



## Positive Behaviour Management Policy

### Introduction

At Murdishaw West we aim to provide clearly stated expectations of what constitutes acceptable behaviour combined with effective strategies for managing behaviour. We know that to be effective these expectations must be consistently followed by all members of staff and visitors to the school. We understand that every adult in the school must act as a good role model in their own behaviour and actions. We also understand that the best way to deal with poor behaviour is to establish a positive ethos where pupils are valued for being good. Proactively dealing with behaviour issues before they occur e.g. by planning high quality, motivating lessons, by consistent use of praise around the school and by establishing a high quality learning environment ensures that incidences of poor conduct are minimised. This policy clearly outlines how Murdishaw West Community Primary School creates a learning environment conducive to good behaviour and how our school rewards, celebrates and teaches positive behaviour. The policy also outlines the processes, rules and sanctions we use to deal with poor conduct.

### Creating a Positive Learning Environment

#### The physical environment

We know that the physical environment plays a vital part in setting high expectations and ensuring pupils from all social, cultural and religious backgrounds feel valued. This includes:

- school/classrooms being kept tidy and free from clutter
- exemplar work from around the school in central corridors
- Through 'Seesaw' children build their own digital portfolio. Families are invited to join Seesaw in order to follow their child's learning
- resources being labelled and organised in a way that is practical and accessible
- discussing the School Rules during the first week of the academic year and displaying them throughout the year in the classroom and around the school



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- ensuring good quality displays of pupils work across all ability ranges and resources that reflect the varied ethnicities across the school and act as a support for learning
- furniture being arranged to allow for maximum learning to take place and enough space is made available for pupils to move around the classroom comfortably and access resources
- teaching resources of good quality, adequate in quantity, visually stimulating and text is large enough for pupils to read from a distance
- adults role-modelling good organisation e.g. resource management, how exercise books are given out to avoid disruption etc

## Atmosphere/ethos

The way that adults speak to pupils (and about pupils), and the way that adults allow pupils to speak to each other, directly impacts on the self-esteem, confidence and motivation that a pupil has, which in turn impacts on the pupils behaviour. Therefore at Murdishaw West we strive to ensure that:

- all staff have high expectations of pupil behaviour and pupils' ability to make progress
- teachers deliver lessons in a confident, enthusiastic and fun way. Teachers constantly and consistently praise the whole class and each pupil in the class
- teachers and other adults use positive language when talking about pupils learning and behaviour, both in front of and away from pupils
- all adults act as good role models for pupils including the way that they speak, dress, behave, etc.
- any negative comments only refer to the behaviour that the pupil has displayed and not about the pupil personally
- pupils are constantly informed about how successfully they are achieving the learning intention within lessons and given support and guidance where appropriate
- teachers do not use particular subjects or activities as a sanction, as this undervalues that subject/activity
- all pupils leave the class at the end of the day feeling good about what has been



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achieved, and secure about their place in the class

- adults never use sarcasm to embarrass a pupil and never publicly ridicule a pupil
- adults avoid shouting, except in extreme situations, (remembering the less we shout the more effective it is if we have to)
- in every possible situation, e.g. class, playground, assembly hall, ALL adults model the behaviour they expect from our pupils
- In every possible situation, e.g. class, playground, assembly hall, ALL adults praise pupils displaying the good behaviour expected at this school

## Rewarding and celebrating good behaviour

### We praise and reward children in a number of ways:

- Each week we nominate a child from each class to be presented with a 'Headteacher's Certificate' in the celebration assembly.
- Good work is also chosen from each class and shared with the school. Fortnightly certificates are awarded to Star Writers, Super Scientists and Amazing Mathematicians. Photographs of children receiving certificates are posted on the school website.
- There are special lunchtime stickers that are given to children in the dining room who demonstrate good manners, eat sensibly and are good examples to other pupils.
- verbal praise/congratulations, explaining why they are being praised,
- sending pupils with good work to other classes and subject leaders,
- the Headteacher(s) and Deputy award special stickers to pupils either for their consistent good work or behaviour, or to acknowledge outstanding effort or acts of kindness in school
- displaying best work around the school
- providing pupils with the opportunity to share their best work with the school as part of Fridays sharing assemblies
- awarding pupils with medals/certificates from interests outside of school during Friday assemblies
- informally speaking to parents at the end of the day to praise their child (or

