stay outside at lunchtime, playtime and before school. Line up once you enter school grounds in the morning.
- Behave sensibly in toilets
- Obey the school's Golden Rules and class rules as discussed with each class.

School Rules Outside

- Respect the games people play
- Play suitable games
- Keep the school grounds clean and tidy
- Stand still when the bell goes and line up/enter school quietly
- No child should be in the school building during playtime without a teacher's permission and even then he or she must be supervised.

Lunch Time Supervision

The children know that they are to extend the same respect to Lunch time Supervisors, parent helpers, students and all visitors to school. The Midday Assistants are aware of the procedures for rewarding good behaviour and the sanctions for inappropriate behaviour. They work in partnership with the school and have been equipped with strategies to manage behaviour on the yard through induction and training.

Lunchtime Rules

- Line up when it is your classes turn to enter the hall
- Line up at the serving hatch/find an available seat
- Sit facing the table while eating at all times
- Do not wander around the hall
- Return your tray and clean/put any unfinished food/empty packets etc in your lunch box
- Raise your hand if you require any attention
- Talk quietly to the people either side of you-stop talking if the raised hand signal is used.

Behaviour off-site

Pupil's behaviour on school business, for example trips, sports fixtures, residential activities, is subject to the school's behaviour policy. Poor behaviour should be dealt with as if it had taken place in school.

Rewards for Appropriate Behaviour

We believe that pupils respond effectively to praise and acknowledgement of good behaviour and achievement. Whenever possible we use positive praise, smiles and show sensitivity and empathy in our responses to children. We are also aware of the importance of good body language in communicating our readiness to listen and respect children and individuals. We recognise that all children have a valuable contribution to make to the life of the school. Our whole school approach to rewarding children for good behaviour, positive attitudes to others, quality of work and good progress are identified below.

System of Rewards

Curriculum

- The teacher rewards a child for a good piece of work or behaviour with a positive comment (written or oral).
- The child is allowed to take the piece of work to show another adult within the school.
- Displays of children's work throughout the school
- Post cards are sent home to parents celebrating achievement, effort or consistently good behaviour. Parents may also be informed at the end of the school day, by phone call or text.

Attendance and Behaviour in Class award (ABC)

Class attendance and Behaviour Award

Each week class behaviour (this includes reflection room visits and formal warnings)and attendance/ punctuality, completion of homework and reading will be reviewed by the Class Teacher and the Pastoral team. The best class behaviour and attendance etc will be awarded a sticker on the ACB chart in the hall each week.

The class with the most stickers at the end of each term will go on a special school trip at the beginning of the next term.

Individual Attendance and Behaviour Award

ABC Gold Star badges will be awarded to individual children each term, who show exemplary records . This includes 100 % attendance, no lateness, completion of all homework and reading and no behaviour sanctions (time spent in reflection, formal warnings).

Up to three gold badges may be collect by individual children through the school year (Autumn, Spring and Summer)

Children receiving their gold badges each term will be celebrated in the Newsletter and on the school website. **This will replace the Gold and Silver Awards system.**

Staff will use this initiative to acknowledge children's behaviour and encourage others to improve their behaviour in school.

Celebration Assemblies

- Achievement certificates are awarded by staff at Friday Achievement assembly. Certificates are awarded for good work and for good behaviour.
- Out of school achievements are also celebrated at the Achievement assembly in keeping with the school's aim of developing the potential of the whole child. Pupils who represent the school in either sporting or other events are highlighted and praised during this assembly as are pupils who take a special interest in taking care of the school environment.
- Attendance certificates are awarded each term and at the end of the year. To gain an attendance certificate, a pupil should have 100% attendance per term and no more than 2 late marks. To achieve a yearly attendance certificate, pupils should have 100% attendance and no more than 3 late marks.
- Pupils with 100% attendance for the term with maximum 2 late marks and children with 100% attendance for the year to date with no more than 3 late marks will attend a special film afternoon in the hall.
- ABC Gold Stars are given at the end of each term in the final Celebrations Assembly for children who have shown exemplary behaviour throughout the term.
- At the end of the school year one pupil for year 6 receive outstanding pupil trophy. These are displayed in the school trophy cabinet and are awarded for exemplary behaviour, attitude and progress.

