



## Behaviour and Expectations Policy

*Currently Under Review September 2018 in the light of our RESPECT Code*

There are times when the management and expectation of behaviour interlink with other policies, practices and procedures such as:

- E-safety
- Use of photographic images
- Safeguarding
- Anti-bullying

### **Behaviour and Expectations Policy Statement**

The Department for Education states that there is a need:

*'to create and enforce a clear and rigorous expectation on all schools to promote the fundamental British values of democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs.'* (The Prevent Strategy 2011)

The purpose of our Behaviour and Expectations Policy is to support the way in which all members of our community can live and work together in a cooperative way. We seek to promote pupils' spiritual, moral, social and cultural development and prepare all pupils for the opportunities, responsibilities and experiences of life.

The Governing Body is committed to ensuring consistency of treatment and fairness in the operation of this policy. In addition, the Governing Body values diversity and is committed to ensuring that no individuals are discriminated against on any grounds, including the protected characteristics included in the Equality Act 2010.

### **Aims for Our Behaviour and Expectations Policy**

1. To develop a safe, happy and purposeful learning environment.
2. To encourage respect for all members of the school community, their belongings and the school environment.
3. To provide clear expectations for behaviour within school , whilst moving between buildings, whilst on school trips and when participating in extra-curricular activities
4. To ensure consistency of expectations, rewards, consequences and sanctions within the school community.
5. To promote the emotional health and well-being of all children and staff

## Our Core Purpose

- We are committed to providing an exciting learning experience rooted in Christian values, enabling all children to be the best that they can be.

## Our Vision

- Do things the "St Michael's Way!"
- Unique, valued individuals achieving together
- Effective 2-Way communication
- St Michael's: an asset to the community
- Resource, create, innovate

## Our Core Values

- Kindness: We care for one another in our school, our community and the wider world
- Friendliness: We respect one another and act with trust and honesty
- Confidence: We believe in ourselves and strive to be the best we can be

## Our School Rules

We all act with courtesy and consideration to others at all times.

1. We try to understand other people's point of view.
2. We move gently and quietly around school.
3. We speak politely to everyone.
4. We keep school clean and tidy.
5. We make it as easy as possible for everyone to learn.

We feel at St Michael's that our core purpose, vision, values and our school rules are central to our school ethos.

We practice the Christian values of forgiveness and reconciliation when dealing with behavioural issues.

School rules are displayed in each classroom and discussed in school worship and class at the beginning of each term and when necessary.

## Expectations of Behaviour

Our expectations of behaviour are shared between pupils and staff and have been established in order to promote our school rules and our mission statement.

### 1. In Class

- To treat people and property in a respectful way
- To listen to others when they are speaking without disruption or interruption
- To carry out tasks when asked to do so by an adult
- To learn to the best of one's ability
- To keep the classroom clean and tidy

### 2. General movement around school

- Walk at all times
- Line up quietly and walk around school in single file lines, keeping to the left
- Walk silently near corridor learning areas
- Registers, money (in class box) and forms only to be sent to the office first thing in the morning and afternoon

### 3. Routines for coming in and out of the school building

- The entrance gates from Sturgeons Hill and Cherry Orchard are opened at 8.30am.
- Children are admitted into the school building at 8.40am
- They should walk quietly to their classrooms where an adult will greet them
- The gates are locked again at 8.50am, from which time any late arrivals should enter the building at the main Reception and an adult must sign the child in as a late arrival.
- Children in Foundation enter the Foundation outside learning area with their parents and are met by staff

### 4. During collective worship and assemblies

- Enter and leave the hall silently.
- Sit silently during collective worship and assemblies.

### 5. Moving as a class or year group in our locality (link with National Guidelines)

- Children should walk in single file in an appropriate way being aware of members of the public.
- Agreed stopping points will be used, determined by the classteacher.
- Everyone should show an awareness of members of the public and road safety

### 6. Treating one another with respect (pupil and adult)

- Pupils should speak to one another in a respectful way.
- Pupils should hold doors open for adults and each other

**7. Welcoming new children to our school**

- Children should be identified to act as special friends to initially look after new children.
- Provide a warm greeting to new children wherever possible.

