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St Mary's
Church of England Primary School

Behaviour Policy 2021

VISION
At St Mary's, inspired by Christian values, we are excited by our learning, proud of our achievements, determined to be the best we can be and caring for all of God's creation.

MISSION

- Through excellent teaching we will deliver an inspirational curriculum
- We will enable every child to make the very best progress
- We will work in partnership with children and families to further promote confidence and self esteem
- We will prepare children to confidently face the challenges of growing up in the 21st Century
- We will provide children with an understanding of local, national and global communities and faiths.
- With St Mary's Church, Brookside Methodist, and other local churches, we will further develop understanding of gospel values in action through worship and across the curriculum

VISION

Safeguarding Statement of Intent

St Marys Church of England Primary School is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment. Every pupil should be able to participate in all school activities in an enjoyable and safe environment and be protected from harm. This is the responsibility of every adult employed by or invited to deliver services at to the school. We recognise our responsibility to safeguard and promote the welfare of all our pupils by protecting them from physical, sexual or emotional abuse, neglect and bullying. St Marys Church of England Primary School is committed to safeguarding and promoting the welfare of children and young people through rigorous application of Safer Recruitment processes. All applications for staff positions in the school are thoroughly vetted in accordance with policy. DBS checks are undertaken for all staff and for volunteers who work on a regular basis in school.

OUR 6 GOLDEN RULES HELP US TO LEARN TOGETHER

I will be kind and helpful	I will not hurt other people's feelings
I will be gentle	I will not hurt any body
I will look after property	I will not waste or damage things
I will listen to people and show respect	I will not interrupt or be rude
I will work hard	I will not waste yours or other people's time
I will be honest	I will not cover up the truth

TEACHERS HAVE A RIGHT TO TEACH AND CHILDREN HAVE A RIGHT TO LEARN

1. Aims

This policy aims to:

- Provide a **consistent approach** to behaviour management
- **Define** what we consider to be unacceptable behaviour, including bullying
- Outline **how pupils are expected to behave**
- Summarise the **roles and responsibilities** of different people in the school community with regards to behaviour management
- Outline our system of **rewards and sanctions**

2. Legislation and statutory requirements

This policy is based on advice from the Department for Education (DfE) on:

- Behaviour and discipline in schools
- Searching, screening and confiscation at school
- The Equality Act 2010
- Use of reasonable force in schools
- Supporting pupils with medical conditions at school

It is also based on the special educational needs and disability (SEND) code of practice.

In addition, this policy is based on:

- Section 175 of the Education Act 2002, which outlines a school's duty to safeguard and promote the welfare of its pupils
- Sections 88-94 of the Education and Inspections Act 2006, which require schools to regulate pupils' behaviour and publish a behaviour policy and written statement of behaviour principles, and give schools the authority to confiscate pupils' property
- DfE guidance explaining that maintained schools should publish their behaviour policy online

3. Definitions

Misbehaviour is defined as:

- Disruption in lessons, in school between lessons, and at break and lunchtimes
- Non-completion of classwork or homework
- Poor attitude

Serious misbehaviour is defined as:

- Repeated breaches of the school golden rules
- Any form of bullying
- Vandalism
- Theft
- Fighting
- Racist, sexist, homophobic or discriminatory behaviour

4. Bullying

Bullying is defined as the repetitive, intentional harming of one person or group by another person or group, where the relationship involves an imbalance of power.

Bullying is, therefore:

- Deliberately hurtful
- Repeated, often over a period of time
- Difficult to defend against

Bullying can include:

Type of bullying	Definition
Emotional	Being unfriendly, excluding, tormenting
Physical	Hitting, kicking, pushing, taking another's belongings, any use of violence
Gender related	Taunts about personal sexuality including male, female, lesbian, gay, bi or transsexual.
Racial	Racial taunts, graffiti, gestures
Sexual	Explicit sexual remarks, display of sexual material, sexual gestures, unwanted physical attention, comments about sexual reputation or performance, or inappropriate touching
Direct or indirect verbal	Name-calling, sarcasm, spreading rumours, teasing
Cyber-bullying	Bullying that takes place online, such as through social networking sites, messaging apps or gaming sites

Details of our school's approach to preventing and addressing bullying are set out in our anti-bullying policy.

