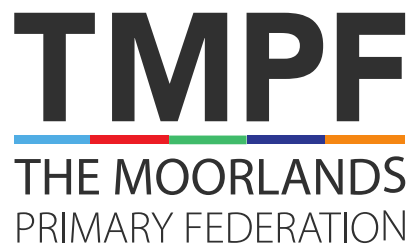


TMPF Behaviour Policy 2020



Date Reviewed: Feb 2020
Next Review Date: November 2022

Signed:
Signed:
Signed:
Signed:

(School Leader)
(Principal)
(Executive Principal)
(Chair of Trustees)

Introduction

The Moorlands Primary Federation comprises five schools: The Valley Primary School, Great Wood Primary School, Dilhorne Endowed C. E. (A) Primary School, Bishop Rawle C. E. (A) Primary School and St. Werburgh's C. E. (A) Primary School. As a proud mixed Multi-Academy Trust (MAT) this policy is written for our Anglican and non-denominational schools. Therefore, all text in italics refers to our Anglican schools and all other text is for all our schools. Positive behaviour and responsible citizenship are integral to all aspects of life and with this in mind we endeavour to ensure that children develop positive, respectful behaviour both in and out of school. This policy represents our Trust's approach to promoting, establishing and maintaining positive behaviour.

Rationale

This policy has been created based upon a whole-school approach. It is the formal statement of intent for behaviour and discipline and reflects the essential part that behaviour plays in the education of our pupils. The policy also shows how we, as a Trust, meet the legal requirements of the current Education Acts.

In accordance with the 1988 Education Reform Act, TMPF Schools seek to: "promote the spiritual, moral, cultural, mental and physical development of the pupils" and "prepare them for the opportunities, responsibilities and experiences of adult life."

Our Church Schools share Christian values and beliefs, in close association with the Anglican tradition and practice of the Church of England, and lay the foundations of a 'Christian' education, "assisting children to achieve their intellectual, moral and spiritual potential in a caring Christian environment."

Our vision

At The Moorlands Primary Federation (TMPF), we believe that each person is special *and made in God's image*. We endeavour to operate as a family of people who care for and respect one another and to value everyone and encourage them to develop their gifts and talents fully. It is our belief that all people are of equal value. We believe that every child in school has the right to be taught without being interrupted or disturbed, and that all adults/teachers have the right to teach and work with children without having their authority or role undermined. We also believe that all children have a right to feel safe, secure, accepted and valued and will ensure that right wherever possible.

Aims

- To provide equal opportunities for each member of our school family.
- To provide a safe, secure environment where children are encouraged, not discouraged; where mistakes are corrected and forgiven, and seen as opportunities for learning; where differences are respected; and where individuals take responsibility for their own actions.
- To nurture and encourage the development of a *Christian ethos of life*, community and society and prepare each pupil to become a responsible member of the community.
- To be a caring community, which fosters the British values of respect, honesty, truth and kindness, co-operation and tolerance.
- To foster a child's intellectual, physical, cultural, social, moral and *spiritual development and self-esteem* and enable and empower everybody to achieve his or her *God given potential*.
- To encourage personal responsibility and self-management skills.
- To strive to develop and maintain meaningful partnerships and mutual respect and trust between pupils, parents, staff, trustees and the community.
- To support effective teaching and learning.
- To ensure that every member of the school behaves with consideration and care for others and high standards of behaviour are maintained throughout the school.

Objectives

- Children feel safe, secure and listened to.
- Children develop friendly, caring and considerate attitudes and a respectful polite manner.
- Children develop a sense of self-reliance, self-discipline, self-respect and sensitivity to other people around them and in the wider community.
- Children make appropriate choices and take responsibility for their own actions.
- An orderly community is maintained in which effective learning takes place.
- Children demonstrate an understanding of the feelings and viewpoints of others.
- Children understand that boundaries are there to help us all to function appropriately for the good of all, and to value and appreciate good behaviour.
- Children move around school safely and quietly, understanding why this is important.
- Children take care of the environment they live in and other people's property.

The involvement of both home and school in the implementation of this policy is important in encouraging the children to grow into responsible citizens, with understanding and care for one another, thus enabling them to live in harmony with others in the world around them.

Strategies

To achieve our aims and desired outcomes, a number of strategies are employed:

- Effective classroom teaching.
- Rules which are set by the children and staff in collaboration. These rules and procedures make it clear to the children how they can achieve acceptable standards of behaviour.
- A Reward System which praises and celebrates the positive and good behaviour of individual pupils (school specific – see Appendix 1).
- A clear set of strategies and sanctions to deal with unacceptable/inappropriate behaviour.
- A system of Playground Leaders /friends. The Leaders help children who possibly are feeling unhappy, teach their peers to play games and encourage other children to play with them, play fairly, and to make friends. The Leaders are also there to listen to any concerns that the children may have (school specific).
- Each school has a School Council which has meetings at least termly, supervised by a member of staff. In this they share ideas and suggestions to help improve the school environment, learning, other areas of school life and ways to benefit their community. The staff discuss these ideas and offer support, but allow the council to lead certain projects so that pupils have ownership of new initiatives.
- Staff facilitate any pupil issues using restorative approaches that involve listening to all parties and allowing the children to make suggestions about how to solve problems. Staff use the school motto (where relevant) and school and class rules as a reference to allow children to recognise how the rules help us to avoid and solve problems. Staff may also refer to *worship/assembly themes, Christ's teachings and examples from the Bible* to enable children to understand their relevance to daily life. When dealing with incidents, all staff strive to be fair, using non-confrontational language and encourage pupils to take responsibility for their behaviour. They will listen to all parties involved and encourage pupils to find a fair solution. Where deemed necessary, parents and carers will be informed.
- Staff will share concerns and discuss strategies with each other and, where appropriate, seek advice and support in managing behaviour issues from colleagues and/or specialist outside agencies.

