



STOWER PROVOST COMMUNITY SCHOOL

BEHAVIOUR POLICY

Ownership	HT
Created	Autumn 2015
Approved by Governors	29/06/17 24/09/2025
Updated (if Apt)	April 2020 Nov 2022
For Review	Jan 2026

Acknowledgement and thanks to Rossett Acre School, Harrogate for kindly sharing their policy with us and allowing us to utilise and adapt its content.

OUR ETHOS

Learning

- To achieve high academic standards through inspirational quality teaching and learning, delivering a creative and enriched curriculum with equal opportunities for all.
- To provide a stimulating, supportive and happy learning environment which promotes challenge and adventure where pupils are inspired to achieve and exceed their full and unique potential.
- To nurture a 'can do' attitude where all children believe that they can achieve more than they thought possible.

Environment

- To provide a school environment which is welcoming, engaging, safe and secure that enhances and enriches the curriculum both inside and outside.
- An environment which supports all children to become self-disciplined and self-confident in order to equip them for life ahead.

Relationships

- To foster relationships within our school community which are respectful, tolerant, kind and forgiving.
- To develop, encourage and expect Pupils, Staff, Parents and Governors to be Resourceful, Resilient and Responsible Leaders and Learners.

OVERVIEW

Positive behaviour in a school is the essential foundation for an effective learning and teaching environment in which all members of the school community can thrive and feel happy, cared for, respected, included, stimulated, safe and secure.

With our behaviour policy is based on the Restorative Justice model where self-discipline is encouraged and rules kept to a minimum, with three shared values of Ready, Respectful and Safe (RRS) are applied consistently. Promoting good behaviour is the responsibility of the whole school community involving: staff, governors, parents, the wider community and the children. All have a vital role to play and should aim to build positive relationships with each

other. We expect each individual to respect others, their families, culture and beliefs, as part of the exceptionally high standards of behaviour that we aspire to at Stower Provost Primary School.

Implementing the principles of Restorative Practice helps us to focus on building better relationships with each other, taking the time to ensure that every member of our school community feels listened to, valued and respected. We support pupils in developing the skills to maintain positive relationships and to resolve disagreements and problems themselves. It is our role to educate our pupils to understand how their behaviour affects and impacts on others. Pupils are respectfully supported to identify ways they can put right the harm they have caused. This approach ensures we are teaching pupils to be honest about their behaviour and choices they make that affect others, therefore we are helping them to become empathic, considerate members of society who have the skills to avoid and resolve problems independently.

Aims

- To develop positive relationships through a restorative approach, which promote self-esteem, self-discipline and which establish clear expectations of all members of the school community.
- Through shared expectations and a consistent approach we aim to promote a harmonious working environment where all can develop their skills of working both independently and cooperatively.
- By creating a safe, sensitive and supportive ethos, we want all children to be happy and confident with each other and in their work.
- To establish a partnership approach which draws on all those involved with the school.
- To provide systems which promote positive behaviour and which support all members of the school community.
- To recognise the importance of effective teaching and learning in the promotion of positive behaviour. (Teaching and Learning Policy)
- To monitor and evaluate the effectiveness of our relationships and behaviour policy and procedures.

Restorative Practices Being 'Restorative' focuses on building positive relationships based on respect and fairness. In turn this creates a community that is supportive, accountable and respectful. We believe that every individual is responsible for their own behaviour.

The Restorative framework is based upon 'knowing the effect that I have on others'. Making changes to the way we approach incidents and issues provides children, and others, the opportunity to think about how they relate to each other and how they can find positive ways of repairing harm caused, rather than focusing solely on punishing poor behaviour or individuals avoiding taking responsibility for their actions. Children and adults are encouraged to put things right together. All members of staff are trained in the key principles of restorative practices and we understand the importance of modelling positive language, behaviour and take time to develop positive and meaningful relationships with colleagues and pupils. When positive relationships are developed and connections are made individuals are less likely to cause harm to others or choose to damage relationships.

REWARDS

Pupils and staff at Stower Provost are considerate of each other and our surroundings and always behave in a positive way. The rewards for such behaviour are intrinsic and we recognise that feeling good about something you have done is a very significant reward. We also aim to reinforce positive behaviour with descriptive praise and recognition through rewards. We believe that children achieve best when there is a partnership between home and school and this applies particularly to behaviour. We expect parents to support the school in maintaining good discipline, which in turn ensures good learning. We ask

parents/carers to sign a home/school agreement as written evidence that they are in agreement. We aim to work with parents and keep them informed at each stage of the policy.

