



THE FOREST FAMILY

Behaviour Guidelines (Including Anti bullying and Exclusion)

Please read in conjunction with our Behaviour principles written statement, our Anti Bullying, Exclusion Guidelines and reasonable force Guidelines. We have used a variety of documentation to support the development of this Guidelines including Valuing All God's Children 2, guidance for church of England Schools on challenging homophobic, bi-phobic and transphobic bullying - Church of England Education office second edition Autumn 2017) and our work towards the wellbeing award.

INTRODUCTION

- We believe that all people are made in the image of God and are unconditionally loved by God. Everyone is equal and we treat each other with dignity and respect. Our school is a place where everyone should be able to flourish in a loving and hospitable community.
- The Governors and Staff regard The Forest Family schools as a community, resembling a large family. It is a primary aim of our schools that every member of the Family community feels valued and respected, and that each person is treated fairly and well. We are a caring community, whose values are built on mutual trust and respect for all. It aims to promote an environment where everyone feels happy, safe and secure and where wellbeing and mental health is of high importance.
- A high standard of behaviour and courtesy is expected from everyone who works in our schools. Staff are expected to care for each other and for all pupils; Children are expected to work towards treating each other with a concern for feelings and abilities; they are expected to treat all adults with respect and speak to them politely.
- The primary aim of the behaviour guidelines is not a system to enforce rules but is a means of promoting good relationships within the Christian ethos, so that people can work together with the common purpose of helping everyone to learn.
- Our schools reward good behaviour, as they believe that this will develop an ethos of kindness and co-operation. This Guidelines is designed to promote good behaviour, rather than merely deter anti-social behaviour.
- We always give positive recognition for good behaviour by reinforcing the desired behaviour using verbal and non verbal cues and stickers from our reward system. We reward attendance on a termly basis.

We:

- use preventative measures by ensuring the working environment is appropriate
- consider different teaching and learning styles,
- plan interesting and exciting lessons effectively.
- aim to meet the needs of all children.

However, we do have rules that children must follow at all times and consequences that result when children choose not to follow the rules. They are taught that the choices they make have consequences and this is developed pastorally, not punitively always considering children's external circumstances, talking through children's issues and needs, providing nurture and support for their wellbeing and mental health.

REWARDS AND INCENTIVES

Each child is rewarded regularly by ANY member of staff giving a sticker/s for anything worthy of recognition e.g. behaviour, academic achievement, homework, kindness, tidiness, jobs etc. The amount is dependent on effort, achievement, merit etc. Staff stick the sticker on the child (or with older children give them the sticker). These are collected, by the children, in a chart which carries with them throughout their school life.

Sticker Charts. 10 stickers correspond to a house point, a house point slip goes home to notify parents they have received one and this is recorded in a chart and collected up by Vice Captains each week. The winning team wins the cup on a weekly basis.

Each time a child gets 5 house points (50 stickers) they receive a head teachers award in the form of a certificate and sticker. When they get:

- | | |
|---------------------------------|--------------------------------|
| 4 = a red star enamel badge | 8 = a bronze star enamel badge |
| 12 = a silver star enamel badge | 16 = a gold star enamel badge |
| 20 = a bronze cup enamel badge | 24 = a silver cup enamel badge |
| 28 = a gold cup enamel badge | 32 = a bronze medal |
| 36 = a silver medal | 40 = a gold medal |

(This should take a few years we shall then have a look at what comes next!).

Classes

Each class has taken an artist as their focus this year and they are named after them and a fabulous learning Reviewed September 2020 – read Covid annex

characteristic!

AT ALL SAINTS RANGEMORE

Class 1 Great Goldsworthys Good Morning



Class 2 Marvellous Monets Bon Matin



Class 3 Proud Picassos Buenos Días



Class 4 Dynamic Dambos Godmorgen
Allesammen



NEEDWOOD

Class Are now Greeting Picture!

Class 1 Laudible
Lowrys Good
Afternoon



Class 2 Magnificent Monets Bonne après-
midi





Children who get Headteachers awards and of the weeks will receive a Dojo and get their names on the newsletter. Parents may attend Celebration assembly to see them receiving this award.