5. Roles and responsibilities

5.1 The governing body

St. Mary's governing body is responsible for reviewing and approving this behaviour policy in conjunction with the headteacher and senior staff. St. Mary's governors will monitor the policy's effectiveness, holding the headteacher to account for its implementation.

5.2 The headteacher and the senior leadership team

The headteacher and senior leaders are responsible for reviewing this behaviour policy in conjunction with the governing body.

The headteacher and senior leaders will ensure that the school environment encourages positive behaviour and that staff deal effectively with poor behaviour, and will monitor how staff implement this policy to ensure rewards and sanctions are applied consistently.

5.3 Staff

Staff are responsible for providing opportunities for reconciliation and forgiveness by:

- Implementing the behaviour policy consistently
- Modelling positive behaviour
- Providing a personalised approach to the specific behavioural needs of particular pupils
- Recording behaviour incidents
- Working in partnership with children and parents/ carers as appropriate to support good behaviour
- Treating all children fairly and respectfully
- Creating a safe and pleasant environment
- Providing a challenging and interesting curriculum
- Recognising that each child is an individual
- Helping each child to do their best

The senior leadership team will support staff in responding to behaviour incidents as required.

5.4 Parents

Parents are expected to:

- Support their child to understand the importance of reconciliation and forgiveness
- Support their child in adhering to expectations described in the 'Home School Agreement'
- Inform the school of any changes in circumstances that may affect their child's behaviour
- Discuss any behavioural concerns with the class teacher promptly
- Work in partnership with school staff and their child to support good behaviour
- Make sure children arrive on time and ready to work
- Encourage respect for other people
- Help children realise the importance of education and praise them for their efforts and achievements
- Encourage children to talk about school and listen to what they have to say each day

6. Pupil code of conduct

Pupils are expected to:

- To follow the Golden Rules to the best of their ability
- To work together with adults in the school to support good behaviour
- To treat all adults and other children with respect and politeness
- To help make school a clean and pleasant place to be
- To do what adults in our school ask
- To learn to take increasing responsibility for their own learning
- To explore how a resolution can be reached

7. Rewards and procedures to follow if rules are broken

7.1 Rewards:

Positive behaviour will be rewarded with:

- Praise: Our emphasis should constantly be on praise. Good behaviour should be publicly acknowledged.
- House points: These can be given to individuals or groups. Class teachers will have age appropriate systems for recording individual and house totals. Each class will have a weekly house winner which will be announced in worship, and the houses should be awarded 4, 3, 2 or 1 point in order of merit. The totals will accumulate over

half a term so that there are 6 opportunities across the year for a winning house. Children can be given house points at any time of the school day and by any member of school staff.
- Letters, texts, emails or phone calls home to parents
- Special responsibilities/privileges

Staff should always aim to target good behaviour. This should also relate to the current 'focus Value' and the theme of the class PSHE module. Children should be mentioned in Specials worship for any outstanding achievement in any of these areas.
Every week, staff are invited to nominate between 1 and 3 children in Specials worship. Class teachers should note any children in their own class mentioned by other staff for their individual records. Class teachers should also keep an accumulated record in order to award specials certificates (for children who have been mentioned 3 times in specials worship).

7.2 **Procedures to follow if rules are broken:**

Teachers have a right to teach and children have a right to learn.
Children who break school rules stop teachers from teaching, and stop others and themselves from learning.

There are times in every classroom when children disrupt others. The school procedure begins when a child has been given a chance to correct their behaviour and has CHOSEN not to do so. **A record is kept in the class behaviour file by class teachers of what level the child takes control of their own behaviour so that over time improvements can be seen**. The following level and warning system should be started afresh each morning. Warnings cannot be cancelled, but incentives and rewards can be used.