**8. General behaviour whilst on a trip**

- Listen to the instructions given by adults.
- Follow the general expectations which exist within school (e.g. walking, lining up, quiet movement between locations)

**9. Dress**

- Children should be encouraged to wear school uniform.
- No jewellery should be worn (except for a watch or stud earrings in pierced ears).
- No make up should be worn (including nail varnish).
- Tattoos are not permitted

**10. Expectations of behaviour whilst travelling to and from school (in line with National Guidelines)**

- Parents are responsible for their children at this time
- Children should follow the general expectations which exist within school, and in a way which could not affect the orderly running of school

**11. Mobile Phones**

In line with our Safeguarding policy the following applies

- Children who bring mobile phones to school must hand their phone to the office upon arrival and collect it at the end of the day. They must not use their phone on school premises
- Personal mobile phones must not be used where children are present
- Staff are responsible for ensuring they have stored their personal phone safely and securely
- Visitors, including other professionals, contractors and parents are made aware by signs and verbal reinforcement that they are not to use their mobile phones where children are present.

### **Reward system**

Children are taught that if they make good choices, they will be rewarded and if they make poor choices, there will be negative consequences. The reward system promotes good choices by offering a range of awards.

### **Praise especially verbal reinforcement**

- Verbal praise, a quiet word, a public word of praise in front of a group / class (This might include sending child (ren) to visit another class / teacher.)
- Positive written comment – effective use of school marking strategies
- Non verbal praise – smiles, thumbs up

### **House points**

- Each pupil is allocated to a house in the final term of Foundation Stage – Wedgwood, Anson, Johnson, Mitchell
- Staff will award house points for appropriate behaviour (work and conduct), kindness, politeness, effort, helpfulness, punctuality, attendance, etc.
- Children collect their house points on an individual house point card
- The awarding of house points should be standardized, with in general, only one being given at any one time. This avoids house point inflation. Home learning projects are an exception. The maximum amount of house points is 5 at any one time
- Each child has the opportunity to work towards a team badge (30 house points) Bronze (50) Silver (100) Gold (150)
- House points achievements will be celebrated each week during Special Mentions Worship
- House Captains will collect overall house totals half termly and the winning team will be presented with the team trophy during Special Mentions Worship.

### **Music / Sports / Other Achievements**

Certificates will be given during Special Mentions Worship

### **Lunchtime Rewards**

Lunchtime staff also chooses children each week to sit at the top table with the Headteacher / Deputy for Friday lunch. These children receive a sticker in Special Mentions Worship.

### **Wow Cards**

For exceptional behaviour or learning, over a period of time, staff can request that the headteacher sends a Wow postcard home, without a child's prior knowledge

### **Music / Sports / Other Achievements**

- Certificates will be given during phase group acts worship during the course of the week.

**Golden Time**

Children in Key Stage One will earn golden time each week for good behaviour. Within Key Stage Two children earn golden time on a half termly basis.

**Celebration Worship (Special Mentions)**

Special Mentions worship is held on a Friday, other than on the occasion of class or year group worship to which parents are invited. Children who have achieved well in their learning that week are entered into their Phase Group Special Mentions Book, (displayed in the main entrance) and this is read out in the worship. Certificates are presented at this worship.

