Behaviour for Learning Policy

St George's Mission Statement
Inspired by Gospel Values
And called to the fullness of life.
To learn and grow through faith, love, and laughter.
To be the best we can,
Showing Christ's love in all we do.

Date of policy	**September 2022**
Date of last review	**September 2025**
Reviewed by	**Local Governing Committee**
Date of next review	**September 2026**

Behaviour for Learning Policy

Legislation

Under Sections 88 (1) and (2) of the Education and Inspections Act 2006 (EIA), the Governing Body of Annecy School has a responsibility to make and keep under review a written statement of general principles relating to the behaviour and discipline of the learners of the school. This must take into account the school's ethos and moral code, the need for positive and constructive rules of conduct and the fair and consistent application of rewards and sanctions.

Governor Principles

The Governing Body have agreed the following general principles:

The school's Behaviour Policy should reflect our distinctive ethos as a Catholic school and our Mission Statement.

The Gospel values set out in our Mission Statement should be applied throughout the whole school community in its day to day living, reflecting care and concern for the well-being and dignity of all.

The principles for behaviour to be applied by all staff should:

- emphasise that whilst each pupil is cherished as a unique individual loved by God that this in itself brings with it a responsibility to respect, support and encourage others;
- establish clear boundaries of what is and is not acceptable behaviour and support the development of a clear understanding of what is right and wrong;
- establish a fair and consistent application of rewards and sanctions;
- ensure that teachers must be able to teach and pupils must be able to learn in classrooms free from disruption;
- be reflected in all parts of the school including the playground and other communal areas;
- ensure that all forms of bullying are known to be unacceptable and that this is recognised by all members of the school community;
- include forgiveness for those who are sorry for what they have done and encourage children to make amends and learn from their mistakes

Background

We recognise that a behaviour for learning system can only be successful if it is based around the promotion of positive behaviours. As a Catholic School, it is paramount that we focus on the Gospel Values – particularly those of truthfulness, compassion and forgiveness.

All staff will encourage high standards of behaviour in children - not only in school - but also in their lives generally. As a staff, we are aware that well-planned work, good classroom organisation and a stimulating curriculum play a major part in promoting positive classroom behaviour. We expect all of the children to make positive learning choices to enable all of the children at St. George's access to a broad and balanced curriculum that is planned and executed to meet their needs.

Parents play a crucial role in the school's system of behaviour for learning and we ensure they are informed of any concerns as they arise. We offer all parents the opportunity **to support us in our aims.** We assure parents that all behaviour incidents are dealt with fairly and investigated thoroughly by our staff. We have will always welcome parents who wish to discuss any concerns. We do expect staff and

parents to support each other in a relationship built on trust and mutual respect to ensure that every child is enabled to reach their full potential.

Purpose

- To encourage a calm, purposeful and happy atmosphere within the school.
- To foster positive caring attitudes towards everyone where achievements at all levels are acknowledged and valued.
- To encourage increasing independence and self-discipline so that each child learns to manage and accept responsibility for his/her own behaviour.
- To make boundaries of acceptable behaviour clear and to ensure safety.
- To raise awareness about appropriate behaviour.
- To help pupils, staff and parents have a sense of direction and feeling of common purpose.

Principles of Effective Behaviour Management

- All children must be treated fairly and equally and with dignity.
- Every child has the right to learn but no child has the right to disrupt the learning of others.
- Everyone has a right to be listened to, to be valued, to feel and be safe. Everyone must be protected from disruption or abuse.
- The fundamental approach is a positive one, drawing attention to and rewarding good behaviour and mutual respect.
- Whole school approach to discipline with a clearly defined code of conduct.
- It is expected that all adults (staff and volunteers) will set excellent examples to the children in all their work.
- We will seek to give every child a sense of personal responsibility for his/her own actions.
- Effective communication systems.
- Where there are significant concerns over a pupil's behavior, we will share the strategies we use with parents; working on an active partnership to promote good behaviour.
- Early support for developing problems.
- Strategies may be recorded in a Person-Centered Plan.

- Bad language is considered to be unacceptable behaviour.
- We will seek advice and support from appropriate outside agencies if necessary.
- Staff will keep abreast of current issues and initiatives.
- As the staff of the school, we will constantly seek to inform ourselves of good practice and strategies to further improve behaviour and attitudes.
- Corporate approach but with due regard for individual circumstances.
- Opportunities for responsibility and recognition for non- academic achievement.

