

# Martley CE Primary School

## Behaviour Policy

### **Last Reviewed September 2018, incorporating 'Keeping Children Safe In Education 2018'**

This behaviour policy acknowledges the school's legal duties under the Equality Act 2010, in respect of safeguarding and in respect of pupils with special educational needs (SEN).

**Next Review September 2019.**

### **1. Our school vision**

Martley C of E Primary School provides a stable and caring environment, underpinned by our Christian ethos, within which children develop their own unique gifts. We foster responsible, happy and healthy young people, who will go on to make a positive contribution to society. Throughout school life we work together in a respectful and cooperative partnership.

Through high quality teaching and learning in a stimulating environment, we embrace challenge and perseverance; whilst encouraging creativity, curiosity and spirituality. Our children are equipped with Christian values and life skills, which will prepare them for an ever changing world.

Our school's core values are underpinned by our Christian ethos. We learn and reflect upon these through our collective worship and our day to day life in school. Our 5 core values, known as the 5C's are:

***Co-operation, compassion, commitment, courage and creativity.***



### **Principles**

Good behaviour is an essential condition for effective teaching and learning to occur. At Martley Primary School we believe that pupils and staff have the right to learn and teach in an environment that is safe, friendly, peaceful and fair. Good behaviour must be carefully developed and supported. High self-esteem promotes good behaviour, effective learning and positive relationships. The best results, in terms of promoting good behaviour, arise from emphasising potential, rewarding success and giving praise for effort and achievement rather than focussing on shortcomings and failure. Through the example of the adults who care for them at school and well planned, stimulating learning opportunities, we believe that children will accept learning challenges and develop self-discipline. It is the responsibility of parents to share this vision with the school in helping their children to behave well.

***Staff, pupil and parent/carer rights and responsibilities are summarised in Appendix 6 and demonstrated through our 'Home School Agreement'.***

## **2 Key roles and responsibilities**

- 2.1** The governing body has overall responsibility for the implementation of this policy and the procedures of Martley CE Primary school.
- 2.2** The governing body has overall responsibility for ensuring that this policy, as written, does not discriminate on any grounds, including, but not limited to, ethnicity/national origin, culture, religion, gender, disability or sexual orientation.
- 2.3** The governing body has responsibility for handling complaints regarding this policy, as outlined in the school's Complaints Policy.
- 2.4** The headteacher will be responsible for the day-to-day implementation and management of this policy and the procedures of the school.
- 2.5** Staff, including teachers, support staff and volunteers, will be responsible for following the policy and for ensuring pupils do so too. They will also be responsible for ensuring the policy is implemented fairly and consistently.
- 2.6** Staff, including teachers, support staff and volunteers, will create a supportive and high quality learning environment, teaching positive behaviour for learning and implementing this policy.
- 2.7** Parents/carers will be expected to take responsibility for the behaviour of their child(ren) inside and outside of school.
- 2.8** Parents/carers will be expected to take responsibility for promoting positive behaviour for learning and modelling acceptable behaviour in the home.
- 2.9** Pupils are responsible for their own behaviour both inside school and out in the wider community.
- 2.10** Pupils are responsible for their social and learning environment and agree to report all undesirable behaviour to an adult in school.

## **3 Aims and Objectives**

- To ensure the safety and well being of all children, members of staff, helpers and visitors.
- To direct children from inappropriate to appropriate behaviour.
- To develop self-control in children and to help them to take responsibility and be accountable for their actions.
- To develop the children's understanding that actions and choices have consequences.
- To allow children to develop and demonstrate positive abilities and attitudes.
- To protect the environment and resources.
- To encourage caring interaction between all members of the school community.
- To develop positive role models.
- To develop understanding of the need for rules to make for successful situations.
- To contribute to high self-esteem for everyone at Martley.

#### **4 School Rules**

All children and adults at Martley CE Primary School are expected to comply with the Home-school agreement and School values documents.

