

# GREAT WISHFORD C.E. (V.A.) PRIMARY SCHOOL



## BEHAVIOUR POLICY

At Great Wishford Primary School outstanding behaviour is encouraged and fostered by outstanding teaching that engages every child and that is relevant to them. We expect the highest possible standards of behaviour from all pupils and in order to achieve this, the SMART learner rules have been adopted throughout the school.

These SMART learner rules have been designed to be relevant and understood by pupils from Reception to Year 6. They set out the attitudes and values that we believe underpin the ethos of our school. The SMART learner rules form the basis for the Behaviour Management Policy,

### **Motto**

“Large streams from little fountains flow,  
Tall oaks from little acorns grow”  
David Everett 1769-1813

### **School Vision**

Our vision is for all our pupils to leave us confident, articulate and compassionate; able to realise their potential in every aspect of life, and willing in their service to others

### **Year 6 Reflection**

“Smart adults from young children grow”

### **We are committed to:**

- Recognising and respecting each of you as God’s children and unique individuals, and caring for every one of you.
- Understanding your needs and responding to them
- Providing you with life enhancing opportunities, helping you to grow in mind, body and spirit.
- Striving to get better in guiding and supporting you each day.
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### **We will achieve this by:**

- Placing Christian values at the heart of school life, and embodying a behaviour policy which builds on British Values and exemplifies the principles of restorative justice.
- Adapting the needs of individual pupils in a nurturing environment through our experienced and highly skilled team.
- Working in partnership with church, local community and beyond and creating a curriculum which fosters the growth of the whole child.
- Constantly seeking improvement through reflection, self-evaluation and adaptation, always putting our children at the centre of everything we do.

## SMART LEARNERS ARE:

**Sensitive** Kind, gentle, helpful and respectful to others  
We don't hurt people or their feelings

**Motivated** Good learners who have a go  
We don't waste time or give up

**Attentive** Good listeners who concentrate  
We listen to instructions and don't interrupt

**Responsible** Careful with property that belongs to you and to others. Look after nature  
We don't damage or waste things

**Truthful** Be honest  
We don't hide the truth

We want all of our children to become successful learners or "SMART learners;" SMART being an acronym that all children can quickly grasp and that reminds them of our expectations and links to our Learning and Teaching Policy. Each of the five aspects of the SMART learner rules is explained in straightforward terms of 'what we do and don't do' at Great Wishford Primary.

The SMART learner rules are displayed in each classroom and other shared areas around the school and to ensure a consistent approach throughout the school and by all staff.

The shifting of responsibility to the individual to make appropriate choices is one that should have longer term benefits for the school as children grow with this approach.

This is an approach that is much more about "catching them being good" and rewarding positive behaviours than focusing on the poor or disruptive behaviour of individuals.

Often those children who regularly work hard and stick to the rules are missed out. This system rewards the positive behaviours of everyone and should encourage those who have a tendency to disrupt or misbehave to make the more positive choices. It is imperative that all staff examine their teaching and their behaviour management strategies and ensure that all activities effectively match the needs of all of the children.

"If your curriculum is engaging all of your class, you will have far fewer behaviour issues to deal with"

### **How are children's achievements and behaviour rewarded?**

It's no good simply having the SMART learner rules on the walls around school. We have to get the ideas off the wall and into the heads and hearts of all members of the school community! (Yes, including us adults!)

The children should be encouraged to uphold the rules and can be rewarded for doing so in a variety of ways.

The simplest and one of the most effective forms of reward is verbal praise. Regular verbal praise and affirmation are vital in rewarding achievements and raising self-esteem among pupils. We should aim to ensure that verbal praise strongly outweighs reminders, warnings and other consequences or sanctions.

Pupils should understand that there are rewards available when they choose to follow the SMART learner rules and consequences when they choose not to. By giving and emphasising the choices the aim is to develop a greater independence and the taking of personal responsibility for actions. All staff are encouraged to use their professional judgement and training to develop and apply as many strategies as possible to support outstanding behaviour within their classrooms or shared working areas. This will support and encourage pupils to earn their golden stars and to show respect towards their peers, staff and visitors within the school community. These strategies could also include stickers, smiley faces etc.

