

The Grange Primary School Behaviour Policy

Aim

We aim to create a safe, caring environment where relationships are based on respect and trust, and to develop a positive self-esteem in each child so that they may reach their potential. We are committed to maintaining high expectations of good behaviour, and to encouraging positive behaviour through the delivery of a rich, stimulating and challenging curriculum.

We actively encourage all members of our school community to read and understand the behaviour policy, so that they may support us in its implementation.

Rationale

- To promote self-discipline and consideration of others.
- To ensure appropriate behaviour and positive use of language throughout school.
- To encourage and praise greater effort in both work and behaviour.
- To ensure a whole school approach to discipline which is used and approved by all members of the school community.
- To ensure that parents/carers are informed and are aware of the disciplinary procedures.
- To provide a reward system to encourage positive behaviour.
- To ensure a safe and happy school.
- To promote good citizenship.
- To prevent bullying.

Rights, Responsibilities and Rules

1) Rights:

Every child has the right:

- to learn and to succeed to their potential
- not to have their learning or play disrupted
- to feel happy, safe, cared for and respected
- to be treated equally irrespective of gender, race, faith, physical characteristics or any other factor.

2) Responsibilities:

Pupils - In order for their rights to be maintained, pupils are expected to:

- be aware of the needs and rights of others, whether adults or pupils
- treat others with kindness and respect
- be responsible for their own behaviour
- respect the school environment
- respect the ownership of the belongings of others
- follow school and classroom rules.

Other members of the school community - All members of the school community will work **CONSISTENTLY** towards the school aims by:

- working as a team, supporting and encouraging each other

- providing a well ordered environment in which all are fully aware of behavioural expectations
- **providing children with work that is engaging, challenging and that is appropriate to their age, ability and needs**
- treating all children and adults as individuals and respecting their rights, values and beliefs
- fostering and promoting good, positive relationships and a sense of belonging to the school community
- offering equal opportunities in all aspects of school life
- encouraging, praising and positively reinforcing positive behaviours and work (*see Rewards and Sanctions*)
- rejecting all bullying or harassment in any form
- helping to develop strategies to eliminate undesirable behaviour both within and beyond the classroom, and applying these consistently (*see Rewards and Sanctions*)
- caring for, and taking pride in the physical environment of the school.

Playtime Supervision

Teachers and Learning Assistants are required to perform supervisory duties including playtime supervision.

A minimum of two staff members are required to supervise playtimes for each playground. Supply teachers should cover the duty of absent teachers but should never be without support.

Staff on duty should meet children at the outside doors, when children are asked to arrive, and again after school to see them safely off the premises. One should be present on the playground as children are leaving, the other should help ensure the building is quickly vacated before joining his/her colleague. **No hot drinks should be taken onto the playground.**

All staff should be fully aware of playtime procedures, rules, sanctions and rewards and apply them consistently.

When on duty, staff should circulate and take the opportunity to socialise with children from other classes, instigate games whilst maintaining an overview of the play area and spotting potential problems before they escalate. Two members of staff per playground area maximises levels of visual supervision.

Staff should go to the playground to collect their classes at the end of play. If, for whatever reason, staff do not arrive, the duty teacher should not send children into the building unsupervised, but send for the teacher, or member of SLT.

Upon hearing the first whistle children should stop what they are doing, on the second whistle children should walk to designated class lines, joining at the back of the line or in lining up order and stand quietly facing the front. Staff should ensure there is no

running or congestion. **Good behaviour whilst entering school should be reinforced with praise and/or the awarding of effort points.**

In suitable weather conditions the field may be used at playtimes. This is the decision of staff on duty.

In poor weather, duty staff may decide that children should not go outside at playtime. In these circumstances teachers remain responsible for the supervision of their own classes. They may decide to; work through and allow a later playtime if there is a break in the weather, or allow an indoor playtime with suitable, quiet activities provided for children. It is permissible for teams to share supervision of indoor play allowing teachers a staggered break, provided that classes are never left unsupervised.

Playground Procedures (see Lunchtime Procedures):

In order to influence behaviour when dismissing children at playtime, lunchtime and home time teachers should supervise their own children in the corridor, putting on coats, etc. Children should be well informed by their teachers that if they do not put on their coats at the beginning of playtime then they will have to do without for the whole of playtime. Children are not allowed back into school during playtimes. Children are not allowed to remain in the building unsupervised.

