

The Rydal Academy

Behaviour Policy

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Policy & Guidance for Promoting Good Behaviour

Our school believes that a high standard of behaviour is essential to the spiritual, moral, social, cultural, academic, and physical development of the children.

We aim:

1. To recognise each child as a unique individual.
2. To encourage everyone to treat others, as they would wish to be treated himself or herself.
3. To co-operate with each other to create a caring ethos.
4. To encourage children to behave in a responsible manner.
5. To promote good manners, consideration and respect for others at all times.
6. To provide a challenging, stimulating and enjoyable environment where the children feel valued.
7. To promote honesty, trust and fairness.
8. To promote respect for property, the environment and for themselves.
9. To encourage the children to be responsible for their own actions.
10. To assist children in developing their understanding of right and wrong.

Entitlement

Pupils

Every child is entitled to learn and to reach their full potential in a setting that is supportive and caring, free from risk of harm and one which treats people in a consistent, fair way. Children are entitled to take part in discussion about the management of behaviour, including the setting of rules, rewards and sanctions. Children are also entitled to be reminded of rules and expectations and to be praised for their achievements.

Staff

Every member of staff including teaching and non-teaching are entitled to work in a safe, non-threatening environment. Staff are entitled and expected to contribute to decisions about rules, rewards and sanctions and to have their concerns addressed. All staff are entitled to receive advice and support from colleagues and have access to Professional Development opportunities within this area.

Parents / Carers

All parents are entitled to be kept informed by school about their child's success or difficulties with behaviour. Parents are also entitled to be informed when their child has been harmed or involved in disruptive or anti-social behaviour. Parents will have the opportunity to discuss their concerns with teaching staff including the Headteacher in school and to put forward their own views and ideas. To be aware of and have access to school policies.

Governors

The governing body is entitled to be involved in formulating school policy, to be familiar with their role in the complaints procedure, to be kept informed of issues and developments and to have regular liaison with the Headteacher.

Working Together

For this policy to be truly successful, it must have the support and encouragement of parents/carers. It is important that home and school work together to promote positive behaviour. The Home-School Agreement is one way in which parents can confirm their partnership with the school in establishing the principles of positive behaviour.

We consider positive behaviour to be:

- Demonstrating kindness.
- Sharing with each other.
- Caring for each other.
- Understanding, and having regard for, the fact we are all different.
- Helping peers and adults.
- Showing a lively interest in their work and the life of the school.
- Caring for our property, our friends' property and the school environment.
- Displaying good manners to everyone in school, including children, teachers, other school staff, Governors, parents and visitors.

How we encourage positive behaviour

Our school expects that all adults will set a good example through courtesy, consideration and encouragement. We aim to promote active involvement in the many aspects of school life. We aim to maintain good channels of communication and provide a welcoming environment. The whole school curriculum supports and encourages the spiritual, moral, cultural and physical development of the children.

Children are actively involved in making decisions about their own behaviour through class rules and the involvement with the school council.

Parents/carers are actively encouraged to become involved in the promotion of good behaviour through our Home/School agreement.

Rewarding good behaviour

Our school believes that children should be rewarded on an individual, class and whole school level, to promote identified areas of positive behaviour, academic achievement and good citizenship.

Individuals will be rewarded for demonstrating acts of positive behaviour and these are encouraged through the use of a range of rewards that are consistently applied across each year group. (See appendix I)

Class teachers are encouraged to value children's efforts regularly. Other teachers, support staff and volunteers may also award children for displaying positive behaviour in and around school.

The Head Teachers' Award sticker is awarded for an extra special contribution to the life of our school.

An End of Year Achievement Awards Ceremony also takes place in which a range of children receive trophies, medals, and certificates for contributions to academic areas, OOSHLA (Out of School Hours Learning Activities), or to the school community as a whole.

The school also runs a House Points System in which the children are awarded points for positive behaviour, academic effort and involvement in whole school events. The points are collected each week and the winning House at the end of the year receives the House Cup.