## Sanctions / Negative Consequences

All children should be aware that inappropriate behaviour brings with it sanctions / negative consequences(see appendix 1) Key Stage appropriate behaviour pyramids are displayed in all rooms and children are informed of all sanctions. (See appendix 2-4) Parents will be informed if 15 minutes of lunch time is lost. Staff are encouraged to reflect on "Taking Account of Individual Pupil Needs" when following up on behaviour incidents (See appendix 5)

## Framework for Intervention

Staff use the principles of the Framework for intervention when dealing with negative behaviour. The key principles of this framework are: **Acceptance** (accepting that people start from where they are, not where others feel they should be); **Respect** (people are respectful to others, the assumption should be that people do what they do for a reason, and that reason makes sense to them); **Change** (Whatever the circumstances change for the better can occur). When unwanted behaviors are apparent the three step approach is used:

**Level One** – Teacher raises concern with the Behaviour Coordinator (Inclusion Manager).

- The behaviour causing concern is baselined.
- Behaviour Environmental Checklist is completed and from this a Behaviour Environmental plan is generated to address environmental issues which may be contributing to this behaviour.
- After approximately 6 weeks the baseline assessment is repeated and the Behaviour Environmental Plan is reviewed.

**Level Two** - Decision made at Level One that further individual intervention is required.

- Parents involved
- Target behaviour is baseline assessed.
- Individual Behaviour Plan is written to support the child by Behaviour Coordinator.
- Individual Behaviour Plan runs for approximately six weeks, baseline assessments are repeated and Individual Behaviour Plan is reviewed.
- Outside agencies may now be contacted if required.

**Level Three** – Decision made for individual intervention.

- Behaviour Coordinator consults with class teacher/ parent(s)/ Headteacher/ outside agencies.
- Target behaviour is baselined
- Individual Behaviour Plan is written to support child in consultation with other agencies.
- Individual Behaviour Plan run for 6 weeks and monitored at least weekly.

### **Incident sheets (appendix 6)**

These are completed by the child during lunchtime and serve as a record of an incident during the school day. These are then logged and evaluated half termly. This information is shared with the Headteacher, Deputy and Phase Leaders.

### **Serious offences:**

Occasionally a serious incident might take place which requires immediate Headteacher involvement. This behaviour will bypass the stages of the behaviour pyramid. Such an incident might warrant a parental meeting or fixed term exclusion

Such a situation might be if a pupil:

- Is violent
- Engages in bullying, including cyber bullying
- Willfully destroys / vandalises property
- Refuses to do as requested
- Verbal abuse
- Uses social networking inappropriately which results in upset to a child, their family, or a member of staff, or brings the school into disrepute (See appendix 6)

Then the child should be taken to the Headteacher / Deputy or they should be called for assistance.

In the event of fixed term exclusion being made the procedures outlined in the next section will be followed.

### **Poor behaviour at lunchtime**

A behaviour pyramid is displayed in the corridor by the First Aid area which outlines the stages of sanctions given during lunchtime (see appendix 7). Lunchtime Behaviour sheets (see appendix 8) are completed by the pupils and given to the class teacher at the end of lunchtime. The sheets are sent with the children when they miss their Golden Time. These are then logged and evaluated half termly. This information is shared with the Headteacher, Deputy and Phase Leaders.

### **Searching Pupils and Confiscation**

Following the National Guidelines, School staff will search pupils with their consent for any item banned by the school rules if the staff feel they have reasonable grounds for the search.

Head teachers and staff authorized by the head teacher have the power to search pupils of their possessions, without consent, where they suspect the pupil has weapons, alcohol, illegal drugs and stolen items.

Teachers can only undertake a search without consent if they have reasonable grounds for suspecting that a pupil may have in his or her possession a prohibited item. The search enables a personal search, including removal of outer clothing and searching pockets, bags and classroom trays.

From time to time children bring inappropriate items into school or may use a routine item or piece of equipment inappropriately

Any item deemed to be valuable, inappropriate or dangerous by any member of staff will be confiscated and placed in a secure environment.

The valuable or dangerous item must be collected by the child's parent / guardian at the end of the school day or at the earliest mutually agreed time.

Any inappropriate items will be returned to the child at the end of the school day. A repeat offence will see the confiscation last until the end of the academic year.

Further advice and information on searching and confiscation is available in the National Guidance held by the SENCO and head teacher.

