

MEREWORTH COMMUNITY PRIMARY SCHOOL



Behaviour & Exclusion Policy

Date of Publication	September 2021
Person with responsibility	Head Teacher
Governing Body	FGB
Review Date	September 2022
Chair of Governors <i>Signature and Date</i>	
Head Teacher <i>Signature and Date</i>	

Rationale

This document provides a framework for the creation of a happy, secure and orderly environment in which children can learn and develop as caring and responsible people. It is written for all members of the school community to allow each one to understand the policy of the school and to apply it consistently and fairly. Education should be a positive partnership with parents, governors and the school working closely together and supporting each other. The school wishes to promote and build further the excellent behaviour that is the norm for most of our pupils. Parents play a vital role in the development of positive behaviour patterns and attitudes in their children and the school appreciates this.

At Mereworth Community Primary School we expect that all children are well behaved. As a result of this high expectation, behaviour at the school is consistently excellent.

This document is delivered within the context of the School's Mission Statement and School Values. It draws on DFES guidance as to what is allowed in law. This policy should be read in conjunction with the DFE guidance on Use of Restraint, a copy of which is available through the school office and on the DFE website.

The Law on Behaviour and Discipline Policy in Schools

- Teachers have statutory authority to discipline pupils whose behaviour is unacceptable, who break the school rules or who fail to follow a reasonable instruction (Section 91 of the Education and Inspections Act 2006).
- The power also applies to all paid staff (unless the Head Teacher says otherwise) with responsibility for pupils, such as teaching assistants.
- Teachers can discipline pupils at any time the pupil is in school or elsewhere under the charge of a teacher, including on school visits.
- Teachers can also discipline pupils for misbehaviour outside school.
- Teachers have a specific legal power to impose detention outside school hours.
- Teachers can confiscate pupils' property.

Punishing Poor Behaviour - What the law allows

- Teachers can discipline pupils whose conduct falls below the standard which could reasonably be expected of them. This means that if a pupil misbehaves, breaks a school rule or fails to follow a reasonable instruction the teacher can impose a punishment (sanction) on that pupil.
- To be lawful, the punishment (including detentions) must satisfy the following three conditions:
- The decision to punish a pupil must be made by a paid member of school staff or a member of staff authorised by the head teacher;
- The decision to punish the pupil and the punishment itself must be made on the school premises or while the pupil is under the charge of the member of staff; and
- It must not breach any other legislation (for example in respect of disability, Special Educational Needs, race and other equalities and human rights) and it must be reasonable in all the circumstances.
- A punishment must be reasonable. In determining whether a punishment is reasonable, section 91 of the Education and Inspections Act 2006 says the penalty must be proportionate in the circumstances and that account must be taken of the pupil's age, any special educational needs or disability they may have, and any religious requirements affecting them.
- With reference to the role of volunteers on trips and otherwise, at Mereworth, other than a reasonable reprimand for poor behaviour, the power to discipline rests with staff of the school and not volunteers. This policy is clear on such decisions.
- Corporal punishment is illegal in all circumstances.
- Children must not suffer as a result of any discipline and staff follow the school safeguarding policy in this respect.

Pupils' Conduct outside the School Gates – What the law allows

Teachers have a statutory power to discipline pupils for misbehaving outside of the school premises. Section 89(5) of the Education and Inspections Act 2006 gives head teachers a specific statutory power to regulate pupils' behaviour in these circumstances "to such extent as is reasonable."

Mereworth expects pupils to behave out of school as well as when at school. Any behaviour which involves non-criminal bad behaviour and bullying, which is witnessed by a staff member or reported to the school will be taken very seriously and dealt with according to the school's policy for disciplining misbehaviour and bullying.

Subject to the school's behaviour policy, the teacher may discipline a pupil for any misbehaviour when the child is:

- taking part in any school-organised or school-related activity or
- travelling to or from school or
- wearing school uniform or
- in some other way identifiable as a pupil at the school or misbehaviour at any time, whether or not the conditions above apply, that:
 - could have repercussions for the orderly running of the school or
 - poses a threat to another pupil or member of the public or
 - could adversely affect the reputation of the school.

Detention - What the law allows

Teachers have a legal power to put pupils in detention and that parent consent is not required to put pupils into detention. We recognise the right in law to give detention on school days, at weekends and on in-service training days. However, at Mereworth we would not use detention outside school hours as a sanction.

