



## **Behaviour and Expectations Policy**

Last reviewed February '22 (to be reviewed annually)

There are times when the management and expectation of behaviour interlink with other policies, practices and procedures such as:

- On-line safety
- Use of photographic images
- Safeguarding
- Anti-bullying

### **Behaviour and Expectations Policy Statement**

The Department for Education states that there is a need:

*'to create and enforce a clear and rigorous expectation on all schools to promote the fundamental British values of democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs.'* (The Prevent Strategy 2011)

The purpose of our Behaviour and Expectations Policy is to support the way in which all members of our community can live and work together in a cooperative way. We seek to promote pupils' spiritual, moral, social and cultural development and prepare all pupils for the opportunities, responsibilities and experiences of life. It should be considered alongside the ATLP Behaviour Policy <https://atlp.org.uk/files/2021/12/ATLP-Behaviour-Policy-2021-FINAL.pdf>

As a school community we are committed to ensuring consistency of treatment and fairness in the operation of this policy. In addition, the Local Governing Body values diversity in line with Valuing All God's Children 2 (2019) and is committed to ensuring that no individuals are discriminated against on any grounds, including the protected characteristics included in the Equality Act 2010.

### **Aims for Our Behaviour and Expectations Policy**

1. To develop a safe, happy and purposeful learning environment.
2. To encourage respect for all members of the school community, their belongings and the school environment.
3. To provide clear expectations for behaviour within school, whilst moving between buildings, whilst on school trips and when participating in extra-curricular activities
4. To ensure consistency of expectations, rewards, consequences and sanctions within the school community.
5. To promote the emotional health and well-being of all children and staff

## Our Vision

Excited to learn with confidence together in God's hands.



At St Michael's, we are guided by our Christian values to inspire one another; encouraging confident, committed and caring children to flourish through life's journey.

*'Love God with all your heart and with all your mind and with all your strength; and love your neighbour as yourself.'* Mark 12:33

## Our Christian Core Values

### Belonging

*'Yet I still belong to you; you hold my right hand. You guide me with your counsel, leading me to a glorious destiny.'* Psalm 73:23-28

### Friendship

*'A friend loves at all times.'* Proverbs 17:17

### Forgiveness

*'Be tolerant with one another and forgive one another whenever any of you has a complaint against someone else.'* Colossians 2:12-13

### Respect

*'So in everything you do to others what you would have them do to you.'* Matthew 7:12

### Courage

*'Be on your guard. Stand firm in faith. Be courageous. Be strong. Do everything in love.'* Corinthians 16:13-14

### Perseverance

*'Stand firm and you will win life.'* Luke 21:19

## Our RESPECT Code



**R** Respect our school - everyone and everything



**E** Everyone listens to instructions



**S** Silence when asked



**P** Please and thank you



**E** Enter and exit school calmly and sensibly - no running



**C** Corridors - walk silently in single file to the left



**T** Talking - one voice at a time

At St Michael's we feel that our vision and values are central to our school ethos.

We practice the Christian values of respect, forgiveness and reconciliation when dealing with behavioural issues. We also draw on the principles outlined in **Valuing All God's Children 2** and **Fruit of the Spirit** (Character Education Development)

Our RESPECT Code is displayed in each classroom and around school. It is regularly discussed in school worship and individual classes.

## **Expectations of Behaviour**

Our expectations of behaviour are shared between pupils, staff and parents and have been established in order to promote our school rules and our core purpose, vision and values.

### **1. In Class**

- To treat people and property in a respectful way
- To listen to others when they are speaking without disruption or interruption
- To carry out tasks when asked to do so by an adult
- To learn to the best of one's ability
- To keep the classroom clean and tidy

### **2. General movement around school**

- Walk silently at all times on the left hand side
- Line up silently and walk around school in single file lines, keeping to the left

### **3. Routines for coming in and out of the school building**

- Children are admitted into the school building at 8.40am:
  - Reception, 1D, Years 2 and 4 via the Reception playground gate
  - 1G and Year 3 via their classroom doors
  - Years 5 and 6 through the main Reception
- They should walk quietly to their classrooms where an adult will greet them, putting their belongings in cloakrooms quickly and tidily
- The Foundation Stage gate is locked at 8:50am, from which time any late arrivals should enter the building at the main Reception and an adult must sign the child in as a late arrival.