The school has a number of school rules which are designed to enable the school community to work together, promote good behaviour and keep pupils and staff safe. Our rules:-

1. Treat others with kindness and respect.
2. Make it easy for everyone to learn by listening carefully and following instructions.
3. Move quietly and calmly around the school.
4. Speak politely and kindly to each other.
5. Look after our school-we all share it.
6. Impress others with our good behaviour during off site activities.
7. Be neat and tidy in your dress and appearance.
8. Stay within the school boundary during the school day.
9. Wait in the hall if you have not been collected at home time.

#### **5 Essentials for personal development**

As from September 2014, at Martley CE Primary we adopted the Chris Quigley 'Essentials Curriculum model'. We believe that our 5C's underpin exceptional personal development and promote positive learning behaviours. We believe that these values and characteristics need to be constantly practised and kept in balance. They help to contribute to being not only a 'good learner' but also a 'good person'. They are an essential part of our school behaviour policy.

We promote these characteristics and values through positive rewards and reminders by the use of our Class Dojo system.

This is used proactively to promote and acknowledge positive examples of these values in action. Dojo points are awarded for demonstrating each of the 5 C's and

- a. Demonstrating respect
- b. Excellent work
- c. Good manners
- d. Great thinking
- e. On-task
- f. Reading well
- g. Explaining well

#### **6 Class Rules**

At the beginning of each academic year each class sets its own "class rules". These are positive and displayed prominently in every classroom. These may be modified each term if the Class Teacher feels it is appropriate.

#### **7 Acceptable Behaviour**

Acceptable behaviour is outlined within our values, aim of the policy, school and class rules.

#### **8 Unacceptable Behaviour**

**8.1** For the purpose of this policy, the school defines "serious unacceptable behaviour" as: any behaviour which may cause harm to oneself or others, damage the reputation of the school within the wider community, and/or any illegal behaviour, including, but not limited to:

- Discrimination – not giving equal respect to an individual on the basis of disability, gender, race, religion, age, sexuality and/or marital status
- Harassment – behaviour towards others which is unwanted, offensive and affects the dignity of the individual or group of individuals
- Vexatious behaviour – deliberately acting in a manner so as to cause annoyance or irritation
- Bullying – a type of harassment which involves criticism, personal abuse or persistent actions which humiliate, intimidate, frighten or demean the individual
- Cyberbullying – the use of electronic communication to bully a person, typically by sending messages of an intimidating or threatening nature
- Possession of legal or illegal drugs, alcohol or tobacco
- Possession of banned items
- Truancy
- Refusing to comply with disciplinary sanctions
- Theft
- Swearing, racist remarks or threatening language
- Fighting or aggression
- Spitting and biting

**8.2** For the purpose of this policy, the school defines “low level unacceptable behaviour” as: behaviour which may disrupt the education of the perpetrator and/or other pupils, including, but not limited to:

- Lateness
- Shouting in class
- Talking when others are speaking
- Swinging on chairs
- Fidgeting
- Running around the classroom or school
- Inappropriate body language with others, such as not keeping hands to oneself
- Throwing items either in the classroom or on the playground
- Failure to complete classwork and not concentrating on tasks
- Rudeness and not using manners
- Telling lies
- Lack of correct equipment
- Refusing to complete homework, incomplete homework, or arriving at school without homework
- Not following classroom rules
- Disruption on public transport
- Use of mobile phones
- Graffiti

**8.3** “Unacceptable behaviour” may be escalated as “serious unacceptable behaviour” depending on the behaviour breach.

**8.4** We use our Dojo system to note when any of these behaviours are displayed, with a negative Dojo being recorded against a child’s total.

At Martley we have the following negative Dojo points. They are used sparingly and always with a reminder of the positive desired behaviour being referred to as a preferred choice.

