

Our Behaviour Policy (see below) is one of the integrated raft of safeguarding policies which are collated in our school's Safeguarding Handbook.

BEHAVIOUR

In our school we believe that good behaviour is integral to effective learning and our behaviour systems and pastoral support, together with our robust curriculum, enables each and every child to reach their full potential.

Our policy is based on the belief that:

- Good relationships and a strong rapport with our children, together with a full understanding of their needs, consistently enable a stronger, shared understanding of the value of good behaviour.
- School is a safe place for our children where they will be listened to and challenges discussed openly.
- Staff have a collective responsibility to support all of our children and that as a team we are more likely to create effective solutions and strategies.
- When things go wrong, children are an integral part of establishing a solution, so they are able to learn from the situation.

Staff establish and maintain consistent expectations with regards to acceptable behaviour and reinforce these through our consistently applied **GOOD TO BE GREEN BEHAVIOUR SYSTEM**, positive expectations, praise and rewards

GOOD TO BE GREEN LEVELLED RESPONSE

Stage 1: First Incident: Verbal warning and name written on board.

Stage 2: Yellow Card: Second incident: Pupil kept back in class for 5 minutes with Class Teacher. Parents will be informed verbally. A record will be kept by class teacher of total number of incidents. This will be shared at parents evening. If a child is persistently receiving yellow cards, the class teacher will inform the Headteacher.

Stage 3: Red Card: Third/Repeated Incident: Red Letter will be sent home with a request for a discussion with parents. Class teacher will record in diary and inform SLT via email. Pupil attends lunchtime detention.

Violent/Serious Incident or Second Red Card: This will be recorded on CPOMS. A meeting will be arranged with: Head Teacher/Assistant Head Teacher, Class teacher, Parent and Child. The child will be put onto a HT Report card for 1 week. Any further incidents will be referred directly to head teacher. Other agencies will be contacted for advice/support as appropriate. If during a school activity a child's behaviour endangers the safety of others, the activity is stopped immediately and the child cannot take part for the rest of that session. Children may subsequently be banned from the same activity if staff are not confident that this behaviour will not re-occur. A record is made on CPOMS.

Exclusion

The school has never excluded a child, this is a sanction that will only be used if there is:

- A serious breach of the school's Behaviour Policy.
- The pupil continually behaves badly and fails to respect the school rules.
- If allowing the pupil to remain in school would seriously inhibit the education of other children.

Head Teacher's role in exclusion

The Head Teacher will:

- Act as lead officer and carry out an investigation to determine most appropriate course of action.
- Discuss with the pupil what has happened and why it is of serious concern.
- Discuss the events that surround the incident with wider staff.
- Consider all the facts presented.

Length of Exclusions

The Head Teacher has the right to exclude pupils for a period from 1 to 5 school days BUT each case will be assessed and treated individually and a sanction applied depending on the incidents severity.

Permanent Exclusion

This decision is a serious one. It will be the final step, the last resort in a process of support for dealing with disciplinary problems. It will also be a decision that will be made by the Governing Body and not just the Head Teacher. There may, however, be an occasion where the Head Teacher could decide to permanently exclude a pupil for the first breach of rules. This may include:

- Serious actual, or threatened violence against another pupil or member of staff
- Sexual abuse or assault
- Drug offences
- Carrying an offensive weapon

Notifying Relevant Parties of an Exclusion

On excluding a pupil, the Head Teacher must immediately notify parents of the exclusion and the reason for it. They must also inform parents of their rights to make representations to the Governing Body. The Governing Body must also be notified of certain exclusions.

The Governing Bodies Responsibilities in relation to Exclusion

For fixed-period exclusions of more than five days the governing body must arrange suitable alternative full-time education, which must begin no later than the sixth day of the exclusion. For permanent exclusions, the pupil's 'home' local authority must provide alternative education. Governing bodies are legally required to consider parents' representations about an exclusion, and in some cases must also consider whether an excluded pupil should be reinstated. If parents disagree with the decision not to reinstate their child, they can request that it be considered by an independent review panel.