### **Use of Reasonable Force**

See also Physical Restraint Policy

Staff are allowed to use reasonable force to prevent pupils from hurting themselves or others, from damaging property or from causing disorder. It is down to the professional judgement of the staff member concerned and should always depend on individual circumstance.

Staff to control or restrain can use reasonable force. This may be passive physical contact (e.g. standing between pupils or blocking a pupil's path) or active physical contact (leading a child by the arm out of a classroom). Staff will always try to avoid physical restraint and will always try to avoid acting in a way that might cause injury, though it may not always be possible to avoid injuring the pupil.

The head teacher must be informed if reasonable force has been used in a serious matter and parents will be informed, though parental consent is not required to use reasonable force. A record of this conversation will be kept. Any complaints are dealt with in accordance with the complaints procedure.

We do not use force as a punishment and we will make any reasonable adjustments for children with a disability or those with SEN.

### **Behaviour Beyond School**

The school will impose a sanction, where the school is satisfied it is reasonable to do so, upon any registered pupil, whose behaviour when they are not on the school premises or under the lawful control of a member of staff, could, in the opinion of the school:

- have repercussions for the orderly running of the school;
- pose a threat to another pupil, a member of staff or member of the public; or
- could adversely affect the reputation of the school

## Procedures for Exclusion

***The following procedures are in line with those legally required of schools and are derived from guidance given to schools by the Department for Education (Exclusion from maintained schools, Academies and pupil referral units in England. A guide for those with legal responsibilities for exclusion. They reflect the legislation that governs the exclusion of pupils from maintained schools, Academies and pupil referral units and which came into effect on 1<sup>st</sup> September 2014.***

***Further details can be found at [www.gov.uk/government/publications/school-exclusion](http://www.gov.uk/government/publications/school-exclusion)***

***Or at [www.education.staffordshire.gov.uk](http://www.education.staffordshire.gov.uk)***

The guidance relates to the following principal legislation:

- The Education Act 2002, as amended by the Education Act 2011
- The School Discipline (Pupil Exclusions and Reviews) (England) Regulations 2011
- The Education and Inspections Act 2006; and
- The Education (Provision of Full-Time Education for Excluded Pupils) (England) Regulations 2007

The Headteacher, Senior Staff and Governors will refer to this guidance in the event of an exclusion being made.

A decision to exclude a pupil permanently should be taken only:

- in response to serious breaches of a school's discipline policy; and
- if allowing the pupil to remain in school would seriously harm the education of the welfare of the pupil or of others in the school.

The decision on whether to exclude is for a head teacher to take. However, where practical, head teachers should give pupils an opportunity to present their case before taking the decision to exclude.

Whilst an exclusion may still be an appropriate sanction, head teachers should take account of any contributing factors that are identified after an incident of poor behaviour has occurred. For example, where it comes to light that a pupil has suffered bereavement, has mental health issues or has been subject to bullying.

Early intervention to address underlying causes of disruptive behaviour should include an assessment of whether appropriate provision is in place to support any SEN or disability that a pupil may have. Head teachers should also consider the use of a multi-agency assessment for pupils who demonstrate persistent disruptive behaviour. Such

assessments may pick up unidentified special educational needs but the scope of the assessment could go further, for example, by seeking to identify mental health or family problems

Where a pupil has received multiple exclusions or is approaching the legal limit of 45 school days of fixed period exclusion in an academic year, head teachers should consider whether exclusion is providing an effective sanction. .

Exclusion should not be used for:

- minor incidents such as failure to do homework or to bring dinner money;
- poor academic performance;
- lateness or truancy;
- breaching school uniform policy except where these are persistent and in open defiance of such rules
- punishing pupils for the behaviour of parents, for example, where parents refuse, or are unable, to attend a meeting
- protecting victims of bullying by sending them home

Only the head teacher of a school can exclude a pupil and this must be on disciplinary grounds. A pupil may be excluded for one or more fixed periods (up to a maximum of 45 school days in a single academic year), or permanently. A fixed period exclusion does not have to be for a continuous period. In exceptional cases, usually where further evidence has come to light, a fixed period exclusion may be extended or converted to a permanent exclusion.