School Rules

Individual school rules have been compiled and agreed by staff and pupils (see appendix). Above all, we expect our children to follow their school motto, with both words and actions. Children are also taught **four key values** on which the Trust is built:

- **Trust** – Trust lies at the heart of all relationships. *By trusting in God we ourselves become trustworthy just as He is.*
Psalm 20:7
Some trust in chariots and some in horses, but we trust in the name of the LORD our God.
- **Mindfulness** – Being mindful of others leads to a heart of compassion; compassion leads to a desire to act for the good of all.
1 Peter 3:8
Finally, all of you, live in harmony with one another; be sympathetic, love as brothers and sisters, be compassionate and humble.
- **Peace** – Peace and harmony lead to a stable and secure community where all are nurtured and can flourish.
Matthew 5:19
'Blessed are the peacemakers, for they will be called the children of God.'
- **Friendship** – Barriers are broken down in a loving, friendly community based around God.
Ecclesiastes 4:10
'if one falls down, a friend can lift him up'.

Playground Rules

There are some rules which apply specifically to the playground and outside environment. These vary from school-to-school and are developed alongside the School Council and/or Playground Leaders.

Lunchtimes

Lunchtime supervisors will be on duty in the playground and in the dining hall. Lunchtime incidents may be reported to the child's class teacher and, if appropriate, Assistant School Leader and School Leader. Lunchtime staff use school reward systems but may also have extra rewards.

Rewards

We base our approach to behaviour management upon a range of positive reinforcement, which is given regularly and publicly, as we believe that the encouragement of desirable behaviour is the most effective and positive means of behaviour modification.

It is our firm belief that children naturally respond to praise and encouragement and want to please their significant adults such as parents/carers/teachers. Praise creates a positive self-image in a child, not only helping them to feel good about themselves, but also empowering them with self-belief and confidence and encouraging them to treat others in a similar fashion. Rewards are most effective if they are specific and understood, follow immediately upon the desired behaviour, and if the child in question really does find the reward rewarding!

TMPF schools have systems of rewards such as team/house points or Dojos that can be used to congratulate children for behaviours as well as achievements (see appendix for individual school rewards). Individual teachers may also use extra rewards in class that are age appropriate.

Certificates and awards are also given and, in some cases, end-of-year rewards to give good behaviour a positive status.

Behaviour Support and Development

At TMPF it is our first priority to help and support children and individuals in learning to manage their behaviour appropriately to the benefit of themselves and the community. To that end we build opportunities into the curriculum to teach the children about feelings, values, rules, responsibility and care for themselves and others. This is often through subjects such as PSHE (Personal, Social, Health and Emotional Studies) and RE; through *Collective Worship* and themed weeks and Circle Time sessions. In Circle Time, children are encouraged to develop class relationships, consider real life, relevant problems and discuss appropriate strategies of solving them in an age appropriate manner.

Teachers sometimes use specific learning materials with individuals, groups or the whole class to develop desired understanding and behaviours, e.g. 'SEAL' (Social and Emotional Aspects of Learning) NSPCC materials, Kick it Out and 'Tempersaurus'.

Special Educational Needs and Disabilities (SENDs)

We understand that sometimes a child's special educational need can directly lead to behavioural difficulties. Our learning environment is therefore supportive of the development of children's confidence and self-esteem. Any specific issues are addressed in a personalised programme for the child within the child's individual learning programme (see TMPF Special Educational Needs Policy). If the child only experiences behavioural learning needs, a behaviour programme may be used.

Sanctions

Occasionally a problem occurs. When this happens, children are asked about their perspective on the incident and adults listen and ensure that they have understood the sequence of events and the original starting point (often an accident or misunderstanding). There are times when a child may then incur a consequence for unacceptable behaviour. This is to allow the child to think about how to ensure that they do not repeat the behaviour, to think through positive alternatives and to help them to understand that there are consequences to unacceptable behaviour. The rationale for any sanction is behaviour modification.

If a notable incident occurs, the class teacher may speak to the child's parents/carers at the end of the day and a record of this behaviour may be retained in the pupil's file.

We make every effort to ensure that sanctions are applied calmly, fairly and consistently. Private reprimands are often more effective than public ones, although we recognise the need to ensure that the child in question does not find the individual attention rewarding rather than punitive.

Important features of sanctions include:

- * an opportunity to talk about their own perceptions and feelings and understand those of others;
- * a focus upon the misbehaviour rather than the child e.g. "that was an unkind thing to do" rather than "you are a very unkind child;"
- * a message about what the child should do in future;
- * an opportunity for the child to help to 'fix' the situation including an apology;
- * an emphasis on personal responsibility and ownership of one's own behaviour;
- * timing as closely after the misconduct as possible;
- * sanctions appropriate to the misbehaviour and age of the child;
- * looking for the possibility of praise after the sanction, to encourage more positive behaviour.

Some sanctions used to support the child's learning about their behaviours are:

- * missing a playtime, for example to complete work or because of problems on the playground;
- * loss of privileges e.g. football at playtimes (this should not affect the child's right to full access to the curriculum);
- * sitting away from the rest of the class for a short period;
- * 'time out' in another classroom with work to complete;
- * referral to a senior teacher or in severe cases, direct referral to the Assistant/School Leader, Principal or Executive Principal;
- * Senior teachers may sanction the child or may refer the issue to the School Leader, Principal or Executive Principal if warranted;
- * contacting the child's parent and inform them of the misdemeanour;
- * writing an apology letter to someone who has been hurt or upset by the behaviour.