Misbehaviour

There will be occasions when action is needed to rectify/respond to misbehaviour. The severity of the response will be dependent upon the seriousness of the misbehaviour, the individual child, the frequency of misbehaviour and the circumstances involved.

To work satisfactorily, sanctions must reflect a clear distinction between minor and more serious behaviour and must be applied consistently.

Sanctions – Minor Incidents

These are a range of sanctions to be used at staff discretion prior to more formal sanctions being applied in-line with the School Behaviour Management System (See appendix II):

- Highlighting positive behaviour, “Well done _ and _ who are sitting smartly and ready to learn.”
- General rule restatement and reminders, “I need everyone to be good listeners today.”
- Misbehaviour tactically ignored but attention drawn to another child who is behaving well.
- A “telling” glance.
- A verbal reminder/rebuke.
- Positive redirection.
- A quiet word to one side to point out unacceptable behaviour and suggestions on how to improve it.
- Temporary holding up of class proceedings whilst waiting for misbehaviour to cease.
- Correct wrong doing if possible (e.g. tidy up mess)

Formal sanctions for serious acts of misbehaviour, persistent low-level disruptive behaviour or for occurrences that are totally unacceptable.

Procedures are outlined in the School Behaviour Management System – Consequences for Inappropriate Behaviour by pupils (See appendix II)

The Code of Practice for Special Educational Needs will be instrumental in supporting the procedures for the management of misbehaviour. This may include drawing up of Behaviour Support Plans or behaviour targets.

The following acts of misbehaviour are seen as totally unacceptable, and will be dealt with accordingly: -

- Violence
 - physical - peers/adults
 - verbal - peers/adults
- Stealing.
- Actions that may cause danger to others or staff.
- Constant disruption of learning.
- Racism/Homophobia/Sexism in any form.
- Truancy with/without parents’ encouragement.
- Absconding from school (Reported to Police)
- Causing damage to other pupils’/school property.
- Bullying in any form.

School Exclusions

At times, it may be necessary to exclude a pupil from school for a fixed period of time or permanently, although the latter are rare and used as a last resort. When deciding upon exclusion or the length of exclusion no precedents are set and each offence will carry its own sanction that will be determined by the Head Teacher/Deputy Headteacher/Assistant Head Teacher (Personal development and Welfare Lead) in light of all information available at the time.

In absence of the Head Teacher/Deputy Head teacher/Assistant Head Teacher (Personal development and Welfare Lead) other members of the Leadership Team have the responsibility to exclude.

Parents will receive notification by telephone and letter if any of these events occur.

System

The Pastoral Team will make every effort to contact parents or carers about the event and subsequent sanction.

Internal Exclusion

Internal exclusion is to be used wherever possible and appropriate as an alternative to fixed term external exclusion.

A child who has carried out a breach of school discipline that warrants an internal exclusion will be subject to the following:

- The child will arrive with parent/carer at the school office by 9am to be collected by a member of the pastoral team.
- The child will remain with the pastoral team member or nominated member of staff in a work space throughout the school day
- The member of staff will supervise them throughout the day or a system of supervision will be established
- Whilst in internal exclusion the child will be given appropriate work to do.
- At lunchtime the child will remain supervised
- The child will be collected at normal school finishing time (dependent on year group) by their parent/carer.

External Exclusion of Child

Overview

The current system of appeal is for independent review panels.

Where requested by a parent, an SEN expert will need to be appointed by the local authority or academy trust to advise the independent review panel.

The independent review panel will be able to uphold the decision to permanently exclude a pupil; recommend that the Local Governing Body reconsider its decision; or direct the Local Governing Body to reconsider its decision. A direction to reconsider will be limited to circumstances where a panel decides that the school has acted illegally, irrationally or in a procedurally flawed manner.

Where a Local Governing Body decides not to reinstate a pupil following a direction from a panel to reconsider its decision, the panel will be expected to require an adjustment to a schools budget/payment towards the cost of alternative provision.