Our General Code of Conduct

In practice this means:

- **All members of the school community will treat each other with respect and dignity.**
- **No one will ever damage school or others property or equipment but school accept that this could be accidental damage**
- **All children from Nursery through to Year 6 must wear school uniform and adhere to the guidelines set out in our School Uniform Policy.**
- **Any behaviour which is anti-social, disruptive or destructive or is in any way contrary to the ethos and values of the school will be a sanctioned to a degree relative to the seriousness of the behaviour.**
- **The highest standards of punctuality and attendance are expected from everyone. (The school's Attendance and Punctuality Policy monitors and checks children's attendance.)**

Behaviours which may signify emotional and behavioural difficulties

There are a number of behaviours which may signal the need for special provision. Most obviously, these include bullying, disruptive behavior which impacts on learning and poor management of behavior and emotions which can lead to aggressive actions which may cause self-harm, harm to others or damage to school property. Less obviously, these behaviors can include poor motivation, poor organizational skills and poor concentration.

One of the most significant causes of behavioural difficulties in children is their limited self – esteem. Children often have life experiences which make them feel that they are not loved, cared for, valued or seen as special by others. This can inform their behaviour patterns, which may have a negative influence

on the way people react to them, which ultimately reinforces their low self-esteem. A vicious circle is established, which many pupils lack the insight or the power to break.

Pupils with low self-esteem may display their insecurities by

- Becoming either arrogant or over self-critical
- Becoming aggressive or withdrawn
- Looking for ways to avoid new academic or social challenges
- Finding it hard to relate appropriately to others and appearing uncomfortable in unfamiliar company or situations
- Experience difficulties in making friends.

Dealing with emotional and behavioural difficulties in school

Behavioural difficulties in school may, sometimes, need to be dealt with by the use of sanctions. In the short term, sanctions can stop inappropriate behaviour. However, they must be used sensitively, and the emphasis should be on supporting and rewarding pupils instead.

Concentrating on pupils' failings is likely to damage their self-esteem further and have a negative effect on their development. Reinforcing good behavior or celebrating achievements by giving pupils your time, approval and attention is likely to have a positive influence on their global development within and beyond their school years. Additional support from other agencies like SENTASS, School Health, Educational Psychologists, Early Help, Family Partners or may be sought if the school, in agreement with parents, think it is appropriate.

Pupils with low self-esteem can be very demanding and many of their behaviours can alienate those who are trying hardest to support them. However, the need to adopt positive behaviour management strategies is central to helping them acquire more appropriate patterns of behaviour.

Simple Guidelines for Positive Behaviour Management

1. Establish a friendly, positive, supportive relationship with the pupils in your care.
2. Make sure, wherever possible, that pupils are doing purposeful activities that they enjoy.
3. As soon as it occurs, reward positive behaviour with attention and praise. 'Catch them being good'.

4. Where possible, identify when behaviour problems are likely to arise and try to divert to modify the pupils' behavior before intervention is needed.

5. Know the school rules and the reasons for them. Be clear, firm and polite about the behaviour boundaries.

6. Know what sanctions you can use, but try to avoid using them – especially if a quiet word or reminder will do.

7. Always remain calm when you speak to pupils. This will help you maintain your authority and confidence and keep your relationships with them positive.

8. Avoid telling a pupil off in public wherever possible and practical.

9. Avoid the use of sanctions when support strategies will suffice.

10. Use the school's monitoring, report and behavior referral systems consistently and fairly so that you support each other in addressing the individual pupil's needs and those of the whole school.

11. Provide children with opportunities to take on responsibilities in school allowing them to take ownership and earn respect and trust from their peers and adults within the school community.

Behavior Modification

This process can be used with individual groups of children, classes or year groups as appropriate. All members of staff involved with the target group should work corporately and consistently.

Intervention Techniques

The following intervention techniques can be used in the development of individual programmes for specific children with behaviour problems after consultation with Senior Management and Special Needs Coordinator.

