

Singleton Church of England Primary School

“Passion for Learning and Passion for Life”



Behaviour Policy SPS-DIS-007-14 issue C

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Committee with oversight for this policy -	Governance Committee
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Mission Statement

“Passion for Learning ...Passion for life”

“With God, all things are possible.” Matthew 19:26

To be a Christ centred community where the uniqueness of each individual is recognised and celebrated. We ensure pupils and staff feel loved and valued, and that their full potential is realised within a secure, stimulating and happy environment.

The Singleton School Overview

Singleton Church of England Primary School strives to provide a well-rounded education for our children within a stimulating, fun learning environment. We believe that all children who become pupils at our school deserve the best Christian Education and we have the highest expectations of pupil attainment, teacher performance, governor performance, support staff performance and parental involvement. We encourage everyone to strive for excellence and achieve his or her full potential.



Our behaviour plan is based on our core Christian Values as we encourage our children to live life to the full, love like Jesus and learn from every opportunity as we grow together in faith.

Our Core Christian Values

Jesus Christ is the centre of our school community where we live, love and learn together.

Christian values underpin all that we do in the school and our relationships with each another. Living out the values is important to our school ethos. They are encompassed by the overriding value of love. Jesus said, “Love one another as I have loved you”. It is these values that we teach and that underpin all that we do in the school.

Wisdom

“All wisdom comes from God.” Proverbs 2 v 6

Through this Christian Value, we try to develop within our children a good sense and judgement based on life experience and biblical teaching. Also an understanding that Wisdom is not about what you know (this is knowledge/information) but about what you do with what you know - the application of your knowledge. Being wise does not necessarily have anything to do with age or intellect. Although it is a gift, it is a virtue that we believe needs to be nurtured.

Love

“Love one another as I have loved you” John 15:12

Through this Christian Value, each child is encouraged to love and respect themselves, others, God and his world. The Bible explicitly tells us that God is Love and that those who live in love live in God and God lives in them. (1 John 4:16)
The theme of God’s love for all his creation runs right through the Bible and his desire that people should come into a relationship with him.

Caring

“The Lord is gracious and compassionate; slow to anger and rich in love. The Lord is good to all; he has compassion on all he has made.” (Psalm 145: 8- 9)

Through this Christian Value, we teach our children that they must care for one another and their attitudes and actions must reflect kindness and compassion. Compassion is much stronger than sympathy; if you have compassion you step into someone’s shoes, share their experiences and sufferings and want to support them or act on their behalf. It is not just feeling sorry for someone but actually doing something about making his or her life or situation better.
Compassion is about ‘standing in someone else’s shoes’ when they are having a hard time. In other words, trying to understand how they might be feeling and doing our best to try to help.

We talk together about:

- how we can show compassion and kindness to one another at home
- recognising when friends at school need us to listen and act with compassion

- stories in the news demonstrating how strangers show compassion in times of natural disasters
 - how nations show compassion to other nations at times of disaster or need by sending money or volunteers to help
- We link Compassion to 'The Parable of the Good Samaritan' (Luke 10:25-37)

Endurance

"The Lord is good and his love endures forever; his faithfulness continues through all generations." (Psalm 100:5)

Through this Christian Value, we teach our children the importance of enduring and not giving up.

The word can be used for standing firm in the face of hardship, persecution or scorn, but we hope this is not our situation in our school. We use it more in the context of 'keeping going, and not giving up' as endurance is the special gift that we have when life is difficult or painful that helps us not to give up.

Friendship

"Encourage one another and build each other up." 1 Thessalonians 5 V 11

Through this Christian Value we encourage the children reflect on how our Lord helps us to understand how to be a good friend: trustworthy, dependable, ready to listen and help when needed

Trust

“My God is my strength in whom I trust.” Psalm 18 V 2

Trust in the Lord' is a central theme in the Psalms. Through this Christian Value, we encourage the children to reflect on how repeatedly within the Bible God is seen as the source of all true security and strength. We help them understand that Trust is essential to human life and lies at the heart of all relationships. Trust can mean putting yourself in others' hands.

We have to trust experts - pilots, dentists, surgeons. Yet, within our society, there often seems to be distrust between people and those responsible for leading them. Trust is central to society, to living together in harmony, so it is to be valued and honoured. We can begin to rebuild trust by being reliable ourselves, by not letting people down. Similarly, when we work with others, if we are willing to let go of control ourselves and trust in the abilities and knowledge of others, everyone can be enriched.

Introduction

Everyone matters at Singleton Church of England School and it is our vision to ensure that all children are treated fairly and feel happy, safe and secure. Together we hope to lead our children towards a better understanding of themselves and their actions upon others, as well as increasing their confidence and self-esteem. As a school, we believe that our pupils have the right to learn in a nurturing, supportive and safe environment where all children are recognised for their hard work, good manners and good behaviour. We define good behaviour as follows:-

- Polite and well mannered
- Respectful towards others
- Caring and compassionate
- Good self-discipline
- Positive and hardworking
- Sensible and responsible

Aims

- To develop a whole school behaviour policy supported and followed by the whole school community, parents, teachers, children and governors, based on a sense of community and shared Christian Values.
- To provide a caring, family atmosphere in which teaching and learning can take place in a safe and happy environment.
- To teach, through the school curriculum, Christian Values and attitudes as well as knowledge and skills. (This will promote responsible behaviour and encourage in children a respect for themselves, for other people and for property.)
- To help all our pupils move towards taking responsibility for their own actions through development and encouragement of self-discipline, which is the most effective form of discipline.
- To help our children reflect on their behaviour and attitudes, thinking about the impact on themselves and others—using our Christian Values and the Lords guidance and teachings.
- To encourage good behaviour rather than to simply punish bad behaviour by providing a range of rewards for children of all ages and abilities.
- To make clear to children the distinction between minor and more serious misbehaviour and the range of sanctions that will follow.
- To treat problems when they occur in a caring and sympathetic manner, with a restorative approach, in the hope of achieving an improvement in behaviour.

School Rules

Golden Rules

Our Golden rules developed from our Christian Values – they are the core rules that lie at the heart of all that we do.

1. Listen carefully to all adults and children
2. Be kind and helpful to all
3. Use good manners at all times
4. Be honest in all that we do and say
5. Never swear or use inappropriate language
6. Always work hard and try your very best
7. Behave sensibly and responsibly at all times
8. No aggressive play
9. Feel proud to be a member of Singleton Church of England School
10. Always think about what Jesus would do!

Classroom rules

Each class will devise classroom rules annually based on the 'Golden Rules' of the school. These will be displayed in the classrooms.

Playground rules

- We are kind and helpful to everyone
- We keep unkind hands and feet to ourselves
- We do not swear or say unkind words to others
- We look after those at the Friendship Stop
- We do as an adult tells us straight away
- We allow everyone to enjoy playtime
- We are honest and truthful
- We take care of the playground equipment
- We share the playground toys and play with them safely
- We play safely on the trim trail
- We stop and stand still when we hear the whistle
- We line up in silence and walk back into school

Worship rules

- Walk in and out of worship in silence
- Remember worship is like going to church
- Sit quietly during worship
- Do not shout out
- Quietly reflect and pray

Celebrating successes

At our school, we regularly celebrate the success of all pupils in a variety of ways as we recognise that focussing on success and positive outcomes is essential in developing a positive culture and ethos across the school. The many ways we celebrate success are listed below and will be reviewed by pupils, parents and staff during the academic year:

- Verbal praise in class
- Written praise in marked work
- Sharing and celebrating success during lesson time – use of circle time for pupils to discuss their own behaviour - related concerns
- Stars of the week
- Head Teacher commendations
- Individual class reward systems
- Making your mark – whole school reward system
- Sharing and celebrating success in worship time
- Stickers awarded in lessons, for homework, good class work, being on time regularly, caring for others, helping others, being thoughtful or considerate etc.
- Certificates / stickers in worship time (Caring and Sharing Worship) which are awarded for a wide range of reasons such as exceptional work, improvement, kindness, Christian Values etc.
- Golden Book
- Regularly encouraging children to show good work to other teachers / head etc.
- Staff to share positive feedback with parents on a regular basis
- Junior Leadership Team – we encourage pupils at Y5/6 to take on roles and responsibilities and act as role models.
- Junior Leadership Team / Christian Leaders – have proactive roles and responsibilities within the school
- Positive feedback to parents – verbal / written
- Making Mark Worship
- Attendance – rewards for 100% attendance

Whole school

At the school Prize Giving ceremony, which takes place three times a year, the following awards are presented:

- **Christian Values Award** – this will be awarded to children for outstanding behaviour.
- **Progress Award** – this will be awarded to children that have made outstanding progress.
- **Ethos Award** – this will be awarded to children that show an outstanding attitude to all aspects of school life.
- **Creativity** – this will be awarded to children that show a flare or ability within drama, art, music etc.
- **Effort and Achievement Award** – linked to the growth mind-set concept – where the key to progress is effort.