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through a telephone call or letter)

- publishing pupils work or their successes on the school social media accounts, blogs and newsletters
- being chosen as a monitor
- We distribute stickers to children, either for consistent good work or behaviour, or to acknowledge outstanding effort or acts of kindness in school. Children also collect stickers (points) which can be exchanged for different levels of prizes (see image below)



**Swap Shop Points**

**200 = PLATINUM certificate**

200 points - Level 4 prize  
180 points - Level 4 prize  
160 points - Level 4 prize

**140 = GOLD certificate**

140 points - Level 3 prize  
120 points - Level 3 prize  
100 points - Level 3 prize

**80 = SILVER certificate**

80 points - Level 2 prize  
60 points - Level 2 prize

**40 = BRONZE certificate**

40 points - Level 1 prize  
20 points - Level 1 prize

## Teaching Positive Behaviour

The best way to teach positive behaviour is through our own behaviour as role models and through praising pupils who display the expected behaviour.



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Pupils are taught about good behaviour through teaching and applying the School Rules:

**Follow the Rules**  
+ wear a smile!

**Respect**

We treat other people's property as if it were our own.

We listen attentively without interrupting.

We keep hands, feet and objects to ourselves.

We show respect to adults and do not answer back.

We speak to other people as we would like to be spoken to.

We walk inside school.

*If you don't follow the rules...*

During Collective Worship and Philosophy lessons, pupils are explicitly taught how to become good citizens. They also learn how to empathise with others, manage their emotions, problem solve, deal with conflict and manage anger. In Circle Time sessions, teachers support pupils to raise self-esteem, boost confidence, deal with friendship issues, and issues such as bullying and racism. Philosophy lessons also enable pupils to acquire good oracy skills, again useful when avoiding conflict.

School assemblies are used to explicitly teach values and further enhance and sustain a sense of community and a positive ethos.

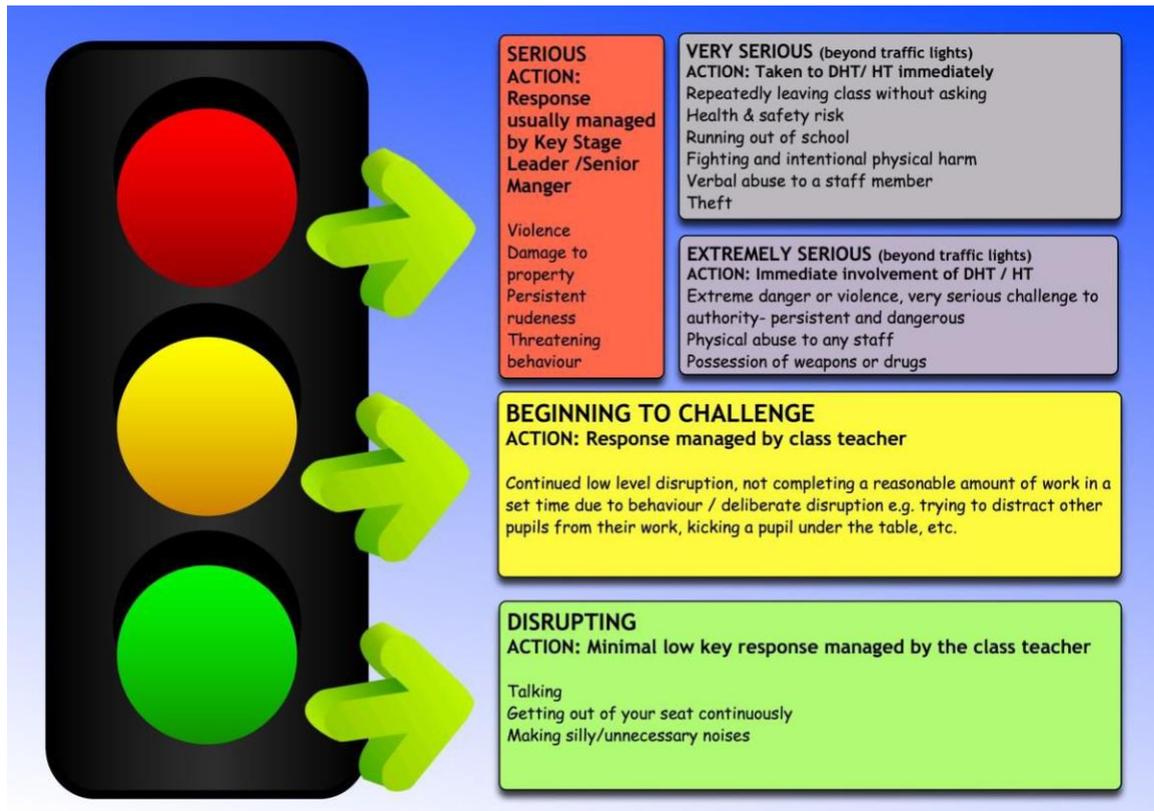
Throughout the whole curriculum, pupils are taught to collaborate, listen and respect each others' opinions.