- **Praise -** praise appropriate behaviour (role models).
- **Positive Questioning** - e.g. What are you doing? What should you be doing? Good, you know what to do so can you do it.
- **Code of Conduct/Rules** i.e., positively phrased - Take the rule and provide examples. Use praise for positive actions.

- **Positive Choices** - If you do this, then this will happen (positive outcome). If you choose to do this, then this will happen (negative outcome). Now you choose what you are going to do.

- **The Behaviour Log –** The Headteacher records information on written warnings.

- **Compliance Training** - i.e., provide practice in following instructions in settings where praise can be given. Use of games - Follow My Leader, Simon Says, etc.

- **Modelling** i.e., indicate role models displaying appropriate behaviour. Adults to be good role models.

- **Distraction** i.e., if a difficult situation is likely to develop distracting the child's attention, e.g., give a specific task, send a message, etc.

- **Time Out (internal exclusion)** i.e., pupils given 'time out' – an opportunity to work under supervision but away from the classroom situation or a period of reflection, standing alone on the playground during playtime within sight of the teacher or supervisor.

Positive Rewards

We operate a positive behavior for learning approach at St George's where we aim to reward positive rather than emphasize negative attitudes to behavior and work. It is important to keep this philosophy in perspective. **For the majority of children this approach will work, consequences and sanctions should be needed only for a minority of children.**

It is essential that the main focus for rewards and sanctions should be within the classroom, extending to Senior Management where appropriate. They should be applied in a fair and consistent manner with appropriate parental involvement.

- Ongoing class/group or individual incentives: cubes in jar leading to a full cube jar afternoon for the whole class
- Weekly Headteacher's Awards for significant achievements
- Weekly Awards for displays of Gospel Values
- Green awards (greenies) for everyday achievements which we want the parents to be aware of (10 green awards will result a postcard being sent home to ensure the parents/carers know). There will be an individual chart kept in each classroom. Green awards can be given by all staff across the school and can be given to any children from Nursery to Y6
- Golden Time is a whole class reward for work during the week. It will last for half an hour at the end of the week and is given to all children as an incentive at the beginning of the week.

More information about Golden Time

This is a reward for the whole class, which may be tailored to suit individuals within a class and allows sanctions to be applied to an individual child without discouraging other children.

- At the beginning of each term, each class teacher will negotiate a set of Golden Time activities with the children e.g., a favourite computer program, construction kits, art materials, additional play time etc.
- Throughout the week children are given the chance to enjoy all of their Golden Time.
- If they engage in inappropriate behaviour, children will be issued with a written warning and a selected number of minutes are deducted from their Golden Time.
- Two verbal warnings are given and on the third warning, the written warning is issued. Golden Time is lost in increments of 5 minutes.
- If a child loses 10 minutes or more Golden Time then they spend that time with the Headteacher or another member of the SLT.
- This is recorded on the school's electronic system – CPOMS.
- If a child only loses 5 minutes, they can remain with their class but miss out on 5 minutes of Golden Time.
- Losing Golden Time in small chunks like this allows children time and provides the motivation to change and manage their own behaviour.
- The Golden Time reward is renewed at the beginning of each week.

More about a Full Cube Jar - Whole class rewards

This is a reward system that is intended to help the children to work together for a class reward e.g., extra Golden Time, an extra games period or some other negotiated treat when the jar is full. Cubes are awarded for extra effort or achievement, helpfulness, politeness, friendliness etc. In some classes a system of group points is used. Groups can earn points to exchange for cubes. The group with the most points is rewarded at the discretion of the teacher.

Consequences and Sanctions

These are the planned consequences for inappropriate/unacceptable behaviour including any behaviour which is contrary to the school's ethos, values and policies:

Cubes in the jar – just as cubes can be awarded for positive behaviours, cubes can also be removed from the jar for behaviours which are not in keeping with the school's ethos, values and behaviour for learning policy.

Written Warnings (KS2) – can be given by staff when a child's negative behaviours continue after being given two verbal warnings. These are given out in the main when children are disrupting teaching and learning in the classroom and this is impacting on their own learning or the learning of others. Once given after TWO clear verbal warnings, a Written Warning is given and displayed on the board as a visual reminder to the child. If the negative behaviours continue, the child then risks losing Golden Time (30 minutes guaranteed at the beginning of each week) at intervals of 5 minutes. If the child only loses 5 minutes, they stay in their classroom but miss 5 minutes of Golden Time. If the loss of Golden Time reaches 10 minutes or more than the child spends that number of minutes with a member of the Senior Leadership Team instead of participating in Golden Time for that week. This is recorded on the school's electronic behaviour record system, CPOMS. If a child loses Golden Time of 10 minutes or more three times in a half term, then parent/carers are informed.