### **Rewarding achievement through the SMART learner House Points system**

The policy includes the use of SMART house points by all members of staff. Each pupil when awarded a house point will place either house point slip in the classroom pot or record it directly on the class house point charts. These house points are awarded for good behaviour, politeness, caring for others, good work and extra effort over and above what would normally be expected. Children will also be rewarded with a weekly Golden Time. (A daily free-choice time for pupils with specific Special Educational Needs will be awarded if it is part of an agreed learning programme.)

The house points will be totalled up each week and celebrated in the Friday Collective Worship. Each class teacher will keep a weekly house point log to identify the highest scoring girl & boy in each of the houses in their class and to monitor pupil achievement in this area. These pupils will be photographed alongside their fellow winners from the other classrooms and the photographs will be placed on the 'Celebration Board' in the corridor for all to see. The House gaining the most overall house points in the week will win the House Point Cup displayed on the altar for the following week.

To celebrate pupil achievement, the children are also encouraged to identify a girl and a boy from their class, whom they feel have been the 'Smart Learners of the week'. A nomination sheet (completed by KS 1 & 2) is completed by each member of the class on a Friday and the class teacher then awards stickers to the 2 pupils during the following Monday morning registration. The pupil photographs are then displayed in the classroom 'Smart Learner' board.

### **House Names**

There are four House names at Great Wishford Primary School. These are named after significant landmarks in the local community: River Wylde, Medieval Strip Lynchettes, Oak Apple Field and Grovely Woods. Each House is a different colour:

Yellow- Grovely Wood , Blue- River Wylde, Orange- Medieval Strip Lynchettes, Green- Oak Apple Field On entry to school each pupil will be assigned to a House.

### **Break times**

We aim to make our playground a stimulating area as this provides opportunities for creative play and lessens the likelihood of children becoming bored. We have recently purchased new signage promoting positive attitudes, respectfulness and good playground manners. These are displayed and known to all pupils.

### **Lunchtime Behaviour**

We expect high standards of behaviour at all times of the school day. Lunch-time staff will have special weekly certificates to identify any pupils they feel have been outstanding in their positive behaviour during the lunch time period. Lunch-time staff will each nominate a pupil to receive a special positive lunch time behaviour certificate which will be distributed on that day.

Lunch time staff will manage the behaviour of all pupils at lunch-time. They will have access to a senior member of staff at all times to whom serious breaches of good conduct can be referred. (A school mobile phone is available for outside staff to access this support if they feel it is not appropriate for a pupil to be sent straight to the staffroom.)

Lunch-time staff will only bring to the class teachers' attention behaviour that is likely to affect a pupil's attitude, emotional well-being or performance in the afternoon session. Likewise, teaching staff will also need to inform lunch-time staff of any pupils, whom they are concerned about or will need a little extra support during this time of the day, so that consistency is maintained.

There will be a 'time out' bench in the playground and children who are getting too boisterous will be asked to sit there for a brief amount of time to calm down. (This needs to be age and weather appropriate.

Persistent low-level or inappropriate behaviour during lunch-times will result in a request for parents/carers to come into school to discuss strategies and provision.

If the poor behaviour continues there will be a request to parents that the child be collected at the start of lunch-time and returned to school for the start of the afternoon session at 1pm.

The number of lunch-times to be spent in the care of parents/carers is at the discretion of the Head teacher.

### **What about pupils with Special Educational Needs?**

Parents should be aware that individual arrangements will be made to manage the behaviour of pupils with particular needs which may differ slightly from this whole school approach.

Pupils with 'My Plans' or 'De-escalation plans' may have specific behavioural targets that require special arrangements and these will always be agreed with the SENCO in consultation with parents, class teacher and any other external support agency as necessary. Such arrangements will always be communicated to staff to ensure a consistent approach.