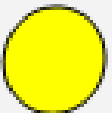





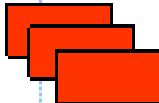






SANCTIONS

Our sanction system is highly structured and clear for all. Children are given helpful guidance and reminders and effective opportunities to talk through nurture and support being mindful of their mental health and wellbeing but if they behave in a way they know is unacceptable or if they have been warned or asked then they are given yellow and red cards which have consequences. Parents are informed of these and if difficult behaviours persist we work closely with families and support where necessary to help modify their child's behaviour pastorally and with appropriate support. In order to consistently apply our system and give the children opportunities to modify their behaviours we use visual contact, voice and proximity to help them make better choices however, this does not always work and we therefore apply a formal sanction system:

Pictorial representation on next page.



Choices Have Consequences

Stage	Visual	Sanction
1		Your teacher will look at you to let you know you are behaving in a way which you shouldn't.
2		Your teacher will have a quiet word about what you are doing, they may come and stand by you to provide a reminder.
   		Your name starts on a green each day. You may need a verbal reminder and need to move your name to an exclamation. Hopefully you will not move to a yellow or get a red.
3		If you choose to ignore reminders you will move your name to an exclamation mark and you will receive a verbal warning.
4		If you continue to ignore the verbal warning you will receive a yellow card which means you will lose your break and have to reflect on what you have done in the form of a reflection sheet. A sticker will go into your diary and this will be recorded.
5		If you continue to behave in a way you have been asked not to or you repeat poor behaviours you will receive a second yellow card which means you will lose your break and have to reflect on what you have done in the form of a reflection sheet.
		If you do something which affects your safety or the safety of another person you will be given an instant red card, you will also be given a red card if you are disrespectful to an adult or break a non negotiable rule. You will see the Deputy or Headteacher and your teacher will send a letter home and put a sticker in your diary. This will be recorded.
		If you receive 3 red cards in for similar or concerning behaviours we will contact parents and organise a meeting to help you improve your behaviour with a behaviour chart to help and some in school intervention support.
		If behaviours do not improve you will have a 3 day break and lunchtime exclusion to reflect on your behaviours and we will meet with your parents in order help you we will have a special behaviour plan, continued in school intervention support.
		If behaviours do not improve you will have a 5 day break and lunchtime exclusion, we will continue to work with your parents, offer in school intervention support we will access to behaviour support services.
		If behaviours do not improve you will have a 1 day internal exclusions (which includes missing break, lunchtime and you will have lessons in isolation).
		If behaviours do not improve we will apply a fixed period exclusion which can be up to 5 days.
		If behaviours do not improve a fixed period exclusion will be repeated.
		A permanent exclusion will be applied.

School reserves the right to, in consultation with your parents to accelerate or slow this process on each individual case.

Miscellaneous

Calling out is not necessarily a child misbehaving but, they need to learn that this is not acceptable. If they shout out or struggle to not talk we will use a separate supportive, sanction system.

Children are expected to be organised and ready to learn and having diaries, homework, reading books and PE kits is part of this. If they forget these things it will mean they miss their break considering the importance of being prepared and having all the equipment they need

Children are still expected to complete PE as it is a statutory requirement and lost property kit will be used.

- At Key Stage 1 each week that homework is not received, children will be given the opportunity to spend some time in school to complete this. At Key stage 2 each week that homework is not received a log is made, a notice is put in your child's diary and they will complete any outstanding homework in planned time.
- Exceptional circumstances do occur; these are managed at the discretion of teaching staff.
- If children regularly forget diaries, PE kit or Homework, staff are asked to speak to parents to highlight the importance of children being prepared.
- If a child's behaviour is regular, we keep an individual behaviour log, cataloguing every incident considering when, and the ABC of the behaviour.
- All significant incidents will be recorded on a behaviour incidents/interventions sheet and filed in the behaviour incidents file kept in the classrooms. Where it is not possible to find a resolution, the governors will be informed. Where difficulties still occur with behaviour, the governors will refer this matter to the LA.

DISCIPLINE OUTSIDE SCHOOL TIME AND OFF THE SCHOOL PREMISES

Staff have been given the power by the Government to discipline outside the school gates.

We are required by the Department of Education to outline the disciplinary action we will take against pupils who display **non-Criminal bad behaviour and bullying off the school premises** which is witnessed by a staff member or reported to the school, including the punishments that will be imposed on pupils. As with all incidences of behaviour we will deal sensitively but robustly on a case by case basis and we will ensure we have effective communication with parents and carers.