Any member of staff who works 1:1 or with groups of children should apply the behaviour policy and follow the procedures in the same way as class teachers.

Each classroom should have the golden rules clearly displayed near a time out table. Unacceptable behaviour should be made explicit and the child continuously encouraged to consider their choices.

- **Level 1** - Strategies developed within the classroom.

  Examples of things to say include:
  Telling the child quietly/politely that the procedure has begun.
  Saying "This is a warning, you need to stop."

  2 WARNINGS

- **Level 2** – The child is moved to another area (chair, table, time out space) and told: "This behaviour is unacceptable".
  The child is given a Level 2 time out sheet to fill in and work to complete if appropriate.
  Time out here should be 5 – 10 minutes maximum.

  2 WARNINGS

The second warning given takes them to Level 3.

- **Level 3** – The child is sent to another class: "This behaviour is unacceptable. Here is the work I expect to be done". The child should be sent with a Level 3 time out sheet with the message section for the receiving teacher completed by the class teacher. The Level 3 child should be accompanied by another sensible child or adult.

The child should remain out of their class which class teachers will arrange with a colleague for ONE session completing their Level 3 form and work set at the time out table. If work is not done when the class teacher collects the child, the class teacher should ensure the work is done at break time.

It is the class teacher's responsibility to let parents know after school on the same day that the child has missed a lesson from the class. Parents must be told about the behaviour that led to this and this contact with parents should be recorded in the class behaviour file.

1 WARNING

This warning given takes them to Level 4.

- **Level 4** – Some behaviours e.g. deliberately violent, aggressive, racist or explicitly homophobic behaviours immediately go straight to level 4

Children who get to level 4 because of an isolated serious incident or because they have not responded at level 3 are still choosing not to try and manage their own behaviour will be sent to a member of the leadership team. They will stay with this member of staff who will investigate the incident and take appropriate action. The child's parent will be told what has happened as soon as possible.

Class teachers should speak to the member of the senior leadership team to establish any outcomes from the incident and to agree on who will inform parents.

Where one child's behaviour has affected another child e.g. through physical/verbal aggression or racist/homophobic comments, both parents must be contacted on the day of the incident.

7.3 Managing persistent behaviour issues:

Following discussion with the Head teacher or senior staff, where a child continues with persistent unacceptable behaviour and does not respond over a period of time to the warnings at level 1 and 2, a zero tolerance policy will be adopted and the following strategies may be employed.

a] *Following discussion with senior staff, children should be identified as at risk of internal exclusion and the following process should be applied:*

- *2 warnings at level 1 given. This may be in quick succession if necessary.*
- *Child receives 15 minutes time out from lunch playtime to be supervised by senior staff.*
- *Teacher notifies senior staff member on duty.*
- *Additional 5 minutes added for any further warnings.*
- *Warnings should continue to level 4 if necessary and in this case the class teacher and senior staff should make an appointment to meet the parent/carer as soon as possible in accordance with policy.*
- *Children should not miss more than 30 minutes of lunch playtime.*
- *It is not expected that children will be kept in at morning or afternoon playtimes as they are unlikely to change their behaviour if they haven't had a break.*
- *Child reports to duty staff at 12.15 for juniors and after eating lunch for infants.*
- *Time out should be recorded in the behaviour log by senior staff.*

b] Managing persistent behaviour issues: classroom report or playground report.

Having identified the behaviours:

- *The child, senior staff and class teacher will discuss appropriate targets.*
- *These will be written on a timetable for class report and monitored every session.*
- *The child should report to senior staff each lunch time.*
- *If the strategy is successful it should only be in place for a week, but can be extended is necessary.*

- *Parents should be informed if an extension is necessary and the child may take the timetable home each evening to enable parents/carers to support the child.*
- *Playground report should have 2-3 targets. The child gives the report to a member of staff on duty and collects it at the end of playtime. The member of staff should write a brief comment or tick the targets. If kept. In some circumstances a child may miss play time, but this should be agreed with the Head or senior staff in advance.*

