



Approved by: Gemma Ellis **Date:** 2022

Last reviewed on: January 2023

Next review due by: September 2024

English Martyrs' is a caring community, whose values are built on mutual trust and respect for all. The school community adheres to and shares these values and aims to educate learners in the broadest sense, including their development of character and preparing them for life in modern Britain, by setting high expectations of children and insisting on respectful interactions. In the most recent 'Education Inspection Framework 2019', Ofsted emphasised that "Creating a sufficiently disciplined environment is a prerequisite to any learning taking place. If behaviour is not managed effectively and learners are not



instilled with positive attitudes to learning, nothing much will be learned.” Therefore, At English Martyrs’, our behaviour policy is underpinned by staff supporting personal development through an exceptionally high standard of care and guidance for individuals. Good behaviour is encouraged and expected from all pupils in order to achieve an environment which enables emotional development, effective learning, high standards and the smooth functioning of the school community. We develop children to be confident, life-long learners and compassionate, respectable members of their community and the world.

Purpose of the Policy

This policy is developed to ensure guidance for staff in order to promote positive behaviour in school. The procedures and guidance in this document provides a consistent approach across the school and enables pupils, parents and staff to understand our approaches to the management of behaviour in school. It is also recognised that for some pupils, variance on these procedures will be made in order to meet any specific social, emotional, learning or other needs which require a personalised approach; guidance for this appears in the appendix and approaches can be discussed with a member of the senior leadership team (SLT).

Who is responsible for the implementation of this Policy?

A whole school approach of positive reinforcement to the management and improvement of behaviour is followed consistently by all staff. It is important to have high expectations for our children while recognising some children have specific needs. The following expectations cover all times of the school day and where the children are representing the school out of hours or off site.

Children’s expectations are:

- To work to the best of their abilities and allow others to do the same
- To treat others with respect, showing sensitivity, consideration and regard for peers
- To follow the instructions of all adults in the school, including midday supervisors, site managers and anyone who is caring for us.
- To take care of the property and environment in and out of school
- To behave sensibly around school e.g move around in a controlled manner, use appropriate language, tone and volume when speaking
- To cooperate with other children and adults, playing a responsible role in the wider community

Staff expectations are:

- To be a good role model
- To treat all children fairly and with respect
- To raise children’s self-esteem and develop their full potential
- To provide a safe and pleasant environment, physically and emotionally
- To ensure a good routine for their classroom and for when their children are around the school.
- To form good relationships with parents so that children can see that adults share a common aim



Parents' expectations are:

- To support the school in encouraging children to show respect
- To support the school's approach to behaviour management and the implementation of this policy
- To foster good relationships with the school
- To encourage independence and self- discipline

Thinking of a child as behaving badly disposes you to think of punishment. Thinking of a child as struggling to handle something difficult encourages you to help them through their distress.

The most important aspect in children feeling valued, safe and secure is a sense of connection with the member of staff. For most children this can be achieved by simple acknowledgement of the child and the child having the knowledge that you have **them** in your mind, care about them as a person and care about what they are doing.

Strong relationships between staff and pupils are vital. Staff must be fair and consistent with children, taking into account individual needs, and children need to understand that the staff member is in control at all times enabling pupils to feel safe. Equally, staff must be approachable and there to help, not only there to discipline, and children must understand this. If a member of staff is having difficulties with an individual or group of children, they are expected to seek support in order to make a positive change.





Teaching and promoting positive managements of behaviour

Our school mission statement has been designed by all the school community. The following table maps out how our mission statement compliments the expectations in behaviour and curriculum with the additional information on links to our pupils becoming lifelong learners.