Losing Play or Lunchtime – unsafe or aggressive behaviour at play or lunchtime or other unstructured times outside of the classroom could result in a child losing one or more playtimes, depending on the severity or frequency of their behaviour.

Any negative behaviours which continue over a period of time and are a cause for concern for staff will be shared with parents/carers. The school uses a staged approach to help categorise and determine the school response to negative behaviours. If a child's behaviour escalates and increases in frequency, it could result in the following consequence/sanction:

- A child being placed on a Behaviour Diary (at home/school or both) or a Behaviour Contract
- An internal exclusion or time out - removed from their normal classroom, with work provided by their class teacher, to spend time in another classroom
- An internal exclusion or time out - removed from their classroom, with work provided by their class teacher, to spend time with a member of the SLT

This process of internal exclusion or 'Time Out" aims to deter inappropriate behaviour by removing the child from the situation in which it occurs, thus avoiding the build-up of a stressful confrontation.

High Category/Extreme Behaviour

If a child is involved in high category/extreme behaviour which causes damage to school property, physical or emotional harm to themselves, other pupils or adults in school, then the school will impose sanctions on the child which reflect and respond to the severity and frequency of this type of behaviour. If this type of behaviour occurs in school, parents/carers will be informed immediately. At all times, it is the role of

staff in school to keep everyone safe and to limit the impact of any negative behaviours on teaching and learning. High category/extreme behaviour may result in the following:

- A temporary suspension, which can be up to 45 days per academic year – excluded from school for a fixed period of time. If more than one suspension is necessary, the number of days the child is excluded could increase with each suspension, but this will depend on the severity and impact of the behaviour on peers or staff.

- Re-integration into school – introduction of a partial timetable implemented until a child is able to regulate and manage their behaviours. This would be reviewed regularly.

- A permanent suspension - this would be a last resort for school. School would work with the child, the family, external services, use each staged approach from the behaviour policy, suspensions, partial timetables and all means possible before the decision to permanently suspend and exclude a child is taken.

At all times, staff will support children in developing the necessary skills and ability to manage their own behaviour and regulate their own emotions to enable them to grow and mature and conform to the school ethos and values. This in turn will enable them to enjoy a happy and successful life as teenagers and adults.

Supporting children with Special Educational Needs (SEND)

In some instances, the class teacher/Headteacher may be concerned about an individual child's behaviour record and may consider placing the child onto the school's Special Educational Needs and Disability (SEND) Register or referring to external agencies. This early intervention should be used to address underlying causes of disruptive behaviour and would be done in full consultation with the parents/carers. This should include:

- an assessment of whether appropriate support is in place to support any Special Educational Needs or disability that a pupil may have

- the use of a multi-agency assessment for pupils who demonstrate persistent disruptive behaviour.

The school's SEND Co-ordinator will assist in drawing up an individual plan recording different intervention techniques for such children and monitor the situation as necessary.
If the above consequences/sanctions have no impact on a child's negative behaviours or the behaviours continue to escalate and increase in frequency, the school will implement high category/extreme behaviour response.

Pupils' Conduct Outside of School – Teachers' Powers

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'.

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 misbehavior 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.

Confiscation of Inappropriate Items

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

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.

Power to search without consent for "prohibited items" including:

- knives and weapons
- alcohol
- illegal drugs
- stolen items
- tobacco and cigarette papers

- fireworks
- pornographic images
- any article that has been or is likely to be used to commit an offence, cause personal injury or damage to property
- any item banned by the school rules which has been identified in the rules as an item which may be searched for.

Use of Reasonable Force/Positive Handling

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.

Head teachers and authorised school staff may also use such force as is reasonable given the circumstances when conducting a search without consent for knives or weapons, alcohol, illegal drugs, stolen items, tobacco and cigarette papers, fireworks, pornographic images or articles that have been or could be used to commit an offence or cause harm. Force **cannot** be used to search for items banned under the school rules.