### **4. During collective worship and assemblies**

- Enter and leave the hall silently.
- Sit silently during collective worship and assemblies.

**5. Moving as a class or year group in our locality (link with National Guidelines)**

- Children should walk in pairs in an appropriate way being aware of members of the public. At narrow points they may need to move into single file as directed by their teacher.
- Agreed stopping points will be used, determined by the teacher.
- Everyone should show an awareness of members of the public and road safety

**6. Treating one another with respect (pupil and adult)**

- Pupils should speak to one another in a respectful way, using please and thank-you.
- Pupils should hold doors open for adults and each other

**7. Welcoming new children to our school**

- Children should be identified to act as special buddies to initially look after new children.
- Provide a warm greeting to new children wherever possible.

**8. General behaviour whilst on a trip**

- Listen to the instructions given by adults.
- Follow the general expectations which exist within school (e.g. walking, lining up, quiet movement between locations)

**9. Dress**

- Children should be encouraged to wear school uniform, including the agreed school PE kit on PE days.
- No jewellery should be worn (except for a watch or stud earrings in pierced ears).
- No make up should be worn (including nail varnish).
- Tattoos are not permitted
- Smart watches are not permitted

**10. Expectations of behaviour whilst travelling to and from school (in line with National Guidelines)**

- Parents are responsible for their children at this time
- Children should follow the general expectations which exist within school, and in a way which could not affect the orderly running of school

**11. Mobile Phones**

In line with our Safeguarding policy the following applies

- Children in Year 6 may enter into a Home School Agreement to bring their mobile phone into school. They must hand their phone into their teacher upon arrival for it to be secured securely during the teaching day. At the end of the school day phones are returned to the children. They must not use their phone on the school premises.
- Personal mobile phones must not be used where children are present

- Staff are responsible for ensuring they have stored their personal phone safely and securely, ideally in their personal locker.
- Visitors, including other professionals, contractors and parents are made aware by signs and verbal reinforcement that they are not to use their mobile phones where children are present.

## **Reward system**

Children are taught that if they make good choices, they will be rewarded and if they make poor choices, there will be negative consequences. The reward system promotes good choices by offering a range of awards.

### **Praise especially verbal reinforcement**

- Verbal praise, a quiet word, a public word of praise in front of a group / class (This might include sending child (ren) to visit another class / teacher.)
- Positive written comment – effective use of school marking strategies
- Non verbal praise – smiles, thumbs up

### **House points**

- Each pupil is allocated to a house in the final term of Reception – Wedgwood, Anson, Johnson, Mitchell
- Staff will award house points for appropriate behaviour (work and conduct), kindness, politeness, effort, helpfulness, punctuality, attendance, etc.
- Children collect their house points on an individual house point card
- The awarding of house points should be standardised, with in general, only one being given at any one time. This avoids house point inflation. Home learning projects are an exception. The maximum amount of house points is 5 at any one time
- Each child has the opportunity to work towards a team badge (30 house points) Bronze (50) Silver (100) Gold (150) Platinum (250)
- House points achievements will be celebrated each week during Special Mentions Worship

### **Value Points**

- Children can earn value points when they demonstrate one of our school values.
- The winning house are rewarded at the end of each term.

### **Lunchtime Rewards**

Lunchtime staff also choose children each week to sit at the top table with the Headteacher / Deputy for Friday lunch. These children receive a sticker in Special Mentions Worship.

### **Wow Cards**

For exceptional behaviour and demonstrating our core Christian values or learning, over a period of time, staff can request that the headteacher sends a Wow postcard home, without a child's prior knowledge

### **Music / Sports / Other Achievements**

- Certificates will be given during a celebration worship during the course of the week.