Mission Statement	Expectations	Life Skills	Curriculum Link
Love one another	Kind hands and kind feet, Kind words	Appropriate touch Recognise and ask for time away when needed Develop language to express emotions Challenge stereotypes	RE PSHE English Well-being Days
Inspire and Respect	Learn, allow others to learn and allow staff to help, Try new things, Explore, Wear our uniform,	Self-regulation strategies Respect for others Focus on work Develop a work ethic Express emotions	RE PSHE Collective Worship
Grow in Friendship	Listen to each other, Care for each other, Help each other	Develop empathy Share Accepting differences in others (cultures, race, religion, needs, beliefs) Recognise everyone is different Recognise own emotions and feelings	RE PSHE English Science Geography History
Have Faith	Try hardest to be the best we can, Never give up,	Develop problem solving skills Develop awareness of consequence of actions Develop self-regulation skills Develop awareness of consequence for actions	RE PSHE Maths Science
Trust in God		Celebrate diversity and difference in God's creation	RE Collective Worship Mission Week Gospel Values



What do we do to teach and promote positive managements of behaviour?

Whole School, Key Stage and Class Collective Worship – These cover areas linked to our word of the week as well as celebrating national incentives like 'Anti-Bullying Week', 'Black History Month' and charity events. There is Catholic Life and Worship calendar plan for the year with a theme each week which will include specific issues relevant to our school and community.

Mission Week - Children have the opportunity to explore the school mission statement and how living it out helps the children become confident, life-long learners and compassionate, respectable members of their community and the world.

Wellbeing days – Focussed, off timetable days where children have the opportunity to explore learning behaviours, emotional wellbeing and regulation etc in addition to choosing a wellbeing workshop of their choice.

School Curriculum – PSHE, RSE and RE learning thread are most explicit in promoting positive management of behaviour. Circle time, liturgies, PSHE lessons and assemblies provide opportunities to discuss aspects of personal and social development including positive and negative behaviour.

Positive Relationships – High focus on teachers developing positive relationships with children.

High Expectations – All staff have high expectations about conduct in class and around school, and consistently lead by example.

Clear and consistent routines - All teachers have good routines in place for in the classrooms, around school and in the wider community including the following:

- Start and end of the day
- Transition times
- Lining up inc. assemblies and collective worship
- Getting changed from PE
- Moving around school
- Break and Lunchtimes

Areas of Responsibility - Pupils throughout the school are offered opportunities to take responsibility, to show initiative and to extend their social and cultural experiences. These roles include:

- Chaplaincy Team
- House Captains
- Wet Play Monitors
- Mini Leaders
- Peer support



Postcards home – These are rewarded to those children who produce good work, use good manners, live out the school's Mission Statement, support their peers, help the class teacher, make a positive impact on the school etc, both within the classroom and around the school. The teacher will write a postcard to the child and send it to the child's family home as surprise congratulations that can be shared with their family.

Individual Class Incentives - Teachers will also have their own behaviour reward systems for the children in their class, for example sticker charts or class champions, that are built in collaboration with the children and their desires. For example, if they get 20 stickers they may earn the opportunity to help the younger children in Reception for an hour or have a treat at the end of the half term.

Seeing Heart Award – Throughout the school year, staff award pupils with the 'Seeing Heart Award' who have shown they are living out the mission statement.

At English Martyrs' we reinforce positive behaviour by rewarding children with House tokens for achieving one of the 4Bs around the school. The children can earn tokens toward their House each half term and can work towards bronze, silver and gold certificates in each of the 4B areas.

Bronze – 10 tokens

Silver – 20 tokens

Gold - 30 tokens





What do we do if a child is showing inappropriate behaviour?

Any behaviour falls below the expectations of the school (e.g. disruption to learning, unkind or inconsiderate actions,) requires some level of intervention.

Child demonstrates inappropriate behaviour

- Member of staff highlights the behaviour to the child and clarifies/reinforces expectations with them

Child continues to demonstrate inappropriate behaviour

- Teacher repeats expectations and makes any adjustments to support the child

Child continues to demonstrate inappropriate behaviour

- Teacher repeats expectations and makes further adjustments to support the child. At this point another member of staff may be required

Child continues to demonstrate inappropriate behaviour

- A member of senior leadership team should be called.

The strongest approach to support a child is through the relationship with the adult. At all points try to ensure you keep a strong connection with the child having difficulties. Use positive reinforcement, as appropriate to ensure the child knows you are still there and you recognise their effort and any changes they have made.