- As far as possible, parents/carers will be informed of achievements so they can share in their child's rewards.
- Staff may use the informal 'chat at the gate' approach or contact parents/carers by telephone.
- Telephone or email messages are used to communicate between home and school.
- The Parents' Consultation Evenings also provide a forum for discussion.
- Parents may be invited on an individual basis to attend a meeting to discuss strategies for improving their child's behaviour at school.
- Class assemblies, special assemblies and Praise and Celebrate assemblies, celebrate behaviour and achievements, i.e. star, writer and mathematician of the week awarded per week and Governors Oracy Cup awarded to an individual or class each week.
- Effort certificates and stickers that children take home, including 'bronze (10), silver (20), gold (30) and platinum (40) effort certificates awarded for classroom effort.
- House points awarded to individuals for positive behaviour, politeness, lining up sensibly and good manners etc. Points are totalled each week and shared in Praise and Celebrate assembly. The winning house has a treat at the end of half term. There is a separate sports cup for Sports Day, which is an inter house competition.
- House points may also be accumulated in class with house point reward time offered, at the discretion of the class teacher.
- Individual attendance of 100% is recognised, celebrated and rewarded by a certificate each term and a certificate and badge for 100% attendance for the year.

Other rewards may also include:

- Verbal praise
- Show work and achievements from outside of school in celebration assembly.
- Pupil(s) sent to other classes / teachers to show work.
- Pupil(s) sent to the Headteacher with good work- Postcard sent to family.
- Lunchtime awards from M.D.S.As.
- Work displayed on WOW boards

Good discipline is the shared responsibility of all staff. We know that if we expect the children to behave well, the adults in the school must model good behaviour themselves.

We aim to promote positive behaviour (with the awarding of house points, as mentioned earlier), and provide positive role models by encouraging pupils to take on responsibilities within their class and across their school. These might include, but are not limited to:

- House Captains
- School Council members
- Pupil Curriculum Ambassadors (PCA)
- Playground Big Buddies
- Playground leaders
- Sports Bronze Ambassadors
- Digital Leaders
- Members of the Eco Club
- Classroom and school wide monitor jobs

The Restorative Approach - Building a positive community including rules and high expectations.

Our ethos at Stower Provost can be simplified to:

Learning

- To aspire to achieve high academic standards
- To belong to a stimulating, supportive and happy learning environment
- To nurture a 'can do' attitude

Environment

- To be part of a school environment which is welcoming, engaging, safe and secure.
- To be part of an environment that supports all children for life ahead.

Relationships

- To foster respectful, tolerant, kind and forgiving relationships
- To develop, encourage and expect resourcefulness, resilience and responsibility

Learning

The restorative ethos at Stower Provost School underpins RRS (Ready, Respectful and Safe) so children need to know and help define this ethos within their class, in order for it to be meaningful and effective. Each teacher works with their class to formulate a class charter, detailing a shared set of rights and responsibilities for all members of the class community, based on the UN Convention on the Rights of the Child. This is for both children and adults to adhere to and will be on display in the classroom for reference.

Every class takes part in Circle or Discussion time on a regular basis to build connections and relationships within the class and collaboratively resolve any issues arising. Regular opportunities are given to setting expectations of behaviours and reinforcing these. Children are encouraged to take responsibility for their own actions and behaviour; as well as consider the impact of their actions and behaviour on others. Pupils who follow the rules must have their actions acknowledged and rewarded.

Those who do not follow the rules need to know that their actions will not be ignored. Consequences of inappropriate choices will be discussed and decided upon with the pupil and the consequence enforced. See the Restorative Ladder which is an overview of the kinds of behaviour that would warrant different levels of consequences within the policy.

Environment

We are proud that we have created a well-organised, attractive and stimulating learning environment. Following Ready, Respectful, Safe means we have expectations for the various areas within the school as well as for specific 'whole school' activities.

It is the responsibility of staff and children to maintain this by looking after the resources and displays. Our **classrooms** are tidy and well organised, as this has a positive impact on behaviour. We walk quietly around our classrooms and the building at all times, especially when passing through areas where other people are working. We take care of displays in our **classrooms** and the **corridors** as we pass and are keen to hold doors open for others, showing politeness and consideration.

In **assemblies** staff lead their class from the front of the line, we enter and leave assembly quietly and reflecting on the assembly content. We also sit respectfully during assembly but should be keen to participate in any interactive parts in a positive manner. Supporting staff wishing to issue instructions to children in assembly should usually do so using signs, where possible, rather than speech.