Pupils whose behaviour at lunchtime is disruptive may be excluded from the school premises for the duration of the lunchtime period. In such cases the legal requirements in relation to exclusion, such as the head teacher's duty to notify parents, still apply. Lunchtime exclusions are counted as half a school day for statistical purposes and in determining whether a governing body meeting is triggered.

The behaviour of pupils outside school can be considered as grounds for exclusion. This will be a matter of judgement for the head teacher in accordance with the school's published behaviour policy.

The head teacher may withdraw an exclusion that has not been reviewed by the governing body.

Any decision of a school, including exclusion, must be made in line with the principles of administrative law, i.e. that it is: lawful (with respect to the legislation relating directly to exclusions and a school's wider legal duties, including the European Convention of Human Rights); rational; reasonable; fair; and proportionate.

Head teachers must take account of their legal duty of care when sending a pupil home following an exclusion.

When establishing the facts in relation to an exclusion decision the head teacher must apply the civil standard of proof, i.e. 'on the balance of probabilities' it is more likely than not that a fact is true, rather than the criminal standard of 'beyond reasonable doubt'.

Under the Equality Act 2010 (“the Equality Act”) schools must not discriminate against, harass or victimise pupils because of their: sex; race; disability; religion or belief; sexual orientation; because of a pregnancy / maternity; or because of a gender reassignment. For disabled children, this includes a duty to make reasonable adjustments to policies and practices.

In carrying out their functions under the Equality Act, the public sector equality duty means schools must also have due regard to the need to:

- eliminate discrimination and other conduct that is prohibited by the Equality Act;
- advance equality of opportunity between people who share a protected characteristic and people who do not share it; and
- foster good relations across all characteristics – between people who share a protected characteristic and people who do not share it.

These duties need to be taken into account when deciding whether to exclude a pupil. Schools must also ensure that their policies and practices do not discriminate against pupils by unfairly increasing their risk of exclusion. Provisions within the Equality Act allow schools to take positive action to deal with particular disadvantages affecting one group, where this can be shown to be a proportionate way of dealing with such issues.

Head teachers and governing bodies must take account of their statutory duties in relation to special educational needs (SEN) when administering the exclusion process. This includes having regard to the SEN Code of Practice.

It is unlawful to exclude or to increase the severity of an exclusion for a non-disciplinary reason. For example, it would be unlawful to exclude a pupil simply because they have additional needs or a disability that the school feels it is unable to meet, or for a reason such as: academic attainment / ability; the action of a pupil's parents; or the failure of a pupil to meet specific conditions before they are reinstated. Pupils who repeatedly disobey their teachers' academic instructions could, however, be subject to exclusion.

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

Maintained schools have the power to direct a pupil off-site for education to improve his or her behaviour. A pupil can also transfer to another school as part of a 'managed move' where this occurs with the consent of the parties involved, including the parents. However, the threat of exclusion must never be used to influence parents to remove their child from the school.

**Responsibilities of the head teacher:**

Whenever a head teacher excludes a pupil they must, without delay, notify parents of the period of the exclusion and the reasons for it.

They must also, without delay, provide parents with the following information in writing:

- the reasons for the exclusion;
- the period of a fixed period exclusion or, for a permanent exclusion, the fact that it is permanent;
- parents' right to make representations about the exclusion to the governing body (in line with the requirements set out in paragraphs 50 to 57) and how the pupil may be involved in this;
- how any representations should be made; and
- where there is a legal requirement for the governing body to consider the exclusion, that parents have a right to attend a meeting, be represented at this meeting (at their own expense) and to bring a friend.

Written notification of the information in paragraph 26 can be provided by: delivering it directly to the parents; leaving it at their last known address; or by posting it to this address.

Where an excluded pupil is of compulsory school age the head teacher must also notify parents without delay, and by the end of the afternoon session:

- that for the first five school days of an exclusion (or until the start date of any alternative provision where this is earlier) parents are legally required to ensure that their child is not present in a public place during school hours without reasonable justification, and that parents may be given a fixed penalty notice or prosecuted if they fail to do so.