Wider School Sanctions

- Children whose behaviour is consistently unacceptable will be referred to the School Leader, Principal or Executive Principal who may discuss behaviour issues with the pupil's parent(s)/carer(s), and agree ways in which staff and parents can work together with the pupil to help him/her manage acceptable standards of behaviour;
- Collaboration with parents through open communication at the beginning or end of the school day, may be used, or the use of a Home/School Diary or equivalent. In this, daily brief accounts of behaviour are kept, with positive 'good news' shared wherever possible;
- With repeated misbehaviour, a behaviour log may be used where unacceptable behaviour is recorded with details of the trigger behaviour and consequence;
- Use of Behaviour Programmes, as detailed by the Behaviour Support Team and/or the Educational Psychologist may be used. Parental support is sought in this case;
- Informal regular meetings/telephone conversations are sometimes held with parent(s)/carer(s) and pupils where appropriate, to share progress and discuss future strategies/ways to support the child;
- For a more severe incident, a fixed period of temporary exclusion may be used. It may be necessary to exclude a child from school for either three or five days – depending on the severity of the incident. Parents will be notified by phone or at the end of the school day in this event and a letter from the Principal or Executive Principal, confirming the time and reason for the exclusion, will follow within one school day. Examples of this unacceptable behaviour might be (but is not limited to): physical assault against another pupil or member of staff, or use of threatening or dangerous behaviour.
- Permanent Exclusion. The "LA Procedures for Exclusion" are detailed on the County Council website. A child may be permanently excluded for a single significant incident or where three fixed term exclusions have occurred in an academic year and behaviour has not improved. This decision is never taken lightly but is taken to ensure the safety of all pupils and staff. For a timetable on exclusion, see Appendix 2.

Behaviour Programmes

If a child is struggling to comply with behavioural expectations, schools will initially speak to parents to elicit if there are any circumstances affecting the child. If appropriate, a Pastoral Support Programme is created. If inappropriate behaviour continues, the following steps are then taken:

STEP 1:

If a staff member has concerns that a child's behaviour will not respond to classroom management, staff will consult one or more of the following: the School Welfare Coordinator, School Leader, Trust SENDs Leader, Principal, Executive Principal. They advise adjustments to classroom management strategies and the situation is monitored further.

STEP 2:

If the behaviour still causes problems then a Senior Leader will observe the child in the class and/or on the playground and make further recommendations and the process for creating an Individual Behaviour Programme is started.

STEP 3:

A meeting is held with the classroom teacher, a member of Senior Leadership, the child and the parent, whereby the problem is discussed with the child using questions such as:

“What sort of problem has been happening that get you into trouble?”

“What do you think causes them to happen?”

“How does this make you feel?”

The parent is encouraged to participate, sharing what they have noticed at home, or any patterns that they have observed. The child is reassured that sometimes people do struggle with behaviours just as some children struggle with maths or spellings but there are 'strategies' that can be learned to help. They are also reassured that they are not the only one to struggle with these things.

From this meeting, 3-5 specific behavioural targets are created with the child, strategies to support the development of the desired behaviour are agreed. Landmark achievements are set with appropriate home and school rewards. An appropriate way of measuring and communicating the achievement is also agreed such as a behavioural diary, a daily chart, a sticker chart etc.

STEP 4:

The Behaviour Programme is then drawn up and shared with the parent. This outlines the specific targets, the behavioural supports and procedures, including key people who the child can refer to and any other programmes of behavioural intervention that may be accessed e.g. 'Tempersaurus' or 'SEAL'. All stakeholders should sign it and the school Welfare Coordinator is issued with a copy in order to ensure that it is regularly monitored.

STEP 5:

The programme is then started. All adults that need to know are informed and the teacher monitors its effectiveness. Behaviour Programmes are reviewed by the school Welfare Coordinator/ Leadership team each half term and adjusted as required, ensuring that all stakeholders are kept fully informed / involved. If the behaviour does not improve then outside agencies may be approached for support or other 'wider sanctions' may be used.

Anger Management

Occasionally, some children struggle to manage their feelings, particularly of anger. If this is the case they are encouraged to develop an appropriate calming down strategy that allows them to regain control and safeguards themselves and others. This often involves finding an activity that the child feels calms them quickly and providing a safe, well supervised area to do so. The aim is to teach the child to recognise certain feelings and deal with them before responding, so that responses can be both appropriate and constructive. As soon as they calm sufficiently, they can talk to the supervising adult about the cause of their feelings.

Restrictive Physical Intervention

Please see TMPF Restrictive Physical Intervention Policy 2020.

Following the issue of guidance from the DfE and Ofsted's ('Positive environments where children can flourish' - March 2018), there are the very limited circumstances in which the use of restrictive physical intervention is appropriate:

- where a pupil's behaviour is at risk of causing injury to him/herself;
- where a pupil's behaviour is likely to cause injury to others (adults or children);
- where a pupil's behaviour is likely to cause serious risk of damage to property;
- where it is necessary to maintain good order and discipline.

This school also considers the Staffordshire LA Guidance for Restrictive Physical Intervention.

Home/School Partnerships

We give high priority to clear communication within the school and to a positive partnership with parents, since these are crucial in promoting and maintaining high standards of behaviour. We acknowledge that in order to maintain high and consistent standards of behaviour, parents/carers, staff and pupils need to work together. See school-specific Home School Agreement.

