



# **Behaviour Policy September 2023-24**

This policy is reviewed at least annually by the Local Governing Body and was:

**Ratified on:** 14<sup>th</sup> September 2023  
**Next review date:** September 2024

# Introduction

Here at Upper Arley C of E Primary School we recognise everyone as a child of God and through sharing this knowledge, we encourage all to grow in their learning so that everyone can achieve and flourish in all they do.

## **One Community, Learning Together, Sharing God's Love**

"I can do all this through Christ because he gives me strength"  
Philippians 4:13

God created everyone in his image and we are all his children. His ultimate aim is for us to grow and succeed in everything we do as his children. It is through the strength that Christ gives that we are able to overcome all challenges and to achieve and flourish in all that we do.

Upper Arley C of E Primary School Values:

- Trust
- Courage
- Truthfulness
- Forgiveness
- Thankfulness
- Compassion

Upper Arley C of E Primary School aims to be:

- a place where it is recognised that every child comes into school with a variety of experiences of faith and cultures, which are to be valued and appreciated
- a purposeful place, underpinned by our shared Christian values, where we strive to deepen and kindle the child's relationship with God through prayer and worship
- a place of high expectation and achievement
- a safe place at the heart of the community
- a fun place where creativity and enjoyment are celebrated and full potential explored

It is a 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 school community, whose values are built upon the British values of:

- Democracy
- The rule of law
- Individual liberty
- Mutual respect for and tolerance of those with different faiths and beliefs and for those without faith

The school behaviour policy is therefore designed to support the way in which all members of the school can live and work together in a supportive way. It aims to promote an environment where everyone feels happy, safe and secure.

The behaviour policy is in line with and acknowledges the school's legal duties under the Equality Act 2010, in respect of safeguarding and in respect of children with special educational needs (SEN).

The school has five school rules to promote good relationships, so that people can work and play together in a supportive manner:

- **We follow instructions the first time of asking**
- **We work and play without hurting or disturbing others**
- **We listen without interruption, respecting others, their values and opinions**
- **We look after our school environment and everyone's property**
- **We move around school safely and stay in safe places**

This policy supports the school community by aiming to allow everyone to work together in an effective and considerate way, to help children to grow in a safe and secure environment, and to become positive, responsible and increasingly independent members of the school community.

We treat all children fairly and apply this behaviour policy in a consistent way, it is vital that children understand these rules and that we apply them consistently. Children must be given clear warnings and reminded that they need to be responsible for their own choices and actions.

The school rewards good behaviour, as it believes that this will develop an ethos of kindness and cooperation.

This policy is designed to promote good behaviour, rather than merely deter anti-social behaviour.

(For the purposes of this policy 'parents' should be taken to mean parent(s) or carer(s))

# Legal framework

This policy has due regard to all relevant legislation and statutory guidance including, but not limited to, the following:

- Education Act 1996
- Education Act 2002
- Equality Act 2010
- Education and Inspections Act 2006
- Health Act 2006
- Voyeurism (Offences) Act 2019
- The School Information (England) Regulations 2008
- DfE (2022) 'Behaviour in schools: advice for headteachers and school staff'
- DfE (2023) 'Keeping children safe in education 2023'
- DfE (2021) 'Sexual violence and sexual harassment between children in schools and colleges'
- DfE (2018) 'Mental health and behaviour in schools'
- DfE (2015) 'Special educational needs and disability code of practice: 0 to 25 years'
- DfE (2013) 'Use of reasonable force'
- DfE (2022) 'Searching, screening and confiscation: advice for schools'
- This policy operates in conjunction with the following school policies:
- Pupil Code of Conduct
- Social, Emotional and Mental Health (SEMH) Policy
- Complaints Procedures Policy
- Special Educational Needs and Disabilities (SEND) Policy
- Suspension and Exclusion Policy
- Physical Intervention Policy
- Child-on-child Abuse Policy
- Child Protection and Safeguarding Policy
- Smoke-free Policy
- Pupil Drug and Alcohol Policy
- Searching, Screening and Confiscation Policy
- Anti-bullying Policy

# Roles and Responsibilities

## **The governing board has overall responsibility for:**

Making a statement of behaviour principles and providing guidance for the headteacher on promoting good behaviour where appropriate.