### **Restorative Justice Ethos**

We are aware that we have young children in our care who are learning social skills, the ability to negotiate, co-operate and to be diplomatic towards each other. There will be occasions where they make poor choices and another child or children could be upset, frightened or angry as a consequence of a child's actions. All staff have engaged in Restorative Justice training and wherever possible this process is used to try to support children in problem-solving and taking responsibility to resolve their differences or to put right a situation that has arisen. All staff are able to facilitate this process and follow the 5 key questions:

What happened?

What was it like before?

What has it been like since?

What do you need to happen?

Are you satisfied with the outcome?

### **Monitoring and addressing poor behaviour**

All staff will use the following 'Behaviour Grid' to help make judgements about behaviour and to help ensure that the Behaviour Management Policy is explicit to all members of our community and consistently applied.

**The behaviour grid for identifying sanctions** (Appendix 2 )

<b>Behaviour</b>	<b>Consequence (Sanction)</b>
<p><b>Level 1a</b> First behaviour incident. Minor incidents such as not listening when required, wasting time, not trying.</p> <p><b>Level 1b</b> If there is a repeat of the behaviour incident</p>	<p><b>Level 1a</b> When this happens a verbal warning and SMART learner reminder is given by an adult. (For most children this is all that is ever required.)</p> <p>If a warning is given we always then look for the <b><u>first opportunity to praise</u></b> the child concerned.</p> <p><b>Level 1b</b> The child is moved away from the group for a short period of time appropriate for the child. (This could be to a place where they can think about their choices). <b>EYFS &amp; KS1</b> The child would be moved onto the 'warning' yellow step on the behaviour ladder. <b>KS 2</b> The child would be moved to 'thinking it over' on the 'positive behaviour ladder'.</p>
<p><b>Level 2</b> Persistent or inappropriate behaviour continues</p>	<p><b>EYFS &amp; KS1</b> The child is moved to 'Danger Zone' on the positive behaviour ladder <b>KS 2</b> The child would move to 'teacher's choice' on the 'positive behaviour ladder'. A "time out" strategy to calm down could be used. The 'time out' is carried out appropriately according to the age of the pupil concerned. This may result in a pupil taking work to be completed whilst in another class, the 'Nest room', Woodpecker Classroom or the library. An 'ABC' form will be completed by the teacher.</p> <p>(However, the teacher may judge that a more effective strategy would be to approach the learning at another allotted time when the pupil can approach it refreshed or have 1:1 support.)</p>
<p><b>Level 3a</b> The inappropriate behaviour continues or a more extreme behaviour occurs that requires more investigation, careful monitoring and agreed action plan. (See list 3a)</p>	<p><b>Level 3a</b> <b>EYFS &amp; KS1</b> It will result in a loss of free time at lunchtime for the pupil who will be given time to reflect on their behaviour. With younger pupils or SEND pupils a 'language jig' is carried out with an adult. (All pupils will start the afternoon back on 'ready to learn' help support them with a fresh start.)</p> <p><b>KS2</b> Older pupils may complete a "Think Tank" sheet recording choices made and consequences arising from them. This will be discussed with an adult and a target set to review progress in improving the poor behaviour choice made.</p> <p><b>When this happens the teacher will complete an 'ABC behaviour form' to inform the SLT and arrange to discuss parental involvement and a risk assessment. Any documentation should be retained by the teacher as evidence for a review of the behaviour.</b></p>

	A 'De-escalation Plan' may be drawn up with the support of the SENCO and a date agreed for parents & school to review the strategies used and outcomes achieved.
<p><b>Level 3b Severe behaviour</b>          Certain behaviours require pupils to be automatically removed from the class or playground.          This could include:          severe physical or verbal abuse to another pupil or adult.          Persistent temper tantrums.          Serious bullying incidents and non-accidental damage to property/equipment.          Self-abuse.</p>	<p><b>Level 3b</b>          When any of these behaviours occur the Head teacher or Senior Leadership Team Member (if Head Teacher unavailable) will be involved in managing the incident.          Such behaviour may result in the pupil being excluded externally from school for a fixed term period.  <b>Parents WILL be informed immediately.</b>          The school should also involve other agencies to seek further advice as part of the re-integration and support programme for the pupil and family.</p>