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Behaviour Management Steps and Sanctions

Alongside positive reinforcement for appropriate behaviour, all teachers use a traffic light system to help manage classroom behaviour. This is a whole school approach to general classroom behaviour management.



After a reminder prompt and perhaps other low key responses from the classteacher, should the unwanted behaviour be repeated, the child’s name moves up the traffic light, which gives a clear visual consequence. There are agreed whole school sanctions (see below) for when a child moves up the traffic light system (and beyond). Every day is a fresh start for a child. This is backed up by clear and consistent explanations about why certain behaviour is inappropriate. Certain harmful or abusive behaviour goes immediately beyond red and is dealt with by DHT or HT immediately. Children can move down the traffic light system during the day if their behaviour improves.



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To support staff in setting the appropriate expectations and to ensure consistency across the school, the following steps are taken to address any negative behaviour:

**Consequences**

**SERIOUS**  
You might miss a playtime  
You may be taken to a senior leader / DHT or HT  
Your class teacher might arrange a meeting with an adult at home  
You might face an internal, playtime or lunchtime exclusion  
The SENCo may need to be involved  
You may be asked to write a letter of apology

**VERY SERIOUS** (beyond traffic lights)  
Meeting with parents  
Internal exclusion  
lunchtime/playtime exclusion  
Possible withdrawal from trip/visit  
Other agency involvement

**EXTREMELY SERIOUS** (beyond traffic lights)  
Fixed term exclusion  
Possible permanent exclusion  
Other agency involvement

**BEGINNING TO CHALLENGE - Your class teacher or other adult...**  
will give you a second warning  
will be remind you of the school rules  
might ask you to sit elsewhere in the classroom  
might be give you a set time for your behaviour to improve  
ask you to sit in another classroom for 10 minutes or have Time Out  
might ask you to miss a break  
might record your behaviour in a behaviour log book  
might ask you to apologise  
might ask to speak to an adult at home

**DISRUPTING - Your class teacher or other adult...**  
will give you a warning  
might be remind you of the school rules  
might speak to you quietly  
might direct you to sit elsewhere in the classroom  
might be ask you 'What should you be doing?' or 'Are you okay?'  
might give you a special place to sit or line up

Murdishaw West Community Primary School

### Procedures for Fixed Term & Permanent Exclusions from School

Our school closely follows the government guidance on exclusion from schools:

[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/641418/20170831\\_Exclusion\\_Stat\\_guidance\\_Web\\_version.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/641418/20170831_Exclusion_Stat_guidance_Web_version.pdf)

### Procedures for Internal Exclusions

When a pupil has gone beyond the traffic light system and internal exclusion may be considered. In the event of an internal exclusion, the pupil's parents/carers will be notified by the headteacher in writing.



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The headteacher will decide how many days the exclusion will be in place for and staff will be informed who is to supervise.

The following procedures must be strictly adhered to if the exclusion is to be effective:

- The classteacher of the excluded child will need to set work for the exclusion
- Work from the classteacher must be left with the HT/DHT before the start of the school day
- No work is expected to be set during the lunch period as the child will be eating their lunch and then will read their reading book/s
- Work given should be easy enough for the child to complete unaided
- If the child needs to go to the toilet during a session the member of staff supervising must escort them to and from the nearest children's toilet
- During the lunchtime session the member of staff needs to escort the child to the dinner hall to collect their lunch and then return to the designated area for the child to eat it.
- During supervision staff should not help the child with their work or engage in conversations with them. If they are stuck they need to go onto the next questions/task, but if you feel that they are using this as an excuse to not complete the work, explain that there will be additional sanctions for incomplete work. If this occurs, please put a note with the work in the Head's office
- The member of staff supervising should, where possible, bring some work with them to do, e.g. cutting out letters for a display, reading plans or other relevant documents, etc.
- If a child's behaviour becomes aggressive, violent or they leave the designated area, staff need to contact either, the HT or DHT immediately
- **The child should not be left unsupervised at any time.**
- **Other members of staff who pass by MUST AVOID engaging with the child either to sanction or to counsel.**