Where the behaviour of a child is giving cause for concern, it is important that all those working in partnership with the child are aware of the concerns and strategies being employed. The key professional in this process of communication is the class teacher who has the initial responsibility for the child's welfare. Early warning of concerns should be communicated to the Executive Principal and/or the School Leader so that appropriate strategies can be managed before more formal steps are required.

We believe that a positive partnership with parents is crucial to building trust and developing a common approach to behaviour, expectations and strategies for dealing with problems. We encourage parental participation in many aspects of school life. This participation assists the development of positive relationships in which parents are able to support the school in dealing with difficult issues of unacceptable behaviour.

Any behaviour concerns will be communicated to parents at an early stage, and there will be an opportunity to discuss the situation. Parental support will be sought in devising a plan of action within this policy, and further disciplinary action will be discussed with the parents

Equal Opportunities

This policy applies to all staff and pupils within our school, regardless of age, gender, culture, sexual orientation, gender identity, religion or race.

Appendix 1: School Specific Strategies

Bishop Rawle CE(A) Primary School

Motto and School Rules

The School motto at Bishop Rawle is 'Going for Gold with God'.

This motto encourages children and adults to strive to be the very best they can in all things whilst reminding them that as a Church School we believe that we have help, support and encouragement to do this through the Trinitarian God.

The school rules are designed to be simple but represent all desirable behaviours in some form. In this way they can be understood and followed by the youngest of our pupils and can be explored in greater detail by our older pupils. The four rules form the acronym GOLD to facilitate children in remembering them and understanding that they are a way to fulfil our motto. They are as follows:

- G** – Good manners
- O** – Offer kindness
- L** – Live safely
- D** – Do our best

Rewards

General Classroom Awards:

Particularly good work and/or behaviour by a class, group or individual child is reinforced and rewarded by the School Leader, who praises the child(ren) verbally and gives a “special sticker”.

'Dojos' are earned individually and combined for Team points, the teams are linked to the MAT, named Team Trust, Team Mindful, Team Peace or Team Friendship. Each half term, the team with the most points will receive a reward for their efforts- an afternoon of an activity of their choice. These are points gained and stored by an individual as a personalised monster character on the class whiteboard. They can be awarded for appropriate learning behaviour, good work, completing homework, thoughtfulness or any other praiseworthy action. They are accrued during the week and the person in each class with the most dojos by Monday afternoon is given a certificate in Celebration Worship and invited for 'Tea at 2' on Tuesday, this is a celebratory 'tea' with cake or biscuits and a drink. The runners up in each class are also given a certificate in celebration assembly.

Each Class is given half an hour per week **Golden Time** where they are allowed an extra half hour of play for good behaviour. A sanction used within class can be for a child to lose their Golden Time. Each class teacher may also establish a reward system appropriate to the age range of the class as required.

Whole School Celebration Awards:

On Tuesday morning, a 'Celebration Worship' is held in the school hall. The people with the most dojos for the week and the runners up are given their certificates during this worship time. Class awards of **Star of the Week** are also awarded by class teachers. All children in the class are given an opportunity to 'shine' throughout the year, boosting their self-esteem and reinforcing our school beliefs that everyone is special and good at something. These children also gain a small concrete award of their choice from the School Leader's treat box and a special sticker to wear. Children may be involved in nomination of pupils for any awards as deemed appropriate by the teacher to enlist the use of peer praise.

One child also receives a special School Leader award called the **Gold Award**. This reward is to celebrate a child showing remarkable behaviour or demonstrating our school rules and motto. The recipient also receives a special treat from the School Leader's treat box and they are given a Gold Sticker. All the names of award winning children are displayed for a week on a celebration board, News letter and certificates are sent home for parents to see.

Another positive weekly award is the **Good Manners** certificate. A pupil from each Key Stage is chosen for fantastic manners throughout all of the school day. This award can be nominated by any child or adult.

There is an **Attendance Award** for the class that has the best weekly attendance and they receive a laminated cup picture to place on their Classroom Worship Table and a cup to display for a week. At the end of the term the class with the highest overall attendance receives an extra 'treat' afternoon.

The School Leader also awards a **Class of the Week Award**. Their class colour is displayed in the school hall for the week, they have a 'Class of the Week' banner on their classroom door and they earn an extra PE lesson for that week.

Children's achievements outside of school are also celebrated in this assembly to boost self-esteem and emphasise that valuable talents and abilities can be developed in all sorts of ways.

Lunchtime Awards:

At lunchtime, supervisors, where appropriate, engage in play with the children to encourage good relationships and award playtime with the special playground toys for good behaviour. Pupils are chosen on a daily basis to play with the special playground games.

Sanctions

Within class a 5 step warning system is employed called THINK.

1. Warning
2. Removal of a dojo
3. Move to another seat in the room
4. Removal of a further dojo and missing a playtime
5. Move to another class – parents informed.

On the yard, children are given a warning using a yellow card. Repeat of the behaviour leads to a red card being issued which constitutes time out of play.

Dilhorne Endowed C.E. (A) Primary School

Motto and School Rules

The School motto at Dilhorne is: 'Growing in Faith and Learning'

This motto encourages children and adults to become strong as they grow in wisdom and to have God's blessing. We want the children to strive to be the very best they can in all things whilst reminding them that as a Church School we believe that we have help, support and encouragement to do this through the Trinitarian God.

Rewards

General Classroom Awards:

Particularly good work and/or behaviour by a class, group or individual child is reinforced and rewarded by the School Leader, who praises the child(ren) verbally and gives a "special sticker".

Our 'TMPF Monkey' is awarded weekly to reinforce the TMPF core values of **Trust, Mindfulness, Peace and Friendship**.