Citizenship Trophy

- Each year one child is nominated to receive a Citizenship award at a St Helens celebration. Children who have shown exemplary behaviour, a caring or supportive attitude to others or determination to overcome barriers to learning will be considered for this award. The trophy is displayed in the school trophy cabinet.

Newsletter

- All those rewarded with a certificate are listed in the weekly newsletter.

Website

- Events, achievements and good performances are recognized on the school website which is regularly updated.

Competitions

- Sporting teams are encouraged to participate in many events
- Sports day is a whole school and community event celebrating children's achievement, team work and sporting excellence.
- The class which accumulate to most stickers for winning ABC Award at the end of each term will go on a special trip award organized and funded by the school.
- All children with 100% attendance for the term will be entered into a draw. One lucky winner will receive a voucher for a bike.

Parent/Teacher Consultation

- Targets-literacy/mathematics, positive comments by teachers and children are reported
- Interim reports provide parents with an overview of their child's behaviour and attitude to learning
- End of year reports: teachers comment on each child's behaviour, attendance, progress and achievement.

Inclusive Approach

The school recognized how important intrinsic good behaviour is to the safety, wellbeing and development of children. Consequently, a range of initiatives and actions have been undertaken in response to this need.

- Matrix of vulnerability – a detailed and comprehensive collection of pupil data which identifies children at risk.
- Learning Challenge Curriculum – working in partnership with a consultant to bring more purposeful, enjoyable and contextualised learning experiences into the classroom.
- Staff CPD-focusing on achievement for all programme, the use of a five part circle time session and the development of behaviour strategies and approaches tailored for the specific needs of identified children.
- ASDI questionnaires-Incorporating behaviour and bullying questionnaires
- Pastoral Manager-On referral, children and families are able to access support
- Learning Mentor- on referral to respond to the needs of children concerning attendance, pupil care and behaviour

- The Den – a warm , homely environment designed to develop children's social and emotional needs.
- Children's Centre-Making links and sharing strategies and information (courses and groups available to parents) in planned termly meetings.
- BIP programme-The school liaises within a network relating to behaviour and attendance. Through this partnership the school accesses BIT, BOSS and other support mechanisms. We have a Lead behaviour professional who provides clear leadership on whole and school behaviour and attendance issues.
- School is also working with a consultant on developing Social, Moral, Spiritual and Cultural curriculum across school.
- Pupil voice-Through the school council, Activity leaders, Peer listeners, Head Boy and Girl and other representatives.
- Extra-curricular provision-access to Breakfast Bistro (available 4 mornings a week) and a variety of clubs at lunch and after school.
- Sports co-ordinator programme-provision of a range of sporting activities and competitions.
- Specialist sports coaches-Delivering clubs during and after school with an ethos of fair play and discipline
- Training of lunchtime supervisors-on outdoor play and managing unacceptable behaviour.
- Links within the local community-community police officer attending lunch sessions, links with the elderly community working on intergenerational crafts.
- Environment-extensive funding has been spent, to develop the outdoor area including the provision of a secret garden, seating areas, new playground and sports equipment, outside media system.
- Children's University programme is in place to acknowledge the extra-curricular clubs that children attend to access learning beyond the normal school day.
- FAST (Families and school together) – programme for parents and children to develop play and communication skills, network with other families and supported by FAST partners to develop skills to use at home , enabling them to lead their family with confidence..

Procedures for Inappropriate Behaviour

The following behaviours are unacceptable in school.

- Hurting other children physically or verbally
- Disrupting the work of other children
- Disrupting the classroom environment
- Refusing to obey instructions of any adult in a position of responsibility
- Verbal insolence and swearing
- Any behaviour that may endanger the child or others

System of Sanctions

A range of sanctions are available to all members of staff. Sanctions vary in their severity and should be used in a hierarchical way to ensure that the most severe sanctions have maximum impact.

