

## Exclusions Procedure Checklist

***TGPS will refer to and follow the latest DfE Guidance in relation to Fixed Term or Permanent Exclusions***

Investigation and information recorded on CPOMS following a serious incident or 2 consequence records



SLT informed and decision made



Phone call to parent/carer clearly stating how long the fixed term exclusion is for and when reintegration/back to school meeting is



Letter of notification sent-first class post

Back to school/ Reintegration meeting



Inform staff involved of decision and update CPOMS

***Contact Ms Lois Hanson, Engagement and Behaviour Officer, Schools, telephone number 01724 297247.***

**THE GRANGE PRIMARY SCHOOL**

# UNDERSTANDING BEHAVIOUR MANAGEMENT IN OUR SCHOOL

**AUTUMN 2019**



*Giving Every Child, Every Chance, Every Day!*

Mrs L Thorpe

**Headteacher**

Miss S Thomas

**Head of School and SENCo**

Mrs C Hempstock, Mrs M Parker and Mrs C Otter

**Pastoral Team**

## OUR AIM

We aim to create a safe, caring environment where relationships are based on respect and trust, and to develop 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.

### SCHOOL WILL STRIVE TO ACHIEVE GOOD HOME – SCHOOL COMMUNICATION BY:

- ❖ Promoting a welcoming environment within our school
- ❖ Giving parents/carers regular, constructive and positive comments on their child's work and behaviour
- ❖ Encourage parents/carers to come into school on occasions other than parent open days
- ❖ Keeping parents/carers informed of school activities by letter, newsletter, website, Parentmail etc.
- ❖ Involving parents/carers at an early stage of any disciplinary problems.

### Home/School Partnership:

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.

**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. When the profile is updated and if there is a decline in the review, the updated copy must be sent home.

When applying sanctions we make a point of never criticising the person, only their actions and we always use **PIPRIP** (Praise in Public, Reprimand in Private).

### OUR SCHOOL'S FOUR RIGHTS

Every Child and Adult has the RIGHT to:

- v Be SAFE
- v Be HAPPY
- v Be RESPECTED
- v Be READY TO LEARN

Stage 5 - RED MARK – the child must miss ALL of the next play-time – 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 MARK** (missing ALL playtime), the class teacher must speak to the Head of School or member of the SLT when an alternative place to work will be offered.

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 RECORD – can only be issued by the Headteacher, Head of School or Assistant Headteachers. Parents/carers will be informed via a phone call from the class teacher, if possible 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.

#### **ALL STAFF WILL:**

- ❖ Treat all children equally, irrespective of gender, race or religion
- ❖ Be alerted to any signs of bullying and racial harassment and will deal firmly with and will alert other staff to any problems
- ❖ Deal sensitively with children in distress, will listen to them and deal with any incidents appropriately
- ❖ Support each other in maintaining good classroom management and show sensitivity to each other's needs and difficulties.

#### **PARENTS/CARERS:**

Parents/carers have a vital role in promoting good behaviour in school and so effective home – school communication is extremely important.

The school has a right to expect that parents/carers will give their full support in dealing with their child's behaviour difficulties.

We expect parents/carers to:

- ❖ Keep us informed of behaviour difficulties they may be experiencing at home
- ❖ Inform us of any trauma which may affect their child's performance at school e.g. death in the family, separation of parents
- ❖ Inform us about their child's ill health and any absence connected with it
- ❖ Support the school with all policies and procedures e.g. reading at least five times a week, returning homework, bringing PE kit every Monday, behaviour expectations etc.
- ❖ Sign and promote the Home – School Agreement.

## **OTHER AGENCIES INVOLVEMENT:**

Full use will be made of outside agencies such as:

The Educational Psychologist Service, Child Adolescent Mental Health Service (CAMHS), Primary Behaviour Support Team (PBST), Autistic Spectrum Education Team (ASET), Education Inclusion Team, Children and Family Services, Health Services, Ashby Children's Centre.

### Police

Value is placed on a good relationship with the police and good liaison is encouraged. Regular visits to school and liaison with staff, parents/carers and children takes place.

### Care of School Premises and Site

Everyone in school is responsible for the care of the school premises. Children and staff are encouraged to feel a sense of ownership for the school and its environment.

## **TGPS BEHAVIOUR CHECKLIST AND STAGES**

Good to be Green (RAG – Red, Amber, Green approach) governs our whole school behaviour management system.

The Track-it Light System must be displayed in the classroom, at all times.

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' and counts for 10 effort points!

Stage 2 - **Verbal warnings** are recorded on the Track-it 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** – the child must miss 5 minutes of the next playtime (staff need to supervise this within their year group).