These strategies should be maintained for as long as they are helping to modify behaviour, but should be discontinued as soon as the child shows that they are able to cope without being on report.

c] Further management of persistent behaviour issues: Short internal exclusion

In some circumstances, a child identified by the class teacher and Head teacher or senior staff will be sent from the classroom or playground to the Head teacher or a member of the senior staff who will decide whether a period of up to ½ hour time out is necessary. Prior to this, the class teacher and senior staff will have spoken to the child and made it clear what the inappropriate behaviours are and what the expectations are. Where a child is sent out, staff must ensure that senior staff are fully informed about what the problem is in order to make an informed decision. Senior staff and/or class teachers will give them opportunity to reflect on their behaviour and the consequences for themselves and others. The child will then work for the agreed time. Parents will be informed if this strategy is adopted.
Usually it is expected that this strategy is employed for a short time only. However, if the behaviours persist, other aspects of the policy will be applied, and parents will be informed and invited to work together with staff and the child.

d] Fixed term or permanent exclusion.

Fixed term or permanent exclusions may be agreed between any 2 members of the leadership team, one of whom will usually be the Head teacher. If the Head teacher is not in school, she will be contacted. The Chair of Governors will be informed. Exclusion is always a last resort

The Head teacher and /or members of the Leadership team have the right to take immediate action in the case of any serious incident.

Where a child is experiencing exceptional difficulties, a support programme, will be implemented by the Head, SENCO, school staff and parents/carers e.g. a Behaviour Management Plan

Advice may be sought from the Local Authority or Educational Psychologists who may be invited to observe individual children. External staff may be invited to attend subsequent behaviour meetings to offer support and advice to school staff and parents on managing specific behavioural difficulties.

8. Useful strategies for daily behaviour management

Public Praise and Private Criticism

Public acknowledgement of good behaviour can be very powerful in a positive way. Usually, criticism should be as private as possible; lowering a child's self-esteem is likely to increase misbehaviour, if not now it may be later. Staff are advised to avoid standing on one side of the classroom and telling somebody off on the other side. The audience provided by the rest of the class can prove to be rewarding for the child as well as making the rest of the class feel told off too.

Some children find direct praise hard to handle and so praise should be as descriptive as possible and staff should be sensitive to the impact.

Praise can also be non-verbal: a smile, a thumbs up or a sticker.

Within the class, the aim is to create an ethos of positive affirmation by praising children in recognition of good behaviour before speaking to someone about unacceptable behaviour. The lesson children will learn is that they are more likely to get attention when they behave or work well than when they make negative behaviour choices.

Give them a choice

Give children a choice as often as possible. This can be simply deciding which piece of work they want to do first. Being given choices increases a child's sense of independence, which in turn contributes to the development of self-esteem.

Being Consistent

Children have a need for the world to be as reliable as possible. When staff act consistently and reliably, they make a child feel safer and therefore less anxious. This in turn will make it less likely that events trigger off bad behaviour.

Model desired behaviour

It is important for adults in school to model the kinds of behaviour that they expect from children in terms of behaviour, respect, concern, fairness, forgiveness, how to apologise, how to resolve difficulties fairly and amicably. Dealing with difficult behaviour can trigger in the adult feelings of anger, irritation, disappointment or even despair. It is better to avoid communicating these feelings. Response should be low key and matter of fact.
Drawing attention to good behaviour in other children will also be a model of good behaviour.

Scan the classroom

Staff who seem to know what is going on even before it has started and seem to have eyes in the back of their head impress children. Put yourself in a position where you can see what is going on and scan for children who are off-task. Re-direct children before behaviour has become disruptive.

Listen for changes in patterns of conversation, which can indicate off-task behaviour. Make your presence felt by a look or by repositioning yourself.

Listen to children

Listen to children and make them feel significant. It is important to make children feel aware that you recognise their feelings: "You seem cross, did something happen?". If children are angry, give them time to cool down before trying to deal with the problem. Follow up concerns raised and complaints made, even if you need to say you will deal with them later. Children need to feel able to share things with us and not be driven 'underground'.