## TEAM TEACH

### DEALING WITH CHALLENGING BEHAVIOUR / PUPILS (TEAM TEACH)

Murdishaw West Community Primary School has adopted the Team Teach approach for dealing with pupils who display challenging behaviour resulting in crisis situations. It is compatible with school philosophy and Local Authority guidance. There is a strong emphasis on de-escalation and behaviour management techniques, not just the use of physical interventions.

#### ➤ **Assessment.**

This is essential for understanding and analysing the behaviour.

Less formal assessment will be appropriate for certain types of behaviour, whilst more extreme behaviours will require more extensive assessment.

#### ➤ **Behaviour support plan.**

The need for this will depend on the judgment of individual teachers. The support plan will be completed for pupils identified as needing specific behaviour support which is more than part everyday classroom management. For pupils with most challenging behavior, specific management strategies must be included. For monitoring purposes a record is kept of those pupils requiring behaviour support plans by the SENDCO. Risk assessment is included within the behaviour support plans although it may be necessary to complete additional risk assessments for specific activities or individual pupils.

### **Assessment, recording and reporting**

This will include some or all of the following: -

- Annual reviews and IEPs.
- Behaviour support plan
- Observations and informal diaries/ records of behaviour and incidents
- Home school link books, letters and meetings with parents
- Incident / accident forms
- Team Teach Bound book

Completed behaviour support plans should be circulated to all staff involved with the pupil. Incident and physical intervention forms should be given to the head teacher and used as



part of the incident monitoring process. The bound book must also be completed and witnessed.

### PHYSICAL CONTACT AND RESTRICTIVE PHYSICAL INTERVENTION GUIDANCE

This policy and guidance acknowledges that all Murdishaw West Community Primary School staff must deal on a day-to-day basis with pupils, many of whom exhibit disturbed, distressed or distressing behaviours. There is a clear need for staff to be advised and supported, by school and the LA, and given complete reassurance that any actions in accordance with this policy will receive unequivocal support. Physical interventions referred to in this guidance may only be used by Team Teach trained staff. Staff at Murdishaw West Community Primary School are trained in the use of Team Teach physical interventions and receive regular updates.

Since September 2010, the power to search pupils without their consent was extended to include alcohol, illegal drugs and stolen property. Reasonable force may be used by the searcher. Where resistance is expected, school staff may judge it more appropriate to call the police or their Safer School Partnership [SSP] officer.

Reasonable force may also be used in exercising the statutory power introduced under section 45 of the Violent Crime Reduction Act 2006 [and re-enacted by section 242 of the ASCL Act 2009], to search pupils without their consent for weapons. This search power may be exercised by head teachers and staff authorised by them, where they have reasonable grounds for suspecting that a pupil has a weapon.

### **Ethos**

The starting point should be that all other strategies have failed, and it is as a last resort that restrictive physical interventions are used. However physical contact can, and should be used positively as an act of care and to reinforce relationships.

‘Positive and safe: reducing the need for restrictive interventions’

These physical interventions should not have punishment or the idea of controlling a child as its central aim but rather the need to support, demonstrate care and as part of a planned



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intervention with the long term aim of helping pupils develop skills which will make physical intervention less likely in the future. RPI may be used in immediate crisis situations but there after must be reviewed and written into a behaviour support plan. Staff should be aware that some pupils enjoy physical contact or restraint or that physical intervention may escalate the behaviour or situation, particularly for pupils who are touch sensitive or dislike close physical contact. For these pupils physical intervention may not be appropriate. Physical intervention can be extremely upsetting for staff as well as pupils. Both will need time to recover and opportunities to review at a level appropriate to them. Staff debrief is also key to considering what happened / why, planning supports for the future and hopefully avoiding other incidents