For a lunchtime detention, notice is not given to parents. Teachers have been delegated the power to use this sort of detention if they deem it necessary. Teachers will ensure that reasonable time is allowed for the pupil to eat, drink and use the toilet. At Mereworth Primary School we do not use the term 'detention'. The terminology that will be used with the children and parents are 'Reflection Time' and 'Time Out'.

Confiscation of Inappropriate Items - What the law allows

There are two sets of legal provisions which enable school staff to confiscate items from pupils:

- a. The **general power to discipline** enables a member of staff to confiscate, retain or dispose of a pupil's property as a punishment and protects them from liability for damage to, or loss of, any confiscated items. The Head Teacher would decide what should happen to the confiscated items. Weapons and knives would be handed to the Police.
- b. **Power to search without consent** for weapons, knives, alcohol, illegal drugs and stolen items ('prohibited items'). While the likelihood of such a necessity at Mereworth is extremely low, should it be necessary the Head Teacher would make reference to 'Screening, Searching and Confiscation – guidance for school leaders, staff and governing bodies'.

Power to use Reasonable Force – What the Law Allows

The legal provisions on school discipline also provide members of staff with the power to use reasonable force to prevent pupils committing an offence, injuring themselves or others, or damaging property, and to maintain good order and discipline in the classroom (***staff to do this in the presence of another member of staff***). While the likelihood of such a necessity at Mereworth is extremely low, should it be necessary the Head Teacher would make reference to 'Use of Reasonable Force – advice for school leaders, staff and governing bodies' (non-statutory guidance).

Aims

- To ensure appropriate behaviour and language throughout the school, expecting only the highest standards of behaviour of our pupils.
- To teach our pupils to understand the difference between acceptable and unacceptable behaviour and thus allow them the opportunity to develop the skill of self-correction.
- To encourage and praise greater effort in both work and behaviour.
- To ensure a whole school approach to discipline, which is used and approved by all the staff in the school: teaching and non-teaching staff.
- To ensure that parents are informed and are aware of the disciplinary procedures.
- To establish a caring, sharing, positive atmosphere where trust, politeness and good manners are evident.
- To provide a system of rewards to encourage positive behaviour.
- To challenge and deal with unacceptable behaviour following clear procedures and guidelines.
- To ensure a safe and happy school.
- To promote good citizenship.
- To promote self-discipline.
- To prevent bullying.

Principles

Every child has a right to learn, but no child has the right to disrupt the learning of others.

At Mereworth, we believe that our pupils should know and appreciate the difference between acceptable and unacceptable behaviour, learning from their mistakes and thus becoming self-correcting.

We believe that praise is the vehicle by which our pupils will appreciate the value of good behaviour.

Through daily contact, PSHE lessons, circle times and assemblies the children are:

- Encouraged to ensure their behaviour is such that the ethos, the school's values and the Code of Conduct of the school are upheld.
- Encouraged to think about their own behaviour and the effect it has on others.
- Given strategies for coping with inappropriate behaviour such as reporting incidents or worries to an adult.
- Encouraged to develop strategies for resolving conflict for themselves, only seeking support from adults if these strategies are not successful.

Restorative Justice

We also advocate 'Restorative Justice,' an approach that requires children to reflect on their behaviour and actions and then find resolutions. This approach encourages all children to develop respect for their peers and take responsibility for their actions.

Code of Conduct

We have 4 simple rules which are applied throughout the school and pupils are expected to adhere to these at all times. When there have been incidents of poor behaviour, pupils are asked to reflect as to which rule they have broken.

- Try to do our best in school.
- Follow instructions straight away.
- Care for everyone and everything.
- Treat others with kindness and respect.

Our School Values

Our 5 core values (known as High 5) are:



We also focus on a “Value every Month” through our Values Based Education programme. This gives us an opportunity for the whole school community to focus on one value every month & to reflect how we can live out this value through our actions & words.

General Behaviour in School

Staff are responsible for children’s behaviour in the classrooms and generally around the school. The class teacher should include the children when drawing up a set of guidelines for each class.

Certain aspects of behaviour are common to all classes:

- Children are expected to show respect and courtesy in their dealings with each other and adults.
- Politeness is to be encouraged at all times, e.g. addressing each other and adults by name, using ‘please’, ‘thank you’, holding doors open.
- Children always walk inside the building on the left hand side.
- Calling out in class is discouraged.
- Children know that the classroom and the areas outside their classrooms are their responsibility and that they should be tidy and a good example to others.
- No child is to be in the building unsupervised.