- Ensuring that this policy, as written, does not discriminate on any grounds, including, but not limited to, age, disability, gender reassignment, gender identity, marriage and civil partnership, race, religion or belief, sex and sexual orientation.
- Promoting a whole-school culture where calm, dignity and structure encompass every space and activity.
- Handling complaints regarding this policy, as outlined in the school's Complaints Procedures Policy.
- Ensuring this policy is published on the school website.

The designated governor responsible for behaviour support is Julie Greenwood.

## **The headteacher is responsible for:**

- The monitoring and implementation of this policy and of the behaviour procedures at the school. This includes monitoring the policy's effectiveness in addressing any SEMH-related influences on behaviour.
- Acting in accordance with the statement of behaviour principles made by the governing board and having any regard to guidance provided by the governing board on promoting good behaviour.
- Establishing high expectations of children's conduct and behaviour and implementing measures to achieve this.
- Determining the school rules and any disciplinary sanctions for breaking the rules.
- The day-to-day implementation of this policy.
- Publicising this policy in writing to staff, parents and children at least once a year.
- Reporting to the governing board on the implementation of this policy, including its effectiveness in addressing any SEMH-related issues that could be influencing behaviour.

### **The SENDCO is responsible for:**

- Collaborating with the governing board, headteacher and the mental health lead, as part of the SLT, to determine the strategic development of behaviour and SEMH policies and provisions in the school.
- Supporting staff in their day-to-day responsibilities for the successful operation of the behaviour and SEMH policies to support children with SEND, in line with the school's Special Educational Needs and Disabilities (SEND) Policy.
- Supporting teachers in the further assessment of a children's strengths and areas for improvement and advising on the effective implementation of support.

### **The Designated Safeguarding lead/SLT support:**

- The promotion of a positive ethos in school
- Training will be given for staff to consider how safeguarding can influence on behaviour

### **Teaching staff are responsible for:**

- Planning and reviewing support for children with behaviour that challenges, in collaboration with parents, the SENDCO and, where appropriate, the children themselves.
- Aiming to enable access to the full curriculum for all children, whatever their prior attainment.
- Planning learning with regard to potential barriers to learning to ensure that every child, including children presenting behaviour that challenges, will be able to study the full national curriculum and are supported to achieve their own full potential.
- Teaching and modelling expected behaviour and positive relationships and demonstrating good habits.
- Being responsible and accountable for supporting the progress and development of the children in their class.
- Not tolerating disruption and taking proportionate action to restore acceptable standards of behaviour.
- Ensuring that the school rules are shared and implemented in their class and supporting their class to behave in a responsible manner **throughout the whole** of the school and at all times.
- Having high expectations of the children, including their behaviour, and striving to support all children work to the best of their ability at all times.

- Recording amber and red sanctions for the children in their class. This will be monitored by the SLT.
- Treating each child fairly by implementing the behaviour policy consistently.
- Treating all children in their class with respect and understanding.
- Discussing the needs of a child with the Pastoral Support Team and liaising with the SENDCO, SLT and Behaviour Support Services.
- Following the advice provided to support and guide the progress of each child.
- Responding to persistent issues by contacting parents regarding concerns or welfare of a child. This will be supported by SLT.