### Definition

**‘Positive and Proactive Care: reducing the need for restrictive interventions’**

All members of school staff have a legal power to use reasonable force (Use of Force Guidance April 2012). However at Fiveways this is only in an emergency and after that only adults trained in the use of Team Teach approaches to RPI are authorized to use “reasonable force”. There is no legal definition of “reasonable force” but use of force is regarded as reasonable to prevent

- Injury to themselves and others
- Committing a criminal offence
- Causing serious damage to property
- Engaging in extreme behaviour which is prejudicial to maintaining good order and discipline in school

Only the *minimum force* necessary to prevent injury or damage should be applied when *danger is immediate*. It must be shown that any intervention was reasonable, necessary and proportionate to the circumstances of the incident and that every possible step was taken to de-escalate the situation.

The use of restraint in the form of chair straps and toilet seat bars etc. should be clearly documented, indicating the *educational reasoning*.



## TOUCHING

For the purposes of this document touching is defined as everyday acts of communication by physical means to indicate approval, affection, security or sympathy. For example, a touch or pat on the shoulder, a held hand, an arm around the shoulder, a stroked back or hug / hold are appropriate actions, particularly in a school like ours and with younger pupils. Not only can touching be a positive reinforcement to relationships and a comfort in times of stress but there is also research evidence to indicate that it can be very effective as reinforcement to academic achievement. However staff should be mindful of the physical context of their actions. They are protected from unfounded accusations of inappropriate physical contact with pupils if witnesses are present. Touching of this type should never take place in private conditions. It is not the intention here to deter physical contact but to ensure that physical contact is not misinterpreted.

## TEACHING

In some cases a member of staff may need to physically support pupils as part of the teaching process, particularly those with challenging, chaotic or inconsistent behaviour. Staff will themselves identify activities in which it is helpful or even essential to touch pupils and give physical direction. They will include: -

- Physiotherapy and occupational therapy
- Working with communication disordered pupils
- Supporting in P.E. including swimming, Rebound therapy, yoga, movement and dance
- Topic work e.g. taking a pulse in science.
- Personal skills e.g. dressing and washing hands or face.
- Modelling activities e.g. using scissors, washing hands or learning to sit on seats.

These types of contact are a legitimate part of every staff member's repertoire of learning / behaviour support and should not normally require recording. Staff will be supported in their proper use.



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Physical contact / touch in these circumstances must

- Have a justifiable point
- Never become a power struggle and cease immediately if the child forcibly resists for more than a moment or appears distressed.
- Not last longer than necessary to fulfill it's point.
- Avoid breast and genital areas.
- Never take place in private conditions.
- Take into account a child's sensitivity to touch. (This should be discussed as part of their Annual Review and individual education plan)

**TREATING**

Toileting and Incontinence - Toilet training and the cleaning up of incontinent pupils is considered a treatment. This may require intimate contact during cleaning up and necessarily centres on the genital area. Parents should agree to their children being cleaned by staff and staff should aim not to work alone at this task, although this is not always practical or possible. Staff should at least ensure that another adult is aware of this reason for withdrawing a child. Emergency treatment e.g. administration of emergency epilepsy drugs - This may be required at any time and staff should never feel constrained from acting immediately to prevent harm. Routine treatments e.g. medical procedures or physiotherapy - These can involve close and perhaps painful contact. They may have to be carried out when a child is withdrawn from class and other adults are not present. Such treatments should only take place with the recorded advice of an appropriate medical professional and the agreement of parents / carers.

Any procedures used should: -

- Have a medical and / or hygienic point
- Involve the minimum contact necessary
- Be undertaken by persons of the same sex as the pupil where ever possible and when their aid skills are no less than those of an available person of the opposite sex.



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Staff carrying out any of these treatments according to these guidelines will be supported in their provision of this important service

### **TEAM TEACH PHYSICAL INTERVENTIONS**

Only trained staff may use restrictive physical interventions and only after all other behaviour management strategies have failed.

It is important to note that Team-Teach techniques seek to avoid injury but it is possible that bruising or scratching may occur accidentally, and these are not to be seen necessarily as a failure of professional technique, but a regrettable and infrequent side effect of ensuring that the pupil remains safe. Staff at Murdishaw West Community Primary School have been trained in use of the following physical interventions. They should have regular updates by means of annual course every 2 years.