Behaviour on the Playground

The behaviour code which guides the children’s behaviour on the playground is as follows:

- Keep your hands and feet to yourself
- Ask for permission to go into the building
- Pick up litter and put fruit in the bin
- Play within the boundaries where the adult can see you
- Walk away from silly behaviour
- It is always ‘OK’ to tell
- Make everyone’s playtime happy

In addition:

- Children should not leave the play area unless they have permission of the adult on duty. When they are given permission to leave they must report back to the adult on their return.
- Children must have the opportunity to go to the toilet and have a drink each break time.
- In winter/wet periods children should not play on the grassed areas/school field.

Rights and Responsibilities

Mereworth Community Primary School recognises that all stakeholders have rights and responsibilities. We believe that if these are highlighted and praised, positive behaviour will be seen regularly.

Staff and Governors

Rights:

- To feel safe
- To be treated with respect by pupils, parents and colleagues
- To be able to teach and work without unnecessary interruption
- To work in a supportive and understanding environment

Responsibilities:

- To create a safe and stimulating environment in which all children can learn
- To treat pupils with consistency and respect at all times
- To foster good relationships
- To involve parents when children are consistently finding it difficult to meet expectations of behaviour
- To help and support children when resolving difficulties
- To work as a team, supporting and encouraging each other
- To use every opportunity as a learning opportunity
- To be punctual and prepared for learning

Parents

Rights:

- To know their children are safe
- To be sure their children are treated fairly and with respect
- To be able to raise concerns with staff and be informed of their child's progress

Responsibilities:

- Ensure children attend school regularly and on time
- Be aware of the expectations of the school and reinforce with strategies at home
- Promote good behaviour, politeness, courtesy and consideration for others
- Inform the school of any concerns that may affect the behaviour of the child
- To ensure children come to school prepared with any equipment needed and in the correct uniform

Children

Rights:

- To feel safe
- To be able to learn to the best of their ability
- To be treated with consideration and respect
- To know what is expected
- To be listened to by adults in the school
- To be treated fairly

Responsibilities:

- To care for and take pride in the environment of their school
- To support and encourage each other
- To treat others with respect and consideration
- To follow the instructions of adults working within the school
- To take responsibility for their own actions
- To attempt to sort out difficulties, seeking appropriate adult help if needed
- To do their best and let others learn
- To use every opportunity as a learning opportunity
- To be punctual and prepared for learning
- To be proud of their appearance and behaviour

Home School Agreement

Managing behaviour in school is more likely to be effective if school can work with parents as genuine partners in the education process. Parents will be informed about school procedures for acknowledging appropriate behaviour and sanctioning inappropriate behaviour via the Parent Handbook when their child starts school. This clearly defines the principles which underpin the school's behaviour policy. Parents are encouraged to approach their child's class teacher then the Head Teacher at any time if they are concerned about social difficulties or behaviour issues. The School will inform parents of incidents as they occur.

- The school aims to work collaboratively with parents, so that the children receive consistent messages about how to behave at home and school.
- We expect parents to support their child's learning and to co-operate with the school, as set out in the Home-School Agreement.
- We expect to work closely with parents in order to support appropriate behaviour.
- If the school has to use reasonable sanctions to punish a child, parents should support the actions of the school. If parents have any concern about the way their child has been treated, they should initially contact the child's class teacher. If the matter is not resolved, a meeting can be arranged with the Head Teacher.

Our School Behaviour Ladder

Each class has its own set of class rules that the children have drawn up together and agreed with their teacher.

In addition we have a whole school approach that has been differentiated by Key Stage and is consistent for everyone to use —the teachers, teaching assistants and Midday Supervisors. Our 'Behaviour Ladder' is used in both KS1 and KS2 and is based on a reward system for good behaviour and sanctions for poor or inappropriate behaviour. KS1 (including EYFS) and KS2 have adapted their approaches to how the behaviour ladder is used to reflect the needs of the children. These two approaches are shared and explained to the children and are displayed in each classroom.

It is important for each child to start each day fresh, regardless of what has happened the day before (unless it has been a particularly serious incident). Sanctions will always be in proportion to the incident. They may include a loss of privilege but not withholding of a child's curriculum entitlement. Every child is given the opportunity to improve their behaviour before a sanction is imposed.