At the end of the lesson (or during if appropriate) the adult should talk with the child about the difficulties in the lesson and agree what improvement is needed for subsequent lessons. There are times when our pupils make choices which do not reflect the ethos of our school. Where appropriate we operate a restorative justice approach which allows both pupils and staff to contribute to a solution. All parties are given the opportunity to reflect on the behaviours to avoid them in the future.

When challenging behaviour occurs, an adult will reflect on what happened just before it (**antecedent**), what the **behaviour** was and what happened just after if (**consequence**). The consequence is not what was enforced by staff but rather what the consequence of the child doing the behaviour was.





Antecedent	Behaviour	Consequence
AB walked in with a toy train	CD hit AB and took the toy train	CD got the toy train and started playing with it.

Staff should then ensure this reflection is shared with a colleague through professional discussion.

Responses to incidents

Children have to have the opportunity to reflect on their actions and the impact this may have had on others, listening to pupils' voices and closely observing behaviours and interactions with their environment will provide insights into how we may adapt to better improve pupil outcomes (Garner, 2006). Behaviour is often a mix of the child's experiences and environment, and that behaviour is a method of communication. Derbyshire County Council Educational Psychology Service (2018) explain that behaviour is a method of communication, and that behaviour serves a function. These functions might be: sensory and/or expressing feelings; escape or avoidance; attention and tangible to get an object or gain control. Put simply "behaviour is what we do" (Toogood & Leitch, 2016) and it is only with an understanding of how and why behaviours occur (Horner, 1994) that we can successfully work with pupils who display challenging behaviours.

Below are some examples for some situations that may occur in school and the types of responses that are appropriate.

Incident	Type of Response
Incident against another person	Show the person that has been affected by the child's action that they are sorry. This can be in the form of verbal, written, picture, or an action. We do not force children to say sorry.
Incident relating to theft, damage to property etc.	Where possible, a natural reparation should be used e.g. clean graffiti, clean up the mess, pay for replacement of items. This may not always be possible therefore a close alternative should be used, e.g. vandalism that could not be fixed, time should be given to the child to complete a task on site to fix the problem. Cost implications may need to be discussed with family members.
The particular activity has been causing issues e.g. football at lunchtime	Work with staff in order to ensure subsequent participation can be successful e.g. having reduced time/supervision/or not taking part in the activity.
Child being disruptive in lessons	Child remains in for some or all the break to catch up with the work that hasn't been completed. OR The need for a discussion with the teacher regarding behaviour and how to improve next session.



Concerns with a child's behaviour

As a general principle where a class teacher has a concern about a child (one off incident or a general concern), they should contact the child's parent(s) to inform them of the concern and discuss what is happening in school. This contact should be recorded using the Parent Log ([Appendix H](#)) and if appropriate on the child's chronology on MyConcern. Where the teacher feels additional support or action is required to support a child, they should contact the senior leadership team to discuss this meeting.

The child who is showing ongoing challenging behaviour will have their behaviour logged by staff using a behaviour tracking sheet ([Appendix E](#)) in order to track daily behaviour and to ensure the appropriate action is taken to avoid further disruption.

Session 1 – AM 1 – start of the day up to break time
Session 2 – AM 2 – After break up to dinner time
Session 3 – PM – After dinner to the end of the day
Break
Lunch

Class teachers are responsible to fill in the recording Sessions 1, 2 and 3. Where children are in groups, the group teacher informs the class teacher any concerns in a particular lesson. Staff on break duty inform class teachers of any concerns and at lunchtime feedback should be sought from the Midday Supervisors by the class teacher .

Judgements recorded on the class tracking sheet are either a 0, 1, 2, or a 3.