'Team Points' are earned individually. These are points gained by an individual and collected within each class in their house teams. They can be awarded for appropriate learning behaviour, good work, completing homework, thoughtfulness or any other praiseworthy action. They are accrued during the week and the team captains collate the scores weekly for the celebration worship.

Whole School Celebration Awards:

On Friday morning, a 'Celebration Worship' is held in the school hall. At this time the school come together, along with parents if they wish to join us. Awards include: **Star of the Week, Learner of the Week, Sports Awards and MFL Awards**.

In addition there are Awards for Attendance. These are calculated weekly for classes and monthly for individuals. The class with the best weekly attendance receive a treat at break time on Fridays. Individuals receive certificates on a monthly basis.

Children's achievements outside of school are also celebrated in this assembly to boost self-esteem and emphasise that valuable talents and abilities can be developed in all sorts of ways.

Sanctions

Within class a 5 step warning system is employed called THINK.

1. First warning
2. A second warning
3. Move to another seat in the room (or receive a 'sad' face - Class 1)
4. If appropriate, 'time out' may be used.
5. Move to another class where appropriate – parents informed.

On the yard, children are given a warning using a yellow card. Repeat of the behaviour leads to a red card being issued which constitutes 'time out' of play.

Aims and expectations

It is the primary aim of our school that every member of the school community feels valued and respected, and that each person is treated fairly and well. We are a caring community, whose values are built on mutual trust and respect for all, promoting good relationships and well-being.

The school rewards good behaviour as it promotes an ethos of kindness and co-operation, embedding positive attitudes towards one another, both in school and the wider community.

Rewards

We praise and reward children for good behaviour in a variety of ways.

- ❖ Verbal praise
- ❖ Written praise on work / stickers.
- ❖ Praise in front of the class / or show another member of staff.
- ❖ Pupils are in colour teams (red/blue/green/yellow) and merit points are awarded for a variety of reasons. Totals for each team are announced every half term in whole school assembly and are on display in the school hall. As the pupils earn more points they receive an award and prize at the end of the year, dependant on individual total:

Bronze Certificates and prize for 60 team points;

Silver Certificates and prize for 120 team points;

Gold Certificates and prize for 180 team points;

Platinum Certificates and prizes for 240 team points.

- ❖ At the end of the school year winning team is presented with a team trophy at the leavers' service.

- ❖ Celebration assembly held every Friday.
Merit Trophy and merit badge is handed out to one pupil per year group – The reasons for receiving award include positive social behaviour/ academic progress/ creative or physical achievements. A lunchtime supervisor and School Council certificate is also presented.

Reception/KS1 classes operate a specific Golden Time system for children who have worked well all week, by which individual children can contribute to a class treat i.e. 15 minute activity they choose to do. E.g. playtime, use of computers, games.

Sanctions

- ❖ Non-verbal warning.
- ❖ Verbal warning.
- ❖ Removal from working area/ thinking chair/ thinking time.
- ❖ Time out of classroom with a designated member of staff, 5 minute calm down – if time is to be longer for other reasons, work needs to be taken with them to complete.
- ❖ See the School Leader to discuss possible involvement with outside support agencies as deemed necessary.
- ❖ Diaries kept- evidence for possible intervention of behaviour support. Class teachers are required to also keep a record of the events.

Classroom Rules

A poster is displayed prominently – A3 size – in every classroom and also around the school. This gives details of the class rules that the pupils have agreed to abide by.

Reception/KS1 use a 'Cloud based system' with pupils being allocated a cloud depending on their attitude and behaviour.

St. Werburgh's C.E. (A) Primary School

Everyone at St. Werburgh's C.E. (A) Primary School has a role to play in the creation and maintenance of positive behaviour. Staff, volunteers, Trustees, placements, pupils and parents all have an impact on behaviour and the culture of our lovely school.

Motto and School Rules

'Love to learn, love God, love one another.'

The motto is an integral part of school life and is a prompt of how children can make their school, Parish, community and further afield a better place to be. The holistic nature of the motto is such that it acts as a reminder of behaviour for pupils and reflects our loving Christian ethos.

As part of The Moorlands Primary Federation, the school also share the values of:
Trust, Mindful, Peace and Friendship.

Classroom Rules

Each class establishes a set of rules with the children during the early part of the Autumn term. For older children, some of these rules will be designed by/ in conjunction with them.

Rewards

Team/ House Points

Children are grouped into one of four teams/houses upon joining St. Werburgh's C.E. (A) Primary and endeavour to win 'team points' for good work/ behaviour, for acts of kindness and responsibility, or for reflecting the school motto, or for other reasons determined by staff. Team points are collected on a weekly basis and the results shared in a whole-school assembly. The winning team/ house should be celebrated at the end of term.

'St. Werburgh's Star' award

The 'St. Werburgh's Star' is a special award which is presented to a child for an exceptional act of kindness/ something which thoroughly embodies the school motto. The award may also be presented for continuous excellence. Any recipient should only receive the award once during their time at the school.

Praise and Celebration

A weekly Praise and Celebration worship/ assembly takes place (subject to change). Within the weekly Praise and Celebration, a number of rewards are presented:

Name in the Frame: Awarded by each class and will be decided by the class teacher or another staff member in the class teacher's absence. This award can be for individuals, groups or the whole class.

Attendance Trophy: For the class/es with the highest attendance for the week. Should a class achieve 100% attendance for the week, they are entitled to an additional 5minutes break time.

Worship Trophy: For the class/es who have set great examples when entering and leaving the hall/ church for Worship throughout the week.