In the **hall** for lunch, children should line up quietly, be polite when receiving their meal and follow any directions of the adults in charge. During their meal, children are expected to

display good table manners, remain seated and talk quietly to the people at their table. After the meal, children should clear their eating area once finished (EYFS and KS1 pupils to use tubs), leave the dining area quietly and walk to the playground or field.

In the **playground** children are expected to respect the authority of all adults equally – there is no distinction between the authority of one adult to another, with the exception of the Senior Leadership Team.

All children should feel safe outside and must be made aware of the importance of informing an adult if they have been hurt, are being bullied or harassed. The adults on duty are responsible for ensuring that Ready, Respectful and Safe is being enacted and that any incidents are being properly dealt with within the restorative framework. To ensure Ready, Respectful and Safe, children:

- can only run when on the playground or field and must play in the designated areas where they can be seen by an adult.
- do not pick each other up or play fight and only play football on their year group's designated day, which is supervised by an adult.
- only go inside when they have an adult's permission e.g. to go to the designated toilets or for First Aid.
- must stop and stand silently on the first whistle, which signifies the end of break time. On the second whistle, children should walk sensibly and silently to their lines, putting away any equipment they have used. A member of staff on duty will lead children back into the building, walking quietly one behind the other in their line, one member of staff linked to KS1 and the other to KS2.
- Any serious behaviour incidents should be dealt with at the time using the Active Listening prompts and then reported to the Class Teacher if further investigation is required.
- Possessions from home, other than pencil cases, should not be brought into school unless for an organised day (e.g. arranged show and tell) or if specifically given permission by an adult.

Children are expected to wear correct **school uniform** at all times, as it gives the children a sense of pride and purpose and creates a cohesive community that encourages good behaviour. Guidance for school uniform is detailed in the Parent Information section of the school website and available in print from the school office. All members of staff are expected to enquire into incidents of children not wearing correct school uniform.

Relationships and The Restorative Approach (Dealing with inappropriate behaviour).

Incidents of negative behaviour are dealt with in a fair, respectful and appropriate way, with the key focus on individuals taking responsibility for their behaviour, repairing any harm done, rebuilding and restoring relationships.

The key principle when dealing with issues is to give all the people involved a chance to have their say and become actively involved in the process. All members of staff and children know that issues will be dealt with fairly with a 'no blame' approach. When there have been incidents between 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 not necessarily to ask 'Why?' something has happened but to determine what has led up to an issue and resolve it positively. Everyone involved in an incident is taken through a Restorative dialogue and is therefore supported in coming to understand the harm that has been caused to all parties.

The Restorative Questions:

What happened? Drawing out each person's story one at a time, starting with the person who has caused the harm. The aim is not necessarily 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 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. the school community and families.

What are the needs of those involved? What those affected need to feel better, move on, 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 those people agree and negotiate meeting the needs identified above and what support might they need to do this?

Staff support pupils in this process but try to ensure the pupils form their own agreement when possible. The Restorative Ladder can be referred to help pupils consider how they can make appropriate amends 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 pupils this responsibility we are supporting them in developing their own strategies for avoiding and resolving conflict. We also believe that if pupils reach their own agreement as to how to move forward after a conflict, they are more likely to abide by it than if it is suggested by an adult or imposed upon them. By involving the pupils in the design of the agreement we give them ownership over it and ensure it is helping them to resolve the situation and make amends in their own way.

Active Listening Skills

All staff working within our school use active listening skills when dealing with a conflict. This enables them to draw out more from those involved.

- **Encouraging:** Tell me more about that / And earlier you
- **Acknowledging:** That sounds important. That sounds like that was difficult for you... (Also body language i.e. nodding)
- **Checking:** So did I hear you say.... Am I right in thinking.....
- **Clarification:** Can you help me understand that more...
- **Affirmation:** Thanks for telling me that; I appreciate you talking about this with me
- **Empathy:** It's understandable that you are worried / upset about this; sounds tough
- **Reflecting:** So you.....(Repeating back last few words)
- **Summarising:** So there seem to be several things bothering you

Implementation of the Restorative Approach – Practicalities

At Stower Provost 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 negative behaviour. The stages of the Restorative Approach underpin our method in dealing with behaviour issues but we are proactive in adapting our approach to ensure it is suitable for the pupil's age and level of understanding.