If alternative provision is being arranged then the following information must be included with this notice where it can reasonably be found out within the timescale:

- the start date for any provision of full-time education that has been arranged for the pupil during the exclusion;
- the start and finish times of any such provision, including the times for morning and afternoon sessions where relevant;
- the address at which the provision will take place; and
- any information required by the pupil to identify the person he / she should report to on the first day.

Where this information on alternative provision is not reasonably ascertainable by the end of the afternoon session it may be provided in a subsequent notice, but it must be provided without delay and no later than 48 hours before the provision is due to start. The only exception to this is where alternative provision is to be provided before the sixth day of an exclusion, in which case the information can be provided with less than 48 hours' notice with parents' consent.

The information outlined above must be provided in writing but can be provided by any effective method

The failure of a head teacher to give notice of the information outlined above by the required time does not relieve the head of the duty to serve the notice. A notice is not made invalid solely because it has not been given by the required time.

Parents must be informed where a fixed period exclusion has been extended or converted to a permanent exclusion. In such cases the head teacher must write again to the parents explaining the reasons for the change and providing any additional information required.

When notifying parents about an exclusion, the head teacher should set out what arrangements have been made to enable the pupil to continue his / her education prior to the start of any alternative provision or the pupil's return to school, in line with the guidance outlined below.

For notifications to parents, effective methods for providing the information may include email or text message; giving the notice directly to the parents; or sending the information home with the excluded pupil. Where information is sent home with a pupil, head teachers should consider sending a duplicate copy by an alternative method or confirming that the information has been received.

When notifying parents about an exclusion head teachers should draw attention to relevant sources of free and impartial information. This information should include:

- a link to this statutory guidance on exclusions: exclusions guidance (see link above)
- a link to the Coram Children's Legal Centre: [www.childrenslegalcentre.com](http://www.childrenslegalcentre.com)
- 08088 020 008; and
- where considered relevant by the head teacher, links to local services, such as Traveller Education Services or the local parent partnership ([www.parentpartnership.org.uk](http://www.parentpartnership.org.uk)).

Head teachers should ensure that information provided to parents is clear and easily understood. Where the parents' first language is not English consideration should be given, where practical, to translating the letter or taking additional steps to ensure that the details of the exclusion and parents' right to make representations to the governing body have been understood.

The head teacher must, without delay, notify the governing body and the local authority of:

- a permanent exclusion (including where a fixed period exclusion is made permanent);
- exclusions which would result in the pupil being excluded for more than five school days (or more than ten lunchtimes) in a term; and
- exclusions which would result in the pupil missing a public examination or national curriculum test.

For all other exclusions the head teacher must notify the local authority and governing body once a term.

Notifications must include the reasons for the exclusion and the duration of any fixed period exclusion

In addition, within 14 days of a request, governing bodies must provide to the Secretary of State and (in the case of maintained schools and PRUs) the local authority, information about any exclusions within the last 12 months.

For a permanent exclusion, if the pupil lives outside the local authority in which the school is located, the head teacher must also advise the pupil's 'home authority' of the exclusion without delay.

At St Michael's we use the model letter from the LA to notify parents in writing.

In the event of parents' representations about an exclusion, the Governing Body Hearings Committee will be convened and they will follow the DfE Guidance and seek advice from the County Council's Legal Services team.