**Level 2 Persistent or inappropriate low-level behaviour**

1. Talking out of turn
2. Out of their seats
3. Out of bounds
4. Disobedient
5. Shouting or running in the school building
6. Coming into the building without a valid reason or adult permission
7. Failing to meet work expectations
8. Late for lessons (during the day)
9. Not being truthful
10. Answering back
11. Time wasting
12. Unacceptable behaviour which is affecting the learning of others
13. Name calling
14. Accidentally kicking, hitting or reacting to another child's poor choices

**Level 3a Inappropriate behaviour is escalating**

1. Refusing to do as told by an adult
2. Persistent name calling
3. Deliberately damaging property
4. Persistent unacceptable behaviour which is obstructing the learning of others
5. Intentional kicking, punching, hitting and fighting
6. Swearing
7. Deliberately taking the belongings of others
8. Dangerous behaviour
9. Remarks of an offensive nature ( including sexual, homophobic or racist)
10. Other ( eg. Bringing in an offensive weapon)

**Level 3b Severe behaviour**

1. Severe physical or verbal abuse to an adult or child
2. Persistent temper tantrums.
3. Serious bullying incidents
4. Non-accidental damage to property/equipment.
5. Self-abuse.

## What is the behaviour ladder system in EYFS and KS1



This is a visual interactive system which helps pupils to be aware that their behaviour is meeting the agreed standard. It helps the pupil to realise that their behaviour is outstanding or causing problems for the teaching & learning in the classroom and possibly the safety of the class.

All pupils will start the day on the 'ready to learn' step. Good behaviour is rewarded to children who have not moved from the 'ready to learn' all day to 'great job' or 'Superstar'. When pupils are consistent in reaching this target over a period of time, a postcard is sent home acknowledging this achievement.

A child will move their name to 'warning' if they are at Level 1 on the 'behaviour grid'.

The teacher will look to move them as quickly as possible back to the 'ready to learn' step once positive behaviour

occurs.

If negative behaviour continues, then the child moves their name to the 'danger zone'. This is a Level 2 behaviour.

This means that they are given 5 minutes of 'Time out' in another classroom. (This gives them an opportunity to calm down and reflect on their behaviour.) The teacher will note down the incident on an 'ABC Form'.

If the poor behaviour continues then they move to Level 3a. The Head teacher or member of the SLT is informed and the teacher is supported in addressing the negative behaviour of the pupil.

All pupils will start the afternoon back at 'ready to learn' to help support them with a fresh start.

## The 'positive behaviour ladder system' at KS2:



This is a visual interactive system as for Key Stage 2 but with additional steps to help the older pupils to make wise choices.

All pupils will start on the 'Ready to learn' step.

Good & outstanding behaviour is rewarded with pupils moving their name to 'Showing pride', 'Role model' and 'Outstanding'.

If a child consistently achieves one of these three steps, then a postcard is sent home acknowledging this achievement.

If Level 1 behaviour occurs they move to 'Think about it'.

If there is no improvement in the behaviour and it moves to Level 2 then the pupil moves their name to 'Teacher's choice'.

If the child displays persistent Level 2 behaviours or Level 3 behaviour then they will move their name to 'SLT contact'. (The teacher will note the incident down on an 'AB C' form)

### **Golden Time**

Pupils will have earned their 'Golden Time' if they have achieved a 'ready to learn' at Key Stage 1 and Key Stage 2 throughout the week. This will be a special time for the pupils to engage in pupil selected 'free choice' activities of 30 minutes as a thank you for keeping the school SMART learner rules.

### **The role of the Head teacher**

It is the responsibility of the Head teacher, under the School Standards and Framework Act 1998, to implement the school behaviour policy consistently throughout the school and to report to governors, when requested, on the effectiveness of the policy. It is also the responsibility of the Head teacher to ensure the health, safety and welfare of all children in the school. The Head teacher supports the staff by implementing the policy, by setting the standards of behaviour, and by supporting staff in the implementation of the policy. The Head teacher keeps records of all reported serious incidents of misbehaviour. The Head teacher has the responsibility for giving fixed-term exclusions to individual children for serious acts of misbehaviour. For repeated or very serious acts of anti-social behaviour, the Head teacher may permanently exclude a child. The action to permanently exclude a child is only taken after the school governors have been notified.