Children must not bring balls or equipment from home for use at playtimes but may use those supplied by the school. Footballs should be lightweight, no larger than 75% full size. There should be a 'football free zone' although invasion games such as netball/basketball may be played. **No contact sports and games are encouraged.** Any misuse of playground equipment will lead to confiscation.

Any other behaviour at playtime should be dealt with by the teachers on duty, or reported to the child's class teacher or a senior member of staff according to severity or frequency.

A member of the support staff with first aid training will deal with any child needing medical attention at playtime.

Movement in and around School

All movement in and around school should be purposeful. Staff should see that all children are suitably supervised when moving around the school. Expectations of behaviour of children sent around the school with messages or to show good work should be clearly stated and frequently reinforced by appropriate rewards when followed (refer to Rewards).

Children making the wrong choices should be encouraged to make the right choice; reminded of what is expected or face sanctions for repeated lapses (see Sanctions).

Example: *If observed running, a child should be sent back to a stated point and be observed to walk correctly, accompanied by positive verbal feedback by the teacher or other adult such as, 'There you are, you can walk sensibly. Well done!' and so on.*

If observed running with a total disregard for other people or displayed work, then sanctions should be brought to play (see Sanctions).

Children observed behaving appropriately, politely and considerately, i.e. holding doors, lining up quietly etc., should be thanked, praised or rewarded with an effort point.

Movement Around School - Suggested Procedures for Large Groups:

- Call the group together using the familiar phrase: 'Can I have your attention, thank you?'
- Give out any instructions and set expectations.
- Make sure all children are settled before setting off.
- Use set points to walk to and wait i.e. foot of stairs, corners, doors etc.
- Encourage a child to hold the door for others to pass through (thank them for this).
- Try to have no more than one class meeting at any one point at any one time.
- Walk to the left hand side of the corridor/stairs.
- Encourage children to pick up fallen articles of clothing as they pass rather than walk over them (thank /reward them for doing this).
- Think about your own position to allow maximum supervision of your group as they move around i.e. stand at corners, foot of stairs etc.
- Encourage the concept of personal space. In due course this should lead to sensible self-disciplined movement around school as the children mature.

Movement Around School - Suggested Procedures for Individual Children:

Choose appropriate individuals for messages - one (KS2) or two (FS, KS1).

- Make sure messengers know that they can enter any classroom.
- Encourage the use of good manners, e.g. wait until a teacher is ready to respond, use of please and thank-you.
- Remind the messengers or those showing work of what is expected of them as they move around the school, (ensure that they do know where they are going).
- Ensure a fair system for choosing messengers and monitors to avoid favouritism.

No Shouting Policy:

A 'no shouting' policy is in operation and shouting must not be used as a classroom management technique. However, there may be occasions when it is necessary to use a raised voice i.e. in order to re-establish control, be heard on the playground etc.

Rewards and Sanctions

*Our emphasis is on praise and reward to promote and reinforce desired behaviour and adherence to school and class rules, and we believe that by focusing on good behaviour, children will be encouraged to make positive behaviour choices. We try to 'catch' children behaving well and praise them. We try to "catch" children behaving well and praise them. We give positive instructions, "Please Walk" not "Don't Run". We use **PIPRIP 'praise in public, reprimand in private'** to promote positive rather than negative behaviours.*

Rewards

We have whole school reward systems in place as well as those determined by individual teachers. Positive behaviour and adherence to rules is promoted and reinforced through the use of:

- *Verbal praise - we praise and reward children for good behaviour in a variety of ways: Staff congratulate children, voice tone, body language and a smile are often reward enough; including the use of **Attachment Theory - 8 to 1 - positive comments***
- Stickers
- Raffle tickets and prizes
- Star of the Day - postcard sent home and/or text home
- Star of the Week - certificate given during celebration assembly.

Merits - each week on a Friday assembly we nominate children from each class to receive a "merit", members of staff announce to the rest of the school the reason for these merits and the Headteacher or member of SLT, presents the children with a certificate. Merits are distributed to children either for consistent good work following one of the four Rs (Resilient, Resourceful, Reciprocal, Reflective) or acts of kindness in school
Effort Points - a chart is displayed in each classroom and there are four 4 House Teams. They are awarded for:

- *particularly good work/effort*
- *displaying good manners*
- *displaying a caring attitude towards others*
- *staying on task etc.*

VIP (Very Independent Person) status - a child is give a badge and receives privileges such as going in first for lunch, lining up at the front of the line, etc.

TOP TABLE - children who behave particularly well at lunchtimes are invited to sit on the "top" table on Fridays. The Lunchtime Assistants choose these children and organise this event.