Whole school behavioural system

Strategies

Classrooms

We recognise that classroom management and teaching method have an important influence on children's behaviour. The classroom environment gives a clear message to the children about the extent to which they and their efforts are valued. Relationships between staff and children, strategies for encouraging good behaviour, arrangements of furniture, access to resources and classroom displays all have a bearing on the way children behave. (See Appendix 1 for more details)

Key points for staff

- Staff all have a responsibility to ensure that their learning environments are bright, welcoming and interactive to encourage the children to take a pride in their classroom / school.
- Classrooms should be organised to develop independence and personal initiative.
- Furniture should be arranged to provide an environment conducive to on task behaviour
- Materials and resources should be arranged to aid accessibility and reduce uncertainty and disruption.
- Displays should help develop self- esteem and show how Jesus supports us.
- Teaching methods should encourage enthusiasm and active participation for all.
- Lessons should aim to develop the skills, knowledge and understanding, which will enable the children to work and play in co-operation with others.
- Praise should be used to encourage good behaviour as well as good work.

Class FS strategies

In the Foundation Stage class we focus strongly on praising positive behaviour. The staff highlight good behaviour and encourage other children to follow the examples set. Each child has a sticker chart and stickers are awarded for good behaviour and for following the Christian Values.

Class 1 strategies

In Class 1 we reward the children with dojo points. These are awarded for academic success and personal and emotional achievement. Dojo points are also linked to our School Christian Values. Dojo winners are selected on a daily / weekly basis. Dojo points can also be removed in line with our behaviour expectations.

Class 2 strategies

In Class 2 we reward the children with dojo points. These are awarded for academic success and personal and emotional achievement. Dojo points are also linked to our School Christian Values. Dojo winners are selected on a daily / weekly basis. Dojo points can also be removed in line with our behaviour expectations. Winners selected on Friday receive a prize.

We also have the treasure box reward system in Class 2. Children write their name and place this inside the treasure box, again on a Friday; a child is selected for a prize from the treasure box.

Class 3 strategies

Hogwarts themed reward system is in place that works as follows:-

- Beads are given as rewards for excellent behaviour in class. Things like - good attitude, staying on task, Christian values.
- Beads are put in a 'test tube' and a 'hat' sticker is put on a chart for the team with the most beads at the end of every week.
- At the end of term, the team with the most hat stickers wins a 'fun sports afternoon' with A.F.C. Fylde.

Sanctions and consequences

Although this school aims to focus on positives at all times, there are unfortunately occasions when a small minority of pupils let themselves, the school and others down through their unacceptable or inappropriate behaviour.

When inappropriate behaviour does take place, there is an expectation from children and adults alike that appropriate sanctions should be applied. These are clearly understood by children and adults and are consistent across all classes, with due regard to the age of the child.

As a school, we recognise that some children have behavioural / emotional needs and the way in which their behaviour is dealt with may differ from the norm based on their individual need or circumstance.

Low Level Behavioural Issues

Our staff are excellent and the rule of thumb is that they deal with **all** low-level incidents – these are incidents that we deem to be ‘normal’ for their development age. For example at **four** this can include pushing, lashing out etc. The staff **will not** report every low level incident to parents, just as they would not tell parents every time a child got a sum wrong. However, they do deal with these incidents and teach the children how to behave.

Children fall out with each other; this is part of growing up and we take our role of teaching children how to get along with each other, very seriously. Playground spats do happen, sometimes with resulting minor injuries. We investigate causes, inform parents if we consider the incident to be serious, and work hard to both resolve conflicts and teach children how these can be avoided in the future. We all want children to enjoy coming to school and learning. If an incident were **more serious**, we would contact parents and work with them.

All children misbehave at some point – they are children and its normal! We co-parent and as such try to establish effective relationships with parents. We recognise that children are not the finished product, they need guidance, checking and to know what the boundaries are for good behaviour. When they have crossed the line, they need to know, in order to develop and learn. If the staff feel that the incident is of a more serious nature then they will contact parents, however, if it was just a low-level incident this will just be dealt with in school by the staff.

Every day is a new day in school and our staff **always** treat the children in a balanced fair way. Should poor behaviour become prolonged, the Family Learning Mentor will work with parents and introduce a support programme to help the child.

Types of behaviour that are considered serious and unacceptable and will not be tolerated towards any member of the school community:

This is not an exhaustive list but seeks to provide illustrations of such behaviour:

- Disruptive behaviour which interferes or threatens to interfere with the operation of a classroom or playground
- Shouting
- Intimidating behaviours including displaying temper
- Speaking in an aggressive/threatening tone
- Physically intimidating, e.g. standing very close
- The use of aggressive hand gestures/exaggerated movements
- Physical threats
- Shaking or holding a fist towards another person
- Swearing
- Pushing
- Hitting e.g. slapping, punching or kicking
- Spitting
- Racist or sexist comments
- Using loud, rude or offensive language or making malicious comments

Stages of strategies, sanctions and consequences

Classroom Sanctions

In our school, we have high expectations for behaviour – in order to sustain these expectations we have developed a generic set of approaches that are used at the **discretion** of the teacher / support staff. We realise that not all children are

alike and that there has to be flexibility within the strategies used depending on the child and their needs / circumstance at the time. We do communicate with parents however, as stated earlier we do not report every incident.

1. We expect children to listen carefully to instructions in lessons. If they persistently do not listen;-
 - We remind them about expectations
 - We ask them either to move to a place nearer to the teacher or sit on their own
 - They may miss part or all of break.
2. We expect pupils to behave appropriately and not disrupt learning. We use the following strategies:-
 - We use the teacher “look” – to make children aware that you have noticed their inappropriate behaviour and that they need to stop.
 - A calm warning e.g. the name of the child and an explanation as to why their behaviour is not acceptable
 - Repetition of the child’s name and a statement of the inappropriate behaviour
 - At the teacher’s discretion the child may be given time out – to reflect / to calm down/ to consider how they are going to change their behaviour
 - They may miss part or all of break.
3. If disruption / lack of attention persists or escalates, the child may lose part or their entire break – this is at the teacher’s discretion – it depends on a range of things, age, how regularly the child misbehaves and needs / circumstance of the children.
 - Staff will informally chat with parents at the start / end of the day if a child:-
 - Has lost a break – so that the parents can work with school at this point
 - Been persistently disruptive
 - There has been a noticeable change in behaviour
 - They are concerned about the child’s behaviour
4. For persistent inappropriate low-level behaviour, the child is given a break time detention and the Learning Mentor will become notified. The Learning Mentor will then monitor the behaviour.
 - Parents will also be informed – by the class teacher so that they are aware of the concerns and the strategies that have been implemented
 - At this stage the class teacher may feel that the Head needs to be involved and a formal meeting will be organised (See step 8).
5. Children may also be kept back at break to complete classwork they have missed if they have behaved inappropriately – this happens more regularly with older children in our school where the expectations are naturally higher. Parents will be informed at the teacher’s discretion.
6. If teachers have on-going concerns about a child’s behaviour they will bring this up at the start of the staff meeting (the Learning Mentor attends this section). The Learning Mentor will then monitor or support the child through additional provision. The Learning Mentor if implementing support will contact parents to organise a formal meeting.
7. If behaviour is of a more serious nature then the child will be sent to the Head Teacher.
 - At this stage, the Head in consultation with the Learning Mentor will decide whether to consult with parents.
8. If a formal meeting with parents is called – meetings will be recorded and behavioural targets set.
 - The Family Learning Mentor – will implement strategies for support – these may include behaviour charts/ home school diary / additional provision linked to behaviour – such as anger management, social skills etc.
 - In certain cases the child will be put on the school, additional needs register and the Learning Mentor and the SENCO, (Special Educational Needs Coordinator), will then work with the child and the family in a supportive capacity. In these circumstances, the children will then have their own behavioural plan put in place in which the guidelines for support and sanctions will be unique to the child’s needs and not necessarily follow the behavioural policy.
 - Parents will then be given regular progress updates by the Learning Mentor and a home / school working relationship will be established.
9. The Family Learning Mentor evaluates behaviour / emotional provision on a weekly basis and produces a report, which is discussed with the HT on a weekly basis. The Head Teacher monitors progress of pupils and discusses with the Learning Mentor the impact of additional provision and support

Loss of Playtime (Either Morning Break / Lunchtime)

Staff take responsibility for any children in their class that lose playtime. The child usually catches up on work missed during the lesson. If a pattern emerges, parents will be contacted and made aware of the situation. This may lead to the implementation of a Behaviour Monitoring Chart. The Learning Mentor will monitor this weekly.

