



CHURCH OF ENGLAND
PRIMARY SCHOOL

AT MISERDEN

Behaviour Policy
and Statement of Behaviour Principles
2022-23

Welcoming and serving all
Through
Discovery, enjoyment and nurture

Date Approved : 18/10/22

By the Full Governing Body

Paul Cotsworth
Chair of Governors

Review date September 2023

Miserden CE Primary School and Pre School fully recognises its responsibility for safeguarding children and the importance of raising awareness of child protection issues. We discharge our responsibility with the attitude that 'it could happen here' where safeguarding is concerned. Any actions we take will be in the best interests of the child and compliant with the relevant statutory guidance.

This policy applies to all staff and volunteers within the school.

Designated Safeguarding Lead (DSL) – Vicky Dangerfield - Interim Executive Head Teacher

Deputy DSL – Matt Stinchcombe

Deputy DSL – Abbi Jellyman

Safeguarding Governor – Reverend Val Thorne

Gloucestershire Safeguarding Partnership Procedures <https://www.gloucestershire.gov.uk/gscp/>

Gloucestershire Working Together procedures

https://www.gscb.org.uk/media/2090561/gcc_2544-working-together-2018-publication-document_final-30052019-v14.pdf

This policy should be read in conjunction with:

Anti-Bullying Policy

Code of Conduct/Staff Behaviour Policy

ICT Acceptable Use Policy

Safeguarding and Child Protection Policy

Available on our website [Miserden Primary School](#)

In addition, this policy is based on:

- Section 175 of the [Education Act 2002](#), which outlines a school's duty to safeguard and promote the welfare of its pupils
- Sections 88-94 of the [Education and Inspections Act 2006](#), which require schools to regulate pupils' behaviour and publish a behaviour policy and written statement of behaviour principles, and give schools the authority to confiscate pupils' property
- [DfE guidance](#) explaining that maintained schools should publish their behaviour policy online

Miserden C.E. Primary school offers a spiritual and moral basis for the development of human wholeness and a sure foundation for personal and social values based on the person and ministry of Christ. As a community of faith, Miserden C.E. Primary School should, reflects the nature of the Trinity, a life shared and defined by reference to others. Here we can begin to discover who we are, why we are, and – perhaps most importantly – what we might be.

In our school our Christian vision shapes all we do

Welcoming and serving all
Through
Discovery, enjoyment and nurture

The school welcomes and serves all in its community. We work to mirror the body of Christ believing that everyone brings gifts and talents that enrich our life together. We treat one another with generosity, compassion, respect, forgiveness and friendship inspired by the parable of the Good Samaritan. We strive to ensure the children of our school receive the very best education possible believing that an excellent standard of Education is an expression of God's love for us.

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1. Introduction and Aims

The primary aim of the Behaviour Policy is to promote positive behaviour, so that people can work together with the common purpose of helping everyone to learn and be successful. This policy supports the school community, enabling everyone to work together in an effective and considerate way.

For a positive behaviour system to be successful there needs to be consistency in the approach. This policy sets out that approach and all staff are expected to uphold the principles within. We believe in the importance of encouraging mutual respect, problem solving and fostering self-responsibility in the child.

At Miserden CE School and Pre School we will:

- Provide a consistent approach to behaviour management
- Set out the rules and values for our school
- Outline how pupils are expected to behave
- Summarise the roles and responsibilities of different people in the school community with regards to behaviour management
- Outline our system of rewards and sanctions

We want children to take ownership of their behaviour, to make the right decisions and to feel good about themselves. It is important that with good adult and pupil role-modelling and opportunities for responsibility and decision making children will leave Miserden CE School as confident, well-behaved and well-rounded individuals.

We want to create a safe environment where children can make mistakes but learn from them; it is the children's school and we want them to take responsibility for its smooth operation and care for the younger pupils.

We want the children to promote healthy and positive relationships with each other. We want children to be respectful for everyone in our community, to be kind to themselves and others and to be resilient.

We believe that this approach will support children's well-being and mental health, enhance their opportunities in and out of the classroom and give all children a sense of belonging within our small and nurturing community.

A consistent approach where positive behaviour is actively taught and a tailored targeted approach for specific individuals is adopted has been proved to improve behaviour in school (EEF, 2021)

This policy is in line with our Christian Values.

2. Objectives

To build and maintain a happy, caring and friendly atmosphere as a Church of England School, where all children can learn, by promoting and expecting agreed standards of behaviour and self-control, where individuals respect themselves, others, their surroundings and the environment.

We believe each person has:

- The right to learn without disruption or distraction by others.
- The right to be treated with respect and spoken to using polite language and good manners.
- The right to be safe with no fear of physical or emotional abuse.

- The right to expect their property to be safe.
- The right to enjoy a clean, tidy and organised school environment.
- The right to be listened too
- The right to become a valued and responsible member of our school and community

3. Our School Values

In order to achieve these rights, we expect everyone to reflect our school values; which are shown below.