Each class has a clear display of rewards, behaviours and potential consequences (see Restorative Ladder), so that it may be referred to as part of a restorative discussion.

All classes display the restorative conversation in language that is accessible to all children. We aim to help the children look at the harm they might have caused to others and see that their consequence is a way of putting things right with the person who has been hurt, as well as with the school community, which expects a high standard of good behaviour.

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

This approach is also adapted for other pupils throughout the school. Pupils with low levels of emotional maturity or with Special Educational Needs can require support in recognising how their actions have affected others or how they feel about an incident. Pupils 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 pupils involved to determine how best to implement this approach and who to involve.

The Curriculum

The Personal Development of pupils is a high priority at Stower Provost across the curriculum and in our everyday interactions. We aim to teach children the importance of forming good relationships and equip them with the skills to do this. We have high expectations of the children and believe that they should behave because it is the right thing to do and not because they believe there will be a material benefit. However, we also choose to reward good behaviour, for both groups and individuals, as we believe that this will develop an ethos of kindness and cooperation where personal success is celebrated.

Personal, Social, Health, Education (PSHE) lessons, Circle / Discussion Time, school assemblies, out-of school experiences, breakfast and after school clubs also contribute to the pupils' understanding and competency in managing conflict. PSHE lessons are taught on a regular basis to ensure all pupils understand the key stages of the Restorative Approach and have the required skills to be able to resolve issues with adult support or independently, where appropriate.

The Restorative Approach and use of consequences

When using consequences, the child(ren) should always be involved in a Restorative conversation and be an active part of deciding upon any consequences, ensuring they are constructive and allow the child to learn from what has happened.

When consequences are imposed without meaningful discussion, the child is likely to see themselves as the victim of punishment, rather than take responsibility for their original actions.

Some children with social, emotional or mental health difficulties require time to self-regulate and this is an important part of developing a child's self-management skills. 'Time outs' can be offered to children before and/or after an incident is discussed. The Restorative Ladder shows an overview of the kinds of behaviour that would warrant different levels of consequences within the policy.

On rare occasions, there are incidences where behaviours severely compromise the safety of our pupils and adults. In these cases, the adults dealing with the situation may choose to implement consequences that could range from loss of privileges to reporting to the

Headteacher for a temporary internal/external exclusion (see Exclusion policy). External agencies may need to become involved for behaviour monitoring and support. However, in all situations pupils will be treated within the Restorative Framework so that when they are calm their views and feelings are heard and they have the opportunity to take responsibility and repair harm caused.

Behaviour and Safeguarding – Child on Child Abuse (see Safeguarding policy)

We recognise that children are capable of abusing their peers and that this can manifest itself in many ways and contexts. Where there are concerns or allegations of child on child abuse, the procedures and guidance in the school's Safeguarding Policy will be followed.

Stower Provost Primary School will have regard to DfE guidance Searching Screening and Confiscation when considering where they may need to search for and/or seize items, including, without consent, for safeguarding purposes, where there is reasonable cause to suspect that it has been, or is likely to be, used to commit an offence, or cause personal injury to, or damage:

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1091133/Searching_screening_and_confiscation_advice_2014_updated_2018_.pdf

Concerns or allegations of all forms of child on child abuse must be reported to the DSL or deputy DSL, who will follow child protection guidance and procedures and make referrals in respect of both the alleged victim and the alleged perpetrator, where appropriate.

Behaviour and Safeguarding - Mobile phones and technology

Children are not permitted to have mobile phones in school. Permission may be given however in specific circumstances such as to facilitate interpretation using a specific app.

Any child who brings a mobile phone to school must hand them to the office first thing in the morning and collect them at 3.20pm. Mobile phones which are found in school will be taken to the office for collection at 3.20pm. Where there are concerns or allegations of youth generated sexual imagery, (often referred to as 'sexting') these must always be reported to the DSL, who will have regard to the 2017 updated guidance: UK Council for Child Internet Safety Guidance 'Sexting In Schools and Colleges Responding to Incidents and Safeguarding Young People':

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/647389/Overview_of_Sexting_Guidance.pdf

<https://www.gov.uk/government/publications/sharing-nudes-and-semi-nudes-advice-for-education-settings-working-with-children-and-young-people/sharing-nudes-and-semi-nudes-how-to-respond-to-an-incident-overview>

<https://www.gov.uk/government/publications/sharing-nudes-and-semi-nudes-advice-for-education-settings-working-with-children-and-young-people/sharing-nudes-and-semi-nudes-advice-for-education-settings-working-with-children-and-young-people>

The DSL, having had regard to this guidance, will make referrals to police and children's social care where appropriate (see Safeguarding Policy).