Teachers may discipline pupils for misbehaviour when the pupil 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.

In all cases of misbehaviour, the teacher can only discipline the pupil on school premises or elsewhere when the pupil is under the lawful control of the staff member.

Behaviour and extracurricular activities

- Clubs held in school time or run after school by our teaching staff - the schools' are fully responsible for your child's behaviour.
- Clubs run by external companies. Your child's behaviour is the responsibility of the company running the club. Any issues regarding your child's behaviour should be brought to the attention of yourselves through the club leader.
- Out of school events run off the school site. Staff will be present but have roles to undertake and parents are fully responsible for their child's behaviour.

DISCIPLINARY ACTION TAKEN AGAINST PUPILS WHO ARE FOUND TO HAVE MADE MALICIOUS ACCUSATIONS AGAINST SCHOOL STAFF

Allegations of abuse are taken seriously and are dealt quickly in a fair and consistent way that provides effective protection for the child and supports the person who is the subject of the allegation. We follow Staffordshire safeguarding board's policies and procedures to manage any allegations. Every effort is made to maintain confidentiality and guard against unwanted publicity while an allegation is being investigated. We are required by the Department of Education to outline the disciplinary action we will take against pupils who are found to have made malicious accusations against school staff. Subject to a full and robust investigation to identify the reasons behind the malicious allegation (such as a cry for help, a response to abuse outside school etc.), a fixed period exclusion may be levied and where necessary support in the form of counselling and grouping alterations may be needed. We will work closely with parents, the pupil and staff involved.

ANTI BULLYING

We aim to ensure that pupils learn in a supportive, caring and safe environment without fear of being bullied. Bullying is anti-social behaviour and affects everyone; it is unacceptable and will not be tolerated. Only when all issues of bullying are addressed will pupils be able to fully benefit from the opportunities available at our schools. Support will be given to all (child being bullied and the bully, the parents of all children involved and staff) when bullying is being addressed in our Family schools.

Schools that tackle bullying:

- Have a shared ethos
- Keep bullying on the agenda
- Act in a sustained way
- Collect evidence that what they do is making a positive difference
- Always ensure support and nurture, good communication and maintain mental health and wellbeing at the heart of all we do.

In joining the anti-bullying pledge and achieving the charter mark, we will ensure we tackle bullying effectively.

Definition (Anti Bullying alliance and Staffordshire County Council)

“Bullying is a subjective experience and can take many forms, making it extremely difficult to define. Children, young people and adults can instigate bullying. The nature of bullying is changing and evolving as technology develops.....”

Our own, easy to use definition of bullying.

- It can be emotionally or physically harmful.
- It is repetitive, wilful or persistent.
- It is often intentionally harmful.
- It involves an imbalance of power.
- Bullying is harmful to all involved. (Child being bullied and the bully, the parents of all children involved and staff)

Bullying can take many forms including:

- Physical bullying from unwanted touching to physical harm and theft
- Name calling which is frequently reported and which often has an associated tone of violence
- Social isolation. This seems more prevalent with younger pupils and can include spreading gossip and ignoring
- Homophobic bullying aimed at children who are or who are perceived as being gay. (Although seen in primary schools it is often a word without understanding and this is more often encountered by secondary age pupils)
- Cyber bullying Abuse using new and emerging technologies such as personal computers and mobile 'phones.
- Racist bullying. An area where schools are required to keep records this is where an individual is bullied because of a different ethnic, cultural or religious background.

The effects of bullying include:

- Both bully and victim feel more negative about school
- Persistent bullying can lead to stress and depression
- Self-harming behaviour and suicidal thoughts have been reported
- Reduced attendance at school
- Reduced learning and enjoyment whilst in school
- The effects can last into adulthood
- Observers feel compromised, helpless and guilty
- Low self esteem and a self prophesising cycle.

Pupils who are being bullied may show changes in behaviour, such as becoming shy and nervous, feigning illness, taking unusual absences or clinging to adults. There may be evidence of changes in work patterns, lacking concentration or truanting from school. Pupils must be encouraged to report bullying in schools. A child may indicate by signs or behaviour that he or she is being bullied. They may seek restorative justice in that they may retaliate either physically or verbally - another strategy seen as effective by pupils. The likelihood of physical retaliation increases with age, obviously this should be discouraged but is a natural reaction. Schools' teaching and support staff must be alert to the signs of bullying and act promptly and firmly against it in accordance with school Guidelines.