## 9. Pupil expectations

**9.1** Pupils and parents/carers will be expected to follow our school's Code of Conduct which requires pupils to:

- Conduct themselves around the premises in a safe, sensible and respectful manner.
- Arrive to lessons and school on time and fully prepared.
- Follow reasonable instructions given by teachers and support staff both in the classroom and on the playground.
- Behave in a reasonable and polite manner towards all staff and pupils.
- Follow classroom rules and procedures.
- Show respect for the opinions and beliefs of others.
- Complete classwork as requested.
- Hand in homework at the time requested.
- Report unacceptable behaviour.
- Show respect for the school environment.

**9.2** The school will ensure that pupils follow our Code of Conduct by teaching them how to behave sensibly, such as how to:

- Line up in groups when entering or leaving the classroom or school premises.
- Sit appropriately on school chairs, carpets, hall floors, etc.
- Use appropriate voice levels and language, including manners.
- Raise their hands when they wish to speak in class or assemblies.
- Model good behaviour to other pupils.
- Work as a team and respect others' views, beliefs and faiths when engaging in tasks.

### **10. Positive Physical Intervention**

The school has adopted the LA guidance based on DCSF "The Use of Force to control or restrain pupils April 2010" in September 2010. Staff complete positive physical training (and have regular updates) with the Team Teach advisers. An up to date record of staff trained is kept in the Head's office. The school policy on the use of positive physical intervention guides practice across the school. In line with DCSF advice and guidance 2010, positive physical interventions are used as a 'last resort' option and in the most extreme cases, other strategies will always have been attempted first. For more details regarding the use and guidance of positive physical interventions and their use in the context of behaviour management the school 'Policy On The Use Of Positive Physical Intervention' should be read.

### **11. Anti-Bullying Policy**

Martley Church of England Primary adopts the guidance associated with Worcestershire Local Authority and the guidance given on the Local Authority website <http://www.worcestershire.gov.uk/cms/education-and-learning/stay-safe/vulnerable-children/next-steps/anti-bullying-policy.aspx>.

Our Anti-Bullying Policy should be read in conjunction with the policies outlined in this document.

### **12. Breaktime/lunchtime –encouraging positive behaviour choices, sanctions and recording incidents**

Children are encouraged to play positively and safely. Zones, rotas and additional play equipment are provided to help promote positive play and interaction. If disagreements or poor behaviour choices occur then the children are encouraged to review their own choices for themselves, usually with the support of an adult on duty. Supervising adults are encouraged to use their professional discretion when dealing with incidents and treat children with fairness and respect. The supervising member of staff will need to make a judgement call as to whether their verbal intervention is adequate to resolve the issue, (usually perfectly adequate for the majority of incidents), or as to whether more decisions and actions are required. An apology and/or an agreement between the individuals involved of what happened and the next steps should result for each incident. The supervising adult should inform the class teacher of the children involved in the incident if they feel that it is serious or could affect adversely learning and relationships in the subsequent lesson. If a 'time out' is required then the supervising staff should make the judgement call that 'cooling off' time would be appropriate before dealing with the incident. This may take the form of instructing the children to stand in different parts of the playground or to remain with the supervising adult as deemed appropriate, to enable time to settle before dealing with the incident. This may sometimes need to be referred to the class teacher to deal with on return to the class, or a senior teacher, such as The Deputy or Head Teacher. If the incident is deemed to be 'serious' then a record should be completed and recorded in the 'Behaviour Incidents' folder in the Head Teacher's office. The responsibility for completing this record should be agreed between the adults involved in the incident, and parents contacted when necessary. If an incident is so serious that physical intervention is required then the 'Positive Physical Intervention' policy should be followed.

**Lunchtime supervisors** should follow the behaviour management guidance given in the **Lunchtime Supervisor Guidance**, reviewed September 2017. If in any doubt, advice should be sought from a senior teacher for clarification.

### 13. Our Rewards System

All staff will encourage and reward good behaviour. Pupils who demonstrate good behaviour, both in terms of being a 'good learner' and being a 'good person', will be recognised through verbal praise, privileges and rewards. Rewards will be, where possible, linked to the 5 C's.