#### Personal Safety Techniques:

- Arm safe disengagement
- Neck safe disengagement
- Bite response
- Clothing and hair responses

#### Holds and Escorts:

- Caring Cs and Friendly Hold (Non restrictive - guides only)
- Single person hold and escort (T-wrap for child, to chairs and ground, help hug and change of staff)
- Two person holds and escorts (Friendly hold, single elbow - floor and chairs)
- Other physical interventions are only taught on an individual / need to know basis.

***Use of all holds and escorts must be recorded and reported to the head teacher and parents. Any serious incidents involving personal safety techniques must also be recorded and reported.***



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### Drug- and alcohol-related incidents

It is the policy of this school that no child should bring any drug, legal or illegal, to school. If a child will need medication during the school day the parent or guardian should notify the school and ask permission for the medication to be brought. This should be taken directly to the school office for safekeeping. Any medication needed by a child while in school must be taken under the supervision of a teacher or other adult worker.

The school will take very seriously misuse of any substances such as glue, other solvents, or alcohol. The parents or guardians of any child involved will always be notified. Any child who deliberately brings substances into school for the purpose of misuse will be punished by a fixed-term exclusion. If the offence is repeated, the child will be permanently excluded, and the police and social services will be informed.

If any child is found to be suffering from the effects of alcohol or other substances, arrangements will be made for that child to be taken home.

It is forbidden for anyone, adult or child, to bring onto the school premises illegal drugs. Any child who is found to have brought to school any type of illegal substance will be punished by a temporary exclusion. The child will not be readmitted to the school until a parent or guardian of the child has visited the school and discussed the seriousness of the incident with the Headteacher.

If the offence is repeated the child will be permanently excluded.

If a child is found to have deliberately brought illegal substances into school, and is found to be distributing these to other pupils for money, the child will be permanently excluded from the school. The police and social services will also be informed.



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### Walking Classes/groups of children around the school and on trips

Pupils walk around corridors quietly.

All pupils must **always** be in sight of the lead adult (this means that the adult will have to constantly reposition themselves and may start at the front of the line but drop to the middle or back as pupils walk past).

Use of praise should be loud and consistent

When groups of pupils do not travel quietly and praise does not work, pupils must be made to line up again if necessary.

### **Covid-19 Amendments**

Under guidance issued by the DfE on Thursday 14<sup>th</sup> May 2020 [here](#), primary schools have been asked to amend their behaviour policies in order to cover elements of the return to school after Covid-19 that may require an alteration to routines, practice and policy. It is envisioned that these amendments will remain in school policies for as long as required for social-distancing purposes.

These changes will need to be communicated to pupils, parents and staff and should be shared with governors prior to the return to school.

The majority of these additional requirements will be met through communication and teaching of new routines and ways of working and through regular reinforcement and repetition. Developing routines in this area will embed the new practices quickly and encourage children to adopt them wholeheartedly. This will method will be enhanced by the use of positive reinforcement, specific praise and the use of rewards (both individually & whole group) when they are adhered to as opposed to the use of sanctions if they are not.

Primary schools are asked to address the following areas in their behaviour policy:

- **following any altered routines for arrival or departure**

Each bubble will have a separate start and finish time. These must be strictly adhered to to maintain the health of all school members and their families. Unfortunately we will not be able to change these times to suit individual circumstances. We must also insist that only one adult drops off and collects each child. If it is absolutely necessary to bring a sibling,



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they must stay with you at all times and you will be responsible for ensuring they maintain strict social distancing.

- **following school instructions on hygiene, such as handwashing and sanitising**

A strict hand-washing regime will be in place with all members of the school community washing their hands at frequent intervals. Hand sanitiser will be available but its use will be monitored by staff.

- **following instructions on who pupils can socialise with at school**

The children will be in 'bubbles' of no more than ten children with either two or three members of staff. We will try to maintain friendship groups where we can but once your child is in a bubble, they will not be able to switch if a friend returns later on. The bubbles will be kept isolated and your child should not expect to see all of their friends, or necessarily their former class teachers.

- **moving around the school as per specific instructions (for example, one-way systems, out of bounds areas, queuing)**

Both inside and outside school a one way system will be in place. Signage and floor markings are displayed to guide both children and adults.

Outdoor fixed play equipment will not be used.