## Appendix 1

### What is unacceptable behaviour within our school community?

- Shouting out
- Talking whilst someone else is
- Speaking inappropriately
- Continual disregard of adult instructions
- Eating in class
- Drinking from a water bottle during registration or when a teacher is talking
- Misuse of furniture or resources
- Leaving things out
- Running around
- Not completing work in the given time
- Not paying attention / listening to each other appropriately
- Not dressing properly after games/ playtime
- Not leaving in smart school uniform
- Not staying within the boundaries / going off the playground
- Coming in without good reason
- Damage to our environment
- Playing in a manner which endangers other children
- Not following adult instructions
- Playing one member of staff off against another (e.g. about balls)
- Inappropriate behaviour – fighting / kicking / hitting / spitting
- Talking or pushing / jostling in the line after lining up
- Persistent and deliberate unpleasantness towards a particular child in the form of words or actions
- Dropping litter
- Deliberately dropping food / wrappers
- Getting up before finished eating
- Not tidying away
- Impolite table manners
- Shouting
- Eating food without cutlery
- Not keeping food on a plate / in a box
- Pushing in the queue
- Climbing over furniture
- Saving places in the queue

Appendix 2: Reception Poor Behaviour Pyramid

# Reception Poor Behaviour Pyramid

NB: if a serious incident occurs, the Headteacher is informed immediately and the stages bypassed

Head teacher will review behaviour and decide the next course of action in line with the behaviour policy.

If sent out again within one week, head teacher or deputy informed, parents informed and behaviour card put in place for one week.

Removed from class with Phase Leader/Inclusion Manager/Member of Senior Leadership Team. Parents informed.

*Removed from class with an adult who will talk to the child and record the incident in the incident book. Parents informed verbally if a one off incident or via home school diary*

2 minutes time out. Logged in incident book if a one off incident or on Pupil Log/home-school diary if child is monitored.

**Final warning with a reminder of the consequence of further poor behaviour.**

**Reminder of class rules**

**Non-verbal warning**

Appendix 3  
Year 1 Poor Behaviour Pyramid

# Year 1 Behaviour Pyramid

NB: if a serious incident occurs, the Headteacher is informed immediately and the stages bypassed

Head teacher will review behaviour and decide the next course of action in line with the behaviour policy.

If sent out again within one week, head teacher or deputy informed, parents informed by Phase Leader or Inclusion Manager. Behaviour card put in place for one week.

Sent to parallel class with behaviour sheet. (3) Miss all of Golden Time. Phase leader informed and parents informed by class teacher.

*Sent to parallel class with behaviour sheet. ( 2)  
Miss 10 minutes Golden Time.*

Fill behaviour sheet in class (1)  
Miss 5 mins Golden Time.

**Final warning- moved within class**

**Reminder of class rules**

**Non-verbal warning**

Appendix 4: Year 2 - 6 Poor Behaviour Pyramid

# Year 2 – 6 Behaviour Pyramid

NB: if a serious incident occurs, the Headteacher is informed immediately and the stages bypassed

Head teacher will review behaviour and decide the next course of action in line with the behaviour policy.

If a child is repeatedly missing part of their lunchtime, Senior Leadership Team, Inclusion Manager, parents are informed and further support is put in place.

Complete a behaviour sheet at lunchtime.  
Miss 15 minutes of lunchtime  
Parents informed

Complete a behaviour sheet at lunchtime. Miss 10 minutes of lunchtime

Complete a behaviour sheet at lunchtime. Miss 5 minutes of lunchtime

**Final warning**

**Reminder of class rules/expected behaviour**

## **Appendix 5: Taking Account of Individual Pupil Needs** *(As discussed and acknowledged by Teachers and Teaching Assistants)*

The following guidance is provided at

[www.teachernet.gov.uk/wholeschool/behaviour/schooldisciplinepupilbehaviour](http://www.teachernet.gov.uk/wholeschool/behaviour/schooldisciplinepupilbehaviour)

This guidance is to help schools take account of a range of individual pupil needs when developing and implementing their behaviour policies. It focuses primarily on pupils with SEN or disabilities, but also refers to needs within certain other groups defined by OFSTED as 'at risk' within the education system:

- Minority ethnic and faith groups, travellers, asylum-seekers and refugees
- Pupils who need support to learn English as an additional language (EAL)
- Children looked after by the Local Authority
- Sick children
- Young carers
- Children from families under stress
- Any other pupils at risk of disaffection and exclusion

All of these groups may at some point require the adults in school to take account of their individual needs and circumstances when applying the school's behaviour policy.