The rewards include:

#### **Dojo Behaviour Points**

These are rewarded individually against each child's name. A running record of the points awarded are kept electronically, including what they were awarded for. These are shared with parents through the electronic system, linking directly through an APP to the parent's phone or home computer. Totals in the form of % can be shared and celebrated as individuals, as a class and across the school. In addition, through the Dojo system, positive messages can be shared between home and school celebrating positive behaviour choices. Photographs, where appropriate, can also be shared through the Dojo system.

Some classes may choose to use their own reward outcome for achieving certain individual or collective goals. E.g. a class % of Dojo rewards for a particular Value within a week may result in a negotiated shared reward of 15 minutes 'golden time' where pupils can make a 'free' choice of activity for this set period of time.

***Dojo points are also linked to the school's House Point System, voted for by the School Council, and introduced in September 2016.***

#### **Friday 'Praise' Assembly + Golden Board/book achievement**

Examples of positive behaviour and success will be celebrated in a weekly whole school assembly. This includes sporting success and positive examples of good behaviour on visits etc.

Each Friday assembly one child from each class will be chosen by the class teacher for particularly notable positive choices during that week. These children will be the class 'star of the week', receive a certificate presented in assembly and also have their photograph displayed on 'The Golden Board' in the school hall. In addition, they will also have their name and a summary of the reason for their selection recorded in the 'Golden Book' which is displayed in the school entrance area. This is available for all visitors to share.

### **Stickers/Certificates**

Teachers/Teaching assistants can reward children with stickers/certificates as agreed as part of their class reward/behaviour system at the start of each term. In addition, special awards can be received from the Head Teacher of a Head Teacher certificate or sticker when particularly notable examples of work or behaviours are made.

### **End of year 'prize giving' awards**

A range of end of year awards are also given for various notable achievements across the year. These currently include:

- KS 1 (Year 2) Progress Cup
- Year 4 Creativity award
- Year 5 Progress Award
- KS 2 (Year 6) Progress Cup
- KS 2 Sports person award
- KS 2 Drama/Arts award

### **14. Sanctions**

Sometimes sanctions will be necessary to address unacceptable behaviour and to maintain order and stability. Sanctions must always be applied fairly and consistently and be appropriate for the circumstances. It must also be made clear to the child or children concerned that it is the behaviour, and not the child that is unacceptable.

In the event of a child being involved in an incident that the school deems as serious, the child would automatically move to a higher, more appropriate stage on the sanctions grid.

The majority of basic sanctions (Level 1) can be applied by all paid staff and those adults who have been given the power to discipline, e.g. adult volunteers on school trips. Other sanctions (Level 2) can be applied by teachers or other staff in consultation with a teacher or Senior teacher as appropriate.

<b>Level</b>	<b>Consequences</b>		<b>Involvement</b>
<b>1.</b>	Verbal warning, reminder of expectation. If behaviour is repeated then a negative Dojo point is recorded against the individual's name.		

<p><b>2.</b></p>	<p>If no improvement, then a further (2<sup>nd</sup>) negative Dojo point will be given, and the child moved to work in isolation from their class mates, at an agreed time out table or an agreed area in the classroom for a period of time deemed appropriate by the adult. A Level 2 'Reflection form could also be completed in the child's own time. <b>(See Appendix 2).</b></p> <p>If <b>outside</b>, at break time, the child should be stood in isolation by the wall at the top of the playground (approximately 10 minutes), before being invited to apologise for their actions and them agreeing to choose positive behaviours. The adult should inform the class teacher at the end of break so that a level 2 'reflection' form can be completed by the child.</p>	<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Time out-in different forms including sending to another class-staff have identified 'timeout zones' to give time to calm down and get over anger. This can be used at the teacher's discretion.</p>	<p><b><u>The Dojo system acts as a record of points awarded/lost.</u></b></p>
<p><b>3.</b></p>	<p>On the third occasion of having a negative Dojo the pupil will be sent to a member of the SLT and an appropriate sanction will be selected. <b>(see Appendix 1)</b></p>		<p>Parents will be contacted by the class teacher if there are persistent incidents over a period of time. (3 negative Dojos during one day). This may be through the Dojo communication system, phone call or face to face.</p>
<p><b>4.</b></p>	<p>In the event of more serious or prolonged disruptive behaviour parents/carers should be contacted and be invited into school to discuss the way in which home and school can work together to help the child. <i>This may include a fixed or permanent exclusion if the incident is serious (see Level 6 onwards).</i></p>		<p>SLT + SENDCo + Parents notified.</p>
<p><b>5.</b></p>	<p>Additionally a report card will be given if the behaviour continues.</p>		<p>SLT + SENDCO + Parents notified.</p>