**Golden Time**

This takes place on the last afternoon of each half term across school.

**Special Mentions**

Special Mentions worship is held on a Friday. Teachers identify two children from each class whose learning, behaviour or actions have stood out from others.

## **Sanctions / Negative Consequences**

All children should be aware that inappropriate behaviour brings with it sanctions / negative consequences (see appendix 1) Key Stage appropriate behaviour pyramids are displayed in all rooms and children are informed of all sanctions. (See appendices 2 and 3) Parents will be informed if 15 minutes of lunch time is lost. Staff are encouraged to reflect on "Taking Account of Individual Pupil Needs" when following up on behaviour incidents (See appendix 4). All children are supported to reflect on what has happened and how they can rectify the situation.

### **Incident sheets (appendix 5)**

These are completed by the child during lunchtime and serve as a record of an incident during the school day. These are then logged and evaluated half termly by the Assistant Headteachers for their key stage. This information is shared with the Headteacher, Deputy Head and Inclusion Manager.

### **Serious offences:**

Occasionally a serious incident might take place which requires immediate Headteacher involvement. This behaviour will bypass the stages of the behaviour pyramid. Such an incident might warrant a parental meeting, internal exclusion or fixed term exclusion

#### **Such a situation might be if a pupil:**

- Is violent
- Engages in bullying, including cyber bullying
- Willfully destroys / vandalises property
- Refuses to do as requested
- Verbal abuse
- Uses social networking inappropriately which results in upset to a child, their family, or a member of staff, or brings the school into disrepute (See appendix 5)
- Engages in peer on peer abuse
- Uses inappropriate sexual behavior or engages in harmful sexual behaviour

In such instances the child should be taken to the Headteacher / Deputy or they should be called for assistance.

In the event of an internal exclusion the Headteacher / Deputy will make arrangements for the child to complete their learning in a safe space away from their class, with appropriate adult supervision.

In the event of fixed term exclusion being made the procedures outlined in the next section will be followed.

### **Searching Pupils and Confiscation**

Following the National Guidelines, school staff will search pupils with their consent for any item banned by the school rules if the staff feel they have reasonable grounds for the search.

Head teachers and staff authorised by the head teacher have the power to search pupils of their possessions, without consent, where they suspect the pupil has weapons, alcohol, illegal drugs and stolen items.

Teachers can only undertake a search without consent if they have reasonable grounds for suspecting that a pupil may have in his or her possession a prohibited item. The search enables a personal search, including removal of outer clothing and searching pockets, bags and classroom trays.

From time to time children bring inappropriate items into school or may use a routine item or piece of equipment inappropriately

Any item deemed to be valuable, inappropriate or dangerous by any member of staff will be confiscated and placed in a secure environment.

The valuable or dangerous item must be collected by the child's parent / guardian at the end of the school day or at the earliest mutually agreed time.

Any inappropriate items will be returned to the child at the end of the school day. A repeat offence will see the confiscation last until the end of the academic year.

Further advice and information on searching and confiscation is available in the National Guidance held by the Inclusion Manager and head teacher.

### **Use of Reasonable Force**

There are circumstances when it is appropriate for staff in school to use reasonable force to safeguard children and young people. The term 'reasonable force' covers the broad range of actions used by staff that involves a degree of physical contact to control or restrain children. This can range from guiding a child to safety by the arm, to more extreme circumstances such as breaking up a fight or where a young person needs to be restrained to prevent violence or injury. 'Reasonable' in these circumstances means 'using no more force than is needed'. The use of force may involve either passive physical contact, such as standing between pupils or blocking a pupils' path or active physical contact, such as standing between pupils or blocking a pupil's path or active physical contact such as leading a pupil by the arm out of the classroom. Departmental advice for schools is available [here](#)

When using reasonable force in response to risks presented by incidents involving children including any with SEN or disabilities, or with medical conditions, staff should consider the risks carefully.