### **The role of staff**

Throughout the school day all staff will promote and model high levels of expected behaviour to support pupils in understanding what 'outstanding behaviour looks like' and how it can be achieved. Encouragement and positive approaches to modifying poor behaviour will be high priorities for all staff involved with pupils. Teaching staff will make it clear to pupils, using the SMART learning goals, where they are successful in their learning behaviour and where they need to improve their skills or attitude. Teaching activities will be planned to provide opportunities to practise these skills and to support targeted pupils in achieving a positive attitude & outcome as quickly as possible. Teaching staff will keep a record of behaviour for the class to identify pupils who are outstanding in their positive behaviour but also to identify and intervene early on when individuals are struggling with their behaviour. These records will help to inform parents, pupils, Senior Leadership and governors about the impact of the Behaviour Management Policy.

### **The role of parents**

The school works collaboratively with parents so children receive consistent messages about how to behave at home and at school.

We explain the school rules in the school home/link agreement and we expect parents to read these and support them.

We try to build a supportive dialogue between the home and the school. If we have concerns about a child's welfare or persistent behaviour at level 2 and 3a, parents are contacted to discuss the situation and encouraged to work with the school to support the pupil in improving the identified negative behaviour(s). We expect parents to support their child's learning and to co-operate with the school. If the school has to use specific strategies to support a pupil in changing their behaviour, parents should support the actions of the school.

If parents have any concern about the way that their child has been treated, they should initially contact the class teacher. The class teacher following any discussion with parents must record the outcomes and agreed actions from this discussion and inform the Head teacher.

If they are still concerned they should endeavour to discuss it with the Head teacher.

If the concern remains, they should contact the school governors.

If these discussions cannot resolve the problem, a formal complaint, grievance or appeal process can be implemented.

### **The role of the governors**

The governing body has the responsibility of setting down these general guidelines on standards of discipline and behaviour and of reviewing their effectiveness.

The governors support the Head teacher in carrying out these guidelines.

The Head teacher has the day-to-day authority to implement the School's Behaviour Management Policy. However, governors may give advice to the Head teacher about particular disciplinary issues. The Head teacher must take this into account when making decisions about matters of behaviour.

### **Fixed-term and permanent exclusions**

Only the Head teacher has the power to exclude a pupil from school.

The Head teacher may exclude a pupil for one or more fixed periods, for up to 45 days in any one school year.

The Head teacher may also exclude a pupil permanently.

It is also possible for the Head teacher to convert fixed-term exclusion into a permanent exclusion, if the circumstances warrant this.

If the Head teacher excludes a pupil, the parents are informed immediately, giving reasons for the exclusion.

At the same time, the Head teacher 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.

### **Monitoring**

The Head teacher monitors the effectiveness of this policy on a regular basis through classroom monitoring, key stage meetings and 'drop-ins' during the working day around the school environment.

She reports to the governing body on the effectiveness of the policy and, if necessary, makes recommendations for further improvements.

The school keeps a variety of records of incidents of misbehaviour.

The class teacher records serious/persistent classroom incidents on agreed 'ABC' forms.

The Head teacher records those incidents where a child is sent to her on account of poor behaviour.

A record is also kept of any serious incidents that occur at break or lunch times. Lunch-time staff record details of any serious incident on the agreed 'ABC' forms.

The Head teacher keeps a record of any pupil who is suspended for a fixed-term or who is permanently excluded.

It is the responsibility of the governing body to monitor the rate of suspensions and exclusions and to ensure that the school policy is administered fairly and consistently.

### **Review**

The governing body reviews this policy every two years. The governors may, however, review the policy earlier than this. If the government introduces new regulations or if the governing body receives recommendations on how the policy might be improved.