Where a parent alleges discrimination (under the Equality Act 2010) in relation to a fixed - period or permanent exclusion, they will also be able to make a claim to the First-tier Tribunal (for disability discrimination) or a County Court (for other forms of discrimination).

Key responsibilities

Head Teacher/Head of Schools

- Head Teacher/Head of School's powers to exclude remain unchanged and the school will follow the statutory guidance on the use of these powers.

Local Governing Body

- Local Governing Bodies will perform the key role of determining whether an excluded pupil should be reinstated. This will involve reviewing the decision of the Head Teacher/Deputy Headteacher and considering the outcome of any independent review panel hearing

Local authorities / academy trusts

- Where requested by a parent, local authorities or academy trusts will need to arrange an independent review panel to consider the decision of a Local Governing Body to uphold a permanent exclusion
- Panel members will need to be trained in how to perform their role
- Local authorities or academy trusts will also need to appoint a special educational needs expert to advise the panel, where requested by a parent

Local authorities

Local authorities will need to oversee adjustments to a school's budget or payments by a school, where a school does not offer reinstatement following a direction by a panel to reconsider its decision to permanently exclude a pupil.

In most cases exclusion is a last resort and is a reaction to one or more of the following: -

- Serious breach of behaviour policy
- Persistent breach of behaviour policy
- The child by being in school is seriously harming the education of others.
- The child is threatening the welfare of others in school
- Other circumstances deemed appropriate by the Head Teacher/Head of School

Prior to the decision being taken to exclude the school will consider the following alternatives to exclusion where possible and appropriate.

These could be:-

- Restorative justice. Can the child perform some act/ follow a programme that in effect pays the school back for his/her misdemeanour.
- Pastoral/Therapy work
- Internal exclusion.
- Home school behaviour plan - Home and school working together to help improve the child's behaviour.
- Removal of privileges.
- School detentions.
- Behaviour report
- Referral to Behaviour and Attendance Partnership or other appropriate agencies

If it is still necessary to exclude a child then thought must be given to the successful reintegration of the child upon their return. Exclusion is a powerful punishment in its own right, but what can be done when the child returns to prevent another similar incident occurring? Once a child has been punished then unless it is a one-off offence they will require support after their exclusion to modify their behaviour. We exclude as a punishment but it also gives us, as staff, time to effect any measures of support or supervision for that child when they return.

Parents are responsible for the supervision of their children if they are excluded for a fixed term from school, on any single occasion, for between 1–5 days. The school will always provide work in such circumstances to be completed at home. Parents must contact the school to arrange for the work to be collected and returned for marking. **Exclusions longer than 5 days may result in the pupil/s receiving their education at a partner school from day 6 onwards.** For LAC pupils this arrangement is made through liaison with the appointment Local Authority Body for that pupil; this is LAC Virtual Head. It is the parent/carers responsibility to ensure that the child attends their post 5 day exclusion provision.

Strategies that can be used in school to support a child returning from exclusion

- Mandatory reintegration meeting
- Lunch and break - time supervision
- Behaviour support plan
- Access to therapies
- Referral to in-house behaviour support
- Referral to Child and Adult Mental Health Service CAMHS

Fixed term Exclusion Procedure

Once the decision to exclude a child has been made by the Head Teacher/ Deputy Headteacher the following will happen:

- Every effort will be made to contact parents/carers about the incident, length of exclusion and return procedures
- The child needs to be collected from school. Before leaving the site the child will be issued with work or parents/carers will be informed of when and how work is to be delivered home.
- A formal letter detailing the exclusion, its duration and reason will be sent in the post to parents/carers. This letter will also include a date and time for a reintegration meeting for the child. This date and time can be altered through dialogue with both parties

Permanent Exclusion

The decision to permanently exclude a child is a serious one. This decision will only be taken in light of **SERIOUS AND/OR PERSISTENT** breaches of the school discipline policy and if allowing the child to remain in school would seriously harm the education or welfare of the pupil or others in school. There will however be exceptional circumstances where, in the Head Teacher/Deputy headteacher judgement, it is appropriate to permanently exclude for a first or one - off offence. These might include:

- Serious actual or threatened violence against another child or a member of staff
- Sexual abuse or assault
- Use or threatened use of an offensive weapon
- Supplying illegal drugs to others
- Malicious accusations against school staff

These instances are not exhaustive, but indicate the severity of such offences and the fact that such behaviour can affect discipline and the well being of the school community.