6.	Internal exclusion/isolation (or an agreed period of time)	(Examples of report cards are included in Appendix 5-others may be used).	SLT + SENDCO + Parents notified. Outside agencies, including discussion with SENDCO-Is Behaviour Support referral required?).
7.	Fixed term exclusion		Governors
8.	Permanent exclusion		Governors and Local Authority.

**15. Level 2 sanctions: (see APPENDIX 2 for blank proforma)**

If no improvement, then a further (2<sup>nd</sup>) negative Dojo point will be given, and the child moved to work in isolation from their class mates, at an agreed time out table or an agreed area in the classroom for a period of time deemed appropriate by the adult. A Level 2 'Reflection form could also be completed in the child's own time. They may also be asked to write or make a verbal statement/acknowledgement of the fact that they have continued to misbehave -this should be overseen by the teacher giving the '2<sup>nd</sup> negative Dojo' or who initially dealt with the incident where possible.

The note/verbal statement by the child should include:

What I did.

Why it was wrong.

How I feel.

What can I do to improve my behaviour in the future?

***It may also be appropriate to write a letter of apology.***

**16. Level 4 onwards- to be completed by SLT. Copy to be retained in file, 'Behaviour Incidents' in Head Teacher's office. (see APPENDIX 3 for blank proforma)**

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

Date	Level	Behaviour	Sanction given

**17. Level 5: Report card/behaviour monitoring systems (See Appendix 4 and 5 for blank proformas).**

Sometimes it may be appropriate to introduce a short term behaviour monitoring system for an individual to help monitor behaviour over the course of a day and/or a week. This will help to build up a picture of where positive behaviour choices are being made as well as helping to pin point areas for development and/or 'triggers' for certain unacceptable behaviour choices. Parents and the children must be involved in this process and a record kept of the behaviour monitoring charts, signed by the parent and the teacher on a daily basis. Conversations before, during and immediately after the agreed monitoring period should be had between the teacher, child and parent/carer. A senior teacher, possibly the Head, Deputy or SENDCO, should be involved, at least being informed and updated on the progress of the meetings, but preferably in person. A record of these meetings should also

be kept by the class teacher to evidence the process and the outcomes. An example proforma is included below (see Appendix 4);

<b>Report card/behaviour monitoring record</b>		
<b>Date:</b>		
<b>Child:</b>		
<b>Monitoring adult:</b>		
<b>Dates discussed with parents</b>		
<b>Initial discussion</b>	<b>On-going discussion dates</b>	<b>Review dates</b>
<b>Initial meeting agreed targets/desired outcomes:</b>		
<b>Review meeting comments + next steps</b>		
<b>Other</b>		
<b>Dates discussed with Senior Leadership team on:</b>		

18. **Exclusions: Temporary and Permanent**

Guidance produced by the LA with respect to the temporary and permanent exclusion of pupils will be followed as necessary, in consultation with the governing body.

19. **Racist, Homophobic and Bullying incidents**-these are dealt with in our 'Anti-Bullying Policy'

20. **Pupils' conduct outside the school gates – teachers' powers**

**What the law allows:**

Teachers have the power to discipline pupils for misbehaving outside of the school premises "to such an extent as is reasonable".

At Martley CE Primary, the Head Teacher will act with his/her professional discretion in response to non-criminal bad behaviour and bullying which occurs off the school premises and which is witnessed by a staff member or reported to the school. The Head Teacher should contact parents at the earliest opportunity to discuss the alleged incident and

advise/agree upon a course of action and punishment in line with the school behaviour policy.