Other avenues for rewards:

- visiting the Headteacher or Head of School for acknowledgement of good work and positive attitudes to learning - **not to enforce sanctions**
- Headteacher's assembly for effort and achievement at the end of each FULL term when families are invited
- Good to be Green end of term treat.

Although rewards are central to the encouragement of good behaviour, if children break rules, they must understand that they have chosen to do this and that there are consequences for unacceptable behaviours.

Sanctions

We have a whole school approach in dealing with unacceptable behaviour, which enables behaviour to be managed consistently and fairly throughout school. Whilst the consequences are the same, the systems are displayed differently in order to make the system appropriate for the ages of the children.

A report by Ofsted suggests children are losing as much as an hour a day of education as a result of classroom disruption. The watchdog said so-called "low-level disruption" – such as using mobile phones in class, humming and making silly comments to get attention - was preventing thousands of pupils from learning as well as they could. Sir Michael Wilshaw, who ordered the report, said: "While the days of chaos in the classroom are thankfully largely behind us, low-level disruption in class is preventing too many teachers from doing their jobs and depriving too many young people of the education they deserve." Ofsted also found that inconsistencies in how behaviour policies were applied were of concern to parents, with four-fifths saying they wanted schools to communicate expectations about behaviour clearly and regularly.

The Guardian, Page: 1, 4 The Daily Telegraph, Page: 13 The Times, Page: 4 Daily Mail, Page: 10 The Sun, Page: 4 Yorkshire Post, Page: 13, 15

1. Foundation Stage:

In each classroom there will be a display of star, rainbow, sunshine, cloud and thundercloud.

All children will begin the day on the sunshine.

Children will move onto different stages with consequences should they break a rule or display unacceptable behaviour. If the behaviour continues, the child will continue to move up to the next stage until the behaviour ceases. The child will then receive that consequence.

The stages are as follows:

Sunshine - positive behaviour - praise and rewards

Verbal warning - no movement

Cloud - Time out for 5 minutes in class of next playtime/choosing time

Thunder cloud - Miss ALL of next playtime/15 minutes of choosing time and name is put in the Behaviour Book.

Beyond this - Go to a member of SLT and a phone call home is made.

2. KS1 and KS2:

We expect high standards of behaviour at all times and also expect all children to follow the school rules. The school has a positive approach to behaviour. Below is the philosophy on which it is based:

At The Grange Primary School we believe that all members of the community should be valued and that high standards of behaviour can be encouraged, by using a variety of consistent strategies throughout school, which produce individuals with high self-esteem. By high self-esteem we mean that children and adults feel confident, appreciated and feel good about themselves. They are aware that they are achieving at school and they gain recognition from their achievements and efforts. TGPS strives for them to be happy and have an inner calmness.

We have a set of rewards and sanctions, which are known in school and which are to be applied consistently and fairly by all. As a general rule of thumb we expect rewards to outweigh sanctions by a minimum of 3 to 1.

Good to be Green (RAG - Red, Amber, Green approach) governs whole school behaviour management and the Shooting Star, Sun and Cloud system is used in the Foundation Stage.

Children are supervised at all times and **any persistent behavioural problems are recorded on CPOMS** and discussed with the Head of Pastoral Care and Inclusion and/or Head of School. If problems persist then parents/carers are contacted and an agreement reached on how to encourage the pupil to overcome his/her problems. In some cases a pupil may be excluded. Our expectation on behaviour is distributed as part of the pack to all new parents/carers.

We award stickers and certificates to support good behaviour. The class teacher usually deals with inappropriate behaviour first, using agreed measures such as loss of privileges or separating the pupils in the classroom. More serious offences are dealt with by the Head of Pastoral Care and Inclusion, a member of the Senior Leadership Team or Head of School and in such cases parents/carers are informed to enable school and home to work together to resolve the problem. We also have a Pastoral Team who provide a range of pro-active pastoral interventions. **All unacceptable behaviour is logged on CPOMS to provide a chronological record.**

In rare cases a child may be excluded from school. For persistent offenders a child may be included in our Rainbow Room provision at the discretion of the Head of Pastoral Care and Inclusion and/or Head of School and after completion of the Rainbow Room Referral.

Below are some guidelines, taken directly from the Department for Education website, for your information:

To demonstrate our commitment to working together, we ask that the Home-School Agreement is signed by parents/carers, pupils and school, in the Home-School Links Books. This is an on-going feature of home-school liaison. The school has a very clear behaviour policy, which is available on request.