Lunch Time / Playtime

In the case of inappropriate behaviour in the playground, the Welfare staff / Teaching Assistants will use the following strategies:

Low Level behaviour concerns

1. Verbal warning- with a clear explanation to the child as to what they have done and what is expected.
 - a. Amber Card – a child has been warned and carries on with low level inappropriate behaviour
 - b. Red Card – when the child continues with inappropriate behaviour – the child will then be sent for a **5 – 10 minute timeout** depending on the age of the child.
2. If a child is shown, a red card the dinner person will then write this up on the lunchtime behavioural log forms and give a copy of the form to the Learning Mentor.
 - Learning Mentor monitors the amount of 'Red Card' / Time out given
 - If a child has had 5 'Red Cards' / Time outs given in a half term the Learning Mentor – will intervene
 - i. Parents will be contacted to explain the concerns
 - ii. Targets will be set for behaviour at playtime
 - iii. Child may be placed on the provision map – depending on need.
3. If the Welfare staff notice that a child persistently displays inappropriate behaviour or the behaviour is particularly concerning, then they will inform the class teacher/ Learning Mentor. The class teacher will decide whether the incident needs referring to the Head teacher.
4. If behaviour is of a more serious nature (Physical aggression hitting / kicking, swearing etc.) welfare staff **do not** deal with this, they radio or send for a teacher. They will inform the class teacher/ Learning Mentor. The class teacher will decide whether the incident needs referring to the Head teacher.
 - a. The dinner person may be asked however to write a lunchtime behavioural log of what they know happened in terms of the serious behaviour. **(Appendix 4)**
 - b. These incidents will be investigated fully by staff – and findings written up
 - c. Staff will always inform the Head teacher of the incident and how it has been dealt with
 - d. The teacher will investigate and decide on the consequence based on the nature of the incident, age of the child, circumstance and needs of the child. Parents will be informed.
 - e. Staff will informally feedback to parents that day and explain the consequence implemented and how behaviour will be monitored / supported moving forward.
 - f. If referred to the Head teacher – parents will be formally invited in to discuss the situation.
 - g. Depending on the nature of the more serious incident and the circumstance a range of consequences may be implemented –
 - i. Children may get a detention
 - ii. Children may be banned from playing on the MUGA for up to 5 days
 - iii. Children may be banned from the playground for up to 5 days
 - iv. Children may receive a lunchtime exclusion
 - v. Children may be excluded from school
5. The Family Learning Mentor is out on the playground at least twice a week at lunchtime – she monitors behaviour and supports with developing play activities and social behaviours.

Extra – Curricular Activities

- We have high expectations for behaviour within any additional activity linked to school – even paid for activities. The children are given very clear expectations and are made aware that inappropriate behaviour could result in them not being allowed to participate in additional activities.
- For all Sporting Activities – Mr Goostry (P.E.) Subject Lead – provides induction for all external coaches – outlining expectations for behaviour.
- Mr Goostry monitors behaviour on a weekly basis asking for feedback from coaches after every session and he also carries out informal – random observations of sessions.
- Coaches – deal with low levels of behaviour using their own strategies – such as time out / red card etc.
- If behaviour becomes persistent / or escalates into more serious behaviour concerns then the coaches feedback to Mr Goostry and he deals with the behavioural incident from that point.
- Each case is dealt with individually – a range of sanctions are implemented at Mr Goostry's discretion such as:-
 - A verbal warning
 - An informal chat with parents
 - Targets set for behaviour that are then monitored
 - Time out within a session (this could be at the side of the activity – or with Mr Goostry)
 - A ban from the activity – (ranging from 1 week to a full half term)

Restorative Justice/ Reflection on Actions / Forgiveness

We want pupils to take responsibility for their behaviour and will encourage pupils to do this through restorative justice approaches, which enable pupils to reflect on their behaviour and to make amends. This process does not, however, replace **consequences**. At our school, we know that consistency is essential for pupils to understand what is expected of them and to avoid mixed messages. It is vital that children learn early on in life that there are always consequences for poor and unacceptable behaviour, which undermine the positive atmosphere of our school community.

As a Christian School, we have six Christian Values that have been developed and decided upon by our children that thread through all elements of school life. These values very much focus on the values of forgiveness and reconciliation. All the daily worship / assemblies / PHSE / circle times promote and teach the children strategies to support their ability to reflect on their actions and forgive. This is every day part of life at Singleton School and is very much embedded in our whole ethos.

The older children are given responsibilities and play a very active role in promoting our Christian Values and in supporting the younger children within the development of social skills and relationships.

However we recognise that there are occasions where the children do need further support and intervention from an adult and in that circumstance we use the following process:-

- Restorative justice is a process that restores relationships where there have been problems that the children cannot reconcile themselves. It is an opportunity for both sides to explain what happened and to try and come up with a solution. Where there has been an issue the individuals involved will meet with a mediator (Family Learning Mentor with incidents that are more serious or the class teacher) who will listen and ask three main questions:

What happened?

Who else has been affected by this?

What can be done to prevent this happening again?

The questions have been designed so that both sides have an opportunity to hear the situation from each other. It enables them to think about how this may have affected the other person but also the other pupils and their learning. By doing this and coming up with solutions it encourages both parties to take responsibility for their actions and make them aware of the impact they are having on others. It is also very helpful to hear the other side of the story and really appreciate why others may be upset.

Restorative justice works extremely well if there has been a repeated problem between a pupil and member of staff. This is because it gives them an opportunity to air their differences, appreciate how the other feels, and move on in a positive light, always with the aim to solve the problem, move on and prevent the same situation arising again.

Restorative justice also works very well when pupils fall out with each other, allowing them to see the impact of their actions, apologise if necessary and put it behind them.

Meetings are always held in a neutral place with a mediator who is not involved. The mediator's job is to keep everyone calm and civil and help those involved to move forward to restore the relationship. Emphasis throughout is placed on our Christian Values.

Reflection on actions is normally used to allow the individual to reflect on their behaviour and to allow the pupil to decide for themselves why their behaviour was inappropriate and how it might have affected others in the school. Pupils are generally asked to write down their reasons for the behaviour and how that behaviour could be improved or what alternatives to the inappropriate behaviour might have been possible if the same circumstances arise again.

The Christian Values of reconciliation and forgiveness are a key aspect of these meetings with pupils encouraged to resolve differences and forgive hurt so that both parties can move on.

Disciplinary Action

There is a clearly defined process for issuing sanctions in this school. Wherever appropriate pupils are issued with a warning to enable them to rectify their behaviour though there are times when the nature of the behaviour does not warrant a warning, for example if it is intentially aggressive in nature or if inappropriate language is used by older pupils

that know better. Over and above strategies already mentioned, the school uses a range of support / additional strategies for inappropriate behaviour, which are outlined in more detail below:

- **Referral to the Family Learning Mentor**

One aspect of the Family Learning Mentor's role is support with behaviour and this is an option that will be considered depending on the need of the individual child.