Permanent exclusion procedure

There is an agreement within Darlington to have a commitment to zero Permanent Exclusions where at all possible.

- 1) School incident
- 2) Full investigation. All parties need to be interviewed and statements taken
- 3) Decision to potentially permanently exclude
- 4) **Immediate referral to Darlington behaviour and attendance partnership for pupil 'at risk of permanent exclusion' through 'Rapid Response' system**

Only if all procedures and protocols of 4) have been exhausted and in exceptional circumstances would the following steps be taken:

- 5) Contact parents/carers this must **BE DONE ON THE SAME DAY OF THE DECISION TO EXCLUDE**
- 6) School letter sent to parent/carers and LA and arrangements for work made with parents/carers. (School must make work available to parents / carers but they are not obliged to send work home. It is the parents/ carers responsibility to collect work and return it for marking, **however school must set a date for the return of the work**) **THIS MUST BE DONE BY DAY 1 POST EXCLUSION DECISION**
- 7) Permanent Exclusion response must be completed and emailed with a copy to the Local Authority Inclusion Officer within 24 hours of the decision to permanently exclude
- 8) Child file placed into chronological order and up to date event log included where appropriate
- 9) Exclusion papers completed
- 10) Child passport referral form for post 6 day education into partner school. **THIS MUST BE DONE BY DAY 3 POST EXCLUSION**
- 11) School to arrange pupil discipline committee meeting. Prior to this meeting official exclusion papers must be circulated to all attending parties. **THIS MUST BE DONE BY DAY 8 POST EXCLUSION DECISION**
- 12) Discipline committee meeting held. **THIS MUST BE DONE BY DAY 15 POST EXCLUSION DECISION**
- 13) A letter detailing the decision of the pupil discipline committee will be forwarded to parents / carers within 24 hours of the meeting
- 14) Following a decision by the Local Governing Body to uphold a permanent exclusion the parents have the right to lodge an appeal against the decision. This must be done within 15 school days of the decision. The appeal will be heard by an independent appeals panel. (see below)

Excluding Childs with Special Educational Needs

Just because a child has special educational needs does not mean they cannot be excluded from school both permanently and on a fixed-term basis.

The Rydal Academy recognises its duty not to discriminate against a child/s because of their disability. Prior to deciding upon exclusion the Head Teacher will ensure that all appropriate reasonable adjustments have been made and that the exclusion is justified.

Appeals against exclusion decisions

Following the decision to permanently exclude a pupil and the Local Governing Body decision to uphold the exclusion, parents have the right to appeal against the decision to an Independent Appeal Panel.

- Independent Appeal Panels have either 3 or 5 members and 1 (or 2) member/s must be, or have been within the previous five years a Head Teacher/Head of School of a maintained school;
- 1 (or 2) members must be, or have been, a governor of a maintained school, provided that they have served as a governor for at least twelve consecutive months within the last six years, and they have not been teachers or Head Teacher/Head of School in the last five years.
- 1 member must be a lay person, that is, someone without personal experience in the management of any school or the provision of education in any school (disregarding any such experience as a school governor or in any other voluntary capacity).

An appeal panel must meet to consider an appeal no later than the 15th school day after the day on which the appeal was lodged.

The following are entitled to make written representations, appear and make oral representations, and be represented (including legally)

- The parents
- The Head Teacher/Deputy Head teacher
- The Local Governing Body; and the Local Authority (LA)

The appeal panel will decide how to conduct the proceedings which should be reasonably informal.

The chair of the panel will open the appeal hearing and outline the procedure to be followed and explain that the panel is independent of the school and the LA. The chair will explain that the panel needs to have regard to legislation and DFE guidance in its conduct and in reaching its decision.