- **expectations about sneezing, coughing, tissues and disposal and avoiding touching your mouth, nose and eyes with hands**

Children to adopt the 'catch it, bin it, kill it' process of dealing with sneezes and to cough into the crook of their arms

- **tell an adult if you are experiencing symptoms of coronavirus**

If your child, or any of your family, start to display symptoms of corona virus, you will all need to follow guidelines and isolate for fourteen days. **Your child should not come into school if they are feeling unwell.** Children can be tested now for corona virus and you should inform school straight away if your child or family member tests positive. If your child becomes unwell during the school day, they will immediately be isolated and you will be expected to collect them straight away. You need to be aware that at this point, we would never leave a child alone in the room, but the accompanying adult will be required to wear



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PPE. If a child or staff member is confirmed as having Covid-19, the whole bubble will be sent home and required to isolate for fourteen days.

- **rules about sharing any equipment**

The classrooms have been rearranged so that only sufficient tables for the bubbles are in place. Children will be given their own table, with their own set of equipment, which they will be discouraged from sharing.

- **amended expectations about breaks or play times, including where children may or may not play**

Each bubble will have their own playtimes to prevent the bubbles from mixing. Unfortunately they will not be able to bring their work home.

- **use of toilets**

Where possible toilet areas will be kept separate for each bubble but if numbers increase, we may not be able to maintain this.

- **clear rules about coughing or spitting at or towards any other person**

We reserve the right to impose more significant sanctions for behaviours that could endanger the health or wellbeing of members of our community. These behaviours may include but are not limited to coughing and/or spitting in order to cause harm or distress.

- **clear rules for pupils at home about conduct in relation to remote learning**

Our behaviour policy applies to pupils off-site when representing the school. Reward and praise communicated to children through Seesaw.

If there are cases of cyber-bullying, we will work with parents in order to address it.

- **rewards and sanction system where appropriate**

The usual reward systems will continue to apply as before, with modifications as necessary.

### **Changes to school exclusion process during Covid-19**

Government guidance can be found at:

<https://www.gov.uk/government/publications/school-exclusion/changes-to-the-school-exclusion-process-during-the-coronavirus-outbreak>



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### The Role of Leadership

Although the responsibility of ensuring positive behaviour management is shared across the whole staff, the Headteacher and members of the senior leadership team have a responsibility to 'lead from the front'.

The leadership team will assess staff's needs and build into the school's professional development programme opportunities to discuss and learn about behaviour.

Senior staff will ensure that they are highly visible at particular times of the day, to noticeably reinforce good behaviour and swiftly manage any poor conduct by pupils. Critical times are at the beginning and end of the school day, break times and movement to and from assembly. Senior managers regularly walk around the building, going into classrooms and supporting teachers in their application of this policy.

No pupil should be sent to sit outside the Heads office at any time without prior agreement of DHT/HT unless behaviour has gone beyond the traffic light system.

Governors regularly monitor the effectiveness of this policy.

### The Role of Parents

The school strives to work in partnership with parents, so children receive consistent messages about how to behave at home and at school. We endeavour to build a supportive dialogue between the home and the school, informing them of their child's successes regularly, as well as informing them immediately if we have any concerns about their child's welfare or behaviour. Where pupils require support, staff will endeavour to share and discuss strategies so that parents can better support at home.

If a parent has any concerns over the way in which the school has treated their child, they should initially contact the classteacher. If the concern remains, they should then contact their child's Key Stage Leader, then if necessary the headteacher. If the concern lies with



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the headteacher, parents should contact the chair of governors. If these discussions cannot resolve the problem, a formal grievance or appeal process can be implemented.

### Monitoring

The headteacher monitors the effectiveness of this policy on a regular basis. S/he also reports to the governing body on the effectiveness of the policy and, if necessary, makes recommendations for further improvements.

The classteacher keeps a record of minor incidents in a class behaviour book and monitors this to ensure pupils receive the correct support, and as an indication of any referrals that may need to be made both within school and to external agencies.

Midday Supervisors and other staff also keep a record of incidents that occur at playtimes. This is kept in the staffroom and monitored by the Senior Midday Supervisor.

All behaviour letters are saved onto the administration computers in the 'inclusion' file. This includes lunchtime and classroom behaviour, internal exclusions, fixed-term and permanent exclusions. Copies of all exclusion letters are also kept in pupil files.

It is the responsibility of the governing body to monitor the rate of fixed-term and permanent 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.