Date policy reviewed: September 2016  
Date policy ratified by governors: October 2016  
Next review date: September 2018

## **Appendix 1 - Codes of Conduct and School Councils**

### **In the classroom**

- ◆ A School Council will be elected at the start of each year. It will include 2 representatives from each class. The School Council will meet once a month.
- ◆ At the beginning of each year teachers will support pupils in understanding the Smart Learner rules
- ◆ The rules will be displayed prominently in the classroom and reference made to it throughout the day.
- ◆ Children who respect the rules will be praised.
  - ◆ Specific strategies will be applied for pupils those who consistently disregard the ground rules, to ensure they accept responsibility for their own behaviour.
- ◆ A 'Positive Behaviour Ladder' is the visual interactive aid to support pupils throughout the school in taking responsibility for their own behaviour.

### **In the playground**

- ◆ One of the main functions of this council will be to work with teachers and lunch time staff promote the playground manners and positive play signage.
- ◆ A code of conduct for play-times, which is made clear to all pupils at the start of the school year, will be displayed in an area where it can be easily referred to and copies will be given to all staff.
- ◆ Pupils will be expected to remain within the given boundaries for their own safety.
- ◆ Pupils will be expected to co-operate with the staff on duty to ensure that everyone is able to enjoy a happy, safe play-time.
- ◆ Anti-social behaviour will be discouraged.
- ◆ Specific strategies will be applied to pupils whose behaviour is unacceptable.
- ◆ Persistent unacceptable behaviour may result in a pupil being sent home for lunch.

### **In the dining hall**

- ◆ The School Council will also draw up a code of conduct for the dining hall.
- ◆ This code of conduct will be displayed in the dining hall and referred to regularly.
- ◆ Pupils will be expected to abide by the behaviour code for lunch-times, designed for the safety and well-being of everyone in school.
- ◆ Co-operation with the lunch time staff will be essential to ensure lunch-times run smoothly.
- ◆ Persistent unacceptable behaviour may result in a pupil being sent home for lunch.

### **In the library**

- ◆ The School Council will draw up a code of conduct for the school library.
- ◆ This code of conduct will be displayed in the library and referred to regularly.
- ◆ Pupils will be expected to abide by the behaviour code for the library, designed for the safety and well-being of everyone in the school.
- ◆ Co-operation with other groups of pupils, staff & adults using the library is essential to ensure safe and respectful use of the facilities.
- ◆ Persistent unacceptable behaviour will result in a pupil being unable to access and use the resources & facilities within the library.

## Appendix 2 - Home School Partnership

- ◆ The school places considerable value and emphasis on working with parents to support their child's learning and development.
- ◆ The Home-School and Pupil-School Agreements set out the responsibilities of parents, pupils and school and signify a commitment to supporting the pupil's learning.
- ◆ The school will provide pastoral support for individual children who have specific needs. These could be due to family upheaval, bereavement or bullying for example.
- ◆ We ask parents to keep us informed of circumstances which may cause pupils to be upset or which may have an impact on their performance in school. We respect requests for confidentiality.
- ◆ Class teachers undertake a pastoral role for identified pupils.
- ◆ Guidance from outside agencies is sought when dealing with particularly sensitive issues.

### Unacceptable behaviour at Great Wishford Primary School

We divide unacceptable behaviour into three broad bands:

1. Level One: misbehaviour that can be effectively managed within a classroom environment by the class teacher.
2. Level Two: persistent or inappropriate behaviour that can be managed within a classroom environment. The class teacher will involve the SENCO and the Key Stage Leader. The class teacher will involve parents to agree targets and set up a 'De-escalation plan' with a review date to discuss impact of actions taken. This will include an informal involvement of the Head teacher. A possible Common Assessment Form could be explored following discussions with parent(s).
3. Level Three: more serious misbehaviour or persistent Level Two behaviour; Formal involvement of the Head teacher and parents. Additionally Primary Behaviour Support Team (PBST), Educational Psychologist (EP) and/or other agencies may also become involved. This could result in a fixed term exclusion or permanent exclusion from the school.

### Levels of Behaviour Modification

- ◆ When learning is being affected by unacceptable behaviour, the school will aim to meet the pupil's needs by following the guidelines of the new Code of Practice for Special Education Needs and Disabilities. This will involve parents and other adults, as appropriate, in helping a child to modify his or her unacceptable behaviour.
- ◆ Class teachers keep all records in the Pupil Progress File which will be readily available in their classrooms
- ◆ The Head teacher will maintain an overview of behavioural concerns throughout the school and keep appropriate records of her involvement.