The range of sanctions is shown in Appendix 3. At play times and lunch times the following sanctions may also be used:

- Holding the hand of the member of staff during playtimes. (Most likely to be used with Early Years/KS1 children)
- Time out (both in class and at playtime). Pupils who are being disruptive and are not responding to the adult's discipline measures

can be asked to leave the class. This should be used to diffuse the situation and give the pupil time to reflect on their behaviour. Staff should negotiate with another member of staff if they wish to use their class as a "time-out" area. A pupil may request "time-out" if he/she feels that this will help him/her to control his/her behaviour. If a pupil requests "time-out": it is the pupil's responsibility to come back into class after five minutes.

- Loss of privileges e.g. playtimes, selection for the school football team. Staff should bear in mind that it is privileges that pupils should be deprived of and not their curriculum entitlement.
- All classes use a classroom behaviour system (Appendix 3). This system is displayed in the classroom and pupils are made aware that this system is in operation. Staff will discuss with a pupil the level of sanction that is being used and why it is being used.
- Class teachers may refer a pupil/pupils to Miss Lloyd, Mr Maley or Mrs Brookes. If they feel the behaviour of a pupil merits it. Referral to the Head teacher will be made by the Deputy Headteacher/senior management team, if they feel that the matter needs to be taken further. The pupil's parents will be spoken to about the incident if it is felt to be appropriate.

Reflection Room at Lunch Time

- Midday supervisors are encouraged to deal with unacceptable behaviour by themselves as much as possible. They may ask children to reflect on their inappropriate behaviour in the reflection room which is supervised by the school Learning Mentor.
- The Midday Supervisors must make a note of all incidents they have dealt with in the orange behaviour books (Who, what happened and what sanction or how incident dealt with must be recorded).
- If Reflection room is to be used , the mid-day supervisors must take the child to Reflection to ensure that the sanction applied is understood and passed on to the Learning Mentor. (Reflection room book will record name of child, reason for reflection and how long they are to stay in for).
- The Learning Mentor will update the class Teacher re any child who has spent time in Reflection and a note will be passed to Parents that their child has been there for 'time out'.
- When a child has three incidents in anyone half term recorded in the Reflection Room book, the child's name will be entered as a verbal warning in the behaviour file.
- Children who are regularly sent to reflection will be identified for one to one behaviour work with the school Learning Mentor.

Reflection Room at Break Time

- Reflection Room is to be used at break time only for unacceptable behaviour during the break.
- Learning Assistants will supervise the Reflection Room at break time.

Persistent Unacceptable Behaviour/Serious Incident

- In the event of persistent unacceptable behaviour or a serious incident, the pupil will be given a verbal warning. This is recorded in a file, which is kept in the Pastoral Team's room. The incident is noted and the sheet dated.
- Following a second incident, the pupil will be told that he/she is now on a written warning and that his/her parents will be informed of this.

This letter will inform the parents of the nature of the incidents that have led up to the written warning. They will also be told that the consequence of another incident will be a fixed term exclusion. See Appendix 4 for copies of the letters that are sent to parents.

- Copies of these letters are kept in the Behaviour File. These letters are used to form the basis of the evidence kept to justify a pupil's exclusion whether fixed or permanent.
- The incidents in the file are "wiped clean" at the end of each half term. The purpose of this is two-fold:-
To recognise if the pupil has made an effort to improve his/her behaviour and so that a punishment is not carried over for incidents that have taken place over a protracted period of time.
- In the event of a really serious incident involving extreme violence or abusive behaviour, the Senior Management team reserves the right to circumvent the above system and go straight to the fixed term exclusion.