Our school plans positive and proactive behaviour support, for instance through drawing up individual behaviour plans for more vulnerable children, and agreeing them with parents and carers. This will reduce the occurrence of challenging behaviour and the need to use reasonable force.

The head teacher must be informed if reasonable force has been used in a serious matter and parents will be informed, though parental consent is not required to use reasonable force. A record of this conversation will be kept. Any complaints are dealt with in accordance with the complaints procedure.

We do not use force as a punishment and we will make any reasonable adjustments for children with a disability or those with SEN.

### **Behaviour Beyond School**

The school will impose a sanction, where the school is satisfied it is reasonable to do so, upon any registered pupil, whose behaviour when they are not on the school premises or under the lawful control of a member of staff, could, in the opinion of the school:

- have repercussions for the orderly running of the school;
- pose a threat to another pupil, a member of staff or member of the public; or could adversely affect the reputation of the school

## **Procedures for Exclusion**

The following procedures are in line with those legally required of schools and are derived from guidance given to schools by the Department for Education (Exclusion from maintained schools, Academies and pupil referral units in England. A guide for those with legal responsibilities for exclusion. They reflect the legislation that governs the exclusion of pupils from maintained schools, Academies and pupil referral units and which came into effect in September 2017.

Further details can be found at

[www.gov.uk/government/publications/school-exclusion](http://www.gov.uk/government/publications/school-exclusion)

The guidance relates to the following principal legislation:

- The Education Act 2002, as amended by the Education Act 2011
- The School Discipline (Pupil Exclusions and Reviews) (England) Regulations 2012
- The Education and Inspections Act 2006;
- The Education Act 1996; and
- The Education (Provision of Full-Time Education for Excluded Pupils) (England) (Amendment) Regulations 2014

The Headteacher will refer to the guidance and the ATLP Exclusion Policy <https://atlp.org.uk/files/2021/12/ATLP-Exclusios-Policy-2021-FINAL.pdf>

A decision to exclude a pupil permanently should be taken only:

- in response to serious breaches of a school's discipline policy; and
- if allowing the pupil to remain in school would seriously harm the education of the welfare of the pupil or of others in the school.

The decision on whether to exclude is for a head teacher to take. However, where practical, head teachers should give pupils an opportunity to present their case before taking the decision to exclude.

Whilst an exclusion may still be an appropriate sanction, head teachers should take account of any contributing factors that are identified after an incident of poor behaviour has occurred. For example, where it comes to light that a pupil has suffered bereavement, has mental health issues or has been subject to bullying.

Early intervention to address underlying causes of disruptive behaviour should include an assessment of whether appropriate provision is in place to support any SEN or disability that a pupil may have. Head teachers should also consider the use of a multi-

agency assessment for pupils who demonstrate persistent disruptive behaviour. Such assessments may pick up unidentified special educational needs but the scope of the assessment could go further, for example, by seeking to identify mental health or family problems

Where a pupil has received multiple exclusions or is approaching the legal limit of 45 school days of fixed period exclusion in an academic year, head teachers should consider whether exclusion is providing an effective sanction. .

Exclusion should not be used for:

- minor incidents such as failure to do homework or to bring dinner money;
- poor academic performance;
- lateness or truancy;
- breaching school uniform policy except where these are persistent and in open defiance of such rules
- punishing pupils for the behaviour of parents, for example, where parents refuse, or are unable, to attend a meeting
- protecting victims of bullying by sending them home

Only the head teacher of a school can exclude a pupil and this must be on disciplinary grounds. A pupil may be excluded for one or more fixed periods (up to a maximum of 45 school days in a single academic year), or permanently. A fixed period exclusion does not have to be for a continuous period. In exceptional cases, usually where further evidence has come to light, a fixed period exclusion may be extended or converted to a permanent exclusion.

Pupils whose behaviour at lunchtime is disruptive may be excluded from the school premises for the duration of the lunchtime period. In such cases the legal requirements in relation to exclusion, such as the head teacher's duty to notify parents, still apply. Lunchtime exclusions are counted as half a school day for statistical purposes and in determining whether a governing body meeting is triggered.