The appeal panel may uphold the decision to exclude; direct immediate reinstatement or reinstatement at a future date; or it may decide that because of exceptional circumstances or other reasons it is not practical to give a direction requiring reinstatement, but that it would otherwise have been appropriate to give such a direction.

The panel is independent; its decision is binding on the parent, the Local Governing Body, the Head Teacher/Head of School and the LA. The panel cannot revisit its decision once made.

The panel must let all parties know its decision by the end of the second working day after the hearing.

Lunchtime behaviour management systems

Lunchtime Supervisory Assistants will log whether a child has eaten their dinner and had a good lunchtime behaviour wise in a 'Lunchtime behaviour file'. The 'Lunchtime behaviour file will be subsequently monitored by the Pastoral lead who will then deal with any misbehaviour or repeated misbehaviour as appropriate in relation to the school behaviour policy. Any incidents of serious misbehaviour are to be referred directly to Deputy Headteacher / Headteacher to be dealt with in accordance with the school Behaviour Policy. Positive behaviour is also recorded and rewarded.

Incidents of inequality or discrimination

At The Rydal Academy we aim to:

- to develop and promote a culture of fairness, integrity and dignity;
- to support all pupils and staff, regardless of race, national or ethnic origin, age, disability, gender, sexual orientation, gender reassignment, religion or belief;
- to prevent all forms of discrimination;
- to deal with all forms of discrimination consistently, promptly and effectively;

Where incidents of inequality or discrimination occur we will:

1. Make sure that all staff understand the importance of taking reports seriously

When responding to incidents it is crucial to gain a very good understanding of how the victim/target (or other person reporting the incident) has perceived the behaviour. The perception of the victim or other person reporting the incident is what determines whether it is treated as an incident of inequality or discrimination. Often there may be no explicit use of language, so it is important to get to the bottom of why the incident or behaviour feels discriminatory to the person reporting.

2. Keep parents/carers informed

Parents of both the victim and the perpetrator will be informed of any incident or perceived incident.

3. Endenvour to ensure that there will be no recurrence and that targets/victims feel safe.

In the case of incidents where there was no intention to cause offence, time spent with the offender to explain how they have upset others may be the most important response. In other cases, an appropriate sanction and/or longer term actions may be needed to make sure that incidents don't recur. Whole-class/schoolwork may also be a useful approach, enabling a shift in pupil understanding and perceptions. In any incident, there are likely to be witnesses who may be passive bystanders or more active participants. Whole-class work can potentially help more children and young people to be supportive of those who are on the receiving end of hurtful prejudice-related behaviour.

Incidents may be reported by anyone, not just someone who was the victim/target – this could include a witness to an incident or someone who heard about it subsequently. It is possible that the target of an insult or incident may say that they don't feel offended however, if a staff member or other witness feels the language was inappropriate, the person targeted would still be recorded as the victim.

4. Reporting and recording the incident.

The incident should be reported to the class teacher initially who will log the incident on Classcharts, and refer the matter to the Pastoral Lead to discuss further action. All incidents will be reported to the Headteacher as a matter of course.

Use of restraint

The use of 'reasonable force'

The term 'reasonable force' covers a broad range of actions that involve varying degrees of physical contact to control or restrain a child. It is down to the professional judgement of the staff concerned and the individual circumstances that will inform whether or not to use reasonable force.

By planning positive and proactive behaviour support and drawing up individual behaviour plans, school will endeavour to reduce the occurrence of challenging behaviours which will in turn minimise the use of reasonable force for all children including those with SEND.

See Policy and Guidance on the use of Restrictive Physical Interventions

Links

This policy links into the following policies: Anti-bullying Policy; Policy and Guidance on the use of Restrictive Physical Interventions; Equal Opportunities Policy & Equality Action Plan; Child Protection Policy and Guidelines; Home-School Agreement; Keeping Children Safe in Education.