Exclusion

Supporting those at Risk of Exclusion

Effective policies, procedures and training minimise the number of pupils at risk of either permanent or fixed period exclusion. For those at risk, additional measures include:

- The school engaging with parents
- Personal Support Plan in place with clear agreed targets.
- Use of Cowley inclusion unit .
- A change of teaching group
- Temporary or part time placement in pupil referral unit – where they are able to provide preventative programmes and where it is felt to be more appropriate for the pupil to be away from the school site for a while.
- A managed move to another school – with the consent of all parties involved
- Access to interventions across school (following discussion with SENCO)
- Assessment of Special Educational Needs
- Allocation of a key worker such as a Pastoral Manager, Learning Mentor, Education Welfare Officer, member of BOSS/BIT/BIP teams.
- Referral to specific support services – Children's Services, Early Intervention Team, Child and Adolescent Mental Health Service

The behaviour of pupils at risk of exclusion is sometimes driven by complex combinations of social, emotional and health problems, so the involvement of the LA and other services should be co-ordinated. In addition, a number of key staff are trained in Solution Focused Therapy, Play Therapy and other appropriate counselling strategies. Information and guidance on such approaches are included in a School Behaviour Toolkit. This is updated as training is accessed.

Strategies for Managing Unacceptable Behaviour

- Some pupils have behaviour targets set as part of their Individual Education / Behaviour Plans. (See Appendix 6) Initially these targets will be small in number, achievable and set in a short time span. Pupils will be given criteria for success (eg achieved target in two sessions out of four) and this will be discussed with them at the end of the day. The pupil will be given an appropriate reward (a sticker to take home, time on the computer) as negotiated with the child. These targets will be discussed with the child's parents who will be asked to review the achievement of the targets with their child at home. When it is appropriate, targets will be reviewed and may be increased or narrowed depending on the progress that has been made by the child in achieving the original targets.
- Some class teachers in the older year groups use a behaviour tracking sheet/ report card. (Appendix 8) Acceptable classroom behaviour (putting up hands and not shouting out) is negotiated with the pupils at the beginning of the year. Children are made aware of the consequences of breaking the classroom rules and these are of a hierarchical nature. Pupil's names are written on the behaviour tracking sheet if they break one of the negotiated classroom rules. The first instance serves as a warning. If a pupil's name is written on the sheet again, then the system of consequences comes into force.
- Behaviour books are used with some pupils who persistently behave in an unacceptable manner. These are kept on a daily basis and are sent home at night with the pupil. Incidences of good and unacceptable behaviour are logged in the book and parents are encouraged to make a comment if they wish or to write about the pupil's behaviour at home. Behaviour books are used as a short term measure as a means of allowing the parent to have clearer picture of their child's behaviour in school. Where behaviour books do not have an effect, the child would have an Individual Education/ Behaviour Plan drawn up and may, if necessary, be referred to the Educational Psychologist.
- Guidelines for Midday Supervisors have been drawn up. These outline strategies such as praising good behaviour and avoiding conflict. These guidelines (See Appendix 2) have been distributed to all Midday supervisors and will be given to new members of the Midday staff as appropriate. Copies of the rewards and sanctions chart are in the front of the Midday Supervisors' incident books.
- Circle time may be used to discuss issues such as bullying or responsibility for their behaviour towards others and their property. All staff have been trained in the five part circle time model.
- Teachers can make referrals (individual or group) to the school Learning Mentor to address ongoing issues. One to one or group work will be developed specifically to address the child/ group's needs. Sessions will last approximately 30 mins a weeks, over a period of up to 8 weeks. Parents will be contacted to discuss intervention and to gain permission for this work to be completed. The Pastoral Team will ensure that sessions take place at the most appropriate times. Interventions

could also be arranged for break, lunchtimes as well as before and after the school day.

- From time to time the advice of the Inclusion Support Service/Behaviour Improvement Team (BIT) will be sought for advice on dealing with pupils who are not responding to the school's own internal strategies for modifying behaviour. This may lead to a member of the ISS/BIT team coming in to school to work with an individual pupil/group of pupils. For younger pupils, this may lead to establishing a BOSS group. A referral to the ISS/BIT may also lead to a pupil spending some time in the PACE Unit at ISS/BIT.
- After school detention for the older children is used with prior/ signed agreement from the child's parent/ carer. Detention should be used when all other forms of warning have been exhausted, attitude and behaviour in school continues to be at a persistent and unacceptable level. Detentions should be used as part of Personal Support Plans and as a preventative measure for fixed term exclusions.
- When all of the above strategies have been exhausted and the pupil has been moved to the School Action Plus stage of the AEN Code of Practice, parental permission will be sought for a referral to the Educational Psychologist.