The behaviour of pupils outside school can be considered as grounds for exclusion. This will be a matter of judgement for the head teacher in accordance with the school's published behaviour policy.

The head teacher may withdraw an exclusion that has not been reviewed by the governing body.

Any decision of a school, including exclusion, must be made in line with the principles of administrative law, i.e. that it is: lawful (with respect to the legislation relating directly to exclusions and a school's wider legal duties, including the European Convention of Human Rights and the Equality Act 2010); rational; reasonable; fair; and proportionate.

Head teachers must take account of their legal duty of care when sending a pupil home following an exclusion.

When establishing the facts in relation to an exclusion decision the head teacher must apply the civil standard of proof, i.e. 'on the balance of probabilities' it is more likely than not that a fact is true, rather than the criminal standard of 'beyond reasonable doubt'.

Under the Equality Act 2010 ("the Equality Act") schools must not discriminate against, harass or victimise pupils because of their: sex; race; disability; religion or belief; sexual orientation; because of a pregnancy / maternity; or because of a gender reassignment. For disabled children, this includes a duty to make reasonable adjustments to policies and practices.

Under the Equality Act 2010 (the Equality Act), schools must not discriminate against, harass or victimise pupils because of sex; race; disability; religion or belief; sexual orientation; pregnancy / maternity; or gender reassignment. For disabled children this includes a duty to make reasonable adjustments to policies and practices and the provision of auxiliary aids.

In carrying out their functions, the public sector equality duty means schools must also have due regard to the need to:

- eliminate discrimination, harassment, victimisation, and other conduct that is prohibited by the Equality Act;
- advance equality of opportunity<sup>6</sup> between people who share a protected characteristic and people who do not; and
- foster good relations between people who share a protected characteristic and people who do not share it.

These duties need to be complied with when deciding whether to exclude a pupil. Schools must also ensure that their policies and practices do not discriminate against pupils by unfairly increasing their risk of exclusion. Provisions within the Equality Act allow schools to take positive action to deal with particular disadvantages affecting one group, where this can be shown to be a proportionate way of dealing with such issues.

Head teachers and governing bodies must take account of their statutory duties in relation to special educational needs (SEN) when administering the exclusion process. This includes having regard to the SEND Code of Practice.

It is unlawful to exclude or to increase the severity of an exclusion for a non-disciplinary reason. For example, it would be unlawful to exclude a pupil simply because they have additional needs or a disability that the school feels it is unable to meet, or for a reason such as: academic attainment / ability; the action of a pupil's parents; or the failure of a pupil to meet specific conditions before they are reinstated. However, a pupil who repeatedly disobeys their teachers' academic instructions could, however, be subject to exclusion.

'Informal' or 'unofficial' exclusions, such as sending pupils home 'to cool off', are unlawful, regardless of whether they occur with the agreement of parents or carers. Any exclusion of a pupil, even for short periods of time, must be formally recorded.

Maintained schools have the power to direct a pupil off-site for education to improve his or her behaviour. A pupil can also transfer to another school as part of a 'managed move' where this occurs with the consent of the parties involved, including the parents and the admission authority for the school. However, the threat of exclusion must never be used to influence parents to remove their child from the school.

**Responsibilities of the head teacher:**

Whenever a head teacher excludes a pupil they must, without delay, notify parents of the period of the exclusion and the reasons for it.

They must also, without delay, provide parents with the following information in writing:

- the reasons for the exclusion;
- the period of a fixed period exclusion or, for a permanent exclusion, the fact that it is permanent;
- parents' right to make representations about the exclusion to the governing body (in line with the requirements set out in paragraphs 52 to 60) and how the pupil may be involved in this;
- how any representations should be made; and
- where there is a legal requirement for the governing body to consider the exclusion, that parents have a right to attend a meeting, be represented at this meeting (at their own expense) and to bring a friend.