The Latest DfE guidelines for behaviour and discipline in school is: Behaviour and Discipline in Schools (January 2016)

[https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/488034/Behaviour and Discipline in Schools - A guide for headteachers and School Staff.pdf](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/488034/Behaviour_and_Discipline_in_Schools_-_A_guide_for_headteachers_and_School_Staff.pdf)

The Latest DfE guidelines for exclusion are found in *Exclusion from maintained schools, Academies and pupil referral units in England (July 2017)*

This can be accessed from the link below:

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/641418/20170831_Exclusion_Stat_guidance_Web_version.pdf

The latest DfE guidance is Mental Health & Behaviour in Schools March 2016

<https://www.gov.uk/government/publications/mental-health-and-behaviour-in-schools--2>

Confiscation of inappropriate items

The latest DfE guidance is 'Searching, Screening and Confiscation.' January 2018

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/674416/Searching_screening_and_confiscation.pdf

Rewards Systems

Daily Rewards

- House Points – Children may receive a house team sticker for being kind, helpful, or contributing well around the school in or out of class as well as for academic effort. Stickers are collected on jumpers and points are collated on a class chart (Red, Yellow, Blue, or Green) 5points are also awarded to house teams on receipt of a Headteachers sticker, a star worker certificate or a lunchtime behaviour certificate. At the end of the year the winning team is awarded the House Cup.

Weekly Rewards

- Star Pupil – Each week one child is chosen from each class to receive a certificate and five points for their house teams.
- Lunchtime Award –Individuals who have shown exceptional behaviour will receive a raffle ticket and five points for their house teams.
- Tidy Classroom Award – A certificate is awarded each week to a class from Foundation Stage and Key Stage One and another is awarded to a class from Key Stage 2 to encourage pupils to look after their learning environment.
- Class Attendance Awards – Each week the class with the highest attendance in Foundation Stage and Key Stage One and another in Key Stage 2 receive a certificate.

Ongoing Rewards

- Headteachers Award –Pupils will receive a sticker, certificate and five house team points for excellent academic work or for an excellent contribution to school life.
- Certificates/Top Trumps – Pupils will receive a Top Trump when they gain 50 points and then in increments of 50 points.
- Praise Pad Certificates – Pupils may bring home a praise pad certificate if a member of staff wishes to let parents know about an excellent piece of work, effort or contribution to the school community.
- Use of 'Marvellous me' to alert parents to good behaviour

Termly Rewards

- Attendance Awards - Children with 100% attendance each term receive a sticker, a bonus top trump and five house team points.

Annual Rewards

- Attendance Awards - Children with 100% attendance for the year will receive a sticker, certificate, gift voucher and ten house team points. Children with high attendance (96%+) or improved attendance across the academic year also receive a sticker and five house team points.
- House Cup Winners – The winning House team will receive a trophy, have colours displayed on the House Team Cup for the following year and participate in a rewards day.
- End of year Achievement Awards – Children receive trophies and certificates in an assembly during the last week of the Summer term for academic areas (Class, year, or whole school), Out Of School Hours Learning Activities (OOSHLA) and contributions to the school as a whole (PSHCE).

Behaviour management system

Consequences for Inappropriate Behaviour by pupils

The consequences agreed by staff and pupils for inappropriate behaviour in a lesson, around the school or in the playground. Each day all children begin with zero actions.

Actions are to be given after the use of non-verbal communication such as 'warning look', 'proximal praise' (Praising those either side who are displaying the correct behaviour) etc to deescalate a situation

Action 1 – Verbal warning one

Give the child a clear & specific warning explaining the behaviour you would like to see. (*_ I need you to / I want you to empty your hands and focus on me.*)

Action 2 – Verbal warning two

Give the child a second warning and introduce a choice (*_ you have a choice. I would like you to make a good choice and put the pencil down.*)

Action 3 – Formal warning – reminded about moving class.

Tell the child that if they do not follow instructions they will be moved within the classroom to a time out area. (*_ I need you to put down the pencil, if you do not make a good choice and put down the pencil you will be moved*)

Action 4 – Moved within class.