Implementation / Procedures

- We will follow our school reward and sanction procedures HOWEVER if the case of bullying is clear cut and there is evidence of this or cyber bullying we will proceed to the point past red cards, to an internal exclusion to demonstrate the severity of the situation.
- A clear account of the incident will be recorded. (Suspected bullying or behaviours which mean we involve parents).
- The class teacher, Deputy Headteacher or Executive Headteacher will interview all concerned and will record the incident.
- Class teachers, teaching assistants and lunch staff will be kept informed through concern and possible bullying / bullying notation on forms.

- Parents will be kept informed in cases which have been identified as bullying or where parents have been involved.
- Sanctions will be used as appropriate and in consultation will all parties concerned.

If necessary the following disciplinary steps can be taken:

Red card - detention / reflection time in school hours

Exclusion from certain areas of school premises

Official warnings to cease offending supported by parents

Fixed period exclusion

Permanent exclusion

Support for all:

Pupils who have been bullied will be supported by:

- reassuring the pupil .
- offering continuous support .
- restoring self-esteem and confidence.
- Involving the child's families so that they may support them and provide someone to talk to, a helping hand and understanding.
- offering an immediate opportunity to discuss the experience with a class teacher, specific Tier 1 CAHMS / nurture staff or member of staff of their choice. However children sometime find it difficult to talk to people they know so we would refer them to agencies such as our school nurse / ChildLine.
- offering peer advice with other children. Friends can provide direct support for a child who is being bullied and are more likely than adults to witness incidents of bullying,
- Allowing them to ignore or avoid the bullies.

Pupils who have bullied will be helped by:

- discovering why the pupil became involved.
- giving them the opportunity to reflect on their actions in a neutral way.
- offering an immediate opportunity to discuss their actions with a class teacher, specific Tier 1 CAHMS / nurture staff or member of staff of their choice. Some children may need specialist support so we would refer them to agencies such as our school nurse / CAHMS.
- informing parents or guardians to help change the attitude of the pupil.

Prevention. We:

- aim to develop a school ethos that makes it clear to everyone that bullying is unacceptable, will be confronted, punished and stopped. We believe that relationships are based on mutual respect, trust, caring and consideration for others rather than on power and strength. By achieving an ethos which promotes these qualities, bullying will be marginalised.
- Take our responsibility to work with parents seriously and appreciate that it is a partnership with them. We will involve parents in all stages to support both the bullied child and the bully. Information is provided to parents through booklets, flyers and web links as well as discussions with staff.
- use curricular approaches to bullying using a variety of media. Within the curriculum the school will raise the awareness of the nature of bullying through inclusion in PSHE and SEAL, and subject areas, as appropriate, in an attempt to eradicate such behaviour.
- deal with issues in assemblies.
- use specialist experiences e.g. speakers or theatre companies.
- access ABC week.
- have environmentally based measures by improving the environmental quality (especially the playground) and have training for supervisors
- aim to raise parents' awareness and to encourage parents' commitment and support for a positive proactive approach against bullying. This is achieved by organising parents' workshops and communicating our anti-bullying Guidelines.
- have staff training
- ensuring opportunities for children to be listened to and to listen to each other e.g. through circle time or school councils
- are developing peer mentoring schemes
- work to improve relationships between adults and children in the school
- have developed school procedures and systems with parents, staff, pupils and governors to prevent, detect record and deal with bullying.
- support the pupils who are bullied and assist them towards more positive attitudes to themselves, and towards more assertive behaviours.
- support those who bully and assist them to confront their own ideas and behaviours and to replace their aggressive attitudes and behaviours with more positive ones. We provide support for those who bully because of more deep seated issues. It is recognised that those who bully need our attention and assistance too. We have realistic, firm

guidelines and rules may help them to control their reactions and lashing-out behaviour. We also try to help them achieve some success which makes a difference.