Positive Handling

Positive handling should only be used when a pupil is in danger of injuring themselves, other pupils or a member of staff. Except in extreme circumstances, only those staff trained in the use of positive handling methods should attempt to physically restrain a child. Details of the methods used and the recording of incidents can be found in the school's Positive Handling Policy.

Fixed Term Exclusion

A decision to exclude a pupil for a fixed period should be taken only in response to:

- Breaches of the School Behaviour Policy
- Persistent disruptive behaviour, where these are not serious enough to warrant permanent exclusion and lesser sanctions are deemed inappropriate.
- Behaviour outside school, a Head teacher may exclude a pupil if there is a clear link between that behaviour and maintaining a link among the pupil body as a whole. Only the Head Teacher, or the teacher in charge in their absence, can exclude a pupil.

It should be noted – it is unlawful to exclude a disabled pupil for a reason related to their disability without justification. Reference should be made to the Disability Discrimination Act 1995.

Looked after children are more likely to be at risk of exclusion. It is vital that school and social workers work together to try every practicable means to maintain them in school and to exclude them only in the most exceptional circumstances.

Individual fixed period exclusions should be for the shortest time necessary, as more than one or two days make it more difficult for the pupil to reintegrate back into school. A pupil can be excluded for one or more fixed periods not exceeding 45 school days in one year.

Each time a pupil is excluded, the relevant paperwork is sent to the LA and to the parents/carers of the child being excluded. (See Appendix 4) If a pupil is excluded for more than five days per term, the matter must be brought to the attention of the Governors' Pupil Disciplinary Committee. Parents are advised each time that their child is excluded that they have the right to appeal to the Governors against the decision. From January 2004, a 'first day exclusion cover' policy for schools involved in the Behaviour Improvement Programme has been in place. This means that the pupil who has been excluded should attend a unit within Cowley Language College for excluded pupils. The pupils will be provided with work and staff will supervise them. If a parent refuses to comply with the exclusion then the school will consider contacting the Education Welfare Officer and will seek advice from the LA.

Six Days or Longer

If the duration of the fixed exclusion is for six days or longer, the school has a duty to arrange suitable full-time educational provision from and including the sixth school day of the exclusion.

Permanent Exclusions

Permanent exclusions are used in extreme circumstances. A decision to exclude a pupil permanently should only be taken in response to:

- Serious breaches of the school behaviour policy and if allowing the pupil to remain in school would seriously harm the education or welfare of the pupil or others in school.
- Permanent exclusion is the final step in a process for dealing with disciplinary offences following a wide range of strategies, which have been tried without success.
- A one-off offence in exceptional circumstances - these might include serious actual or threatened violence, sexual abuse or assault, supplying an illegal drug or carrying an offensive weapon. (Schools now have the power to screen and search pupils for weapons and the school will consider whether or not to inform the police where a criminal offence may have taken place. We will also consider whether or not to inform other agencies such as the Youth Offending Team or Social Workers.)

These instances are not exhaustive, but indicate the severity of such offences and the fact that such behaviour can affect the discipline and well-being of the school community.

- It would be expected in some cases a Pastoral Support Plan has been drawn up and implemented over a period of several months. The purpose of a Pastoral Support Plan is to avert a permanent exclusion being necessary.
- Other than exceptional circumstances, schools should avoid permanently excluding pupils with statements.

Reintegration Interviews

Following exclusion, the Head teacher or senior member of staff will arrange and conduct a reintegration interview with the parents/carers. This will be on the day the pupil returns to school.