Written notification of the information in paragraph 27 can be provided by: delivering it directly to the parents; leaving it at their last known address; or by posting it to this address. Notices can be given electronically if the parents have given written agreement for this kind of notice to be sent in this way.

Where an excluded pupil is of compulsory school age the head teacher must also notify the pupils' parents of the days on which they must ensure that the pupil is not present in a public place at any time during school hours. These days would be the first five school days of an exclusion (or until the start date of any alternative provision or the end of the exclusion where this is earlier. Any parent who fails to comply with this duty without reasonable justification commits an offence and may be given a fixed penalty notice or be prosecuted. The headteacher must notify the parents of the days on which their duty applies without delay and , at the latest, by the end of the afternoon session.

If alternative provision is being arranged then the following information must be included with this notice where it can reasonably be found out within the timescale:

- the start date for any provision of full-time education that has been arranged for the pupil during the exclusion;
- the start and finish times of any such provision, including the times for morning and afternoon sessions where relevant;
- the address at which the provision will take place; and
- any information required by the pupil to identify the person he / she should report to on the first day.

Where this information on alternative provision is not reasonably ascertainable by the end of the afternoon session it may be provided in a subsequent notice, but it must be provided without delay and no later than 48 hours before the provision is due to start. The only exception to this is where alternative provision is to be provided before the sixth day of an exclusion, in which case the information can be provided with less than 48 hours' notice with parents' consent.

The information outlined above must be provided in writing but can be provided by any effective method

The failure of a head teacher to give notice of the information outlined above by the required time does not relieve the head of the duty to serve the notice. A notice is not made invalid solely because it has not been given by the required time.

If a child is excluded for a further fixed-period following their original exclusion, or is subsequently permanently excluded, the headteacher must inform parents without delay and issue a new exclusion notice to parents.

When notifying parents about an exclusion, the head teacher should set out what arrangements have been made to enable the pupil to continue his / her education prior to the start of any alternative provision or the pupil's return to school, in line with the guidance outlined below.

For notifications to parents, effective methods for providing the information may include email or text message; giving the notice directly to the parents; or sending the information home with the excluded pupil. Where information is sent home with a pupil, head teachers should consider sending a duplicate copy by an alternative method or confirming that the information has been received.

When notifying parents about an exclusion head teachers should draw attention to relevant sources of free and impartial information. This information should include:

- a link to this statutory guidance on exclusions: exclusions guidance (see link above)
- a link to the Coram Children's Legal Centre: [www.childrenslegalcentre.com](http://www.childrenslegalcentre.com) or ACE Education (<http://www.ace-ed.org.uk>) and their advice line service

on 03000 115 142 on Monday to Wednesday from 10am to 1pm during term time); and

- where considered relevant by the head teacher, links to local services, such as Traveller Education Services, the Information Advice and Support Services Network (formerly known as the local parent partnership), (<https://councilfordisabledchildren.org.uk/information-advice-and-support-services-network/about>), the National Autistic Society (NAS) School Exclusion Service (England) (0800 800 4002) or [schoolexclusions@nas.org.uk](mailto:schoolexclusions@nas.org.uk) or Independent Parental Special Education Advice (<http://www.ipsea.org.uk/>).

The headteacher should ensure that information provided to parents is clear and easily understood. Where the parents' first language is not English consideration should be given, where practical, to translating the letter or taking additional steps to ensure that the details of the exclusion and parents' right to make representations to the governing body have been understood.

The head teacher must, without delay, notify the Director of Primary Education and the local authority of:

- a permanent exclusion (including where a fixed period exclusion is made permanent);
- exclusions which would result in the pupil being excluded for a total of more than five school days (or more than ten lunchtimes) in a term; and
- exclusions which would result in the pupil missing a public examination or national curriculum test.

The headteacher must also notify the local authority and ATLP Trust Board (via the Data Manager) once per term of any other exclusions not already notified.