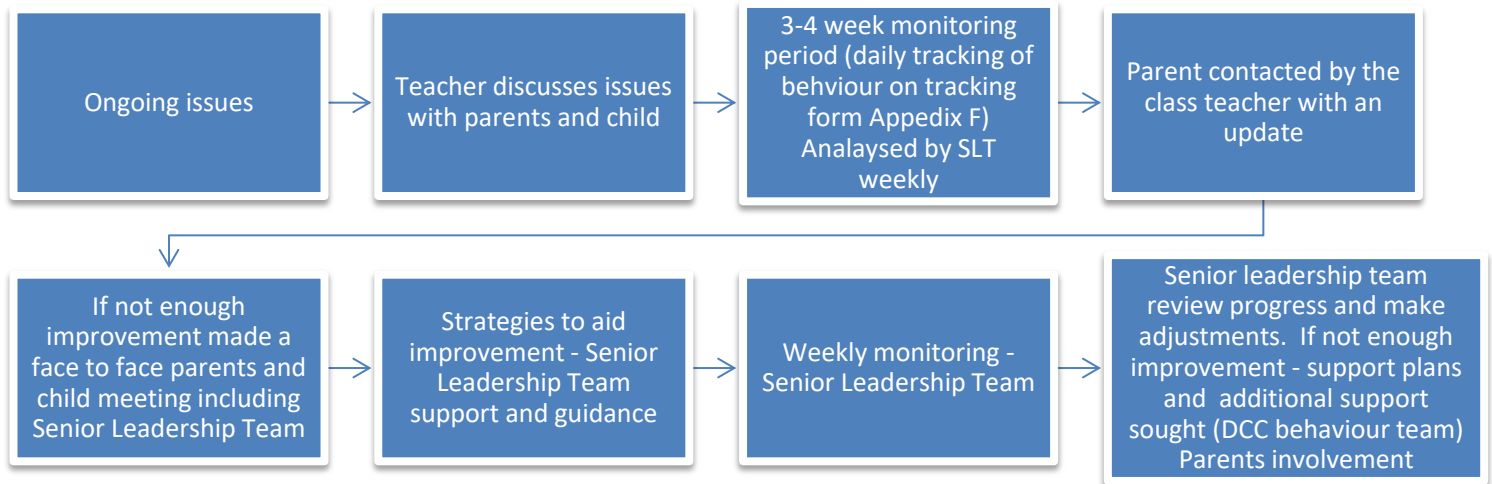
0 – no disruption to learning
1 – some minor support needed/minor disruption to learning
2 – repeated support needed on a few occasions/disruption on a few occasions
3 – lots of support needed/ongoing or serious disruption

A comment should be made on the daily tracking comments for any 3s.

A concern should be noted on MyConcern, the school's safeguarding reporting tool, if needed



In summary:





Appendix A: Staff Team

Mrs Gemma Ellis (Headteacher/DSL/SLT)

Mr Matthew Blurton (Deputy
Headteacher/DSL/SLT)

Mr David Boott (Chair of Governors)

Mrs Helen McElhone (Pastoral Lead
Leader/DSL/ELSA)

Miss Phoebe Firth (SENDCo/SLT)

Mrs Emily Hickling (KS2 leader/SLT)

Miss Shannon Daykin (KS1 leader/SLT)

Mrs Jennifer Thompson/ Mrs Dooley-
Thompson/ Miss Lee) (Pastoral Support Team)

Key Roles and Responsibilities

	Responsibilities
All staff	<ul style="list-style-type: none"> All members of staff are responsible for supporting the needs of children across the school. Where a child is seen to be having difficulties they should be treated with respect and understanding. Shouting and shaming should never be used and is not tolerated at English Martyrs' Staff will always endeavour to have private discussions with pupils in order to help support any issues that are arising Staff use the key principles outlined in this policy to support the needs of all our pupils
	Specific Roles
Teachers	<ul style="list-style-type: none"> Ensure parents are contacted when; <ul style="list-style-type: none"> - a child is having ongoing issues - there has been a significant issue <p><i>Where possible the teacher should do this in order to have the ongoing dialogue. On some occasions a member of SLT will liaise with parents for significant issues. For ongoing issues, a discussion should be had with parents as to the best way to keep dialogue going.</i></p>
Support Staff	<ul style="list-style-type: none"> Provide support in class and at break and lunchtimes Provide support for children experiencing any difficulties
ELSA/Pastoral Support Team	<ul style="list-style-type: none"> Provide specific support for children experiencing any difficulties, whether this is ongoing need or a short term difficulty a child may be having. Provide 1:1 or group work to support emotional health needs and mindfulness Run nurture groups
Deputy Headteacher	<ul style="list-style-type: none"> Lead the ethos of this policy Ensures the policy is implemented effectively Ensures effective training for staff Oversees the specific needs of pupils across the school Provide support to staff, pupils and parents as necessary Links with outside agencies to offer additional services Line manager for support staff Ensure that all tracking and reporting of incidents and additional needs are up to date