- The Family Learning Mentor plays a significant role in behaviour development and monitoring. She runs the element of the provision map that supports children with emotional, social and behavioural needs.
- The Family Learning Mentor attends the first part of the staff meeting – where emotional, social and behavioural needs are discussed, she monitors the play, behaviour and social skills on the playground two lunch times a week, she carries out weekly monitoring and evaluations and produces a report for the Head Teacher.
- The Family Learning Mentor has flexibility within her afternoon timetable and as such she will put additional support / provision in place as and when the need arises. The provision map for emotional, social and behavioural needs is classed as 'LIVE' – in that it meets the needs of the child as and when required.
- The Family Learning Mentor – uses a range of strategies - 'Supportive Programmes,' behaviour modification charts, home school diaries etc. The type of support / strategy used is developed based on the individual child.
- The Family Learning Mentor keeps up to date chronologies on individual children.
- In cases that are more serious, a child may need an 'Individual Behavioural Plan' for behaviour. This will be considered when a child is failing to cope / make progress with the reminders / warnings/ consequences and additional provision.
- Referral will then mean an individual action plan will be put in place for the child outlining how we intend to support their needs. Outside agencies etc. may be used to support in this case. Decisions will be made as to whether a child is referred by the Head / SENCO and Family Learning Mentor.

Behaviour Management Plans (see Appendix 3)

- A pupil with a known challenging behaviour or a medical condition which affects behaviour patterns or who has special educational needs may be the subject of a Behaviour Management Plan. This plan sets out specific ways in which the behaviour is controlled whilst on school premises and during any off-site visit. It may also include details on managing the pupil's behaviour whilst travelling to school on organised home-school transport.
- In such circumstances, parents will always be made aware of their child's Behaviour Management Plan and will be asked to contribute to the content and control measures implemented in an attempt to apply consistency of sanctions and rewards both in school and at home. Wherever possible and appropriate, the child concerned will also be involved in creating the Behaviour Management Plan.

- **Pupil Support**

We aim to support all our pupils to ensure that every child succeeds during their time at Singleton Church of England Primary School. Where it becomes clear that a child is having on-going difficulties in managing their behaviour, there are a wide range of strategies that are used to support pupils:

- Behaviour charts to enable celebration of good behaviour
- Increased communication between home and school
- Individual Behaviour Plans (IBPs)
- Support from the SENC (Special Educational Needs Coordinator), identified teaching assistants, teachers
- Support from the Family Learning Mentor
- Small group work or 1:1 support in self-esteem, emotional literacy, anger management, nurture group sessions etc.
- Additional literacy or numeracy support where this is identified as a barrier to learning and impacts on the child's behaviour.
- Alternative curriculum provision
- Reduced timetable
- Referral to outside agencies such as Educational Psychologist, Mental Health Worker, LA Behaviour Specialists etc.

Removal of Additional Privileges

At the discretion of the Head in consultation with the teacher and Learning Mentor – persistent inappropriate or serious behaviour can result in pupils missing school trips, opportunities to represent school at events, opportunities to join in additional competitions that we run within school such as the talent show and the x factor competition. Every case is

viewed individually and decisions made based on the needs of the particular child in question and taking into account all factors – such as health, safety and wellbeing.

Other Statutory Information

Screening, Searching and Confiscation

The school follows Government advice when confiscating items from pupils which is outlined in their document “Screening, Searching and Confiscation – Advice for Head teachers, Staff and Governing Bodies – April 2012 (A copy of this document is available from the school on request or to download from the DfE Website).

The following items are what are termed “Prohibited Items” and their presence on school premises or if found on an individual pupil will lead to the highest sanctions and consequences:

- Tools e.g. scissors, screwdrivers, needles (not used for a legitimate purpose)
- Knives
- Firearms/weapons
- Illegal drugs
- Alcohol
- Fireworks
- Tobacco and cigarette papers
- Pornographic images
- Stolen items

Any article that the member of staff (or other authorised person) reasonably suspects has been, or is likely to be, used:

- To commit an offence,
- To cause personal injury to, or damage to the property of, any person (including the pupil).

Where items are prohibited as outlined above, these will not be returned to pupils and will be disposed of by the school according to the DfE advice and statutory guidance ‘Screening, Searching and Confiscation – Advice for Head teachers, staff and Governing Bodies.’

Pupils must not bring any of the items listed above on to school premises. The school will automatically confiscate any of the ‘prohibited’ items and staff have the power to search pupils without their consent for such items. There will be severe penalties for pupils found to have ‘prohibited’ items in school.

In these cases, the full disciplinary process will be instigated, however, given the serious nature of such incidents, in certain circumstances this may lead to permanent exclusion.

Fixed Term Exclusion

Exclusion will always be seen as a last resort at Singleton Church of England Primary School and will usually follow a lengthy period of work with the child and parents. A decision to exclude a pupil for a fixed period is taken only in response to very serious breaches of the school’s Whole School Behaviour Policy, including persistent disruptive behaviour, where these are not serious enough to warrant permanent exclusion and lesser sanctions such as removal of privileges are considered inappropriate.

Permanent Exclusion

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

- In response to serious breaches of the school’s Whole School Behaviour Policy; and
- If allowing the pupil to remain in school would seriously harm the education or welfare of the pupil or others in the school.

A decision to exclude a pupil permanently is a serious one and will only be taken where the basic facts have been clearly established on the balance of probabilities and taking into account all the circumstances, the evidence available and the need to balance the interests of the pupil against those of the whole school community.

Advice will be taken from Lancashire County Council and any procedures, protocols etc. that they suggest will be followed to the letter. If these don’t work only then will a permanent exclusion be considered.

It will usually be the final step in a process for dealing with disciplinary offences following a wide range of other strategies, which have been tried without success. It is an acknowledgement by the school that it has exhausted all available strategies for dealing with the pupil and will normally be used as a last resort.

There will, however, be exceptional circumstances where, in the Head teacher's judgement, it is appropriate to permanently exclude a pupil for a first or 'one-off' offence.

Exclusions - The Right of Appeal and Legal Duties

Depending on the type of exclusion, in most cases, parents have the right to make representations to the governing body (or discipline committee). In all cases of permanent exclusion, parents have the additional right to appeal to an independent appeal panel.

The school has a duty to provide suitable full-time education for the excluded pupil from the sixth school day of any fixed period of exclusion of more than five consecutive school days. Local Authorities are under a duty to provide suitable full-time education from the sixth school day of a permanent exclusion.

Home School Agreements

We are required to have, and to ask parents to sign, a Home School Agreement that outlines the responsibilities of the parent and the school; including those around behaviour and attendance. **(See Appendix 2)**

Attendance and Punctuality (see Attendance Policy)

The school is required by law to keep a record of pupil attendance. In an emergency, such as a fire, it is essential that we have an accurate record of who is in school. Good attendance and punctuality are essential for good learning. They are also essential skills for later life.

Serious lapses in punctuality e.g. unexplained late arrival in the morning or late return to class from playtime may lead to the pupil making up missed lesson time in playtimes or as extra homework.

Pupil Conduct and Misbehaviour outside the School Premises

What the Law Allows

Teachers have a statutory power to discipline pupils for misbehaving outside of the school premises. Section 89(5) of the Education and Inspections Act 2006 gives Head teachers a specific statutory power to regulate pupil's behaviour in these circumstances "to such extent as is reasonable."

Subject to the school's behaviour policy, the teacher may discipline a pupil for any misbehaviour when the child is:

- Taking part in any school-organised or school-related activity; or
- Travelling to or from school; or
- Wearing the school uniform; or
- In some other way identifiable as a pupil at the school.

Alternatively, misbehaviour at any time, whether or not the conditions above apply, that:

- Could have repercussions for the orderly running of the school; or
- Poses a threat to another pupil or member of the public; or
- Could adversely affect the reputation of the school.

Out of School Behaviour

This school is committed to ensuring our pupils act as positive ambassadors for us. Taking the above into account, we expect the following:

- Good order on all transport (including the school taxi) to and from school, educational visits or learning opportunities in other schools.
- Good behaviour on the way to and from school.
- Positive behaviour, which does not threaten the health, safety or welfare of our pupils, staff, volunteers or members of the public.
- Reassurances to members of the public about school care and control over pupils in order to protect the reputation of the school.
- Protection for individual staff and pupils from harmful conduct by pupils of the school when not on the school site.
- The same behaviour expectations for pupils on the school premises apply to off-site behaviour.