Maintain frequent contact

Aim to make task-centred contact fairly with all children. This will communicate that attention is predominantly given for behaving well and meeting the needs of the situation appropriately. For children who have difficulty maintaining concentration on their work, ensure that you make frequent contact with them. Notice what they have already achieved, ask what they have to do next, and remind them that you will be back to check on them. This concentrates on communication about the task and gives the child teacher contact.

Pre-empt disruptive behaviour

If a child is off-task, the important tactic is to return their attention to the task before they actually become disruptive. Well planned challenging teaching and learning which motivates children of all ability levels motivates children to stay on task.

Be aware of yourself and your own feelings

When dealing with disruptive incidents, consider the following:

- Your position in the class, your proximity to disruptive children.
- Your expression, tone of voice, posture, choice of words, use of eye contact.
- Do they all communicate your confidence and authority?
- Do they tend to reduce the temperature or raise it?

Catch them being good

This can be a challenge with some children, but it is usually more important for them than many others. Noticing and acknowledging anything that is in the direction the adult wants the child to take will encourage and reinforce that movement. Children should be told clearly what it is they have achieved e.g. 'Well done [child's name] you really came up the stairs very sensibly'. This reinforces the expectations to the whole group as well as encouraging the child,

Things to 'catch them being good' at

- Coming into the classroom quickly and quietly
- Treating books and equipment carefully
- Looking at the teacher quickly and quietly when asked to listen
- Starting work quickly
- Following an instruction the first time asked
- Keeping books and possessions tidy, keeping physical appearance tidy
- Being polite
- Moving from one task to another without teacher reminders
- Tidying and cleaning up
- Getting equipment needed for task without being told
- Working hard on a piece of work
- Telling the truth
- Holding the door open for someone
- Listening quietly, looking at the speaker, paying attention
- Handing homework in on time
- Lining up quickly and quietly
- Catching up with unfinished work or work missed due to absence
- Being a good friend
- Saying please and thank you
- Willing to answer questions and make contribution to class discussions
- Asking for help when they need it
- Remaining calm in a difficult situation
- Walking quietly around school
- Sharing equipment or activity with a classmate
- Listening well in worship
- Taking a lot of care with or putting thought into a piece of work
- Working well with a group of classmates
- Listening to another's point of view
- Speaking well in the school play or worship
- Telling the teacher of a problem in the playground rather than fighting
- Letting the teacher know if someone is bullying another pupil
- Asking before borrowing something
- Carrying out a classroom job willingly and doing it well
- Taking a visitor to their destination rather than directing them
- Offering help without being asked
- Taking turns and waiting for others

Circle time

Each class should have circle times regularly, each week if possible. The purpose of this is to make each child feel a more valued committed member of the class. Through shared discussion and co-operative games and activities, each child feels listened to and has the chance to contribute. Circle Time Meetings could also be used to discuss School Council issues and PSHE themes.

9. Behaviour management

9.1 Classroom management

Teaching and support staff are responsible for setting the tone and context for positive behaviour within the classroom. They will:

- Create and maintain a stimulating environment that encourages pupils to be engaged
- Display the Golden Rules in addition to any additional classroom rules
- Develop a positive relationship with pupils, which may include:
    - Greeting pupils in the morning/at the start of lessons
    - Establishing clear routines
    - Communicating expectations of behaviour in ways other than verbally
    - Highlighting and promoting good behaviour
    - Concluding the day positively and starting the next day afresh
    - Having a plan for dealing with low-level disruption
    - Using positive reinforcement

9.2 Physical restraint

In some rare circumstances, staff may use reasonable force to restrain a pupil to prevent them:

- Causing disorder
- Hurting themselves or others
- Damaging property

Incidents of physical restraint must:

- **Always be used as a last resort**
- Be applied using the minimum amount of force and for the minimum amount of time possible
- Be used in a way that maintains the safety and dignity of all concerned
- Never be used as a form of punishment
- Be recorded and reported to parents

9.3 Pupil support

The school recognises its legal duty under the Equality Act 2010 to prevent pupils with a protected characteristic from being at a disadvantage. Consequently, our approach to challenging behaviour may be differentiated to cater to the needs of the pupil.