Headteacher	<ul style="list-style-type: none">• Lead the ethos of this policy• Is the only person authorised to exclude a child
Governors	<ul style="list-style-type: none">• Setting down these general guidelines on policy and reviewing the effectiveness of this• Duty to consider parents' representations about an exclusion
Parents	<ul style="list-style-type: none">• Inform the school of any concerns (Class Teacher, Phase leader, DHT, HT)• Have an open dialogue with the school• Support the school when needing to get further support.





Appendix B: Break and Lunchtime Systems

At lunchtimes children have access to a range of support to help them have a happy and successful break. Every lunchtime, children have access to:

- A member of SLT on the playground
- Lunchtime staff
- Access to a member of SLT and Safeguarding Staff
- Lunchtime extra-curricular activities – Mindfulness colouring/drawing, Computer Club, Reading
- Lunchtime buddies

If there are ongoing concerns about the behaviour at lunchtime the supervisors seek support from their class teacher in the first instance.

Lunchtime supervisors follow the overall principles in this policy in regard to dealing with children e.g. talking politely to children; use of wondering questions; listening to the children; acknowledging children's emotions.

The use of 'bans' from certain activities should not be limited and always discussed with SLT first e.g. bans from football. However, if what the child is doing causes any issues then the child may be asked to leave the pitch for a short period or stand with a member of staff to help resolve the situation. This should be long enough for the child to be helped to regulate and not as a punishment. Any **immediate** and **significant** concerns about a child must be brought to the attention of a senior member of staff on duty.

Lunchtime recording of incidents

At the end of each lunchbreak – each supervisor relays any concerns to class teachers or members of staff on lunch duty. Any significant concerns raised will be passed on to SLT to deal with.



Level	1	2	3
Concern	Some minor support on more than one occasion	Needed support on a number of occasions	Significant support required/incident
Examples	<p>Low level answering back</p> <p>Shouting out in the dinner hall</p> <p>Reminder to do the right thing</p>	<p>Low level <i>repeated</i> answering back e.g. 'Miss that is not fair ... why can't we...'</p> <p>Disruptive</p> <p><i>Repeated</i> shouting out in the dinner hall</p> <p><i>Repeated</i> not following instructions</p> <p>General pushing and shoving/physical</p> <p>Running off</p>	<p>Fighting/Physical intervention needed</p> <p>Bullying</p> <p>Homophobic/Transphobic/Gender Discrimination</p> <p>Theft</p> <p>Vandalism</p>
Number to record on sheet	1	2	Do not record on the record sheet

When dealing with incidents, midday supervisors should follow the principles set out in this policy. If more support is needed, help should be sought from the SLT on duty, DHT or HT.

End of play/dinner

- Main school bell sounds and staff go out to the playground
- Teachers on duty (when staff are out) blow a single whistle – children stand still and are quiet
- After a short period, a second whistle is blown and children walk to their lines
- Staff on duty remain to support children getting to their lines
- Positive recognition is given to children who follow the expectation.



Appendix C: Approaches to positive recognition and classroom strategies

We can categorise positive recognition as either personal or public. We create an ethos of every child as an individual and that all children are at different stages with their learning and development, and achievement is based on their own personal progress – not as a comparison with others.

For children with additional SEMH needs we look at the specific needs of these children to determine how we approach the use of personal and public recognition.

The use of public positive recognition (praise, awards and rewards etc.) can, in addition to the desired positive impact on the target children, often have a negative impact on all children but especially children with additional SEMH needs.