When applying sanctions we make a point of never criticising the person, only their actions. We also praise in public and reprimand in private (PIPRIP). If action is required, the school tries to ensure that it is constructive and follows restorative practice principles. The co-operation of parents/carers is actively sought. We try to

"catch" children behaving well and praise them. We give positive instructions, "Thank you for walking" not "Don't run". Rewards range from a smile, a sticker or a certificate.

We have a **'Celebration' assembly on a Friday**, where children may be rewarded with a certificate for following our rules. There is a **Headteacher's Tea Party, usually held once a fortnight**. We also have 'Houses' led by teachers - each child belongs to a House; this is to encourage and strengthen team building.

The Trackit Light System is displayed on the LegaMaster at all times.

Children will be given coloured marks with consequences should they break a rule or display unacceptable behaviour. If the behaviour continues, the child will move to the next stage in the system until the behaviour ceases. The child will then receive a consequence.

The stages are as follows:

Stage 1

GREEN MARK - every child starts each day on green, effort points awarded for a range of good choices and displays of behaviour in line with our Rights. A Super Star can be awarded for work or behaviour, which is considered to be above and beyond.

Stage 2

Verbal warnings are recorded on the Trackit Light System as an amber mark. Up to two verbal warnings can be recorded.

Stage 3

On second verbal warning the child is removed from his/her current area of work, within the classroom to a calming down space. At no point should a child be sent out of the classroom or into the cloakroom.

Stage 4

YELLOW MARK- miss 5 minutes of next playtime (staff need to supervise this within their year group).

Stage 5

RED MARK- miss ALL of the next playtime - at this stage, parents/carers need to be informed via the home/ school links book. This time should be served under the direction of a class teacher or a Learning Assistant within the year group.

Use of Restorative Practice must be applied:

Mediation and use of restorative practice should be used if two or more children are involved.

Stage 6

If behaviour persists after a RED CARD (missing ALL playtime), class teacher must speak to Head of Pastoral Care and Inclusion and/or Head of school when an alternative place to work will be offered.

The work sent **MUST** be appropriate and accessible for the child to be able to complete independently. The child is expected to work during this time in isolation with no input from the adult in the room.

Stage 7

CONSEQUENCE SLIP - can only be issued by Head of Pastoral Care and Inclusion, Head of School or Assistant Headteachers.

Parents/Carers will be informed via a phone call from the class teacher, in the presence of the child, and the offer of a meeting should be made. Should this offer not be taken up, this needs to be recorded on CPOMS.

A Behaviour Profile Record - identifying Behaviour Strengths and Targets must be updated once a term. This profile is to be completed in conjunction with the child and class teacher. Parents/carers **MUST** also be included in this process at open days. Each time this profile is updated and there is a decline in the review done, the updated copy must be sent home.

The school does not wish to exclude any child from school, but sometimes this may be necessary. The school has therefore adopted the standard national list of reasons for exclusion, and the standard guidance, *Improving Behaviour and Attendance: Guidance on Exclusion from School and Pupil Referral Units* (DfE, September 2012). This guidance is referred to in any decision to exclude a child from school. The relevant website is: www.education.gov.uk/

Unacceptable Behaviour

Any behaviour that breaks a school rule is dealt with following the consequences above - Stages 1 to 8. However, there are certain behaviours that may warrant more decisive action to be taken due to the nature of the act, such as those listed in the box below.

In these situations the child will proceed immediately to receiving a consequence slip, and the Headteacher or member of SLT may have to consider more serious measures, which may include fixed term and permanent exclusions.

This is not a definitive list and is at the discretion of the Headteacher and Head of School (all actions below must be substantiated by a number of reliable witnesses and thoroughly investigated):

- 1 Aggression towards others: (pupils, staff and visitors)
 - Biting
 - Spitting
 - Hitting
 - Kicking
 - Thumping
 - Slapping

- Punching, fighting
 - Pushing violently
 - Foul language and swearing
- 2 Disobedience:
- Disruption to the learning of others
 - Repeated bad behaviour after warning
 - Repeated bad behaviour after 'time out'
 - Walking out of the classroom or learning space without permission
 - Removing equipment without permission
3. Response to staff:
- Foul language, swearing and use of unacceptable language
 - Walking away from members of staff – refusing to co-operate
 - Answering back, rudeness or aggression to any adult – lack of respect
 - Sulking, walking away
 - Outright refusal and not following adult instructions
4. Health and Safety issues:
- Leaving the school building and premises without permission
 - Climbing trees, fences and entering out of bounds areas
 - Tripping others
 - Throwing equipment or water around the learning space or at other pupils
5. Threatening behaviour
- Name calling
 - Making unkind remarks
 - Damaging, breaking and vandalising property
 - Instigating fighting between others
 - Racist comments
 - Homophobic comments
 - Forming gangs and bullying
6. Others
- Stealing
 - Truancy

Any damage to the school premises or property, including books/stationary, will have to be paid for or replaced by the parents/carers of the child who caused the damage. Failure to replace or pay for the damage will be referred to the LA debt collectors, who will act accordingly to ensure the monies are recuperated.