Logging Behaviours in School

ABC Forms - (Antecedent, Behaviour and Consequence Form)

An ABC form would be used to log any behaviour that is cause for concern, in order to establish any patterns or triggers to behaviour, as well as supporting staff to recognise antecedents and take appropriate action. The ABC Form is specifically used when dealing with behaviours linked to SEN need and can be completed by any member of school staff.

My Concern: When should behaviour incidents be logged?

The DSL and deputy DSL review My Concern regularly and create actions based on issues and trends, in order to ensure support at the right times and in the right places. Members of staff should log the following incidents/issues on My Concern if they arise for a child in the school. This list is not definitive and other incidents may require logging:

1. When a pupil damages property on purpose (belonging to school or to another individual in school).
2. Racist incidents (these also need to be reported separately to the HT).
3. Severe swearing/verbal abuse.
4. Incidents in which another individual (child or adult) has been injured/assaulted with proven intent.
5. Incidents in which another individual has been injured/assaulted, the victim reports that this was on purpose, and there is a visible injury, whether or not intent can be proved.
6. Incidents relating to ongoing issues with a child that need recording (for example, incidents between two children that are not up to the level of assault, but give extra evidence and a broader picture for multi-agency meetings, etc. Alternatively, a child may have confided that they are being bullied, and any incidents between them and the 'bully' should be logged).

Points 1-5 must always be reported to parents/carers. The method used is up to the discretion of the class teacher and it is their responsibility to follow through both with communication, consequences in line with the restorative framework and log this.

Monitoring and review

The Head teacher and staff will monitor the effectiveness of this Policy on a regular basis. The Head teacher also reports to the Governing Board on the effectiveness of the Policy and, if necessary, makes recommendations for further improvements.

The school keeps a variety of records concerning incidents of misbehaviour in the classroom or playground. The member of staff resolving a situation will record incidents on My Concern. The Headteacher records those incidents where a child is sent to them.

The Headteacher keeps a record of any child 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. The Governing Board will pay particular attention to matters of racial equality; it will seek to ensure that the school abides by the non-statutory guidance 'The Duty to Promote Race Equality: A Guide For Schools', and that no child is treated unfairly because of race or ethnic background.

The Governing Board reviews this Policy every three years. The governors may, however, review the policy earlier than this if the Government introduces new regulations, or if the Governing Board receives recommendations on how the Policy might be improved.

Staff Induction

The Headteacher is responsible for ensuring that all staff receive termly training and updates to ensure that the staff are knowledgeable and equipped to live out the policy. Updates and training may be delivered through staff meetings, TA meetings or given specific and designated time during an INSET day.

As part of our new staff induction programme, the Headteacher is responsible for ensuring that all new staff understand the policy and arranges training on restorative justice at the earliest opportunity.

Restorative Ladder

Behaviours:	What Might Happen?
<ul style="list-style-type: none"> • Not on task or avoiding work • Disrupting others e.g. shouting out, tapping on table, walking around without permission • Not following instructions • Poor choices in the classroom or in the playground 	<ul style="list-style-type: none"> • Thinking / self-regulation time • A reminder of how to behave • Support to make a better choice • Told how your choices are affecting others • Individual working space • Catch up on missed work • Take unfinished work home
<ul style="list-style-type: none"> • Repeatedly disrupting others • Inappropriate conversations or words • Poor choices e.g. teasing • Hurt someone (accident) • Lack of respect for people or property • Not making a safe choice 	<ul style="list-style-type: none"> • Thinking / self-regulation time • A reminder of how to behave • Miss part / all of play time for a restorative conversation • Say sorry and mean it • Catch up on missed work • Do something kind for those who have been upset / affected • Parents / carers told
<ul style="list-style-type: none"> • Swearing • Being rude or shouting • Not making a good choice or accepting help with a good choice • Constant disruption to people or learning time 	<p>You must talk about his with an adult now</p> <ul style="list-style-type: none"> • Thinking/self-regulation time in a different room • Miss a break time or house point reward time for a restorative conversation with your teacher • Say sorry and mean it • Discussion with parents / carers • Must fix any damage or tidy any mess made
<ul style="list-style-type: none"> • Repeatedly doing the above behaviours • A one off serious behaviour or extreme reaction to a situation • Physically hurting someone on purpose • Immediate danger to themselves or someone • Immediate danger of significant damage to property • Bullying • Racism 	<p>Adults will make all the decisions now.</p> <ul style="list-style-type: none"> • Staff member or HT support • Discussion with parents / carers • Formal restorative conversation which may include parents/carers • Thinking time out of class. HT or teacher will decide how long this time will be for (internal exclusion) • Parents may need to pick you up early if the right choices are not made to calm down (exclusion)