Staff may also 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.
- demonstrating 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.

## **21. Detention**

### **What the law allows:**

Teachers have a power to issue detention to pupils (aged under 18).

Parental consent is not required for detentions.

**Martley CE Primary School** believes that:

- detentions can be imposed by teachers and other staff in consultation with the class teacher.
- detentions can only be given at break or lunchtimes and not after school.
- As with any disciplinary penalty a member of staff must act reasonably given all the circumstances when imposing a detention.
- With break and lunchtime detentions, staff should allow reasonable time for the pupil to eat, drink and use the toilet. If a lunchtime detention is given then it is the staff member's responsibility to ensure that the lunchtime staff are informed if it means a child will be late for their lunch, especially if it is a hot lunch and would require being served and maintained separately.
- A record of detentions should be maintained by the class teacher in the class 'red file'.

## **22. Confiscation of inappropriate items**

Martley CE Primary School follows the guidance given by the DFE, as referenced in 'Behaviour and discipline in schools: Advice for headteachers and school staff' February 2014 DFE.

Where appropriate, confiscated items (not 'prohibited items'), will be returned to pupils at the end of the school day.

'Prohibited items' will be dealt with in accordance with the appropriate legislation, as referenced in the guidance above.

## **23. Malicious accusations against school staff**

Any pupil found to have made malicious accusations against school staff will be dealt with in accordance with the disciplinary governor sub-committee.

**24. Monitoring and Evaluating**

- The effectiveness of this policy will be regularly monitored by the Senior Leadership Team.
- The school keeps a variety of records of incidents of misbehaviour – Class 'red file', lunchtime supervisor log books, Head Teachers records, home/school link books etc.

**25. Review:**

The policy will be reviewed in line with the school's review cycle. However, the governors may review the policy earlier if the governing body receives recommendations on how the policy might be improved.

Date Approved by Full Governors: 2/10/18

Next review Autumn term 2019

## **APPENDIX 1: Sanctions Summary**

Sanctions could include:

- A verbal reprimand.
- Extra work or repeating unsatisfactory work until it meets the required standard.
- Loss of privileges – for instance the loss of a prized responsibility or not being able to participate in a non-uniform day (sometimes referred to as 'mufti' days), not representing the school e.g. a sports team, not participating in a school trip. Attendance on school trips is a privilege and not an automatic right. If a pupil's behaviour before a trip is consistently unacceptable they will not be accepted on a trip. The school reserves the right at any time to withdraw any pupil from a trip if they are involved in any behaviour which we deem does not live up to our school code of conduct.
- Missing break time.

- Detention including during breaktime or lunchtime,
- School based community service or imposition of a task – such as picking up litter or weeding school grounds; tidying a classroom; helping clear up the dining hall after meal times; or removing graffiti.
- Regular reporting including during breaktimes to a named adult; scheduled uniform and other behaviour checks; or being placed “on report” for behaviour monitoring.

*These sanctions should always be used with discretion and proportionately. Regular review of their use should be held within school between staff and governors.*

## **APPENDIX 2: Level 2 Sanctions:**

Following on from an incident where, for example, a child has been given a second negative Dojo. It may also be appropriate to write a letter of apology. A copy should be kept in the ‘red file’ in the class.

Name\_\_\_\_\_ Date\_\_\_\_\_ Dealt with by:-\_\_\_\_\_

### **What I did.**

### **Why was it wrong?**

### **How I feel?**

### **What can I do to improve my behaviour in the future?**

## **APPENDIX 3**

**For behaviour incidents Level 4 onwards-** to be completed by SLT. Copy to be retained in file, ‘Behaviour Incidents’ in Head Teacher’s office.