**All members of staff, including teaching and support staff, and volunteers are responsible for:**

- Adhering to this policy and applying it consistently and fairly.
- Supporting children in adhering to this policy.
- Promoting a supportive and high-quality learning environment.
- Modelling high levels of positive behaviour.
- Being aware of the signs of behavioural difficulties.
- Setting high expectations for every child.
- Being aware of the needs, outcomes sought, and support provided to any children with specific behavioural needs.
- Informing relevant figures of authority with up-to-date changes in behaviour. The relevant figures of authority include:
  - SENDCO
  - Headteacher
  - Deputy Head Teachers
  - DSLs

As authorised by the headteacher, sanctioning children who present with behaviour that challenges. It is the school's aim to work in partnerships with all parents. On enrolment, the school expectations are shared with parents. Upper Arley C of E Primary School aims to build supportive dialogue between home and school and will inform parents if there are concerns about a child's welfare or behaviour. If the school has to follow

policy and sanction a child, it expects parents to support these. If parents have any concern regarding this, then they should follow the school complaints policy.

**Parents are responsible for:**

- Supporting their children in school with both their learning and behaviour (as set out in the home-school agreement)
- Ensuring children attend school daily and punctually
- Are prepared for the school day with all uniform and resources needed
- Working collaboratively with school so that children receive consistent messages about how to behave at home, school and in the community
- Supporting their child in adhering to the school rules and reinforcing this at home.
- Informing the school of any changes in circumstances which may affect their child's behaviour

**Children are responsible for:**

- Their own behaviour both inside school and out in the wider community.
- Reporting any unacceptable behaviour to a member of staff.



## Staff induction, development and support

- All new staff will be inducted into the school's behaviour culture. This is to ensure they understand its rules and routines and how best to support all children to participate in creating the culture of the school. Staff will be provided with relevant and appropriate training on the needs of children at the school to enable behaviour to be supported consistently.
- The SLT will consider any appropriate training which is required for staff to meet their duties and functions in accordance with this policy, including understanding matters which may affect a child's behaviour, e.g. SEND and mental health needs.
- The SLT and the headteacher will review staff training needs annually, and in response to any behaviour support required including serious or persistent behaviour issues.

# Routines and Processes

## Visible Consistencies



The five visible consistencies (right) are displayed in classrooms and throughout the school environment. These expected behaviours are referred to with a common language and dual-coding symbols to ensure consistency and familiarity.

Staff reinforce the expected behaviours through the use of the zone board and reference to the related visible consistency.

## Zone board:



The zone board contains 5 coloured sections. At the start of both morning and afternoon sessions children's markers, names or photos, are on the green zone. If a child's name remains on green for the entire session it indicates that their behaviour has been in line with the school's high expectations.

Pupils' markers move up the zone board for following school behaviour expectations – visible consistencies. The section above green is silver followed by gold.

Children ending the day in silver or gold will receive points (silver = 1, gold = 2) towards a class reward, as agreed with the class teacher.

If children do not demonstrate the expected behaviours, their marker will be moved down the zone board. Alongside reference to the Visible Consistencies, children can be moved to the amber and red zones for inappropriate/unacceptable behaviour. Some of these behaviours are listed on the table (below); however, this is not an exhaustive list and staff will use their professional judgement when dealing with incidents.

Zone	Behaviour
<b>Amber</b>	<ul style="list-style-type: none"> <li>• Frequent calling out</li> <li>• Answering back</li> <li>• Repeated low level disruptions</li> <li>• Unkind words (unless racist or bullying – repeated and targeted- this is Red)</li> <li>• Not following instructions first time</li> <li>• Not staying in safe/appropriate place</li> </ul>
<b>Red</b>	<ul style="list-style-type: none"> <li>• Swearing</li> <li>• Walking out of class/lesson</li> <li>• Refusing to complete work</li> <li>• Defiance (any)</li> <li>• Throwing</li> <li>• Physical violence</li> <li>• Purposeful Vandalism</li> <li>• Spitting</li> <li>• Stealing</li> <li>• Incidents of child-on-child abuse</li> </ul>

Pupils' markers move to amber if behaviour has been inappropriate and following two verbal reminders of behaviour expectations. Amber zone is used to indicate to children that they must choose to improve their behaviour urgently in order to avoid a sanction. **If a child's behaviour improves their marker will be moved back to green.** Returning the marker to green is an important strategy. This helps children to understand that they can choose to change their behaviour and still work towards moving their marker up the zone board. Any sanctions incurred will be followed through on and rewards for positive behaviour are awarded when appropriate behaviours occur.