School staff have a legal power to use force and lawful use of the power will provide a defence to any related criminal prosecution or other legal action.

Suspension should not be an automatic response when a member of staff has been accused of using excessive force.

Senior school leaders should support their staff when they use this power.

Please Note: Parental consent is not required to use force or positive handling techniques on a pupil.

What is reasonable force/positive handling?

- The term **'reasonable force/positive handling'** covers the broad range of actions used by most teachers at some point in their career that involve a degree of physical contact with pupils.
- Force is usually used either to control or restrain. This can range from guiding a pupil by the arm to safety through to more extreme circumstances such as breaking up a fight or where a student needs to be restrained to prevent violence or injury.

- ‘Reasonable in the circumstances’ means using no more force than is needed.
- As mentioned above, schools generally use force to control pupils and to restrain them. **Control** means either passive 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 a classroom.
- **Restraint** means to hold back physically or to bring a pupil under control. It is typically used in more extreme circumstances, for example when two pupils are fighting and refuse to separate without physical intervention or if a pupil is endangering themselves or others with their behavior.
- School staff should always try to avoid acting in a way that might cause injury, but in extreme cases it may not always be possible to avoid injuring the pupil.

Who can use reasonable force?

- All members of school staff have a legal power to use reasonable force.
- This power applies to any member of staff at the school. It can also apply to people whom the head teacher has temporarily put in charge of pupils such as unpaid volunteers or parents accompanying students on a school organised visit.

When can reasonable force be used?

- Reasonable force can be used to prevent pupils from hurting themselves or others, from damaging property, or from causing disorder.
- In a school, force is used for two main purposes – to control pupils or to restrain them.
- The decision on whether or not to physically intervene is down to the professional judgment of the staff member concerned and should always depend on the individual circumstances.
- The following list is not exhaustive but provides some examples of situations where reasonable force can and cannot be used.

Schools can use reasonable force to:

- remove disruptive children from the classroom where they have refused to follow an instruction to do so;
- prevent a pupil behaving in a way that disrupts a school event or a school trip or visit;

- prevent a pupil leaving the classroom were allowing the pupil to leave would risk their safety or lead to behaviour that disrupts the behaviour of others;
- prevent a pupil from attacking a member of staff or another pupil, or to stop a fight in the playground; and
- restrain a pupil at risk of harming themselves through physical outbursts.

Schools cannot:

- use force as a punishment – it is always unlawful to use force as a punishment.

Communicating the school's approach to reasonable restraint

- Every school is required by law to have a behaviour policy and to make this policy known to staff, parents and pupils. This policy should include guidance on the use of reasonable force although this is not a legal requirement.
- Any policy on the use of reasonable force should acknowledge their legal duty to make reasonable adjustments for disabled children and children with SEND.
- Schools do not require parental consent to use force on a student.
- By taking steps to ensure that staff, pupils and parents are clear about when force might be used, the school will reduce the likelihood of complaints being made when force has been used properly.

Staff Training

The Head Teacher will consider whether members of staff require any additional training to enable them to carry out their responsibilities and should consider the needs of the pupils when doing so.

All staff have received training on De-escalation Techniques and Positive Handling. One of the school's Designated Safeguarding Leads is also an accredited Positive Handling Trainer.

Informing parents when force has been used on their child

If the use of force has been applied to a child, then a record will be made and the parents/guardians will be informed.

In deciding what constitutes a serious incident, teachers should use their professional judgment and also consider the following:

- the pupil's behaviour and level of risk presented at the time of the incident;

- the degree of force used;
- the effect on the pupil or member of staff;
- the child's age.

What happens when a pupil complains if reasonable force is used on them?