Key Stage 1

Class dojo behaviour system

Children in EYFS and KS1 use an online system for behaviour management which is in addition to the behaviour ladder chart. This system is called 'ClassDojo'. All children are assigned a dojo monster and points can be added and taken away from their monster at various points in the day. The children may be given a physical dojo that they will put in a pouch that has their name on it or they will be given a dojo by the adult straight onto the computer. These may be given to an individual, groups of children or to the whole class.

Children earn dojos for making the right behaviour choices both in the classroom and in wider areas of the school. For example: being ready to start the learning on the carpet, tidying away the resources and other positive behaviour choices. Children can lose dojo points too. Before this happens, the adult will always give a warning to the child. Dojos tend to be lost through talking on the carpet, not listening to the input of the lesson and shouting out.

This reward system provides instant gratification or consequences which is particularly important for young children. Children always have the chance to earn back their lost dojos if their behaviour improves. We try to keep the focus on the positive as we are keen to praise the good efforts and behaviour of the children.

Whole class

The dojos are used to encourage teamwork within the class and class points can be given and taken away for the 'team' making positive and negative choices. As a class the children will aim to reach 500 dojos in order to get a class reward. The points will then be reset and the process of gaining points as a team and individually will start again.

How does dojo link to the behaviour ladder?

Bronze Step 1: For choices and learning that exceeds the normal level of expectation. Verbal praise from teacher, teaching assistant or midday Supervisor along with 3 dojos awarded.

Silver Step 2: Awarded to children who display sustained effort, attention and continually display the Mereworth values. Children will be awarded 5 dojos.

Gold Step 3:- Children who have made an outstanding contribution to either: their learning, the Mereworth values or the school community. Children will go to see the head teacher and will have 10 dojos awarded.

Blue Step 1: If children lose 2 dojos in one in one session for making the wrong choices they will move to blue. The child will be warned before a dojo is removed. Alternatively, a child can be put straight onto blue for behaviour that is not appropriate and the child will still lose 2 dojos. These behaviours include minor misdemeanours such as:

- Talking out of turn
- Disturbing others and preventing them from working
- Being unkind to others
- Being excessively noisy in class
- Running in the corridor
- Pushing in a line
- Talking in assembly
- Making inappropriate remarks
- Not listening

If a child is on blue they will miss 1 minute of their playtime. They will then go back onto green at the beginning of the next session.

Orange Step 2:- Repeated misdemeanours

When a child has been moved to Blue on the Behaviour Ladder, but continues to misbehave or show no improvement, they will move to **Orange**. Children will lose 4 dojos and will either:

- Miss 5 minutes of their playtime OR
- Have time out for 5 minutes in a quiet area of the classroom for "Reflection Time"

Red Step 3 - Major misdemeanours -

Children will move straight to **Red** if they:

- Deliberately hurt someone
- Are rude, insolent or fail to cooperate with an adult
- Threaten or bully others

- Exhibit dangerous or violent behaviour
- Demonstrate rowdy and anti-social behaviour
- Persistently disrupt a lesson or assembly
- Fighting
- Swearing
- Racism
- Wilful defiance
- Stealing
- Wilful damage or vandalism to property
- Abusive language

Children will be sent to a member of SLT, their parent will be spoken to and 6 dojos taken away. The child will miss afternoon play on that day. They will go to the reflection area where there will be a member of KS1 staff on duty to discuss their behaviour, and give them time to reflect.

Key Stage 2

Rewards

We praise and reward children for good efforts in their work, for appropriate behaviour and for keeping to the school rules. There may be some slight differences between the year groups as we recognise the gradual maturity of the children; what appeals to a reception child as a reward, is not necessarily appropriate for a Year 6 child.

Bronze Step 1: Verbal praise from teacher, teaching assistant or midday Supervisor.

Silver Step 2: Awarded to children who display sustained effort and attention effort and continually display the Mereworth values.

Gold Step 3:- Children who have made an **outstanding** contribution to either: their learning, the Mereworth values or the school community.

Additional Rewards
<p>A wide range of achievements are celebrated through:</p> <ul style="list-style-type: none"> • House points • Achievement certificates • Stickers • Showing work & sharing achievements in Celebration Assemblies • Excellent work put on display • Respect cards for Respectful behaviour/excellent behaviour • A whole class reward system which is used as an incentive for the class to make good choices as a team

Sanctions

The ladder system is also used to help children when behaviour is not appropriate and is designed to give children choices to stop and make changes. The children realise that there will be consequences for bad behaviour.