If inappropriate behaviour persists, the pupil's marker will be moved to red and a sanction is incurred. Sanctions are relevant and appropriate to the age and maturity of the child and follow guidance from behaviour support by SLT or outside agencies. Amber zone incurs a 5 minute, detention while red zone incurs a 10 minute detention. These are supervised during play or lunch-time by the class teacher. however, children's markers return to green zone for the start of the next session such as after lunchtime or before the start of the next morning. If a child refuses to attend their detention, this will be investigated for other underlying reasons and their parents will be contacted and asked to attend a meeting to discuss supportive strategies.

In the event that episodes of behaviour that challenges persist, the child should not be issued repeated red sanctions. The behaviour should be reported immediately to a member of the Senior Leadership Team to assist in dealing with this matter.

Good behaviour is an expectation at all times within our school. When required, the school employs a number of sanctions. These are in response to a pupil's behaviour not meeting expectations shared

through the school rules and to ensure a safe and positive learning environment. We employ each sanction appropriately with regard to each individual situation.

All children will receive two verbal reminders before a sanction is given. At a time when a child is making an inappropriate choice about their behaviour, they will be reminded of the school rules (displayed in each classroom) and asked to reflect on their behaviour as appropriate. Teachers should provide time for the child to think about their actions and to respond responsibly as appropriate.

If a child continues to display inappropriate behaviour a final reminder is given by the adult stating the consequence of their poor behaviour choice continuing. Staff will use the following phrase.

**[Name]** this is your second warning, if you continue to **[state unwanted behaviour]** your marker/name/photo will be moved to amber.

Where appropriate, through prior pastoral discussions, this may be replaced with individualised support.

All amber and red sanctions are recorded. This enables both the class teachers and members of SLT to monitor the level and type of low-level disruption within the school ensuring the school can investigate and act on the causes of the child's behaviour thus maintaining high standards and a positive climate for learning. If a child receives three amber sanctions within a half term, the child's parent will be notified.

Following repeated disruptive behaviour or 3 red sanctions in a half term parents will be contacted and will be expected to work in partnership with the school through a reporting system. This will be implemented for a fortnight. If inappropriate behaviour choices continue, the child will be supported through a Pastoral Support Plan. This will be discussed and created with parents and the child at a mutually convenient time. These plans will be reviewed regularly.

At this stage, the school is likely to seek support from behavioural specialists and other agencies within Children's Services.

The safety of the children is paramount in all situations. If a child's behaviour endangers them and or the safety of others, the adult in charge may stop the activity and exclude the child from taking part.

### **Positive Handling**

If absolutely necessary, a member of staff may restrain a child to ensure the safety of that child or others. Staff who have been trained in Positive Handling Techniques must follow the school Physical Restraining Policy. Physical Restraint should only be used as a last resort.

If a child needs restraining frequently, then in accordance with our Physical Restraining Policy we will, with parents, produce a positive handling plan for that child.

## **Celebration**

Each week the school holds a Celebration Assembly. Children are rewarded for their outstanding attitude towards learning. As a school we acknowledge the efforts and achievements of children out of school in our weekly assemblies.

On a termly basis, the children with the most golds in their class will also be celebrated and rewarded with an individual certificate.

Children's learning behaviour are also celebrated through the Learning Superpowers.

## **Suspension and Permanent exclusions**

A decision to exclude a child permanently should only be taken in response to a serious breach or persistent breaches of the school's behaviour policy and where allowing the child to remain in school would seriously harm the education or welfare of the child or others in the school. The headteacher will consider whether the child should be suspended, in line with the school's Suspension and Exclusion Policy, and will determine the length of the suspension.