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













Date	Level	Behaviour	Sanction given
























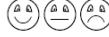











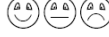











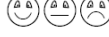

**APPENDIX 4**

<b>Report card/behaviour monitoring record</b>		
<b>Date:</b>		
<b>Child:</b>		
<b>Monitoring adult:</b>		
<b>Dates discussed with parents</b>		
<b>Initial discussion</b>	<b>On-going discussion dates</b>	<b>Review dates</b>

<b>Initial meeting agreed targets/desired outcomes:</b>		
<b>Review meeting comments + next steps</b>		
<b>Other</b>		
<b>Dates discussed with Senior Leadership team on:</b>		

**APPENDIX 5 (Smiley face chart)**

	Lesson 1	Break	Lesson 2	Lunch	Afternoon	Afternoon break
Monday	Child 	Child 	Child 	Child 	Child 	Child 
	Teacher 	Teacher 	Teacher 	Teacher 	Teacher 	Teacher 

Tuesday	Child 	Child 	Child 	Child 	Child 	Child  Teacher 
	Teacher 	Teacher 	Teacher 	Teacher 	Teacher 	
Wednesday	Child 	Child 	Child 	Child 	Child 	Child  Teacher 
	Teacher 	Teacher 	Teacher 	Teacher 	Teacher 	
Thursday	Child 	Child 	Child 	Child 	Child 	Child  Teacher 
	Teacher 	Teacher 	Teacher 	Teacher 	Teacher 	
Friday	Child 	Child 	Child 	Child 	Child 	Child  Teacher 
	Teacher 	Teacher 	Teacher 	Teacher 	Teacher 	

## APPENDIX 6 - Rights and Responsibilities Staff

Rights	Responsibilities
To be supported by peers and managers	To ask for support when needed To offer support to colleagues and managers
To be listened to To share opinions	To listen to others To give opinions in a constructive manner.
To be treated courteously by all others in the school community	To model courteous behaviour To recognize and acknowledge positive



	behaviour in others
To be made fully aware of the school's system/policies/expectations	To seek information and use lines of communication
To receive appropriate training to increase skills in behaviour management	To support others in developing their skills in promoting positive behaviour. To acknowledge areas of own behaviour management skills that could be developed To try/use and to evaluate new approaches

## Pupils

<b>Rights</b>	<b>Responsibilities</b>
To be treated with respect	To behave respectfully to others
To be safe	To behave in a way that keeps others and self safe
To learn	To be willing to learn To allow others to learn To attend school regularly
To make mistakes	To own mistakes and learn from them To allow others to make mistakes
To be listened to	To give opinions in a constructive manner To listen to others

## Parents/Carers

<b>Rights</b>	<b>Responsibilities</b>
To be treated with respect	To behave respectfully towards others
To be kept informed about their child's progress	To talk to teachers if they have any concerns about their child's learning and wellbeing To talk to their child about what he/she does in school To ensure their child attends school regularly
To be listened to	To listen to others
To have access to information on the school's procedures for positive behaviour	To acknowledge/respond to information and share concerns
To have concerns taken seriously	To share concerns constructively

## Appendix 7 Serious Behaviour Incidents

<p><b>Stage 4</b></p>	<p><b>Persistent stage 3 behaviour</b>          Bullying          Fighting          Racism          Violence          Very serious challenge to authority          Leaving school without permission</p>	<p>Headteacher informed          Meeting with parents</p> <p>Loss of playtimes and</p> <p>Ban on representing the school and/or trips outside school – fixed period</p> <p>Internal exclusion from lesson</p>	<p>Situation to be monitored by teachers and Headteacher</p>
<p><b>Stage 5</b></p>	<p><b>Persistent stage 4 behaviour</b>          Persistent verbal abuse to a member of staff</p> <p>Physical abuse to any member of staff/adult</p> <p>Malicious physical assault on another pupil</p>	<p>Exclusion for morning or afternoon to include a lunchtime – fixed period</p> <p>Exclusion for a fixed term</p> <p>Exclusion for a fixed term</p>	
<p><b>Stage 6</b></p>	<p><b>Repeated stage 5 behaviour</b></p>	<p>Governor disciplinary sub-committee</p>	