At English Martyrs' we have carefully thought about all the types of public positive recognition that are used in order to maximise the positive impact for all pupils and minimise any potential negative associations. We ensure that systems are not based on control through bribery or over use of rewards. Consequences are steered towards those that are natural e.g. graffiti is cleaned up. Blanket class sanctions e.g. whole class staying in or being held behind are not used.

The following approaches used at English Martyrs'. Any additional approaches must be discussed with the SLT or Head Teacher.





Personal Recognition	Purpose	What it looks like	Key notes
Use of children's work as an example	To celebrate the child To help promote learning	Sharing of work on the board. Reading out a child's work.	Be mindful not to use the same child all the time.
Classroom praise – public and private	To give feedback/celebrate the child To help promote learning/conduct	Specific feedback <i>"James, super clear reading – your use of intonation for the characters really helped me understand how they were feeling at different points in the story."</i>	This can be public or private dependant on the individual needs of the children. Be mindful not to use the same child all the time.
Stickers	To give instant recognition for work/behaviour	Staff gives stickers to child and says why/leaves sticker in their book. Children have sticker card/book if they wish to keep given stickers.	Keep an eye on children who are not getting any stickers. Children should not use this as a comparison to each other or ask for stickers. This is explained to children. Sticker cards if used should not be on display. Must not be used as a bribe ("If you do ... you'll get a sticker") or must not be used as a consequence ("You would have got a sticker if you had ...")
Notes home	Encourages home school link	Staff use home/school diary should be used regularly to give personalised praise for children.	
Postcards home	Encourages home school link To give feedback/celebrate the child To promote learning/behaviour	Staff use postcards sent directly to child's home to give private personalised praise for children.	



Phone call	Encourages home school link Enables the sharing of successes	Phone call home link	This is a very powerful way to give that special news or information and enables effective relationships building between school and home.
Good News Liturgies	To recognise the ability, progress or quality of every child. To celebrate the work of a phase. To involve parents	Once a year, each class are celebrated for good work, effort and positive attitudes and behaviour. Parents are invited. Assembly also includes other celebrations including work/showing work/photographs etc.	Every child must be given the opportunity to be involved.
Headteacher Stickers/Reward Tin	To provide positive recognition for hard work/kindness	Child is sent/brought to the office to show good work or for doing a good thing. A child is given a sticker and something from the reward tin.	Ensure a good mix of all pupils get the change to bring good work/achievements. Must not: <ul style="list-style-type: none">- Make an over public 'announcement' in the class- Be used as a bribe e.g. 'If its great we can show'
Seeing Heart award	To recognise a particular outstanding kindness.	Award given out throughout the year in liturgies	Nominations from staff are sought at any point in the year. Quite a rare award.
4 Bs housepoint tokens	To recognise a child's work or behaviour.	Staff give house point tokens to children for being safe, being a hard worker, being respectful, being kind	Children collect tokens and work together to be e.g. the kindest House



Group/Class Recognition	Purpose	What it looks like	Key notes
Work on display	To recognise children's work and celebrate all children's work regardless of ability.	Children's work on display. Every child has some work on display (unless they have asked for it not to be)	All children's work is displayed at different levels. Staff must ask children if its ok to display their work.
Praising groups	To promote positive expectations and behaviour e.g. <i>"Great yellow table - all settled down to work well!"</i>		Must not be linked to any prize or competition, or points Must not be used to shame/name the individual groups that aren't * Some children have difficulty with organisation and need support with this rather than be criticised by peers for 'losing' points etc for them!
Whole class incentives e.g. Marble in the Jar	To promote and celebrate whole class achievements (Behaviour, performance, values, etc) Catch the class in the moment <i>"Great cooperation in PE today - well done - add another marble in our jar"</i>	Staff award 1 'marble' to a class for collective good behaviour - lining up, walking around school, conduct on a class trip etc) At the end of each half term a member of SLT will pop in to have a look at the jar and give the class a little treat. This would be discussed with the class teacher beforehand.	Must not be used to identify any group or individual who have 'stopped' the class getting a 'marble'. This leads to low self-esteem and/or a blame from other children /child shamed. Must not used as a bribe or consequence There is not specific 'amount' that is required for each class to collect.