Individual classes

Each class may have a rewards system that runs alongside (not in place of) the school's team/ house point system. This may be designed to meet the specific needs and dynamics of each class.

Sanctions

Sanctions will vary for each case and also take into account the age of a child and the nature of their misdemeanour.

Initially, sanctions are applied by the class teacher/ Learning Support Assistant (LSA)/ staff member and may involve:

- reminders of the correct/ appropriate way to behave;
- missing a period/ whole of break/lunchtime to complete work not done due to inappropriate behaviour;
- missing a period/ whole of break/lunchtime, or series of these, to reflect upon their behaviour;
- tidying any mess made as a result of their actions;
- production of a letter of apology;
- conversation with parents/ carers preferably led by the class teacher;
- referral to Assistant School Leader/ School Leader.

Should the staff member deem it necessary to escalate the incident of poor/ inappropriate behaviour, this is then referred to an Assistant School Leader in the first instance, unless circumstances dictate otherwise. The Assistant School Leader will then apply necessary and relevant sanctions as above, or may invite parents in to discuss the matter in more depth and develop a joint home-school strategy to address the matter.

In the first instance, issues of inappropriate or poor behaviour which may be in breach of the school motto, will be dealt with by the adult who witnesses this, or it is reported to. If this is not the class teacher, this information and any sanctions applied must be fed-back to the class teacher to enable them to monitor the situation. Depending on the circumstances, the class teacher may amend the sanction.

An attempt is made to discuss behaviour with the child and for them to understand why their actions were wrong.

In the case of violent or intimidating behaviour, an incident report must be completed by the member of staff who witnessed this, or to whom it was initially reported.

If a situation requires escalation, where possible, this must be decided by the class teacher. In the absence of the class teacher, the staff member involved may refer directly to the Assistant School Leader/ School Leader.

Where possible, any escalation should go to the Assistant School Leader prior to the School Leader/ Principal, or Executive Principal. Should the Assistant School Leader deem it necessary, incidents will be escalated to the School Leader/ Principal or Executive Principal.

The Assistant School Leader/ Principal/ Executive Principal can make the decision of whether a fixed term exclusion should be issued. It is recommended that a minimum of two of the above-named individuals are involved in this decision-making process where possible. In the rare event of a permanent exclusion, the Executive Principal should be involved in the decision-making process and will notify the School's Link Trustee, Safeguarding Trustee/s and Chair of the Trust Board. Additional contact is outlined in appendix 4.

Home-school link

Should a child's behaviour cause concern for an extended period, a home-school diary may be implemented. This will enable parents and school to work collaboratively to support the child with the goal of improving their behaviour.

Individual Behaviour Plans/Rewards Charts

In some circumstances, an individual behaviour plan/ chart/ system may be put into place to support a child's behaviour. Where possible, this will be designed in conjunction with parents and the child – however in certain circumstances, this is not always necessary. The plan should be shared with all of the relevant staff members and parents/ carers to ensure consistency of approach.

The Valley Primary School

Motto and School Rules

The School motto at The Valley is 'Learn to love, love to learn'.

This motto encourages children and adults to develop both a passion for learning and a passion to be the best human being we can by caring for ourselves and others.

The school rules are designed to be simple but represent all desirable behaviours in some form. In this way they can be understood and followed by the youngest of our pupils and can be explored in greater detail by our older pupils. The four rules are as follows:

FUN – we should all experience fun and enjoyment in all that we do

SAFE – being safe is paramount

RESPECT – respecting each other and our surroundings is a key part in developing a rounded individual

TALK – talking to others is a key method of learning and developing relationships

Rewards

General Classroom Awards:

Particularly good work and/or behaviour by a class, group or individual child is reinforced and rewarded by all staff through verbal praise and rewards such as stickers, raffle tickets and team points. Teachers may also choose to write a message in home school/ reading diaries to celebrate achievements with parents/ carers.

Whole School Celebration Awards:

On alternative Friday mornings the school comes together for a 'Celebration Assembly' in the school hall. Parents/ Carers and family members are encouraged to attend this assembly. During the assembly children have the opportunity to share good work

Class awards of **Star of the Week** are also awarded by class teachers. All children in the class are given an opportunity to 'shine' throughout the year, boosting their self-esteem and reinforcing our school beliefs that everyone is special and good at something.

There is an **Attendance Award** for the class that has the best fortnightly attendance and they receive a small trophy to display for a week. At the end of the term the class with the highest overall attendance receives an extra 'treat' afternoon (i.e. extra play time or forest school session).

Sanctions

The following approach is used:

Sunshine/ Green Face – all children aim to stay on the sunshine/ green face for working hard and following our school rules

Grey Cloud/ Orange Face – the children's name is moved to the grey cloud/ orange face if their behaviour is not as expected i.e. repeatedly not listening to the teacher, answering back, being unkind to someone else. This is a verbal warning from the member of staff directly to the individual child, including discussion about how to change the behaviour.

Black Cloud/ Red Face – the children's name is moved to the black cloud/ red face if they have not changed their behaviour after a verbal warning. Children will be put straight on a black cloud/ red face if they have hurt another child and if they have made a gesture to hurt another child (intentionally) this includes hurting a child verbally. The consequence of a black cloud/ red face is the child will in Class One sit on a thinking cushion for a short period of time (*approximately 1 minute for each year of their life*), in Class Two and Three the children will need to miss a proportion of their play time (*this will not affect their ability to have their snack/ lunch or go to the toilet*). Parents/ Carers will be informed if their child has been on a black cloud/ red face.

All serious incidents or where children are repeatedly on the Black Cloud/ Red Face will be reported to the School Leader who will then take any necessary next steps i.e. speak with parents or seek advice from other professional.