- directly confront all pupils, staff and parents with the subject of bullying, aiming to reduce tolerant / by standing behaviour.
- Understand that if the bullying is stopped solely by an authoritarian adult or a more assertive victim, then it will be only a short-term victory, for the bullying is likely to continue in more secrecy or upon other, weaker victims.
- never label. Labelled, children can see themselves as 'bully' or 'victim' and get stuck in a negative pattern of thinking and behaving that can last for life.
- aim to overcome the intimidatory 'tale-telling' ethos that pressures bullied pupils into silence. This is done by instilling the notion that all pupils are responsible for combating bullying – bystanders, too. This is presented to pupils in school assemblies / worship and pupils are encouraged to think of our schools as both a 'truth-telling and listening' schools.
- Take opportunities to remind pupils of the schools' rules which relate to bullying:

The relationship between teachers and children should be characterised by mutual respect and trust so that the children feel able to tell teachers if they are being bullied or if they witness bullying. Teachers should be aware that children sometimes model their behaviour on the behaviour of adults they admire. They should, therefore, be careful to avoid engaging in bullying themselves. Emphasis should be placed on praising good behaviour rather than on the use of sanctions and there should be positive expectations of pupil behaviour.

Please see anti bullying booklets for children – from children, staff and parents in corridor.

Cyber-bullying

Where there is evidence of cyber bullying during school time and outside of the school day when children are not on the school premises and are not under the lawful control or charge of a member of staff of the school. (Education and Inspections Act 2006 s.89 (5) the School will impose a sanction, where the School is satisfied it is reasonable to do so, upon any registered pupil, whose behaviour when they are not on the school premises or under lawful control of a member of staff, could, in the opinion of the School,;

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

Reviewing the playground: does it promote constructive activity?

Games, by definition, are enjoyed by all participants. If any one child is not taking pleasure in the activity it cannot be defined as a game. Bullying is a covert activity often causing severe stress and fear and extreme vigilance is therefore required when supervising children at play. Bullying is likely to flourish in unstructured, unsupervised situations, given over to boisterous play. We have developed playground rules and procedures and, in addition, as a school we actively promote a variety of activities for pupils of all ages to help make the best use of breaks.

EXCLUSIONS

All exclusions follow DfE guidance on exclusions from Maintained Schools at:

<https://www.gov.uk/government/statistics/permanent-and-fixed-period-exclusions-in-england-2013-to-2014>

The Executive Headteacher decides 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. Depending on the type of exclusion, in most cases parents have the right to make representations to the governing body (or discipline committee). In all cases of permanent exclusion parents have the additional right to appeal to an independent appeal panel. Schools are under a duty to provide suitable full-time education for the excluded pupil from the sixth school day of any fixed period exclusion of more than five consecutive school days. Local authorities are under a duty to provide suitable full-time education from the sixth school day of a permanent exclusion.

- High level behaviour may result in a fixed term exclusion being imposed by the school.
- This will be decided by the Executive Head Teacher and will only be considered when there is clear evidence that all other sanctions and systems have been followed and not worked.

The following incidents will result in immediate fixed term exclusion:

- Deliberate possession of a weapon
- Assault on a member of staff

SCREENING AND SEARCHING

Reviewed September 2020 – read Covid annex

School staff can search pupils with their consent, (*the ability to give consent may be influenced by the child's age or other factors*) for any item which is unacceptable / banned in school. Head teachers and staff authorised by the head teacher have the power to search pupils or their possessions, without consent, where they suspect the pupil has weapons, alcohol, illegal drugs and stolen items. Parents do not have to be informed before a search and authorised staff would be appropriately trained and supervised in carrying out the search. Such searching should take place with another member of staff present and in a neutral area and where possible and relevant with the parents involved / informed. Parents will be notified of any unacceptable / banned items found as a result of such a search and appropriate sanctions, in consultation with the child and parents will be applied dependent on the item and how it came into the child's possession as well as the age and intention of the child. Any illegal items will be referred to the police and / or appropriate bodies such as PREVENT.

USE OF REASONABLE FORCE

Please read in conjunction with Staffordshire county council's Guidelines on reasonable force and restrictive physical intervention.

All school staff have 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.

The definition of restrictive physical intervention adopted by Staffordshire County Council is:

"Any form of restrictive intervention, be it physical, mechanical, chemical, environmental or social/psychological intervention, which is designed and used (intentionally or unintentionally) to limit or restrict another's liberty."

BILD (2006) Good Practice in Physical Intervention : a guide for staff and Managers.