- All complaints about the use of force should be thoroughly, speedily and appropriately investigated.
- Where a member of staff has acted within the law – that is, they have used reasonable force in order to prevent injury, damage to property or disorder – this will provide a defence to any criminal prosecution or other civil or public law action.
- When a complaint is made the onus is on the person making the complaint to prove that his/her allegations are true – it is **not** for the member of staff to show that he/she has acted reasonably.
- Suspension must not be an automatic response when a member of staff has been accused of using excessive force. Schools should refer to the *'Dealing with Allegations of Abuse against Teachers and Other Staff' [DFE-00061-2011]* guidance where an allegation of using excessive force is made against a teacher. This guidance makes clear that a person must not be suspended automatically, or without careful thought.
- Schools must consider carefully whether the circumstances of the case warrant a person being suspended until the allegation is resolved or whether alternative arrangements are more appropriate.
- If a decision is taken to suspend a teacher, the school should ensure that the teacher has access to a named contact who can provide support.
- Governing bodies should always consider whether a teacher has acted within the law when reaching a decision on whether or not to take disciplinary action against the teacher.
- As employers, schools and local authorities have a duty of care towards their employees. It is important that schools provide appropriate pastoral care to any member of staff who is subject to a formal allegation following a use of force incident.
- All incidences of restraint are recorded and shared with the Headteacher.

STAGE	CHILD'S ACTION	SCHOOL RESPONSE
Stage 1	Disruptive behaviour in class	Verbal reminder

Stage 2	Persistent Stage 1 behaviour in spite of reminder	Verbal reprimand and discuss likelihood of Written Warning
Stage 3	Continuation of Stage 1/2 behaviour even after verbal warnings	Administer a Written Warning (Appendix 1) to the pupil(s) concerned Written warnings can be given out to any child from Y3 to Y6
Stage 4	Continuation of Stage 1/2 behaviour even after Written Warning and loss of 5 minutes Golden Time	Remove Golden Time from pupil at intervals of 5 minutes
Stage 5	Continuation of Stage 1/2 behaviour even after Written Warning and loss of 10 minutes Golden Time	Pupil to discuss behaviour issues with the HT, DHT or member of the SLT during Golden Time if pupil has lost 10 or more minutes Golden Time Recorded on CPOMs
Stage 6 (Parents informed)	Continuation of Stage 1 and 2 behaviours even after discussions with the HT/DHT – after three times per half term, parents informed (Appendix 2) Repeated late or non-completion of homework (three times or more per half term) – parents informed Uniform violation – parents informed	Discussion with parents If it is deemed necessary, pupil put on Behaviour Diary (Appendix 3 Examples for KS1 and KS2) for two weeks (this is extended if there is no significant improvement in behaviour) ***Further consequences**
Stage 7	Continuation of Stage 1 and 2 behaviours	Discussion with parents Pupil put on Behaviour Contract (Appendix 4) for two weeks ***Further consequences**
Stage 8	Continuation of Stage 1 and 2 behaviours	Discussion with parents Child is removed from their class/playground (internal exclusion/time out) and spends another week on a Behaviour Contract learning/playing in another class/yard away from their peers ***Further consequences**
Stage 9	Continuation of Stage 1 and 2 behaviours	Discussion with parents Child is removed from the main school (internal exclusion/time out) and spends another week on a Behaviour Contract learning/playing on their own with supervision from either the HT, DHT or AHT If the disruptive behaviour continues, then the school will consider: Suspension followed by a Reintegration Agreement (Appendix 5) Managed Move Permanent exclusion (See Appendix 6 for further information and explanation)
High Category Behaviour (Parents informed immediately)	Behaviour which puts themselves at risk and other children at risk Damage to school property caused by reckless or destructive behaviour Use of extremely offensive/ insulting language Aggressive behaviour towards other children or staff One-off incident of bullying Continued bullying Hurting/injuring another pupil or member of staff Serious physical assault	Discussion with parents Record on CPOMs Depending on the nature and severity of the incident: Suspension followed by a Reintegration Agreement (Appendix 5) Managed Move Permanent exclusion (See Appendix 6 for further information and explanation)

***Further consequences – Internal and external suspensions will automatically result in loss of privileges and entitlements for an agreed timeframe. This includes social events and visits out of school, participation in music and drama events and participation in sports teams etc…**

Supporting Behaviour Management at Home

If a family are experiencing difficulties with their child's behaviour at home, the school can place the child on a Home/School Behaviour Diary (Appendix 5). This would be issued to the child at the family's request or suggested by the school to help support behaviour at home. The diary would be completed for each day at school and sent home with the child for the parents/carers to comment on their child's behaviour at home. Any negative behaviours can then be discussed at school with the child's teacher or a member of the Senior Leadership Team.