#### At Level 1

A child's behaviour is regularly causing concern.

The class teacher;

- ◆ tries a range of strategies
- ◆ may discuss strategies with other colleagues
- ◆ will discuss concerns with parents
- ◆ begins to keep a record of concerns or incidents

(A-what led up to the incident and who was involved at this stage)

(B-what this resulted in)

(C-what the outcome was/how the incident was dealt with)

### **At Level 2**

Concerns continue or a serious incident occurs:

- ◆ the class teacher informs the Key Stage Leader and the SENCO
- ◆ the SENCO supports pupil and class teacher
- ◆ parents are informed and meet with the class teacher and SENCO
- ◆ records are kept by the class teacher, copies are sent to the Key Stage Leader
- ◆ an individual behaviour plan is written; targets are set and reviewed in an agreed time frame with parents and pupil
- ◆ A CAF may be considered

### **At Level 3a**

A child's behaviour is causing increasing concern, failing to respond to strategies employed at stage 2 and requiring considerable intervention.

**Parents are requested to meet with the class teacher, SENCO/ Head teacher.**

- ◆ Recorded incidents are reviewed and strategies used by all parties (ABC - see above)
- ◆ external agencies are discussed for requested involvement e.g. Primary Behaviour Support Team, Educational Psychologist, Police.
- ◆ reports are compiled, and external support applied for with further interim measures put in place prior to specialist provision accessed.
- ◆ regular meetings and reviews are held to monitor progress and impact of actions taken
- ◆ a Pastoral Support Programme is written
- ◆ pupil may have a fixed term exclusion given and be excluded from school for an agreed amount of time
- ◆ A CAF is written to access specialist provision.

### **At Level 3b**

When any of these behaviours occur the Head teacher will be involved in managing the incident. Such behaviour MAY result in the pupil being excluded for a fixed term period or permanently.

#### **Fixed-term exclusion:**

The Parents, the Chair of Governors and the LA are informed.

The Head teacher writes a letter to the parents informing them of the decision to exclude their child from school for a fixed-term (between 1-5days, depending on the severity of the incident).

The reasons for the exclusion are given and the parents' right of appeal will be explained.

Work will be set by the class teacher and arrangements made to have the work marked.

The Local Authority will be informed following the agreed County procedures.

A meeting will be arranged on the morning that the child is to return to school so that it can be made clear to all parties exactly why the exclusion took place and how to prevent it from happening again.

#### **Permanent exclusion:**

A child is permanently excluded from the school. This decision would only be made if all attempts to correct the child's behaviour have been unsuccessful.

The Local Authority will be involved with the school and family to support the child in being placed elsewhere either through a 'managed move'.

**Parents WILL be informed immediately and requested to meet with the Head & class teacher.**

### **Dealing with playground incidents**

- ◆ Teachers or lunch time staff on duty report incidents to class teachers as appropriate
- ◆ Serious incidents should be reported to the Head teacher who will complete a written record of the incident and the school's response.
- ◆ A senior member of staff will be available at lunchtimes and playtime to support class teachers, TAs and lunch time staff.

### **Serious incidents**

- ◆ Fighting, persistent swearing, vandalism, bullying and behaviour resulting in injury are recorded.
- ◆ Serious incidents are fully investigated and appropriate action taken.
- ◆ Injuries are checked by the school's first-aiders, details recorded in the accident book and the child monitored. Parents will be informed of the nature of the injury by incident form or phone.
- ◆ Parents are informed by the Head teacher and asked to come into school to discuss serious incidents of poor behaviour.
- ◆ A serious incident may result in a pupil being excluded from school for a fixed term.

### **Lunch-time exclusions**

Any child who is a persistent problem during the lunch-time and who fails to respond to strategies to improve their behaviour may be excluded from school for the duration of the lunch period.

The parents would be expected to make provision for their child during this period. The situation would be reviewed at regular periods.

There is a separate policy dealing with the issues surrounding bullying.