Sanctions and Disciplinary Action – Off-site Behaviour

Sanctions may be given for poor behaviour off the school premises, which undermines any of the above expectations and regardless of whether or not it is an activity supervised directly by school staff. Sanctions may be in the form of withdrawal

of privileges, fixed term exclusion or in very serious cases, permanent exclusion. In issuing sanctions, the following will be taken into account:

- The severity of the misbehaviour.
- The extent to which the reputation of the school has been affected.
- Whether pupils were directly identifiable as being members of the school.

The extent to which the behaviour in question could have repercussions for the orderly running of the school and/or might pose a threat to another pupil or member of staff (e.g. bullying another pupil or insulting a member of staff). Whether the misbehaviour was whilst the pupil was taking part in learning opportunities in another school, participating in a sports event (and in any situation where the pupil is acting as an ambassador for the school) which might affect the chances or opportunities being offered to other pupils in the future.

The Use of Reasonable Force

In order to maintain the safety and welfare of our pupils, it may sometimes be necessary to use reasonable force on a pupil, as permitted by law.

The Governing Body have taken account of advice provided by the DfE - Use of reasonable force: advice for head teachers, staff and governing bodies and the school's public sector equality duty set out in section 149 of the Equality Act 2010.

Force is generally used for two different purposes, either to control pupils or to restrain them.

Control can mean either passive contact (standing between two pupils or blocking a pupil's path) or active physical contact (leading a pupil by the hand or arm, ushering a pupil away by placing a hand in the centre of the back).

All members of school staff have a legal power to use reasonable force. This power also applies to people whom the Head Teacher has temporarily put in charge of pupils such as unpaid volunteers or parents accompanying pupils on a school-organised visit.

Any use of force by staff will be reasonable, lawful and proportionate to the circumstances of the incident and the seriousness of the behaviour (or the consequences it is intended to prevent). Reasonable force will be used only when immediately necessary and for the minimum time necessary to achieve the desired result and in order to prevent a pupil from doing or continuing to do any of the following

- Committing a criminal offence
- Injuring themselves or others
- Causing damage to property, including their own
- Engaging in any behaviour prejudicial to good order and discipline at the school or among any of its pupils, whether that behaviour occurs in a classroom or elsewhere.

Force will never be used as a punishment.

Whether it is reasonable to use force and to what degree depends on the age and understanding of the pupil and whether they have Special Educational Needs or disabilities.

Medical advice will always be sought about the safest way to hold pupils with specific health needs, special educational needs and disabilities.

Action because of Self-defence or in an Emergency

All staff including teaching assistants, lunchtime supervisors, admin staff and the site management has the right to defend themselves from attack, providing they do not use a disproportionate degree of force to do so. Similarly in an emergency, if for example, a pupil was at immediate risk of injury or at the point of inflicting injury on someone else, any member of staff is entitled to intervene. A volunteer helping in school would not be expected to work with a child who is known to need physical restraint as indicated in their Behaviour Management Plan.

Circumstances in which reasonable force might be used

Circumstances in which reasonable force might be used include the following:

Pupils found fighting will be physically separated. Pupils who refuse to leave a room when instructed to do so may be physically removed. Pupils who behave in a way, which disrupts a school event or a school trip or visit, may be physically removed from the situation.

Restraint may be used to prevent a pupil leaving a classroom where allowing him or her to do so would risk their safety or lead to disruptive behaviour. This may also include leading a pupil by the arm out of a classroom.

Pupils at risk of harming themselves or others through physical outbursts will be physically restrained. In order to: -

- Prevent a pupil from attacking a member of staff or another pupil
- Prevent a pupil causing injury or damage by accident, by rough play, or by misuse of dangerous materials or an object

Power to Use Reasonable Force when Searching Without Consent

In addition to the general power to use reasonable force, the Head teacher and authorised staff can use such force as is reasonable given the circumstances to conduct a search for prohibited items

Unreasonable Force

The type of force that will never be acceptable in our school includes:

- Holding round the neck or any other hold that might restrict breathing;
- Kicking, slapping or punching;
- Forcing limbs against joints (e.g. arm locks);
- Tripping or holding by the hair or ear;
- Holding face down on the ground.

Staff Training

Members of staff will receive training about the use of reasonable force appropriate to their role to enable them to carry out their responsibilities. This will include training on any restraint techniques, which must not be used because they are known to present an unacceptable risk when used on children and young people. Some staff (including the Family Learning Mentor) will receive additional training on the appropriate techniques, which may be used to physically restrain pupils.

Informing Parents when Reasonable Force has been used

In accordance with current good practice, the school will speak to parents about serious incidents involving the use of force and will record such serious incidents.

In making a decision about informing parents, the following will be taken into account:

- The pupil's behaviour and level of risk presented at the time of the incident.
- The degree of force used.
- The effect on the pupil or member of staff concerned; and
- The child's age.

All incidents when 'physical restraint' as opposed to 'physical control' is used will be recorded as soon as possible and details passed on to the Head teacher (or deputy in the absence of the Head teacher) who will follow up the incident where necessary. The following must be recorded:

- All incidents where unreasonable use of force is used;
- Any incident where substantial force has been used e.g. physically pushing a pupil out of a room;
- Use of restraint;
- An incident where a pupil is clearly distressed though clearly not overreacting.

The following criteria will be used when considering the need for recording:

1. Did the incident cause injury or distress to a member of staff or pupil?
2. Even though there was no apparent injury or distress, was the incident sufficiently serious in its own right? Any use of restrictive holds, for example, fall into this category;
3. Did the incident justify force? This is particularly relevant where the judgement is finely balanced;
4. Does recording it help to identify and analyse patterns of pupil behaviour?

If the answer to any of the questions is 'yes', a written record should be made using the Record of Physical incident sheets and all other notes taken at the time are to be kept.

In all instances of the use of physical restraint, parents will be informed the same day, by phone and in writing, and invited into the school to discuss the incident unless to do so would result in significant harm to the pupil, in which case, the incident will be reported to the social care at the Local Authority.

Post Incident Support

Serious incidents can create upset and stress for all concerned. After the incident ends, it is important to ensure all staff and pupils are given first aid treatment for any injuries.

Emotional support may also be necessary.

Where required, immediate action will be taken to access medical help for any injuries that go beyond basic first aid. The school will then make a decision about how and when to contact the parents of the pupil to engage them in discussing the incident and setting out subsequent actions. After the incident, the Head teacher and/or other staff will:

- Ensure the incident has been recorded;
- Decide whether multi-agency partners need to be engaged and, if so, which partners;
- Hold the pupil to account so that he or she recognises the harm caused or which might have been caused. This may involve the child having the chance to redress the relationship with staff and pupils affected by the incident. It may also mean the child is excluded. See Section 6.2 above.
- Help the pupil develop strategies to avoid such crisis points in the future and inform relevant staff about these strategies and their roles;
- Ensure that staff and pupils affected by the incident have continuing support as long as necessary in respect of:
 - physical consequences
 - emotional stress or loss of confidence
 - analysis and reflection of the incident

Follow up

In many cases, there will be a follow-up meeting of key personnel to discuss the restraint incident and review the Behaviour Management Plan or other plans for pupils. It might also be appropriate to review the whole school behaviour policy.

Other Physical Contact with Pupils

This school does not operate a 'no' touch policy.

There are occasions when physical contact, other than reasonable force, with a pupil is proper and necessary:

- Holding the hand of the child at the front/back of the line when going to worship or when walking together around the school and organised trips;
- When comforting a distressed pupil;
- When a pupil is being congratulated or praised;
- To demonstrate how to use a musical instrument;
- To demonstrate exercises or techniques during PE lessons or sports coaching;
- To administer first aid;
- To apply sunscreen to the arms, face or lower legs of very young pupils or those with special educational needs who might struggle to apply it appropriately themselves

Behaviour of Parents/Carers and Other Visitors to the School

Singleton Church of England Primary School encourages close links with parents/carers and the community. We believe that pupils benefit when the relationship between home and school is a positive one. The vast majority of parents, carers and others visiting our school are keen to work with us and are supportive of the school. However, on the rare occasions when a negative attitude towards the school is expressed, this can result in aggression, threatening behaviour, written, verbal and/or physical abuse towards a member of the school community.