Although unacceptable behaviour does not necessarily mean a child has SEND, an assessment will be carried out at this stage to determine whether there are any undiagnosed learning or communication difficulties, or mental health issues that may be contributing to the child's behaviour.

Where a child is identified as having SEMH-related difficulties, SEND support will be put in place from the school's national SEND budget.

Where SEND is not identified, but the headteacher determines that support is still required for the child, an Individual Behaviour Plan will be created to outline the necessary provisions in place.

If the headteacher permanently excludes a child, s/he informs the parents immediately, giving reasons for the exclusion. At the same time, the headteacher makes it clear to the parents that they can, if they wish, appeal against the decision to the governing body. The school informs the parents how to make any such appeal.

The headteacher informs the LA and the governing body about any permanent exclusion, and about any suspension beyond five days in any one term. The governing body itself cannot either suspend a child or extend the suspension period made by the headteacher.

The headteacher must, without delay, notify the governing body and the local authority of:

- any permanent exclusion (including where a suspension is followed by a decision to permanently exclude the child)
- any suspension which would result in the child being suspended for a total of more than five school days (or more than ten lunchtimes) in a term and any suspension which would result in the child missing a public examination or national curriculum test.

The governing body has a discipline committee. This committee considers any exclusion appeals on behalf of the governors.

When an appeals panel meets to consider an exclusion, they consider the circumstances in which the child was excluded, consider any representation by parents and the LA, and consider whether the child should be reinstated.

If the governors' appeals panel decides that a child should be reinstated, the headteacher must comply with this ruling. For further information on suspension and permanent exclusions, please refer to the Trust's Exclusions Policy.

### **Arrangements for Inclusion**

Upper Arley C of E Primary School, believes in Inclusion, a whole school positive behaviour policy and that its pupils should be engaged in achieving successful personal outcomes. These beliefs should raise standards of behaviour throughout the school and raise the attainment of all its pupils.

Our belief in partnership with parents and other support agencies means that the needs of children with behavioural difficulties are included in the work of the school.

Class Teachers are generally available before and after school for consultation as is the Headteacher. We have a governor who has responsibility for Special Needs and all staff are involved in the provision for children with behavioural difficulties to ensure a consistent positive approach.

# The Restorative Approach

At Upper Arley C of E Primary School, incidences of behaviour that challenges, are dealt with in a fair, respectful and appropriate way. The focus is on; individuals taking responsibility for their behaviour; repairing any harm done and rebuilding and restoring relationships. The key principle when dealing with issues is to give everyone involved a chance "to have their say" and become actively involved in the process. All members of staff and children are aware that issues will be dealt with fairly with a "no blame" approach.

When there has been an incidence between two children, key questions will be asked to find out what has happened and how the individuals involved can make things right again, or repair the harm caused. Our aim is to determine what has led up to an issue and resolve it in a positive way, thereby aiding understanding about why something has happened. Everyone involved in an incident is supported through the strategy of Restorative Dialogue in coming to understand the harm that has been caused to all parties.

## The Restorative Questions:

- **What happened?** Drawing out each person's recall of events one at a time, starting with the person alleged to have caused harm. The aim is not to come to a definitive conclusion on what has happened, but for each person to have their point of view listened to.
- **What do you think and feel about that?** What each person was thinking and feeling at the time, before the incident and since.
- **Who has been affected and how?** Who has been harmed/affected and how? Older children are encouraged to think about the wider implications of who has been affected e.g. families.
- **What are the needs of those involved?** What those affected need to; feel better about; move on with; to repair harm and rebuild relationships.
- **What do you think needs to happen next to make things right with each other and with the school community?** How do the parties involved agree and negotiate meeting the needs identified above and what support might they need to do this? Staff support children in this process but try to ensure the children form their own agreement where possible. The children may refer to the zone board to consider how to make appropriate amends in line with the high expectations of the school community.