An initial verbal warning is always given. The child is asked to think about making the right choices and changing their behaviour.

Blue Step 1: Minor misdemeanours. If behaviour continues to be challenging, or for offences such as those listed below, a child will move to **Blue** on the Behaviour Ladder:

- Talking out of turn
- Disturbing others and preventing them from working
- Being unkind to others
- Being excessively noisy in class
- Running in the corridor
- Pushing in a line
- Talking in assembly
- Making inappropriate remarks
- Not listening

Children on blue may return back up the ladder if their behaviour improves

Orange Step 2:– Repeated misdemeanours

When a child has been moved to Blue on the Behaviour Ladder, but continues to misbehave or show no improvement, they will move to **Orange**. Frequently used sanctions include:

- Missed Playtime (missing part of a playtime)
- Time out to another class for “Reflection Time”
- Sent to SLT

Red Step 3 - Major misdemeanours

Children will move straight to **Red** if they:

- Deliberately hurt someone
- Are rude, insolent or fail to cooperate with an adult
- Threaten or bully others
- Exhibit dangerous or violent behaviour
- Demonstrate rowdy and anti-social behaviour
- Persistently disrupt a lesson or assembly
- Fighting
- Swearing
- Racism
- Wilful defiance
- Stealing
- Wilful damage or vandalism to property
- Abusive or offensive language (including sexist or homophobic language).

Zero Tolerance

Mereworth Community Primary School has a zero tolerance policy on:

- Spitting
- Using bad words
- Biting
- Kicking or other physical violence

Children who go onto red on the Behaviour Ladder are sent directly to the Head Teacher and their parents are notified. They may be called into school to discuss their child's misbehaviour. Teachers will inform parents at the end of the school day in person or by telephone. The child may miss more than one playtime or spend time out of class for serious misdemeanours, depending on the gravity of the offence. The sanction should be in proportion to what has been done. Behaviour papers (report from the LTS for class teachers) for juniors may also be used at lunchtimes at the discretion of the Senior Leadership Team and Head Teacher. Children cannot return back down the ladder if they reach red.

It is possible that a home-school contact/behaviour book may be set up, providing daily communication between the class teacher and parents and the child may be given a Behaviour Report Card. The SENCO/PAENCO may become involved and a Pastoral Support Plan drawn up if needed. The situation will be reviewed regularly. If matters still do not improve then external agencies may be called in (e.g. a behavioural support teacher or the Educational Psychologist) to advise on strategies which can be used at home and in school. As a last resort the child may be excluded from school. (Please see the section on exclusions).

Instances of racism and bullying are reported every term to the Local Authority by the Head Teacher.

Break times and Lunchtimes

Expectations for good behaviour will be maintained during break times and lunchtimes.

Wet Play Time Rules:

- No computers
- Activities – stored in a playtime box
- A poster for MDS is displayed on the door
- Water bell indicates time to tidy up
- No scissors or glue
- Toilet card needed for going to the toilet or to fill water bottles

Additional acceptable sanctions for break times and lunchtimes:

1. Verbal warning to include reminder of expectations
2. Withdrawal from game
3. Verbal or written apology where necessary
4. Isolation or "time out"
5. Removal from playground – brought to Class Teacher/Key Stage Leader/ Head Teacher

If problems with individuals persist, Lunchtime Teachers will record names and incidents using a "Lunchtime behaviour incident form" and the Head Teacher & Class Teacher will be informed. Parents of the children who are repeatedly recorded using these forms will be contacted to discuss their child's behaviour.

Particularly good behaviour will also be recorded and reported. Lunchtime Teacher will be able to award "Behaviour Awards" where behaviour is seen to be outstanding and certificates will be awarded in our Celebration Assembly.

In exceptional circumstances, staff should consult with the Head Teacher or Deputy Head Teacher as to other sanctions to apply.

Please see Appendix – for a copy of our Lunchtime Rules and Sanctions

Breakfast and After School Clubs

The school's high expectations for behaviour will be applied consistently through all parts of the day, including while children are at breakfast club and after school clubs.