Move child to Time Out work table/area within classroom for specified period of time.

Action 5 – Withdrawal

Withdrawal from class to identified partner class (staff member has been notified of the child's arrival and they will take work to complete) for one lesson. (Log on school behaviour record classcharts). Persistent withdrawal will be noted and parents will be informed. Regular withdrawals may trigger an after school detention.

Action 6 – Breaktime Detention

Break time detention in identified classroom/area (All incidents to be logged on school behaviour record Classcharts). Three breaktime detentions will trigger a phone call from the class teacher home to discuss the matter and to stop the situation escalating further. A further detention soon after this will result in an after school detention.

Action 7 -Time out with Pastoral Support Assistant /member of the Senior Leadership Team Log on school behaviour record Classcharts. Three withdrawals will automatically trigger an after school detention.

Action 8 – After school detention. (Prior arrangement with Pastoral support assistant)

Three after school detentions will trigger a parent meeting with the teacher and a member of the pastoral team.

Action 9 – To be carried out if no improvement is shown in behaviour after action 8.This will trigger a yellow report card (maximum of two targets). Parent meeting to be held with Class teacher (if not in teaching time), member of the pastoral team and the child to formulate a yellow report card. This will be monitored for three weeks and then reviewed. The report card must be completed each lesson by the teacher and then handed to the Pastoral Support assistant on a Friday who will ensure it is transferred to SIMS on a Monday morning.

Action 10 – If the yellow report card is not adhered to then a parent meeting will be held with Class teacher (if not in teaching time), Pastoral Lead and child to formulate a blue Report card (three targets) or Behaviour Support Plan. This will be monitored for six weeks and then reviewed. The report card must be completed each lesson by the teacher and then handed to the Pastoral Support assistant on a Friday who will ensure it is transferred to SIMS on a Monday morning.

Action 11 – If the Blue report card is not being adhered to this can lead to Internal fixed term isolation.

** In extreme situations send for whichever member of the Senior Leadership Team or Pastoral Support Assistant is on call to remove child or remove class.*

These consequences for inappropriate behaviour are largely hierarchical. However, occasionally it may be appropriate for steps to be missed and more serious consequences brought in at an earlier stage than this model might suggest. This would be true when there is a pattern of inappropriate behaviour or when there has been a serious breach of the school rules.

Failure or persistent refusal to adhere to this behaviour policy could lead to:

- Exclusion from lunchtimes or break times
- Internal isolations
- After school detentions
- Fixed-term exclusion
- A managed move to an alternative school
- Permanent exclusion

Exclusions from school

The act of exclusion is a major step in the school life of a child and although a period of cooling off, careful consideration must be given to the reasons that support exclusion.

This behaviour policy outlines the procedures that will be followed when there is a cause for concern over a pupil's behaviour. Usually these procedures work successfully. However, the Governors reserve the right to exclude a pupil as a last resort for the most serious of offences and when all other reasonable steps have been taken. This would be particularly so if that pupil's behaviour was seriously detrimental to the education and/or welfare of themselves or others at the school. The school follows the procedures of Darlington Local Authority for fixed term and permanent exclusions.

Suggested Framework for behaviour support meeting

1. Greet the pupil & parent/carer.
2. Find something to praise the pupil for (*Thank you for being on time*) and thank the parent/carer for taking the time to attend.
3. Explain longevity *I am not going away. I will be here tomorrow, next week, this month, this year* & state willingness for pupil to succeed (*I want you to succeed*), raise accountability (*You have the same rules as everyone else.*)
4. Remind pupil of misbehaviour.
5. Explain expected behaviour / rule & plan for behaviour correction.
6. Ask pupil if they have any comments about the behaviour support plan (write plan down)
7. Go over expectations.
8. Ask pupil to repeat expectations.
9. Give copy of the plan to pupil, copy for parent/carer, retain one for pupil's record folder, & give copy to class teacher.
10. Thank the child.