The school's Inclusion Leader will evaluate a pupil who exhibits challenging behaviour to determine whether they have any underlying needs that are not currently being met.

Where necessary, support and advice will also be sought from specialist teachers, an educational psychologist, medical practitioners and/or others, to identify or support specific needs.

When acute needs are identified in a pupil, we will liaise with external agencies and plan support programmes for that child. We will work with parents to create the plan and review it on a regular basis.

10. Pupil transition

To ensure a smooth transition to the next academic year, pupils have a 'meet the teacher' transition session with their new teacher(s). In addition, staff members hold transition meetings in the summer term to discuss individual pupils.

To ensure behaviour is continually monitored and the right support is in place, information related to pupil behaviour issues may be transferred to relevant staff at the start of the term or year. Information on behaviour issues may also be shared with new settings for those pupils transferring to other schools.

11. Training

Our staff are provided with training on managing behaviour, including proper use of restraint where required, as part of their induction process. Behaviour management also forms part of continuing professional development. Where a pupil's behaviour is a result of an underlying special educational need, relevant training will be provided to support staff understanding of appropriate management.

12. Record Keeping and Monitoring

Records will be kept in class of both housepoints and warnings. Where a child needs to be spoken to by a senior member of staff, they will make a confidential electronic note onto the school's management information system (Integris). This note will be logged and categorised according to the behaviour type and any actions noted. Electronic, centralised storage facilitates behaviour analysis of any trends i.e. in location of incident or behaviour type. It also enables SLT to track key children's behaviour which may lead to wider decisions and discussions. Where trends begin to appear with individual children, parents will become informed and involved to help bring about a change in behaviour.

13. Links with other policies

This behaviour policy is linked to the following policies:

- Equalities policy
- Safeguarding policy
- Special Educational Needs and Disabilities policy
- Anti-Bullying Policy

APPENDICES

1. Exclusions
2. Level 2 Proforma
3. Level 3 Proforma

Updated October 2021

Review Date: October 2022.

EXCLUSIONS

In accordance with our Mission Statement Aims and Values, we at St Mary's Church of England VA Primary school seek to avoid exclusions. Exclusions remain part of the sanctions open to the school but only take place for very serious incidents or when other strategies have been tried over time and the child has not responded.

In most cases exclusion will be the last resort after a range of measures have been tried to improve the child's behaviour accordance with the Behaviour Management Policy. These Strategies are in place to address the inappropriate behaviour which may lead to exclusion.

The Head Teacher and staff will identify pupils whose behaviours place them at risk of exclusion, and plan for the strategies to meet their individual needs, which could include working in partnership with other agencies such as the Local Authority Advisory staff and Educational Psychologist or CAMHs.

Fixed term and permanent exclusions are used when other strategies and sanctions have not been effective over time or when there has been a single clear and serious breach of discipline.

A serious single event, or a combination of events could by itself justify a pupil's exclusion. This may include an aspect of the following:

- Violence towards an adult or child
- Swearing at an adult
- Racist/sexist/homophobic verbal abuse
- Sustained bullying (see Bullying Policy)
- Frequent levels of disruption to lessons
- Frequent levels of non-compliance
- Frequent levels of disrespect to all adults who work in school

EXCLUSION PROCESS

Each situation will be investigated by Senior staff to ascertain the seriousness. The views of children involved and staff either involved or witnessing will be carefully considered. Fixed term or permanent exclusions may be agreed between any 2 members of the leadership team, one of whom will usually be the Head teacher. If the Head teacher is not in school, she will be contacted. The Chair of Governors will be informed.