- The term 'reasonable force' covers the broad range of actions used by most teachers at some point in their career that involve a degree of physical contact with children.
- Force is usually used either to control or restrain. This can range from guiding a child to safety by the arm through to more extreme circumstances such as breaking up a fight or where a child needs to be restrained to prevent violence or injury.
- 'Reasonable in the circumstances' means using no more force than is needed. Control means either passive physical contact, such as standing between children or blocking a child's path, or active physical contact such as leading a child by the arm out of a classroom.
- Restraint means to hold back physically or to bring a child under control. It is typically used in more extreme circumstances, for example when two children are fighting and refuse to separate without physical intervention.
- School staff will 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 child.

The following list is not exhaustive but provides some examples of situations where reasonable force can and cannot be used.

The Forest Family staff can use reasonable force to:

- remove disruptive children from the classroom where they have refused to follow an instruction to do so;
- prevent a child from behaving in a way that disrupts a school event or a school trip or visit
- prevent a child leaving the classroom where allowing the pupil to leave would risk their safety or lead to behaviour that disrupts the behaviour of others;
- prevent a child from attacking a member of staff or another pupil,
- to stop a fight in the playground; and restrain a child at risk of harming themselves through physical outbursts.

We WILL NOT use force as a punishment – it is always unlawful to use force as a punishment.

Staff training

We will make a decision on an annual basis if we feel staff need specific physical intervention training, In addition, we will annually have reminders as to what reasonable force means reflecting on this Guidelines.

Telling parents when force has been used on their child

In the unlikely event that we have needed to use reasonable force, we will always inform parents about serious incidents involving the use of force and to consider how best to record such serious Incidents. In deciding what a serious incident is, teachers should use their professional judgement and also consider the following:

- the child's behaviour and level of risk presented at the time of the incident
- the degree of force used
- the effect on the child or member of staff
- the child's age

EXPECTATIONS / ROLES AND RESPONSIBILITIES

Of the Children

Reviewed September 2020 – read Covid annex

- Children suffering physically, mentally or emotionally would normally turn to a responsible adult. All complaints will be treated seriously. Children will be encouraged to talk about what bothers them and there will sometimes be a follow up with all of the people involved. On other occasions the children themselves will be encouraged to handle the problem, or invited to modify their own behaviour to prevent a similar happening.
- Where problems occur a buddy system may be set up with children being trained to ease problems with their peers.
- Peer mediators and learning mentors can support other children with friendship and behaviour issues,
- At All Saints Rangemore we have an established 'Helping Hands' (Formerly ASPEN) where we have a trained member of staff to support children in a variety of ways such as separation anxiety, bereavement etc. We are developing this across 2014/2015 at Needwood Primary school.
- PHSE (personal, health and social education) and circle time may be used as vehicle to address any issues that arise
- Where appropriate, additional measures may include a reflection sheet, behaviour modification sheet, behavioural plans and special home-school.

Of the Staff

- It is the responsibility of all staff that the school rules are enforced and that children behave in a responsible manner at all times.
- The class teachers in our school have high expectations of the children in terms of behaviour, and they strive to ensure that all children work to the best of their ability and that children's mental health and wellbeing are at the forefront of how we manage behaviour.
- The class teacher treats each child fairly and enforces the classroom code consistently. The teacher treats all children in their class with respect and understanding.
- The class teacher liaises with external agencies, as necessary, to support and guide the progress of each child. The class teacher may, for example, discuss the needs of a child with the education social worker or LA behaviour support service.
- The class teacher reports to parents about the progress of each child in their class. The class teacher may also contact a parent if there are concerns about the behaviour or welfare of a child.
- All school staff have 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. All members of staff are aware of the regulations regarding physical intervention (please see documentations). Staff only intervene physically to restrain children or to prevent injury to a child, or if a child is in danger of hurting him/herself. The actions that we take are in line with government guidelines on the restraint of children.
- School staff can search pupils with their consent, (*the ability to give consent may be influenced by the child's age or other factors*) for any item which is unacceptable in school. Head teachers and staff authorised by the head teacher have the power to search pupils or their possessions, without consent, where they suspect the pupil has weapons, alcohol, illegal drugs and stolen items.