Additional acceptable sanctions for breakfast and after school clubs:

1. Verbal warning to include reminder of expectations
2. Withdrawal from game/activity
3. Verbal (or written) apology where necessary
4. Isolation or “time out”

If problems with individuals persist, Club Leaders and Supervisors will record names and incidents using a “Breakfast Club/After School Club behaviour form” and the Head Teacher or relevant class teacher will be informed. Parents of children who are repeatedly recorded using these forms will be contacted to discuss their child’s behaviour. Pupils who persistently offend will be excluded from Breakfast and After School Clubs.

Pupils attending Breakfast and After School Clubs may be rewarded according to the agreed school’s reward system.

Pupils with Special Educational Needs

The SENCO/PAENCO is responsible as the key person for vulnerable children and is available to staff and parents for support when dealing with discipline. In line with the Equality Act 2010 with regards to Special Educational Needs, reasonable adjustments are made in the application of the Behaviour Policy for pupils with disabilities or special educational needs, especially where children are known to have behaviour related learning difficulties.

Pupil specific arrangements for vulnerable pupils will be considered on an individual basis by the Class teacher, SENCO/PAENCO or Head Teacher where appropriate. Children may require a Behaviour Support Plan. If the behaviour escalates, this may necessitate intervention by behaviour outreach specialists and at this point a Pastoral Support Plan will be put into effect and monitored.

A child with a specific behaviour management need is supported and monitored by the HT/DHT, Class Teacher, SENCO/PAENCO and Teaching Assistants. It is viewed as good practice to vary behaviour management strategies from the standard policy, according to a child’s specific needs, whilst at all times upholding the key principles of the policy. In many cases an individual behaviour plan will be designed to meet the needs of the child and will be agreed in consultation with the parents and the child concerned. The plan will be reviewed on a regular basis.

Outside agencies

Any worries about any pupil should be discussed with the SENCO/PAENCO. There are times when the advice of outside agencies will be required. This will be the result of discussions between the class teacher, SENCO/PAENCO and Head Teacher.

Any outside agency will need information; therefore staff need to document evidence of behaviour carefully so that it can be collated when required. Outside agencies include: Learning Support Service, Educational Psychologist, Behaviour Support Service, SSKY worker, Speech Therapist, Physiotherapist, School Nurse and Social Services.

Extreme Behaviour

Children with extreme behaviour issues will be referred to the SENCO/PAENCO to enable the school to access support from Specialist Teaching Services. Personal Behaviour Agreements will be drawn up between the School, parents and the child, which will define expectations, rewards and sanctions. This will be reviewed within an agreed time frame.

We believe unacceptable behaviour to be:

- Bullying, both physical and mental victimisation in all its forms, including racism
- Offensive or threatening behaviour or language towards pupils or adults
- Rudeness
- Deliberate damage to property, both the schools and other people’s
- Stealing

- Fighting
- Disruptiveness

Exclusion

The Head Teacher can exclude a pupil, but can only do so in line with the requirements within the Department Of Education 'Exclusion From Maintained Schools, Academies and Pupil Referral Units In England' (Published December 2014) and following any other amendments from the LA or Central Government. For all exclusions, the Exclusion Officer must be informed.

If a pupil's behaviour continues to be disruptive or violent, in spite of applying all the measures in the Behaviour Management Policy, and undermines the quality of teaching and learning for other pupils, then procedures for the exclusion of the pupil will commence. Exclusion may also take place for one-off serious incidents and this could result in a permanent exclusion. The Dfe guidance clearly states "allowing a pupil to remain in school would harm the education or welfare of the pupil or others in the school".

All decisions are based on establishing the facts in relation to our exclusion decision and the Head Teacher will apply the civil standard of proof for example "on the balance of probabilities" it is more likely than not that a fact is true, rather than the criminal standard of "proof beyond reasonable doubt".

Parents will be notified of the reason for the exclusion and invited to discuss the matter with the Head Teacher. Before the child is re-admitted to school, a meeting between the parents and the school will be arranged. The purpose of the meeting will be to discuss strategies and a way forward to ensure that the offending behaviour pattern is not repeated. A written record of the discussion, and commitments to the agreed plan, by the parents, the child and the school, will be made. One copy will be kept in the school's record and one sent to the parent.

Monitoring

The Head Teacher along with all staff will continually monitor the behaviour throughout the school.

The effects of this policy will be evaluated through consultation with all parties involved, i.e. children, parents, staff and governors.

This policy has been screened for equality impact and no adverse impacts have been identified.

Updated September 2021