Managing serious or persistent problems

- We accept that it is the behaviour that is the problem and not the child.
- The behaviour of children giving cause for concern will be assessed.
- Triggers and antecedents will be assessed.
- Individual programmes will be planned to help modify inappropriate behaviour
- The child may be placed on the Special Needs Register in accordance with the criteria
- Parents will be invited to discuss their child's behaviour and an individual programme drawn up. They will be kept informed of progress.

The Headteacher and /or members of the Leadership team have the right to take immediate action in the case of any serious incident.

Where a child is experiencing exceptional difficulties, a support programme, will be implemented by the Head, Inclusion Leader, school staff and parents/carers which can be any of the following:

- Behaviour Management Plan
- Pastoral Support Plan

Classrooms must be places where teaching and learning must be able to take place – if this is prevented from happening by an individual or group, the behaviours must be tackled.

The aim of our positive behaviour policy is:

- to help pupils realise the appropriate behaviour and provide strategies/guidance to help them behave accordingly
- to reward positive behaviour
- to help support behaviour modification if pupils persist in making 'wrong' choices with their behaviour

To support the children we have clear rewards and sanctions in accordance with the Behaviour Management policy, shared with the children verbally, displayed in classrooms and around the school and in the Home School Agreement. It is regularly reinforced to ensure that the children are clear about the levels of expectation of their behaviour, and reviewed to ensure consistent use across the whole school.

Partnership with parents/carers: the Home school agreement is sent home at the beginning of each academic year for parents/carers and children to read together to remind them of the organisation and expectations. This is signed by parents/carers, and the child and returned to school.

Continuum of Behaviours.

Behaviour	Sanctions
• calling out • making noises • not listening to instructions • distracting others • disrespect to adult • answering back • name calling • throwing things • deliberately damaging someone's property • behaviour which stops others learning	Warnings at levels 1-3 in accordance with the Behaviour Management Policy.
A persistent combination of any of the above may lead to exclusion.	
• hurting others • leaving classroom/ school premises without permission • threatening aggression or violence • extreme aggression • swearing at an adult • verbal bullying (including use of racist, sexist or homophobic language) • Sustained bullying	Warnings at level 4 in accordance with the Behaviour Management Policy and/or Fixed term exclusion. This will be for any length of time from half a day to 5 days. The school is entitled to exclude for longer periods if necessary.

Permanent Exclusion is a very serious matter.

Only the Headteacher can permanently exclude a pupil or the Deputy if the Headteacher is out of school in accordance with Local Authority Policy. However, this decision would require the agreement of 3 senior members of staff , including the Heateacher, the Chair of Governors and one other agreed member of the governing body.

As a Church of England School and in accordance with our agreed Mission Statement, Aims and Values, we will seek to exhaust all possibilities to avoid permanent exclusions.

The Headteacher may decide to permanently exclude a pupil only when she is sure that:

- the pupil has seriously breached the school's discipline policy.
- if the pupil remains in school, it would seriously harm the education or welfare of the pupil or others in the school.

Parental responsibility.

Parents are responsible for ensuring that they, or their agreed representative, can be contacted at any point during the school day in the event of illness, an emergency or unexpected school closure. In the event of an exclusion, parents/carers will be phoned and asked to meet with a senior member of staff to explain the reason for the exclusion and to be given work for the child to do. This will be confirmed in writing to the parent/carer. On the agreed day of return, the child should be brought to the school accompanied by a parent/carer to ensure that the reason for the exclusion has been fully understood and to agree strategies to help to prevent a repetition of the events leading to the exclusion.

The Headteacher or Senior staff will inform the Chair of Governors and the Local Authority.

APP2

LEVEL 2 TIME OUT

Name:

Date:

Time:

What happened?

Which golden rule did you break?

DO:

DO NOT:

Why was your behaviour unacceptable?

What should you have done?

What will you do to make it better NOW?

APP3

LEVEL 3 TIME OUT
Name: Date: Time: Class Sent To :
Task Set:
What happened?   Which golden rule did you break? DO: DO NOT: Why was your behaviour unacceptable?   What should you have done?   What will you do to make it better NOW?
Comments: Signed (Teacher):