Violence, threatening behaviour and abuse against school staff or other members of the school community will not be tolerated. When formulating our procedures, reference was made to the DfES document -A Legal toolkit for schools – Tackling abuse, threats and violence towards members of the school community'.

Our school expects and requires staff to behave professionally in these difficult situations, and to attempt to defuse the situation where possible, seeking the involvement as appropriate of other colleagues. However, all members of the school community (including other parents/carers and visitors) have the right to visit and work without fear of violence and abuse, and the right in an extreme case, of appropriate self-defence.

We expect parents/carers and other visitors to behave in a reasonable way towards other members of the school community. The following outlines the steps that will be taken where parent/carer or visitor behaviour is unacceptable.

Types of behaviour that are considered serious and unacceptable

The following list outlines the types of behaviour that are considered serious and unacceptable and will not be tolerated towards any member of the school community. This is not an exhaustive list but seeks to provide illustrations of such behaviour:

- Shouting, either in person or over the telephone.
- Speaking in an aggressive/threatening tone.
- Physical intimidation e.g. standing very close to her/him.
- The use of aggressive hand gestures/exaggerated movements.
- Physical threats.
- Shaking or holding a fist towards another person.
- Swearing.
- Pushing.
- Hitting, e.g. slapping, punching or kicking.
- Spitting.
- Racist or sexist comments.
- Sending inappropriate or abusive e-mails or letters to school staff or to the general school e-mail address.
- Publishing or posting derogatory or inappropriate comments which relate to the school, its pupils or staff/volunteers on a social networking site
- Circulating letters with derogatory or inappropriate comments which relate to the school, its pupils or staff/volunteers within the community or to others outside the school
- Breaking the school's security procedures

Unacceptable behaviour may result in the Police being informed of the incident.

Procedures for Dealing with Unacceptable Behaviour

When a parent/carer or member of the public behaves in an unacceptable way during a telephone conversation, staff at the school have the right to terminate the call. The incident will be reported by staff to the Senior Management Team. The school reserves the right to take any necessary actions to ensure that members of the school community are not subjected to verbal abuse. The school may warn the aggressor, ban them from the school, and/or contact the police.

When any parent/carer or visitor behaves in an unacceptable way in person towards a member of the school staff a member of the Senior Management Team will seek to resolve the situation through discussion and mediation. If necessary, the school's complaints procedure should be followed. Where all procedures have been exhausted, and aggression or intimidation continues, or where there is an extreme act of violence, the discussion will be terminated and the visitor will be asked to leave the school immediately.

It is also an offence under section 547 of the Education Act 1997 for any person (including a parent) to cause a nuisance or disturbance on school premises. The police will be called if necessary. The perpetrator may also be banned from the school premises for a period of time, which will be determined by the school. (Lancashire County Guidelines will be followed).

Prior to a ban being imposed, the following steps will be taken:

- Depending on the severity of the incident, the parent/carer/visitor may first be issued with a written warning stating that if a similar incident occurs, the individual concerned will be banned from the school premises.
- In more serious cases, the parent/carer/visitor will be informed, in writing, that she/he is banned from the premises temporarily, subject to review, and what will happen if the ban is breached.
- Extreme incidents will result in a permanent ban being enforced. The individual will be informed in writing of the permanent ban but will be given the right to appeal in writing against the decision.
- In all cases, parents/carers will still have the opportunity to discuss any issues relating to their child with school staff.

Incidents of verbal or physical abuse towards staff may result in the police being informed, and may result in prosecution.

If a parent/carer/visitor is intimidating, threatening or aggressive towards a member of the school community any interaction will be terminated immediately and the person will be instructed to leave the premises. The school may take further action. Singleton Church of England Primary School will take action where behaviour is unacceptable or serious and breaches this Whole School Behaviour Policy.

Unacceptable Use of Technology

Singleton Church of England Primary School takes the issue of unacceptable use of technology by any member of the school community very seriously.

We expect parents and other adults within the school community to act responsibly when using on-line technologies. Failure to comply with these expectations could similarly result in parents and/or other adults being banned from the school site, and the incident may be reported to the police.

Internet Safety

For behaviour guidance linking to Internet Safety please refer to the Internet Safety Policy.

ENSURING GOOD BEHAVIOUR IN SCHOOLS –

A Summary for Head Teachers, Governing Bodies, Teachers, Parents and Pupils

Introduction

The role of the Government is to give schools the powers they need to provide a safe and structured environment in which teachers can teach and children can learn.

The Government expects:

- All pupils to show respect and courtesy towards teachers and other staff and towards each other;
- Parents to encourage their children to show that respect and support the school's authority to discipline its pupils;
- Head teachers to help create that culture of respect by supporting their staff's authority to discipline pupils and ensuring that this happens consistently across the school;
- Governing bodies and Head teachers to deal with allegations against teachers and other school staff quickly, fairly and consistently in a way that protects the pupil and at the same time supports the person who is the subject of the allegation;
- That every teacher will be good at managing and improving children's behaviour.

This document summarises the legal powers and duties that govern behaviour and attendance in school and explains how they apply to teachers, governing bodies, pupils and parents.

The Behaviour Policy

Every school must have a behaviour policy. The Governing body is responsible for setting general principles that inform the behaviour policy. The Governing body must consult the Head teacher, school staff, parents and pupils when developing these principles.

Head teachers are responsible for developing the behaviour policy in the context of this framework. They must decide the standard of behaviour expected of pupils at the school and how that standard will be achieved, the school rules, any disciplinary penalties for breaking the rules and rewards for good behaviour. The behaviour policy must include measures to prevent all forms of bullying among pupils. Head teachers must publicise the school behaviour policy, in writing, to staff, parents and pupils at least once a year.

Powers to discipline

Teachers, teaching assistants and other paid staff with responsibility for pupils have the power to discipline pupils whose behaviour is unacceptable, who break the school rules or who fail to follow reasonable instruction. Their power to discipline applies to pupil behaviour in school and outside school, in certain circumstances.

Punishment

Teachers, teaching assistants and other paid staff with responsibility for pupils can impose any reasonable disciplinary penalty in response to poor behaviour. Reasonable penalties can include confiscation, retention or disposal of a pupil's property and detention. Head teachers can also decide to exclude a pupil for a fixed period (to suspend) or to permanently exclude them.

Searching Pupils

School staff can search pupils with their consent for any item. A pupil's ability to give consent may, however, be influenced by the child's age or other factors.

Head teachers and staff authorised by the head teacher have the power to search pupils or their possessions, without consent, where they suspect the pupil has a "prohibited item". Prohibited items are:

Knives and weapons, Alcohol, Illegal drugs, Stolen items, Tobacco and cigarette papers, Fireworks, Pornographic images.

Any article that has been or is likely to be used to commit an offence, cause personal injury or damage to property.

Any item banned by the school rules, which has been identified in the rules as an item, which may be searched for.

Use of Reasonable Force

All school staff have the power to use reasonable force to prevent pupils committing an offence, injuring themselves or others or damaging property, and to maintain good order and discipline in the classroom.

Head teachers and staff authorised by the Head teacher can use such force as is reasonable when searching a pupil without consent for prohibited items except where the search is for an item banned by the school rules.

Exclusion

The Head teacher decides whether to exclude a pupil, for a fixed term or permanently, in line with the school's behaviour policy, taking into account all the circumstances, the evidence available and the need to balance the interests of the pupil against those of the whole school community.

Parents have the right to make representations to the governing body (or discipline committee) about an exclusion and the Governing Body must review the exclusion decision in certain circumstances, which includes all permanent exclusions. Where a governing body upholds a permanent exclusion, parents have the right to appeal the decision to an independent appeal panel. (Please note – changes to this particular legislation will come into force in September 2012).

Schools are under a duty to provide suitable full-time education for an excluded pupil from the sixth school day of any fixed period exclusion of more than five consecutive school days. Local authorities are under a duty to provide suitable full-time education from the sixth school day of a permanent exclusion.

Parents

(References to parent or parents are to fathers as well as mothers, unless otherwise stated).

Schools are required to have, and to ask parents to sign, a Home School Agreement that outlines the responsibilities of the parent and the school; including those around behaviour and attendance.