Notifications must include the reasons for the exclusion and the duration of any fixed period exclusion

In addition, within 14 days of a request, governing bodies must provide to the Secretary of State and (in the case of maintained schools and PRUs) the local authority, information about any exclusions within the last 12 months.

For a permanent exclusion, if the pupil lives outside the local authority in which the school is located, the head teacher must also advise the pupil's 'home authority' of the exclusion without delay.

At St Michael's we use the model letter from the LA to notify parents in writing.

Trustees will consider any representations made by parents with regard to an exclusion.

## Appendix 1

### **What is unacceptable behaviour within our school community?**

***This should always be within the context of children's individual needs as outlined in Appendix 4***

- Shouting out
- Talking whilst someone else is
- Speaking inappropriately, including swearing
- Continual disregard of adult instructions
- Eating in class
- Drinking from a water bottle during registration or when a teacher is talking
- Misuse of furniture or resources
- Leaving things out
- Running around
- Not completing work in the given time
- Not paying attention / listening to each other appropriately
- Not dressing properly after games/ playtime
- Not leaving in smart school uniform
- Not staying within the boundaries / going off the playground
- Coming in without good reason
- Damage to our environment
- Playing in a manner which endangers other children
- Not following adult instructions
- Playing one member of staff off against another (e.g. about balls)
- Inappropriate behaviour – fighting / kicking / hitting / spitting
- Talking or pushing / jostling in the line after lining up
- Persistent and deliberate unpleasantness towards a particular child in the form of words or actions
- Dropping litter
- Deliberately dropping food / wrappers
- Getting up before finished eating
- Not tidying away
- Impolite table manners
- Shouting
- Eating food without cutlery
- Not keeping food on a plate / in a box
- Pushing in the queue
- Climbing over furniture
- Saving places in the queue
- Inappropriate use of technology, especially if it leads to another child becoming upset
- Peer on peer abuse
- Inappropriate sexual behavior / harmful sexual behaviour

**Appendix 2: Reception Poor Behaviour Pyramid**

# Reception Poor Behaviour Pyramid

NB: if a serious incident occurs, the Headteacher is informed immediately and the stages bypassed

Head teacher will review behaviour and decide the next course of action in line with the behaviour policy.

If sent out again within one week, head teacher or deputy informed, parents informed and behaviour card put in place for one week.

Removed from class with Phase Leader/Inclusion Manager/Member of Senior Leadership Team. Parents informed.

Removed from class with an adult who will talk to the child and record the incident in the incident book. Parents informed verbally if a one off incident or via home school diary

2 minutes time out. Logged in incident book if a one off incident or on Pupil Log/home-school diary if child is monitored.

**Final warning with a reminder of the consequence of further poor behaviour.**

**Reminder of class rules**

Non-verbal warning

# Year 1 – 6 Behaviour Pyramid

NB: if a serious incident occurs, the Headteacher is informed immediately and the stages bypassed

Head teacher will review behaviour and decide the next course of action in line with the behaviour policy.

If a child is repeatedly missing part of their lunchtime, Senior Leadership Team, Inclusion Manager, parents are informed and further support is put in place.

Complete a behaviour sheet at lunchtime. Miss 15 minutes of lunchtime

Complete a behaviour sheet at lunchtime. Miss 10 minutes of lunchtime

Complete a behaviour sheet at lunchtime. Miss 5 minutes of lunchtime

Final warning

Reminder of class rules/expected behaviour

**Appendix 5: Taking Account of Individual Pupil Needs**  
**Appendix 4: Taking Account of Individual Pupil Needs**  
*(As discussed and acknowledged by Teachers and Teaching Assistants)*

This guidance is to help schools take account of a range of individual pupil needs when developing and implementing their behaviour policies. It focuses primarily on pupils with SEN or disabilities, but also refers to needs within certain other groups defined by OFSTED as 'at risk' within the education system:

- Minority ethnic and faith groups, travellers, asylum-seekers and refugees
- Pupils who need support to learn English as an additional language (EAL)
- Children looked after by the Local Authority
- Sick children
- Young carers
- Children from families under stress
- Any other pupils at risk of disaffection and exclusion

All of these groups may at some point require the adults in school to take account of their individual needs and circumstances when applying the school's behaviour policy.