Troubled Children

The school acknowledges that a small minority of children may for whatever reason lack the maturity or self-discipline to make the correct choices available to them in order to control their own behaviour. This may be especially true of children with or being assessed for EHC Plans of SEN-D and those in local authority care. For these children neither the normal rewards or sanctions procedures may be sufficient to support them or protect other children from their actions.

In these exceptional circumstances the school will make every effort to avoid exclusion. It is vitally important that parents/carers are informed and involved when

behaviour targets are agreed in order to establish possible causes and form a partnership of support.

Regular communication between home and school as well as daily feedback to the child regarding progress is essential.

If a Look After Pupil (LAC)/Child in Care (CIC) is excluded every effort will be made to find alternative first day provision.

Immediate need to remove a child:

A note, adult or pupil should be sent to communicate the request to the Headteacher, Head of School, Head of Pastoral Care and Inclusion or another member of SLT. Staff should only make such a request in the event of a health and safety issue, planned team intervention or behaviour that is having a significant adverse effect on the learning of other pupils. **The Safe Space may be used in these circumstances, please see Appendix 1 of the Physical Intervention and Restraint Policy.**

Leaving School Premises

If a child should run out of school for whatever reason, staff should not overreact and must never run after them. They may be placing a child in greater danger by doing so. The Headteacher or member of SLT should be informed immediately and lessons returned to normal as quickly as possible.

In most cases the child will remain on site, stay within visual contact or quickly return. Once the child has calmed down, the Head of School or Head of Pastoral Care and Inclusion or appropriate staff member, will attempt to approach the child and calmly persuade him/her to return to school and discuss the situation. A clear command of **"Stop, you are putting yourself in danger"** should be shouted. The member of staff should return immediately to the school office and contact parents/carers. They should be given the choice of trying to retrieve the child or ringing the police. If no parent/carer is available the police will be informed.

The Role of the Class Teacher

At the beginning of each full term, the class teacher discusses the school rules with their class. Home/School agreements are discussed and signed (refer to Appendix 6) and taken home to be shared and signed by parents/carers. In this way, every child in the school knows the standard of behaviour that we expect in our school. If there are incidents of anti-social behaviour, the class teacher discusses these with the whole class during a 'circle time'.

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, assemblies and movement around the school.

The class teachers in our school have high expectations of the children in terms of behaviour, and they strive to ensure that all children work to the best of their ability.

The class teacher treats each child fairly and enforces the school rules consistently.

The teacher treats all children in their class with respect and understanding.

If a child misbehaves repeatedly in class, the class teacher keeps a record of all such incidents. In the first instance, the class teacher deals with incidents him/herself in the normal manner. However, if misbehaviour continues, the class teacher should follow the stages 1 - 8 as described.

Positive expectations, praise and reward are the key to successful classroom management. Pupils need to know how to make good choices. They need to receive consistent positive encouragement as means of motivation. They need to be taught to manage their own behaviour.

Teachers need to recognise that effective conditions for learning: (planning, pitch, pace, participation, etc.) will impact positively on general classroom behaviour.

The class teacher liaises with external agencies, as necessary, to support and guide the progress of each child. The class teacher may, for example, discuss the needs of a child with a social worker or Primary Mainstream Behaviour Support Team.

The class teacher reports to parents about the progress of each child in their class, in line with the whole school policy. The class teacher may also contact a parent/carer if there are concerns about the behaviour or welfare of a child.

All members of staff are aware of the regulations regarding the use of force by teachers, as outlined in section 93 of the Education and Inspections Act 2006: The Use of Force to Control or Restrain Pupils. Staff only intervene physically to prevent injury to other people, or if a child is in danger of hurting him/herself.