Parents are under a legal duty to ensure that their child (aged 5-16) receives suitable full-time education either at a school or by making other suitable arrangements.

Where a child is not a registered pupil and other suitable arrangements are not made, the parent may receive a school attendance order from the local authority requiring them to register their child at a school.

For school registered pupils or those attending Pupil Referral Units (PRUs), parents must ensure that their child attends punctually and regularly. If they do not, the school or local authority may ask them to sign a parenting contract or may issue a penalty sanction of £50 (rising to £100). The local authority may also prosecute a parent who fails to ensure their child's regular school attendance or apply to the courts for an education supervision order in respect of the pupil himself/herself.

Parents have a clear role in making sure their child is well behaved at school.

If they do not, the school or local authority may ask them to sign a parenting contract or may apply for a court-imposed parenting order.

Parents must take responsibility for their child, if excluded, and ensure that they are not in a public place without good reason during school hours within the first five school days of any exclusion. If they do not, the school or local authority may issue a penalty sanction of £50 (rising to £100).

Parents must also ensure that their child attends the suitable full time education provided by the School Governing Body or the local authority from the sixth day of exclusion.

Parents are expected to attend a reintegration interview following any fixed period exclusion from primary school and any fixed period exclusion of more than five days from secondary school. Failure to attend may make it more likely that the court will impose a parenting order if the school or local authority applies for one.

Children with Additional needs

We recognise that there are children within our school that have additional needs in terms of emotional, social and behavioural. This group of children maybe under the care / direction of outside agencies, or the Family Learning Mentor. In these instances the behavioural policy may not be applied in its entirety. Some children will be on individual behavioural/ social and emotional programmes that are developed to meet their individual needs. The SENCO and Family Learning Mentor will closely monitor these programmes.

Behaviour for Learning

Classroom Management Information for - Staff / Students

Classroom Management:

Good classroom management and organisation avoids many of the difficulties, which affect behaviour. Our Core Christian Values are at the heart of our behaviour management systems.

Core principles for staff

Make your expectations for behaviour very clear and reinforce them with praise and positive rewards linked to our Christian Values

- Use descriptive praise to get what you want e.g. “XX well done, you are showing me that you are ready to listen because you are sitting silently, looking at me with empty hands”
- If children misbehave, use a calm voice to tell them what is wrong with their behaviour – take issue with the behaviour, not the child i.e. always avoid remarks like “you are a naughty girl”
- Use a positive, firm clear voice to give instructions to whole classes. Ensure your tone gives the impression that you expect that the children will willingly do as you ask – they will “live up” or “live down” to your expectations
- Reflect on our core Christian Values throughout the day.

General guidelines

- Build positive Christian relationships with all pupils
- Always describe and model the behaviour you expect
- Be confident and in charge (even if you don't feel as if you are)
- Ensure praise and encouragement occurs regularly.
- Avoid confrontation (Modelling the expected behaviour of the children).
- Refer back to the school 'Golden Rules and class rules regularly including weekly/daily reminders, PSHE lessons, worship and assemblies.
- Remind all students of the choices they make and outcomes of their choices.
- Use close proximity praise.
- Keep up the focus and pace of a lesson and try to re-engage disruptive children. Focus on using the strategy of “Catch them being good”
- Be aware of children's individual needs and praise children for achieving their targets (Waiting patiently with the hand up etc.)

The following list of suggestions may help to improve organisational skills:

- Prepare all lessons thoroughly and have a clear structure to the content of the lesson. Have materials available to cater for the needs of all abilities.
- Prepare furniture, books, apparatus etc. before pupils arrive.
- Arrive at classrooms before pupils and communicate your behavioural expectation on how they enter.
- Gain silence before speaking.
- Give clear instructions.
- Modulate your voice and use changes in tone and volume to aid achieving your expectations.
- Use restorative language when communicating with children, try to avoid the words 'don't' and 'why?'
- Reflect throughout the day – on how understanding of our Core Christian Values impacts on our behaviour and attitude.
- Keep moving around the class encouraging, marking etc.
- Develop effective questioning techniques:
 - Information recall question – What is the capital of Britain...?
 - Naming question – What do we call a baby cow...?
 - Observation question – What happened to the man in the story...?
 - Control question – Will you sit down David.....?
 - Open-ended question – Imagine there were no trees – how would this affect dogs' lives...?
 - Reflective questions linked to our Christian Values
- Make appropriate demands upon children with varying abilities.
- Be firm, fair and consistent.
- Remember – children are human. Tolerate mistakes and differences with acceptance and constructive humour

In class, the teacher / Adult may encourage a return to good behaviour by:

- Teacher waiting to start until everyone is quiet and attentive
- Eye contact / disapproving looks
- Tone of voice
- Raising of hand, waiting for children to copy
- Reinforce rules
- Use child's name
- A child may be last out to play or lunch etc.
- Identify the specific problem / rule broken and give a quiet warning
- Highlight consequences of bad behaviour
- Speak to a child outside the room / to one side then re – admit
- In cases of incomplete work, where the teacher believes this is due to poor attitude (as opposed to inability to complete) – a child's "free time" e.g. lunch / play time could be used for catching up.
- Speak to a child at the end of a teaching session

Expectations – Home School Agreement

Children- I/We shall

- Tell a grown up at school if I have a problem.
- Support the **Christian Values** of the school.
- Attend school regularly and on time.
- Listen well, work hard and always do my best.
- Behave well at all times.
- Respect all people in school and care for the environment.
- Be smart in my appearance and wear the school uniform with pride.
- Make sure that I have my PE kit, homework and reading book when I need them.
- Follow classroom rules and procedures and not disrupt the learning of other pupils.
- Tell the truth.
- Have a Growth mind set – enjoy a challenge and learn from my mistakes.
- Always adopt safe and responsible use of ICT and always talk to staff if they are worried or concerned about any internet use.

Parent/carers - I/We shall

- Support the **Christian Values** of the School Community.
- Make sure that my child attends school regularly, arrives on time smartly dressed wearing the school's uniform. (School starts at 8:55a.m, doors are opened at 8:45a.m.)
- Contact the school to explain my child's absence before 9.20a.m.
- Keep the school informed of any changes of contact names and numbers.
- Support my child with homework and other opportunities for home learning.
- Let the school know about any concerns that might affect my child's work or behaviour.
- Trust the school to deal appropriately with low-level behaviour.
- Avoid taking holidays during term time.
- Avoid parking outside school gates on the zigzag lines at any time between 8:00am and 6:00pm.
- Treat staff, pupils, other parents and visitors to the school with respect.
- Behave responsibly on school premises.
- Encourage my child to achieve their very best in school and to have the highest standards of behaviour in and out of school.
- Will support the school approach to online safety and not upload or add any text, image, sound or videos that could upset or offend any member of the school community, or bring the school name into disrepute.
- Will ensure that my/our online activity would not cause the school, staff, pupils or others distress or bring the school community into disrepute.
- Will support the school's policy and help prevent my/our child/children from signing up to services such as Facebook, Instagram, Snapchat and YouTube whilst they are underage (13+ years in most cases).
- I/we will close online accounts if I/we/teachers find that these accounts are active for our underage child/children.

The school will:

You may expect staff and other adults in the school to:

- Treat your child with dignity and respect, encouraging them to have a Growth Mind-set and fulfil their full potential.
- Care for your child's safety and happiness and be approachable and listen to them at appropriate times;
- Provide a broad and balanced curriculum that meets individual needs.
- Set, mark and monitor school work and homework suitable for your child's needs.
- Communicate both successes and concerns with parents.
- Contact parents if there is a problem with attendance or punctuality.
- Contact parents if there are concerns with behaviour.
- Arrange parent consultations and provide reports to help keep parents informed about their child's progress.
- Keep parents informed about school events and activities by providing regular newsletters.
- Provide clear guidelines for safe internet use and support / awareness of the impact of cyber bullying.
- Provide a friendly welcome to your child in a secure, stimulating, Christian environment in which they will enjoy learning.
- Challenge your child to strive for the highest standard of personal, social, spiritual and intellectual development and to aim for excellence in all that they do.
- Be role models for our Christian Values

TOGETHER - We will encourage the children to:

- Try their best, work hard and take pride in their schoolwork.
- Behave well in school.
- Learn to respect other people's feelings.
- Be polite, kind and helpful to others.
- Keep the school tidy, litter free and take care of equipment.
- Do well at school by supporting their learning with related activities at home.
- Reflect on the teachings of Jesus

Signed _____ (Child)

Signed _____ (Parent)

Signed _____ (Headteacher)

Signed _____ (Chair of Governors)

**BEHAVIOUR MANAGEMENT PLAN
INCORPORATING POSITIVE HANDLING PLAN
How to complete a Behaviour Management Plan (BMP)**

Part A

Part A of the BMP is a list of the benefits and drawbacks relating to all the possible options which could be considered as control measures for dealing with the behaviour of an individual pupil. This Part of the Plan is not generally seen by parents or others but is merely a brainstorming session by school staff in order that the most appropriate options can be chosen for a particular pupil.