Appendix 2: Exclusion Timetable

TIMETABLE TO REVIEW EXCLUSIONS

Based on the number of school days in a term that the pupil has been excluded from school; lunchtime exclusions count as half a day

Informing the Trust Board and LA

The Executive Principal/Principal/School Leader must inform the Trust Board and the LA without delay, of:

- (a) permanent exclusions;
- (b) fixed period exclusions of six days or more (or more than 10 lunchtimes);
- (c) exclusions which would result in the pupil missing a public examination.

For all fixed period exclusions

- During the first five school days of any exclusion the school must set work to be completed at home by the pupil;
- From the sixth school day (not cumulative) of a fixed period exclusion the Trust Board must arrange for suitable alternative full-time education until the pupil returns to school;

Fixed period exclusion of 5 days or less

- Unless the exclusion will result in the pupil missing a public examination, the **Executive Principal/Principal/School Leader** is only required to report such exclusions to the Trust Board and LA once a term;
- The Trust Board do not need to meet to consider the exclusion;
- If representations are received, the Trust Board must consider them but are not required to meet and cannot direct re-instatement;
- The government guidance gives no indication as to when this meeting should take place, but advises that the Trust Board should respond promptly to any request from the parents;
- Update pupil's information on SIMS. Copy of exclusion letter to parents placed on pupil's file;

Fixed period exclusion of 6 - 15 days (or cumulative)

- The Trust Board do not need to meet, unless the parents wish to make representations;
- The government guidance states that Trust Board must meet to consider any such representations within 50 school days of receiving notice of the exclusion but, again, should respond promptly to any request from the parents;
- The governors can uphold or overturn the exclusion but cannot increase its length;
- Update SIMS. Copy of exclusion letter to parents should be forwarded to your District Inclusion Officer, as well as being placed on pupil's school file;
- If the parents make representations, following the meeting, the Trust Board must inform the parents without delay of its decision in writing, stating the reasons. Copy of this letter should be sent to your District Inclusion Officer.

Fixed period exclusion of 16 - 45 days (or cumulative) or permanent exclusion

- Exclusion notification form should be completed and emailed to your District Inclusion Officer together with a copy of the exclusion letter to parents;
- The Trust Board must meet within 15 school days of receiving notice of the exclusion and must decide whether or not to uphold the exclusion;
- Parents and LA* must be invited to the meeting. Meeting must take place even if parents do not wish to attend;
- Taking into account pupil's age and understanding, he/she should be enabled and encouraged to attend;
- The Trust Board can uphold or overturn the exclusion, but cannot increase the length of a fixed period exclusion;
- Following the meeting the Trust Board must inform the parents and LA without delay of its decision in writing, stating the reasons. Update SIMS.
- Where the Trust Board uphold a permanent exclusion, the parents have the right to ask for the decision to be reviewed by an independent review panel.

*** Local Authority is not invited to this meeting if school is an Academy**

NB: If any exclusion would cause the pupil to miss a public examination, the school should consult with the Education Service, in order to explore possible alternatives.

Appendix 3: Fixed term exclusion model letter

Dear **[parent's name]**

[child's name] [date of birth]

I am writing to inform you of my decision to exclude **[child's name]** for a fixed period of **[specify period]**. This means that **[he/she]** will not be allowed in school for this period. The exclusion starts on **[date]** and ends on **[date]**. Your child should return to school on **[date]**.

I realise that this exclusion may well be upsetting for you and your family, but the decision to exclude **[child's name]** has not been taken lightly. **[child's name]** has been excluded for this fixed period because **[reason for exclusion]**.

You have a duty to ensure that your child is not present in a public place in school hours during this exclusion on **[specify dates]** unless there is reasonable justification for this. I must advise you that you may be prosecuted or receive a penalty notice from the local authority if your child is present in a public place during school hours on the specified dates. It will be for you to show reasonable justification.

We will set work for **[child's name]** during this exclusion and would ask you to ensure that the work is completed and returned promptly to school for marking. **[specify the arrangements for this]**.

You have the right to make representations about this exclusion to the **[governing body/PRU management committee]**. If you wish to make representations please contact **[name of contact]** on/at **[contact details — address, phone number, email]**, as soon as possible. Whilst the **[governing body/PRU management committee]** is not required to meet and has no power to direct reinstatement, they must consider any representations you make and may place a copy of their findings on your child's school record.

At the meeting you have the right to be accompanied by a friend or representative. Taking into account your child's age and understanding, **[he/she]** may also attend the meeting to speak on **[his/her]** own behalf and is entitled to bring a friend. Alternatively, your child may wish to communicate **[his/her]** views by other means.

You should also be aware that if you think the exclusion relates to a disability your child has, and you think disability discrimination has occurred, you have the right to appeal, and/or make a claim, to the First Tier Tribunal <http://www.justice.gov.uk/tribunals/send/appeals> Making a claim would not affect your right to make representations to the governing body/PRU management committee.

[paragraph below is optional]

You and **[child's name]** are requested to attend a reintegration interview with me at **[time]** on **[date]** at **[place]**. The purpose of the reintegration interview is to discuss how best your child's return to school can be managed.

You have the right to see and have a copy of your child's school record. I will be happy to supply you with a copy if you request it but due to confidentiality restrictions, you must notify me in writing if you wish to be supplied with a copy. There may be a charge for photocopying.

For your information the following sources of advice are available to you.