**Examples of situations which schools should avoid:**

The following are examples of unfortunate situations which schools should avoid. They illustrate the importance of sensitivity to individual needs. Some of the inappropriate school responses described here contravene legislative requirements and could result in the school's actions being subject to challenge.

- ⇒ A pupil is admonished for failure to follow a long and complicated instruction given by an adult, but the pupil has speech and language difficulties, and cannot process complex language

*A more appropriate response would be for the adult to make instructions short and clarify understanding by asking the child to repeat them*

- ⇒ A pupil is put in detention because he would not look at his teacher when being told off. The teacher interpreted this as disobedience and disrespect, but in this pupil's culture it is considered disrespectful to look an adult in the eye.

*A more appropriate response would be to understand that the pupil was attempting to show respect.*

- ⇒ A looked-after pupil is sent out of class after an emotional outburst. This happens despite the staff member being aware that the pupil had been told by her social worker the night before that her foster family could no longer keep her and that she would shortly be moving to another family and school.

*A more appropriate response would be to use a pre-agreed means for the pupil to take herself to a place where she could calm down, and if necessary talk to a sympathetic listener.*

- ⇒ A pupil on the autistic spectrum is disciplined for making personal comments about an adult's appearance. The pupil has no sense that such comments can be hurtful and should be avoided.

*A more appropriate response would be for the adult to tell the pupil that the comment was hurtful and inappropriate, to inform the pupil's key worker or the SENCO, but not to apply a sanction*

- ⇒ A refugee pupil dives under the desk at a sudden noise that reminds him of a terrifying even in his past. Other pupils laugh and the teacher, thinking he is playing the clown, requires him to miss the first ten minutes of his break time.

*A more appropriate response would be to let the class know there are special circumstances and offer the pupil re-assurance and support.*

- ⇒ A Gypsy / Roma child is put on report for speaking in a seemingly over-familiar way to a teacher when he had not previously had expectations made clear to him, had no intention of being rude but was simply using the register considered appropriate in his culture.

*A more appropriate response would have been to explain and demonstrate to the pupil what is expected in school, and consider involving the Traveller Education Service in providing support.*

Appendix 5

## Behaviour Sheet 5/10/15

Name \_\_\_\_\_ Class \_\_\_\_\_

Date \_\_\_\_\_ Time \_\_\_\_\_ Location \_\_\_\_\_

What did I do wrong?

What will I do differently next time?

Teacher's Comment



**R** Respect our school - everyone and everything



**E** Everyone listens to instructions



**S** Silence when asked



**P** Please and thank you



**E** Enter and exit school calmly and sensibly - no running



**C** Corridors - walk silently in single file to the left



**T** Talking - one voice at a time

Teacher's Signature \_\_\_\_\_

Resolved/ Parents informed / Further intervention required

## **Appendix 6 Note for Parents on Social Networking Sites**

As we all know, social networking sites such as 'Facebook' are widely used and enjoyed by the majority of parents and older children. However, sometimes these sites are used to publicly discuss matters which may include personal disagreements between pupils at the school or for parents to vent frustration about school matters.

You may not be aware that comments made on Social Networking Sites about an individual can be considered 'defamatory' and lead to the onset of legal action being taken against those who make them. Therefore we feel it is important to remind users of Social Networking Sites to bear this in mind before posting comments.

Social networking sites are not as 'private' as we might like to think and careless or inconsiderate use of these sites can cause unnecessary distress to the individuals concerned, or have an adverse impact on the school in general, or both and this is something the school seeks to avoid.

The school works hard to create a safe and happy environment for its staff and pupils and should any parent have concerns about either their child, or the school in general, I would urge them to contact the school.

Thank-you for your co-operation in this matter.

*Helen Robertson*  
*Headteacher*

*Rachelle Trueman*  
*Chair of Local Governing Body*