Some school staff have used this form as a template for the BMP for all pupils and have extensive options on Form A which they then use to choose the most appropriate option for inclusion in Part B.

Part B

Part B of the BMP is the Management Plan for an individual pupil. The sections correspond with those on Form A but schools will complete the sections with the options and control measures taken from those considered in Part A. Some or all of the options will be used to complete Part B. Once this form has been completed, schools should ensure that it is agreed by the parents (and, where appropriate, the pupil him/herself) and other parties involved in the education of the individual pupil.

It is important that any additional control measures identified are discussed with the school designated SENCO, Special Needs Service, Learning Support Service and/or other organisations, so that assistance can be given to ensuring that all reasonable control measures are in place for the individual pupil.

Part B of the BMP will then form part of the overall IEP for the pupil concerned and will be subject to the general annual review process, although earlier review may be necessary.

Part C

Part C of the BMP is completed **only** when staff have received training in positive handling techniques (currently Team Teach) and will include the preferred handling techniques to be used in the event of a serious escalation of challenging behaviour and when all other methods of control e.g. de-escalation have failed.

**BEHAVIOUR MANAGEMENT PLAN - PART A
INCORPORATING POSITIVE HANDLING PLAN**

School:

Assessor:

Date of Assessment:

Review Date:

RISK REDUCTION OPTIONS

Risk reduction involves an examination of risk management options and consideration of the benefits and drawbacks of each option for the pupil, staff and others concerned. After weighing up the options available, some may be discarded as unsuitable. This will usually be because they have insufficient impact on the risk or have too many drawbacks (e.g. the use of a time out room may be considered to be the best option but the room designated may be some distance from the pupil's class base and therefore impractical to use). It is however important that **all** options are considered. This gives a history into those strategies that have been both tried and have failed or have succeeded. Such information should be recorded below:

Measures	Possible Options	Benefits	Drawbacks
Proactive interventions to prevent risk of challenging behaviour or self – injury			
Early interventions to manage risk of challenging behaviour or self injury			
Reactive interventions to respond to adverse outcomes			

**BEHAVIOUR MANAGEMENT PLAN – PART B
INCORPORATING POSITIVE HANDLING PLAN**

Risk Rating (H/M/L)	Residual Risk Rating (H/M/L)
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Pupil/Student's name:

Class/Year Group:

Assessor:

Date of Assessment:

Review Date:

Trigger Behaviours: (Describe common behaviours/situations which are known to have led to intervention/control measures being required. When is such behaviour likely to occur?)

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Who/what is likely to be harmed/damaged? (Give details of individuals who might be harmed as a result of the behaviour, staff, other pupils, self, or if it is more likely to be damage to property). In addition, give details of any individuals who might be at increased risk, pupils or staff)

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Behaviour details: (Describe what the behaviour looks/sounds like)

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Proactive Interventions (i.e. to prevent the risk occurring): Describe control measures/strategies to be put in place for individual pupil to prevent difficulties emerging e.g. increased supervision, escorting to and from lessons, limits on lessons, varieties of tasks, giving concise instruction, seating pupils next to good role model, seating close to exits to assist in removal if required medication (Ritalin) etc.)

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Early Interventions to manage risk (i.e. diffusion techniques): (Describe strategies that, where and when possible, should be attempted and which will help the pupil in difficult situations in order to avert problems)

- Verbal advice and support
- Contingent touch
- Reassurance

- Planned ignoring
- Time out offered
- Calm talking/stance
- Take up time
- Transfer adult
- Time out directed
- Negotiation
- Success reminder
- Choices/limits/consequences
- Humour
- Distraction (likes etc)
- Others

If others, please give details

Reactive Interventions (other than those listed above): Describe here current strategies or physical control measures to reduce the risk of injury: Include here any existing control measures e.g. increased supervision, bolts on doors, etc.

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Positive Physical Intervention strategies and preferred Handling Strategies: (Describe the preferred staff responses/holds – if trained in CCPI) – See also Part C – Positive Handling Plan

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Additional/Proposed Control Measures required: (Include here any additional control measures which need to be considered in order to reduce or eliminate the risk of injury, e.g. staff training, additional staffing, support during certain high risk lessons/activities, gates/barriers to reduce risk of ‘running’, searching for weapons, etc.)

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De-briefing Process following Incident: (What is the level of care to be provided). Debriefing of pupil, staff involved, other pupils, parents etc.

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Recording and Notifications Required:

Parents Notified following incident(s) YES/NO Date:-

Incidents recorded in Child Chronology YES/NO Date:-

Incident Form completed and submitted (where injury has occurred) YES/NO Date:-

Head teacher or nominated representative comments:

Pupil comments:

Parental comments

Behaviour Management Plan agreed by:

Pupil (Where appropriate):

Parents/Carers: LA input (if appropriate):

Headteacher:

SENCO:

Learning Mentor

Date: Review Date:

Please note: Some or all of this information may be shared on a confidential, need to know basis, with adults other than school staff who may be working with young people in a voluntary capacity. Such adults are bound by the school's code of conduct on confidentiality.

Behavioural Incident Record sheet

Date

Name

Outline of incident (Child to fill in if old enough)

Next step actions (Learning Mentor / Class teacher to fill in this bit)

Signature of teacher

Signature of child

Signature of parent

Information about serious incident sheets

- Share this information with Parents informally.
- Three serious incidents recorded in a term result in referral to Head teacher or Senior Teacher and a formal meeting with parents. This can result in a fixed term exclusion.
- Parents should be informally told throughout of any serious behavioural issues.
- Behaviour support charts can be put in place after discussion with the parents at any time – if it is felt that a child would benefit from this to focus their behaviour

Meeting with parents re – behaviour – log notes

INFORMAL MEETINGS WITH PARENTS

Childs Name:

Class..... Date.....

Details of Discussion

Next Step Actions

Follow Up Discussion (If Required)

Lunch Time - Behavioural Incident Record sheet

Appendix 4, part C
Welfare Log

Date

Name

Outline of incident

Signature of Welfare staff involved _____

Next step actions (Learning Mentor / Class teacher to fill in this bit)

SINGLETON CHURCH OF ENGLAND PRIMARY SCHOOL.

Detention Slip

Name:

Date:

Class:

❖ 3 warnings given Yes No If No outline the more serious nature of incident on an incident form.

Reason for Detention (3 warnings) Please tick:

- Poor Classwork Behaviour
- Disrupting the class Rudeness to staff
- See full incident form Poor attitude
- Not enough work completed on 3 occasions.

Signature:

Learning Mentor

- Logged in records
- Any Further Action:

- Chronologies Updated _____

Signature:.....

SINGLETON CHURCH OF ENGLAND PRIMARY SCHOOL.

Incident form

Name:

Date:

Class:

3 warnings given Yes No – it was a more serious incident

Outline of incident

Poor Classwork Behaviour Disrupting the class
Rudeness to staff See full incident form Poor attitude
Not enough work completed on 3 occasions

Please indicate specific relevant details

Outcomes

Parental Involvement Referral to learning Mentor
Detention Behavioural programme implemented
Open a CAF Other agencies involved (e.g. Stepping Stones)

Other details specific to the incident (e.g. – who referred to)

Further Action

Signature – Class teacher

Signature – Learning Mentor

Signature – Parent- (if informed of incident)

Discussion with Child – summary/ outcome

Discussion with Parents – summary / outcome

Any Other information