The actions that we take are in line with government guidelines on the restraint of children. In addition to the teachers, the Headteacher authorises the Learning Assistants who have received up-to-date 'Team Teach' training to use "reasonable force". This training is updated every three years. The training uses positive handling techniques, which include non-verbal, verbal and, where absolutely necessary, physical intervention and de-escalation techniques. Any use of physical restraint or handling is recorded on the appropriate forms and is reported to the Headteacher and the child's parent/carer.

The Role of the Headteacher

It is the responsibility of the Headteacher, under section 89 of the Education and Inspections Act 2006, to implement the school behaviour policy consistently throughout the school, and to report to governors, when requested, on the effectiveness of the

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

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

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

The Headteacher has the responsibility for giving fixed-term exclusions 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. The Chair of Governors will be notified as soon as possible.

The Role of Parents/Carers

Parents/Carers have a vital role in promoting good behaviour in school and so effective home/school liaison is very important. To this end, a home/school agreement is presented to parents/carers when their child first starts at this school, as well as the school's 'Understanding Behaviour Management in our school' booklet.

The school needs the support of parents/carers in creating a harmonious working environment for all and it will therefore endeavour to achieve good home/school relationships by:

- promoting a welcoming environment within the school
- giving parents/carers regular constructive comments on their child's work and behaviour
- encouraging parents/carers to come into school on occasions other than parents' open days
- keeping parents/carers informed of school activities by letter, newsletter, text messaging, website, app, learning platform, home/school links book and agreement, etc.
- involving parents/carers at an early stage in disciplinary problems.

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

The school rules are explained in the school prospectus, and we expect parents/carers to read these and support them.

Parents/carers are expected to support their child's learning, and to co-operate with the school. The school works on building a supportive dialogue between the home and the school, and informs parents immediately if there are concerns about their child's welfare or behaviour.

If the school has to use reasonable sanctions to punish a child, parents/carers should support the actions of the school. If parents/carers have any concern about the way that their child has been treated, they should initially contact the class teacher. If the concern remains, they should contact the Head of Pastoral Care and Inclusion or Head of School. If these discussions cannot resolve the problem, a formal grievance or appeal process can be implemented.

We expect parents/carers:

- to keep us informed of behaviour difficulties they may be experiencing at home;
- inform us of any trauma or changes which may affect their child's performance or behaviour at school e.g. death in the family, separation of parents, etc.;
- inform us about their child's ill health and any absence connected with it.
- pay for any damage deemed by the school to be excessive, deliberate and with force to the school premises or property by their child.

The Role of Governors

The governing body has the responsibility of setting down these general guidelines on standards of discipline and behaviour, and of reviewing their effectiveness. The governors support the Headteacher in carrying out these guidelines.

The Headteacher has the day-to-day authority to implement the school behaviour and discipline policy, but governors may give advice to the Headteacher about particular disciplinary issues. The Headteacher must take this into account when making decisions about matters of behaviour.

Other Agencies Involved

Full use will be made of other agencies such as Primary Mainstream Behaviour Support Team, ASET, Educational Inclusion Team, Children and Family Services, Children's Health Services, Family Support Worker (Children's Centre), and the Educational Psychological Service, when appropriate.

Value is placed on good relationships with the police and good liaison is encouraged.

Review

The policy is reviewed by the staff annually and any amendments will be brought to the attention of the governors for consultation.

Children cannot learn to behave in lessons if they are removed from them. This policy clearly demonstrates a vast amount of strategies to provide opportunities for children to redeem themselves before it gets to the Yellow and Red card stages. Each term will begin with a 'clean slate'.

Policy helps to ensure that this school promotes the individuality of all our children, irrespective of ethnicity, attainment, age, disability, gender or background.

Our school is an inclusive school. We actively seek to remove barriers to learning and participation that can hinder or exclude pupils, or groups of pupils. This means that equality of opportunity must be a reality for our children. We make this a reality through the attention we pay to the different individuals and groups of children within our school to ensure minimal risk of underachievement.

Please refer to the Inclusion Policy and Anti-Bullying Policy for further details.

All procedures follow a stage system to ensure that pupils are treated in a fair manner. This system can be viewed in Appendix 1 of this document. These systems are reviewed on an annual basis.

Written by L Thorpe (Headteacher), S Thomas (Head of School), F Baker (Head of Pastoral Care and Inclusion) and Staff: Summer Term 2018

Agreed by governor:

The CofG is aware of this policy and its contents - July 2018 visit.
Governors final approval on 7th November 2018 at a FULL Governors Meeting.
Policy will be reviewed in July 2019, unless there are changes that needs reflecting in this policy sooner (in this case the policy will be reviewed earlier)