This approach encourages those involved to identify ways in which a relationship can be repaired or how they can move forward. By giving children this responsibility, we are supporting them in developing their own strategies for avoiding and resolving conflict. We believe that children are more likely to abide by resolutions they reach through their own agreement than solutions offered by an adult or imposed upon them as to how to move forward after a conflict, they. By involving the children in the design of the

agreement they gain ownership over it. This helps them to resolve the situation and make amends in their own way. All staff working within Upper Arley C of E Primary School use active listening skills when dealing with a conflict. This enables them to draw out more from those involved.

### **Implementation of the Restorative Approach**

At Upper Arley C of E Primary School, we recognise that all children are unique individuals and therefore we are flexible in the manner in which we address any incidences of behaviour that challenges. The stages of the Restorative Approach underpin our method in dealing with behaviour. We are conscious of the need to adapt our approach to ensure it is appropriate for the child's age and level of understanding.

When working with children in the Early Years Foundation Stage, our focus is on the initial stages of the Restorative Approach. Staff focus on helping pupils to grasp the concepts of feelings and how they are caused. Modelling, small group work, peer support and visual resources such as photographs and Communication in Print cards are used to support the children's understanding and development of empathy.

This approach is adapted for other children throughout the school. Children with low levels of emotional maturity or with Special Educational Needs who may require support in recognising how their actions have affected others or how they feel about an incident. Children are supported in developing their understanding of the Restorative Approach using tailored resources, lessons and at their own pace. Children identified as having significant social, emotional or mental health needs may require an alternative approach, which will be discussed and decided upon by the team around the child on an individual basis.

Staff use their discretion and knowledge of the children involved to determine how best to implement this approach and who to involve in developing and implementing it.



# Bullying

Definition of Bullying: Upper Arley C of E Primary School consider that bullying is repeated, deliberate behaviour. It is repeated over a period of time, makes another person feel threatened, distressed, hurt or upset.

The school does not tolerate bullying – including cyber-bullying - of any kind. If bullying or intimidation has taken place, we will act immediately to try to prevent any further occurrences of such behaviour. We will do everything in our power to ensure that all children attend school free from fear by working towards eradicating bullying, (Keeping Children Safe in Education 2022)

Underlying Principles: each bullying and prejudice related incident, holds unique and distinctive features, which need to be considered. Upper Arley C of E Primary School's response will be informed by the principles below. This is so that we can challenge and counter prejudice related incidents and ensure the wellbeing and achievement of all our children.

- All children are entitled to an education, which respects and values their identity, individuality and background and is free from prejudice, harassment and adverse discrimination.
- Prejudice related bullying could prevent children from learning and be a significant barrier to their achievement.
- Prejudice related bullying impacts on a child's social and emotional wellbeing.
- All staff, children, parents, carers and governors should be aware of the school's policy and procedures for dealing with prejudice related incidents.
- All allegations of prejudice related bullying should be taken seriously and investigated thoroughly.
- Upper Arley C of E primary School, will keep parents, carers and children informed during an investigation and advise them of any action that is taken. This should be discussed sensitively with the child or young person beforehand.

## Definition of Prejudice Related Incidents

- A racist incident is any incident which is perceived to be racist by the victim or any other person.

- A disability related incident is any incident which is perceived to be so by the victim or any other person.
- A homophobic related incident is any incident which is perceived to be homophobic by the victim or any other person. Furthermore, the victim need not be lesbian, gay or bisexual to experience homophobic bullying, but may be targeted because they are perceived to be gay, or because a member of their family is gay, for example.