### **Examples of situations which schools should avoid:**

The following are examples of unfortunate situations which schools should avoid. They illustrate the importance of sensitivity to individual needs. Some of the inappropriate school responses described here contravene legislative requirements and could result in the school's actions being subject to challenge.

⇒ A pupil is admonished for failure to follow a long and complicated instruction given by an adult, but the pupil has speech and language difficulties, and cannot process complex language

*A more appropriate response would be for the adult to make instructions short and clarify understanding by asking the child to repeat them*

⇒ A pupil is put in detention because he would not look at his teacher when being told off. The teacher interpreted this as disobedience and disrespect, but in this pupil's culture it is considered disrespectful to look an adult in the eye.

*A more appropriate response would be to understand that the pupil was attempting to show respect.*

⇒ A looked-after pupil is sent out of class after an emotional outburst. This happens despite the staff member being aware that the pupil had been told by her social

worker the night before that her foster family could no longer keep her and that she would shortly be moving to another family and school.

*A more appropriate response would be to use a pre-agreed means for the pupil to take herself to a place where she could calm down, and if necessary talk to a sympathetic listener.*

- ⇒ A pupil on the autistic spectrum is disciplined for making personal comments about an adult's appearance. The pupil has no sense that such comments can be hurtful and should be avoided.

*A more appropriate response would be for the adult to tell the pupil that the comment was hurtful and inappropriate, to inform the pupil's key worker or the SENCO, but not to apply a sanction*

- ⇒ A refugee pupil dives under the desk at a sudden noise that reminds him of a terrifying even in his past. Other pupils laugh and the teacher, thinking he is playing the clown, requires him to miss the first ten minutes of his break time.

*A more appropriate response would be to let the class know there are special circumstances and offer the pupil re-assurance and support.*

- ⇒ A Gypsy / Roma child is put on report for speaking in a seemingly over-familiar way to a teacher when he had not previously had expectations made clear to him, had no intention of being rude but was simply using the register considered appropriate in his culture.

*A more appropriate response would have been to explain and demonstrate to the pupil what is expected in school, and consider involving the Traveller Education Service in providing support.*

Appendix 6      Behaviour Sheet 5/10/15

Name \_\_\_\_\_ Class \_\_\_\_\_

Date \_\_\_\_\_ Time \_\_\_\_\_

Location \_\_\_\_\_

Why did I do wrong?

What will I do differently next time?

Teacher's Comment

Resolved / Parents informed / Further Intervention Required

Teacher's signature \_\_\_\_\_

## **Appendix 7 Note for Parents on Social Networking Sites**

As we all know, social networking sites such as 'Facebook' are widely used and enjoyed by the majority of parents and older children. However, sometimes these sites are used to publicly discuss matters which may include personal disagreements between pupils at the school or for parents to vent frustration about school matters.

You may not be aware that comments made on Social Networking Sites about an individual can be considered 'defamatory' and lead to the onset of legal action being taken against those who make them. Therefore we feel it is important to remind users of Social Networking Sites to bear this in mind before posting comments.

Social networking sites are not as 'private' as we might like to think and careless or inconsiderate use of these sites can cause unnecessary distress to the individuals concerned, or have an adverse impact on the school in general, or both and this is something the school seeks to avoid.

The school works hard to create a safe and happy environment for its staff and pupils and should any parent have concerns about either their child, or the school in general, I would urge them to contact the school.

Thank-you for your co-operation in this matter.

*Helen McKay*  
*Headteacher*

*Jodhi Bostock*  
*Chair of Governors*

Appendix 8 **Lunchtime Behaviour Sheet 5/10/15**

Name \_\_\_\_\_ Class \_\_\_\_\_

Date \_\_\_\_\_ Time \_\_\_\_\_

Why was I sent off the playground?

What will I do differently next time?

Supervisor's signature \_\_\_\_\_