ROLES WITHIN SCHOOL

1. The Role of the Class Teacher and Teaching Staff:

- It is the responsibility of class teachers to ensure that the school rules are enforced in their classes, and that their classes behave in a responsible manner during lesson time.
- The class teachers in our school have high expectations of the children with regard to behaviour, and they strive to ensure that all children work to the best of their ability.
- The class teacher treats each child fairly, and enforces the classroom rules consistently. The teachers treat all children in their classes with respect and understanding.
- If a child misbehaves constantly in class, the class teacher keeps a record of all such incidents. In the first instance, the class teacher deals with incidents him/herself in the normal manner. However, if misbehaviour continues, the class teacher seeks help and advice from the Headteacher.
- The class teacher talks with the SENCO who liaises with external agencies, as necessary, to support and guide the progress of each child. This may be, for example, discussing the needs of a child with the education social worker or LA behaviour support service.
- The class teacher reports to parents about the progress of each child in their class, in line with the whole-school policy. The class teacher may also contact a parent if there are concerns about the behaviour or welfare of a child.

2. The role of the Headteacher:

- It is the responsibility of the Headteacher, under the School Standards and Framework Act 1998, to implement the school Behaviour Policy consistently throughout the school, and to report to the Governors, when requested, on the effectiveness of the policy.
- It is also the responsibility of the Headteacher to ensure the health, safety and welfare of all children in the school.
- The Headteacher supports the staff by implementing the policy, by setting the standards of behaviour, and by supporting staff in their implementation of the policy.

The Headteacher keeps records of all reported serious incidents of misbehaviour.

- The Headteacher has the responsibility for giving fixed-term suspensions to individual children for serious acts of misbehaviour. For repeated or very serious acts of anti-social behaviour, the Headteacher may permanently exclude a child. **These actions are taken only after the School Governors have been notified.**

3. The role of parents:

- The school collaborates actively with parents, so that children receive consistent messages about how to behave at home and at school.
- We share the school Behaviour Policy on the school website, and we expect parents to read and support it. It is also shared as part of the induction process to school.
- We expect parents to support their child's learning, and to cooperate with the school, as set out in the home-school agreement.
- We try to build a supportive dialogue between the home and the school, and we inform parents immediately if we have concerns about their child's welfare or behaviour.
- If the school has to use reasonable sanctions to punish a child, we expect parents to support the actions of the school.
- If parents have any concerns about the way that their child has been treated, they should initially contact the class teacher. If the concern remains, they should contact the Head Teacher then the School Governors.
- If these discussions cannot resolve the problem, the complaints procedure should be followed.

4. 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 Headteacher in adhering to these guidelines.
- The Headteacher has the day-to-day authority to implement the school's Policy on Behaviour and Discipline, but Governors may give advice to the Headteacher about particular disciplinary issues. The Headteacher must take this into account when making decisions about matters of behaviour.

5. Fixed-term and Permanent Exclusions:

- We do not wish to exclude any child from school, but sometimes this may be necessary.
- The School follows DFE guidelines for restraining and excluding pupils.
- Only the Headteacher (or the acting Headteacher) has the power to exclude a child from school.
- The Headteacher may exclude a child for one or more fixed periods, for up to 45 days in any one school year. In extreme and exceptional circumstances the Headteacher may exclude a child permanently.
- It is also possible for the Headteacher to convert a fixed-term exclusion into a permanent exclusion, if the circumstances warrant this. Please see guidelines on exclusion time and incident.
- If the Headteacher 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 fixed-term exclusions beyond five days in any one term.

- The Governing Body itself cannot either exclude a child or extend the exclusion period made by the Headteacher.

6. Guide to Fixed Term Exclusions: to be taken into consideration with any child who is being observed due to behaviour issues.

7. Exclusion time and incident:

- Hurting several children – up to 12 days
- Hurting a child causing bruising/cutting – up to 5 days
- Hurting a child - up to 2 days
- Taking objects not belonging to you/defacing other people's property - up to 1 day.