Alternatively, the school could refer the child/family to School Health, Family Partner or Early Help for further support if needed.

The most important element of any support is that the school and family work in partnership to achieve the very best outcomes possible for the child.

Conclusion

The Behaviour Management Policy operates in conjunction with the following policies:

- Anti-bullying
- Attendance
- Catholic Values British Values
- Equal Opportunities
- Child on Child Abuse and Sexual Violence and Harassment
- Safeguarding and Child Protection
- School Uniform
- Special Educational Needs and Disability (SEND)

WRITTEN WARNING

NAME: DATE:

Reason for warning:

WRITTEN WARNING

NAME: DATE:

Reason for warning:

WRITTEN WARNING

NAME: DATE:

Reason for warning:

WRITTEN WARNING

Name: Date:

Reason for warning:

WRITTEN WARNING

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WRITTEN WARNING

NAME: DATE:

Reason for warning:

WRITTEN WARNING

NAME: DATE:

Reason for warning:

WRITTEN WARNING

NAME: DATE:

Reason for warning:

Appendix 2

Behaviour for Learning

Dear …….,

…… has been involved in low level disruption which has impacted negatively on their learning and the learning of their peers. This has resulted in your child having time out of Golden Time on at least three occasions.

In the spirit of working in partnership with the home, it is school policy to inform parents when such behaviour occurs on a repeated basis and normal sanctions within school are proving to be ineffective.

Please discuss your child's behaviour with them. The school would value and appreciate your support in dealing with this matter. If you want to discuss our concerns further, please contact the school at your earliest convenience.

Could you please sign and return the section below to acknowledge receipt of this letter?

Yours sincerely,

Headteacher

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I have received the letter regarding …… behaviour

Signed: ……

Any comments:

Appendix 3

St George's Catholic Primary School

Example KS1 Behaviour Diary

Day	Excellent	Good	Inconsistent	Cause for Concern	Comments
Monday					
Tuesday					
Wednesday					
Thursday					
Friday					

St George's Catholic Primary School

Example KS2 Behaviour Diary (2 Weeks)

Name _____

Year Group _____

Class Teacher _____

Week Beginning _____

	Session 1	Session 2	Lunch Break	Session 3	Session 4	Parent/Carer's ure
Monday	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	
Tuesday	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	
Wednesday	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	
Thursday	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	
Friday	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	

1 Excellent 2 Good 3 Average 4 Low Level Disruption 5 High Level Disruption

Week Beginning _____

	Session 1	Session 2	Lunch Break	Session 3	Session 4	Parent/Carer's ure
Monday	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	
Tuesday	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	
Wednesday	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	
Thursday	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	
Friday	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	

1 Excellent 2 Good 3 Average 4 Low Level Disruption 5 High Level Disruption

Appendix 4

Behaviour Contract Example

Whilst on report:

- 2 or more days with 3 positive sessions in a row will result in a 'greenie'.
- 3 negative comments during morning lessons will result in removal from your classroom in the afternoon.
- 3 negative comments during afternoon lessons will result in removal from your classroom the following morning.
- Any missed playtime will also result in 5 minutes of your golden time being lost.

For any incident of:

- being disrespectful to any adult in school (not listening or not following instructions)
- not completing work in the time given
- not completing work to a good standard
- distracting others
- being unkind towards classmates

This will result in a negative comment on your report.

Please sign below to show that you understand and agree to the Behaviour Contract:

Pupil Signature: _____

Parent: _____

Class Teacher: _____

Headteacher: _____

Appendix 5

Return to School Meeting after Suspension

Name:

Date:

Time:

Present:

- What impact has the Suspension (FTE) had?

- How does? feel about the FTE and how does he feel about returning to school?

- What strategies have the family used to support behaviour in the home? How is? behaviour at home?

- What do you think the impact of the current situation is having on his academic progress/mental health and well-being?

- What is positive in school at the moment? Have any particular days/times/lessons/activities been identified as positive?

- What is home/school's view of the transition from home into school in the morning?

- Update from school on 'current' presentation of child.

• If counselling/other support is in place, what impact is this having?
• What impact is Intensive Family Support (if in place) having?
• Next steps for the child/family/school
School is committed to: **Name of Parent/Carer:** **Signed by:** **Name of Senior Leader:** **Signed by:**