Lunchtime Exclusion

Pupils whose behaviour at lunchtimes is disruptive may be excluded from the school premises for the duration of the lunchtime period. Lunchtime exclusions are counted as one half of a school day for statistical purposes. Lunchtimes will not be counted towards the school's duty to provide full time education from day six of a fixed period of exclusion. Therefore lunchtime exclusions are not affected by the regulations on providing education from the sixth day of their exclusion. Taking into account the child's age and vulnerability, the Head teacher will ensure that a parent/carer has been contacted and is available, if appropriate, to arrange collection and supervision of the pupil during the lunchtime exclusion. Arrangements will be made for pupils who are entitled to free school meals to receive them.

Parental Supervision during an Exclusion

During the initial period of up to five days, the parents of the excluded pupil must ensure that he or she is not present in a public place during normal school hours without reasonable justification. This requirement applies whether or not the pupil is in the company of parents. A failure to comply with this requirement is an offence. Parents can be prosecuted, or may be given a fixed penalty notice of £60 if they fail to do this. The penalty payable increases to £120 if unpaid after 21 calendar days, and if this is still unpaid after 28 days the parent is subject to prosecution of the original offence.

Role of the Governing Body

Governing bodies must review all permanent exclusions and all fixed exclusions for more than 15 school days in any one term or fixed exclusions for more than five days but less than 15 school days in any one term, if requested to do so by the parent. They must decide to reinstate the pupil and to decide whether the Head teacher's decision was justified. (permanent only)

If exclusion is 5 days or less, there is no need to review. However if parents request it, advice is to have a review.

If there is a permanent exclusion over 6 days, LEA will provide home tutor.

If it is a fixed exclusion over 6 days, school must provide home tuition.

Procedures for Excluding

Informing parents about the exclusion

- All exclusions should be treated in the strictest confidence. Only those who need to know the details of an exclusion should be informed of them.
- When the Head teacher excludes a pupil, the parent will be notified immediately, ideally by telephone followed by a letter.
- When the parent must be notified in writing depends upon when the pupil is excluded.
- Where the pupil is excluded at the end of the afternoon session and the exclusion takes effect from the next school day, notice must be given before the start of that day.

- Where the pupil is excluded in the morning session and the exclusion takes effect from the afternoon, notice must be given before the start of the afternoon session.
- Where the pupil is excluded in the afternoon session and the exclusion takes effect that afternoon, the notice must be given by the end of the afternoon session.

Notices in writing will also contain the following information:

1. For a fixed period exclusion, the precise period of exclusion
2. For a permanent exclusion, the fact that it is a permanent exclusion
3. The reasons for the exclusion
4. The parents' right to make representations about the exclusion to the Governing Body and how the pupil may be involved in this
5. The person whom the parent should contact if they wish to make such representations (this will usually be the clerk to the Governing Body)
6. If the pupil is not going to attend the Cowley Exclusion Unit, the school days on which the parent is required to ensure that their child is not present in a public place during school hours without justification, and that the parent may be prosecuted, or may be given a fixed penalty notice if they do not do so.
7. The arrangements made by the school for enabling the pupil to continue his/her education during the first five school days of an exclusion, including the setting and marking of work, It is the parents' responsibility to ensure that work sent home is completed and returned to school.
8. The school days on (or school day from) which the pupil will be provided with alternative suitable full time educational provision and will be required to attend the alternative provision.

Bullying

Procedures and strategies for dealing with bullying can be found in the school's Anti-Bullying Policy.

Commitment to Equal Opportunities

We are committed to equality of opportunity for all of our children, irrespective of race, gender, religion or disability. The effectiveness of our policy is monitored and issues dealt with immediately.

Every Child Matters

The Governing Body seeks to ensure that children have access to the five key outcomes as identified in 'Every Child Matters'. The implementation and compliance of the behaviour policy is intrinsic to their entitlement of:

1. Being healthy
2. Staying safe
3. Enjoying and achieving
4. Making a positive contribution
5. Achieving economic well-being

Links with Other Policies

Our behaviour policy underpins the working of the school. There are however, specific links with other school policies: Physical restraint, Safeguarding, Equal Opportunities, single Equalities Policy, Health and Safety, Bullying, Attendance