Of the Deputy Headteachers and the Executive Headteacher:

- It is the responsibility of the Deputies and the Executive Headteacher, to implement the school behaviour Guidelines consistently throughout the school, and to report to governors, when requested, on the effectiveness of the Guidelines. It is also the responsibility of the Deputies and Executive Headteacher to ensure the health, safety and welfare of all children in the school.
- The Executive Headteacher supports the staff by implementing the Guidelines, by setting the standards of behaviour, and by supporting staff in the implementation of the Guidelines.
- The leadership regularly monitor behaviour logs in order to identify patterns and support children and families in modifying behaviours.

Of the Parents:

- The school works collaboratively with parents, so children receive consistent messages about how to behave at home and at school.
- We explain the school rules in the school prospectus, and we expect parents to read these and support them.
- 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 try to build a supportive dialogue between the home and the school, and we inform parents immediately if we have concerns about their child's welfare or behaviour.
- If the school has to use reasonable sanctions to punish a child, parents should support the actions of the school. If parents have any concern about the way that their child has been treated, they should initially contact the class teacher. If the concern remains, they should contact the Deputy or Executive Headteacher and if they feel that this has still not satisfactorily been managed they should approach school governors. If these discussions cannot resolve the problem, a formal grievance or appeal process can be implemented.
- Schools are required to have, and to ask parents to sign, a Home School Agreement that outlines the responsibilities of the parent and the school; including those around behaviour and attendance.
- Parents are under a legal duty to ensure that their child (aged 5-16) receives a suitable full-time education either at a school or by making other suitable arrangements.

- Where a child is not a registered pupil and other suitable arrangements are not made, the parent may receive a school attendance order from the local authority requiring them to register their child at a school.
- For school-registered pupils, parents must ensure that their child attends punctually and regularly. If they do not, the school or local authority may ask them to sign a parenting contract or may issue a £50 penalty. The local authority may also prosecute a parent who fails to ensure their child's regular school attendance or apply to the courts for an education supervision order in respect of the pupil himself/herself.
- Parents have a clear role in making sure their child is well behaved at school. If they do not, the school or local authority may ask them to sign a parenting contract or may apply for a court-imposed parenting order.
- Parents must take responsibility for their child, if excluded, and ensure that they are not in a public place without good reason during school hours within the first five school days of any exclusion. If they do not, the school or local authority may issue a £50 penalty.
- Parents must also ensure that their child attends the suitable full time education provided by the local authority from the sixth day of exclusion. If they do not, the school or local authority may ask them to sign a parenting contract, may issue a £50 penalty or the local authority may prosecute them.
- Parents are expected to attend a reintegration interview following any fixed period exclusion from primary school and any fixed period exclusion of more than five days from secondary school. Failure to attend may make it more likely that the court will impose a parenting order if the school or local authority apply for one.

The Role of Governors

- The Governing body has the responsibility of setting down these general guidelines on standards of discipline and behaviour, and of reviewing their effectiveness. The governors support the Senior leadership team in carrying out these guidelines.
 - The Executive Headteacher and Deputy Headteachers have the day-to-day authority to implement the school behaviour and discipline Guidelines, but governors may give advice to the leadership team about particular disciplinary issues. The senior leadership team must take this into account when making decisions about matters of behaviour.
- provide a safe and structured environment in which teachers can teach and children can learn.

The role of the Government

- to give schools the powers they need to provide a safe and structured environment in which teachers can teach and children can learn. The Government expects:
- all pupils to show respect and courtesy towards teachers and other staff and towards each other;
- parents to encourage their children to show that respect and support the school's authority to discipline its pupils;
- head teachers to help to create that culture of respect by supporting their staff's authority to discipline pupils and ensuring that this happens consistently across the school;
- governing bodies and head teachers to deal with allegations against teachers and other school staff quickly, fairly and consistently in a way that protects the pupil and at the same time supports the person who is the subject of the allegation; and that every teacher will be good at managing and improving children's behaviour.

MONITORING

- The Governing body and senior leaders monitor the effectiveness of this Guidelines on a regular basis. S/he also reports to the governing body on the effectiveness of the Guidelines and, if necessary, makes recommendations for further improvements.
- The school keeps a variety of records of incidents of misbehaviour
- The Head-teacher keeps a record of any pupil who is suspended for a fixed-term, or who is permanently excluded.
- It is the responsibility of the governing body to monitor the rate of suspensions and exclusions, and to ensure that the school Guidelines is administered fairly and consistently.