At Upper Arley C of E Primary School, we strive to create a culture in which all members of the school community respect each other – ensuring that all are listened to, always. The school ensures that there is:

- Direct teaching of PSHCE (personal, social, health and citizenship education) Learning of life skills; themed National events - such as Anti-Bullying Week; and restorative, informal discussions take place throughout the day, where appropriate.
- Children feel valued, by means of teaching through the curriculum and displays show: recognition of achievement; rewards and celebrating our diversity.
- Through monitoring reviews, the School Council and regular child surveys, our children feel they have a voice and that their opinion matters.
- We ensure that consistent behaviour management and high-quality activities are available at playtimes and lunchtimes.
- We share information with parents and work closely with them when/if incidents of bullying /prejudice occur. All members of the school community follow this policy consistently.

If an incident occurs, Upper Arley C of E primary School, will support both the victim and the perpetrator by various means. This will include:

Support for the victim:

- Time with an adult to help build self-esteem/peer support (Behaviour Specialist)
- Lunchtime staff are fully aware of the issues and can offer support.

- Regular home-school contact between parents and teachers.
- “Open-door” policy for parents with class teacher and senior leaders.
- Possible access to nurture group facilities.

Support for the perpetrator may include:

- 1:1 time with an adult to help build self-esteem and social skills. (Behaviour Specialist)
- Social skills group work, peer support.
- Lunchtime staff are fully aware of the issues and is able to rapidly intervene in any incident.
- Regular home-school contact between parents and teachers.
- “Open-door” policy for parents with class teacher and senior leaders.
- Pastoral support programme and the possible involvement of external agencies

## Behaviour outside of school premises

Children at the school must agree to represent the school in a positive manner. The guidance laid out in the Pupil Code of Conduct applies both inside school and out in the wider community, particularly if the child is dressed in school uniform.

Staff can discipline children for misbehaviour outside of the school premises, including conduct online, when the child is:

- Wearing school uniform.
- Travelling to or from school.
- Taking part in any school-related activity.
- In any way identifiable as being a child at the school.

Staff may also discipline children for misbehaviour outside the school premises, including conduct online, that:

- Could negatively affect the reputation of the school.
- Could pose a threat to another child, a member of staff at the school, or a member of the public.
- Could have repercussions for the orderly running of the school.

Any bullying witnessed outside of the school premises and reported to the school will be dealt with in accordance with the Anti-bullying Policy.

The school will apply the same sanctions for bullying incidents and non-criminal misbehaviour witnessed or reported outside of the school premises as would be imposed for such behaviour conducted on school premises. In all cases of unacceptable behaviour outside school premises, staff will only impose sanctions once the child has returned to the school premises or when under the supervision of a member of staff.


Complaints from members of the public about the behaviour of children from the school are taken very seriously and will be dealt with in accordance with the Complaints Procedures Policy.

# Appendix 1

## Child sanctioning:

It is the responsibility of the class teacher and support staff to ensure that the new rules are enforced in their class and that their class behaves in a responsible manner **throughout the whole of the school**, at all times. Praising and sanctioning children will be in line with the current Behaviour Policy. The class teacher will be responsible for holding detentions in their classrooms and discussing the sanction with the child's parents.

## Report Card

 <p>Name _____ Class _____</p> <p>Date _____</p> <p><b><u>Our School Rules</u></b></p> <ul style="list-style-type: none"> <li>• We follow instructions the first time of asking</li> <li>• We work and play without hurting or disturbing others</li> <li>• We listen without interruption, respecting others, their values and opinions</li> <li>• We look after our school environment and everyone's property</li> <li>• We move around school safely and stay in safe places</li> </ul>	Session	Mon	Tues	Wed	Thurs	Fri
	Session 1					
	Break					
	Session 2					
	Lunchtime					
	Session 3					
	Teacher Comment					
	SLT Comment					
	Parent Comment					

## Pastoral Referral form:

PASTORAL REFERRAL FORM				
Name:	Year:	Date:		
Referral for (please tick)				
Speech and language needs	Social needs	Mental health needs	Health needs	Learning needs
Describe behaviour that challenges				
•				
Describe what you have put in place already				
•				