Target/progress charts should be for individual children and only accessible by pupil/teacher. They **must not** be on display which could allow comparison.

Collecting in of results such as times tables or spellings on an individual basis. Teachers **must** emphasise that all learning is about individual progress and not about comparing to others. Teachers **must not** ask children call out results or give out results publically.

All the above take into account the individual needs of children and where a child has specific needs regarding praise and public recognition - we work with the child and family to ensure the approach is matched to the child.



Appendix D: Examples of classroom approaches when dealing with behaviour

Level	1	2	3
Concern	Some minor support on more than one occasion	Needed support on a number of occasions	Significant support required
Teacher response or actions	<p>Re-focus child</p> <p>Quiet word</p> <p>Offer of support – “You ok, do you need anything?”</p> <p>Cue name – “Bob – all ok?”</p> <p>Nip in the bud – “James, you’re talking and we are working quietly in this lesson, let’s get back on track”</p>	<p>Wondering question: “Sarah, I’m wondering if sitting too close to xx is making it difficult for you to concentrate on your work. Come and sit here where I can help you if you need it”</p> <p>Distraction/Redirection: “Fred, please pop next door and ask if I could borrow a xx, thank you”</p> <p>Name the need: “You’re very cross because you wanted to go in the iPad group. I can see that. Everyone will get a go this week.”</p> <p>What do you need options:</p> <ul style="list-style-type: none"> - Learning break - Busy box - ELSA 1:1 time - Go and see someone - Work in a different room <p>Direct an adult or give extra support: Staff presence for the child/containment</p>	

If a child is requiring significant support in the lesson and the teacher is unable to effectively continue the learning, another adult must be called for usually ELSA or SLT.

Involvement of Parents

Building up positive relations with parents is vital in being able to work together in supporting a child having difficulties or where an incident has occurred. For most children, teachers should liaise directly with the parents if they have concerns about a child’s behaviour. This should be face to face or phone call to ensure there is a dialogue about the child/incident.

This is then logged on the Parent Log (**Appendix K**) Depending on the child and any support taking place – this contact may be done via the SLT or pastoral team.

Talking to parents at the end of the day can often be tricky and embarrassing for the child or family. Teachers should avoid approaching parents at the end of the day in front of other parents as this can lead to the ‘walk of shame’.



English Martyrs'
CATHOLIC VOLUNTARY ACADEMY



DIOCESE OF
NOTTINGHAM

English Martyrs' Catholic Voluntary Academy,
Bracken Rd, Long Eaton, Nottingham NG10 4DA
Tel: 0115 973 3209
enquiries@englishmartyrs.derbyshire.sch.uk



St Ralph
Sherwin
Catholic Multi Academy Trust



Appendix E: Daily Tracking Sheet

Name of Pupil: Class:

w/c	Session 1	Break	Session 2	Lunch	Session 3	Comments about behaviours
Monday						
Tuesday						
Wednesday						
Thursday						
Friday						

- | | |
|---|--|
| 0 | no disruption |
| 1 | Some minor support on more than one occasion |
| 2 | Needed support on a number of occasions |
| 3 | Significant incident – do not record on sheet, support required from SLT |



Appendix F: Minor and Major Incidents List

Minor incidents might include:

- Talking at inappropriate times
- Mistreatment school or other property e.g. dropping litter, mishandling books, wasting or not taking care of resources
- Not lining up properly
- Distracting other pupils
- General behaviour around school building e.g. running in the corridors, talking in assemblies,
- Daydreaming
- Not having PE kit
- Isolated shouting out
- Not doing sufficient work/lack of cooperation with peers
- Eating in class

Major incidents might include:

- Any prejudice based comments
- Gender based comments e.g. *"You can't because you are a girl ..."*
- Verbal/written e.g. swearing, making comments intended or likely to cause upset or offence to someone else
- Theft
- Vandalism of anybody's property including graffiti on school books
- Physical e.g. punching, kicking, pushing, pinching, hitting another person with an object]
- Play fighting/rough play
- Exclusion of peers from games, if intended to cause upset to them
- Defiance after a reasonable request has been specifically directed at the individual by an adult
- Bringing in inappropriate items
- Ongoing multiple issues in a day



Appendix G: Use of exclusions

Exclusions are only used as a last resort and where the safety or effective working of the child(ren) class/school would be compromised. Wherever possible the use of SLT or pastoral team are utilised to deal with any significant issues.