- District Inclusion Officer **[enter details – name, address, email]**.
- You may also find it useful to contact the Coram Children's Legal Centre. They aim to provide free legal advice and information to parents on education matters. They can be contacted on 0300 330 5485 or at <http://childlawadvice.org.uk/>
- ACE Education provides information on law and guidance covering state funded education for children aged 5 to 16 years in England only. can be contacted on 03000 115 142 Monday to Wednesday from 10am to 1pm during term time or for more information visit <http://www.ace-ed.org.uk>

- Staffordshire SEND Family Partnership Service (formerly known as the Parent Partnership Service) provides information advice and support to parents and carers of children and young people with special educational needs and disabilities. This may include those children with behaviour difficulties as well as those who are at risk of or have been excluded from school. They can be contacted on 01785 356921, email to sfps@staffordshire.gov.uk or visit the website for more information www.staffordshire.gov.uk/sfps
- Statutory guidance on exclusion can be found here:
<https://www.gov.uk/government/publications/school-exclusion>

[child's name]'s exclusion expires on **[date]** and we expect **[child's name]** to be back in school at **[time]** on **[date]**.

Yours sincerely

[Name]

School Leader/Principal/Executive Principal

cc. Child's school file

Appendix 4: Permanent exclusion model letter

Dear **[parent's name]**

[child's name] [date of birth]

I regret to inform you of my decision to permanently exclude **[child's name]** with effect from **[date]**. This means that **[child's name]** will not be allowed in **[this school/this PRU]** unless **[he/she]** is reinstated by the governing body/the discipline committee **[or PRU management committee]** or by the recommendation of a review panel.

I realise that this exclusion may well be upsetting for you and your family, but the decision to permanently exclude **[child's name]** has not been taken lightly. **[child's name]** has been excluded because **[reasons for the exclusion — include any other relevant previous history]**.

You have a duty to ensure that your child is not present in a public place in school hours during the first five school days of this exclusion, that is on **[specify dates]** unless there is reasonable justification for this. I must advise you that you may be prosecuted or receive a penalty notice from the local authority if your child is present in a public place during school hours on the specified dates. It will be for you to show that there is reasonable justification.

Alternative arrangements for **[child's name]**'s education to continue will be made. For the first five school days of the exclusion we will set work for **[child's name]** and would ask you to ensure this work is completed and returned promptly to school for marking. From the sixth school day of the exclusion onwards — i.e. from **[specify the date]** the local authority **[give the name of the authority]** will provide suitable full-time education.

[Where pupil lives in a local authority other than the excluding school's local authority] I have also today informed **[name of officer]** at **[name of local authority]** of your child's exclusion and they will be in touch with you about arrangements for **[his/her]** education from the sixth school day of exclusion. You can contact them at **[give contact details]**.

You have the right to make representations about this decision to the **[governing body/PRU management committee]** and ask them to reinstate your child. As this is a permanent exclusion the **[governing body /PRU management committee]** must meet to consider it. The **[governing body/PRU management committee]** have the power to reinstate your child immediately or from a specified date, or, alternatively, they have the power to uphold the exclusion in which case you may ask for the decision to be reviewed by an Independent Review Panel. The latest date by which the **[governing body/PRU management committee]** must meet is **[specify the date — the 15th school day after the date on which the governing body/PRU management committee was notified of the exclusion]**. If you wish to make representations to the **[governing body/PRU management committee]** please contact **[name of contact]** on/at **[contact details — address, phone number, email]**, as soon as possible. You will, whether you choose to make representations or not, be notified by the Clerk to the **[governing body/PRU management committee]** of the time, date and location of the meeting.

At the meeting you have the right to be accompanied by a friend or representative. Taking into account your child's age and understanding, **[he/she]** may also attend the meeting to speak on **[his/her]** own behalf and is entitled to bring a friend. Alternatively, your child may wish to communicate **[his/her]** views by other means.

Please let us know if you have a disability or special needs which would affect your ability to attend the meeting. Also, please inform **[contact]** if it would be helpful for you to have an interpreter present at the meeting.

You should also be aware that if you think the exclusion relates to a disability your child has, and you think disability discrimination has occurred, you have the right to appeal, and/or make a claim, to the First Tier Tribunal

<http://www.justice.gov.uk/tribunals/send/appeals> Making a claim would not affect your right to make representations to the governing body/PRU management committee.

You have the right to see and have a copy of your child's school record. I will be happy to supply you with a copy if you request it but due to confidentiality restrictions, you must notify me in writing if you wish to be supplied with a copy. There may be a charge for photocopying.

For your information the following sources of advice are available to you.

- District Inclusion Officer **[enter details – name, address, email]**.
- You may also find it useful to contact the Coram Children's Legal Centre. They aim to provide free legal advice and information to parents on education matters. They can be contacted on 0300 330 5485 or at <http://childlawadvice.org.uk/>
- ACE Education provides information on law and guidance covering state funded education for children aged 5 to 16 years in England only. can be contacted on 03000 115 142 Monday to Wednesday from 10am to 1pm during term time or for more information visit <http://www.ace-ed.org.uk>
- Staffordshire SEND Family Partnership Service (formerly known as the Parent Partnership Service) provides information advice and support to parents and carers of children and young people with special educational needs and disabilities. This may include those children with behaviour difficulties as well as those who are at risk of or have been excluded from school. They can be contacted on 01785 356921, email to sfps@staffordshire.gov.uk or visit the website for more information www.staffordshire.gov.uk/sfps
- Statutory guidance on exclusion can be found here: <https://www.gov.uk/government/publications/school-exclusion>

Yours sincerely

[Name]

Executive Principal

cc. Clerk to governors' committee **(or clerk to PRU management committee)**

District Inclusion Officer

Child's school file