The Headteacher (or Deputy Headteacher in the Headteacher's absence) will decide whether to exclude a pupil, for a fixed term or permanently, taking into account all the circumstances, the evidence available and the need to balance the interests of the pupil against those of the whole school community. The Headteacher may consider the following questions:

Is the behaviour in breach of the school Behaviour Policy? If so, have any other sanctions described in the policy been used and to what effect? Could any other sanctions be used as an alternative with the parents' agreement?

Has the school previously supported the child (what/when/what level of impact did this have)?

Does the child have any recognised behaviour problems? Have reasonable adjustments already been made or could they now be made? (Evidence could be SEN documentation e.g. Statement, IEP, Risk Assessments) Even if the child does have a recognised behaviour problem the Headteacher has a duty of care to all children. If the risk to others cannot be controlled, then exclusion should be considered.

Would allowing the child to remain in school seriously harm the education or welfare of other children or adults?

Once all other considerations have been made, and the answer to this final question is 'yes' then an exclusion must be applied. In this case, the school will follow the model from Local Authority guidelines and follow the DfE guidance of "Exclusion from maintained schools, academies and pupil referral units in England" [2012]



Appendix H : Parent Log



Meeting with Parents and Carers Log

Name of child:	Click here to enter text.
Date of meeting:	Click here to enter a date.
Meeting type:	<input type="checkbox"/> Termly PSP / EHCP Targets Review <input type="checkbox"/> Behaviour Support Plan Review <input type="checkbox"/> Conversation/meeting requested by teacher <input type="checkbox"/> Conversation/meeting requested by parent/carer <input type="checkbox"/> Other: Click here to enter text.
Persons present in meeting/conversation:	Click here to enter text.
Brief commentary of points discussed:	Click here to enter text.
Actions to be taken (by who and when?):	Click here to enter text.

A copy of these minutes will be shared with the parent/carer following the meeting.





Appendix I: Use of reasonable force

As a result of our approaches to supporting the needs of children with additional needs it is rare that the use of force is required. If a situation does occur, staff will use every possible solution to deescalate the situation and avoid having to record to any physical contact in terms of managing a behaviour. Early help from SLT and Pastoral support is vital in supporting a difficult situation.

The law states that it is permissible to use reasonable force to prevent pupils doing the following;

- Committing an offence
- Injuring themselves or others
- Damaging property
- Disturbing good order, discipline and learning in the classroom, eg failure to leave the classroom when requested to do so.

Force is never used as a punishment but may be used occasionally to bring pupils under control or to restrain them. This is a last resort and will only be used in the most extreme circumstances.

If such actions are necessary, the actions that we take will be documented and reported immediately to the Headteacher.

Reasonable adjustments will be made for those children with a disability and/or Special Educational Needs.





Appendix J: Allegations against staff

All allegations of abuse will be taken seriously; the Chair of the Governing Body will be informed and the allegation will be fully investigated as soon as possible in a fair and consistent way that provides effective protection for the child and supports the person who is the subject of the allegation. The suspension of the member of staff involved must not be used as an automatic response when the allegation has been reported. The school and Academy disciplinary measures will be followed where the allegation is found by the Governing Body to be true.

Where the allegation made by a child or parents is found to be false, the Chair of the Governing Body will:

- Write to the parent/parent of child to explain the outcome of the investigation and to make clear the seriousness of the false allegation. The parent will be informed that the incident will be formally recorded and subject to data protection and that it may be shared with other appropriate parties.
- Meet with the parent/ parent and child to discuss the matter and possible consequences; in the case of a child, the parent will be asked to support the school with an appropriate sanction being applied. In the case of a parent, the governing body will seek a written apology in the first instance.

In more serious cases, or where a member of staff feels aggrieved, it is their right to contact their union for further support and advice.