- Perseverance
- Justice
- Service
- Friendship
- Forgiveness
- Courage
- Generosity
- Compassion
- Respect

As a Church school these have their foundations in Christian values however the school welcomes pupils and families of all faiths and no faith, believing that values cross all religious and faith boundaries, uniting us in a common approach.

Each class will have the opportunity to discuss these, both in September and throughout the year. Also they will be discussed when the school rules and classroom codes of conduct are developed, in values discussions and during daily acts of worship.

4. Our Core School Rules:

The children join together at the start of each academic year to discuss and agree the rules that are written in the children's words.

For academic year 2022_23 the children have agreed that:

1. We are always kind
2. We always do our best to take part
3. We always keep safe
4. We always take care
5. We always solve problems
6. We always try to say how we are feeling
7. We always try to ask for help when we need it
8. We do not hurt people

5. Rewards within School

Wherever possible, we aim to be positive in our approach and to notice and reward good behaviour, rather than take it for granted. Children should feel good about their behaviour and work even without specific rewards and teaching practises across the school encourage children to be self-reflective and self-confident.

PSHE/RHE lessons help to build these skills as well as making time and space to talk to children. Where rewards are given we believe that everyone should have equal access.

The following rewards are used within our school:

- Teacher praise
- Praise from other pupils
- House points
- Visiting the Head teacher or other staff member to share work
- Speaking with parents at the end of the day in person or by email
- Special certificates in celebration assembly
- Stickers

Golden Book Assembly is held weekly and all parents are welcome to attend. At these assemblies the following awards are given:

- Head Teacher certificate – these are awarded to pupils who are witnessed modelling our school values or have been noted by the Head teacher for other positive work or support. One or two children are chosen from each class each week. All children are encouraged to celebrate the successes of themselves and others.
- Teachers write a short narrative each week which go into the Golden Book. This is read out during assembly, Children mentioned in the Celebration Book receive a special certificate. All children are regularly praised even if they do not receive a certificate that week.
- One Special Certificate may be given each week in Celebration Assembly for exemplary or improved behaviour seen within the school by staff
- Classes set their own reading and mathematical challenges towards whole class rewards

6. Actions for managing behaviour and minimising poor behaviour

This applies in the classroom, at break and lunch times.

Staff should avoid punishments or sanctions of whole groups of children or punishments that humiliate pupils. Staff needing advice and ideas for managing behaviour should ask another member of staff or speak to the Head teacher.

Where behaviour cannot be improved the school will always seek external specialist support and work with parents, carers and families.

At Miserden CE School and Pre School, we believe that children displaying poor behaviour may not be having their needs met in some way and that communicating this may be the cause of any difficulty. All behaviour, good or otherwise, is a form of communication. Alternatively, children with special educational needs may not be able to communicate their needs nor be able to regulate themselves effectively without adult support.

Staff will take time to speak with children to try to discover what might be at the cause of any presenting problem.

It is far more effective to reward good behaviour and this will always be our first step.

Staff will always try to be pro-active and spot signs of distress and intervene early, rather than being reactive.

We enforce a 'hands off' approach to play where play gets rough or the risk levels rises. Children are taught this and reminded regularly.

We spot and comment on good behaviour by:

- Thanking individuals by name
- Acknowledging by other means , for example: smile/a nod/a thumbs up
- Giving house points and explaining to children why they are receiving them
- Involving other staff eg sending a child to another member of staff or to the Headteacher to receive further recognition
- Speaking to a parent or carer at the end of the day to give good news
- Recognising exceptional effort- for example- during the day in class or in Golden Book Assembly

Agreed school routine for managing minor incidents:

- Children are taught 'Ask, Tell, Send, Mend' and this is our primary means of managing behaviour– staff make it clear to children they are Asking them to adapt their behaviour, if there is no change then the request for change is repeated but made clear that they are being 'Told'. If there is still no change then children are 'Sent' to another area in the classroom for some 'time to think 'or to another classroom if necessary. If sent out of the classroom the receiving teacher will ask the child to explain why they have been 'sent' and will then help the child to Mend the situation. Ask Tell Send Mend will be displayed in each classroom as a first reminder.
- It is always the intention to resolve any unwanted behaviour at the 'Ask' stage. If children have 'fallen out' with each other or dislike something they are being asked to do, then staff will always try to resolve the issue with discussion with both children either at the time or at the next opportunity. Being 'sent' is not the usual outcome for our pupils.
- Time to think when 'Sent' involves 5 minutes quiet time in the location they have been 'sent ' to, followed by a discussion with teacher to explore and Mend the problem, helping children to reflect and resolve it and a fresh start. Being ' Sent' can also mean staying with a staff member on duty, or having a staff member 'sent for' if it is not possible for the child to move locations.
- For a Second 'Sent' offence in the same session - missing a larger part of a break time, lunchtime or part of golden time will be enforced (time to go to the toilet and have a drink is essential).
- All incidents of 'sent' will be logged on My Concern as a behaviour incident.
- Parents are spoken to at the end of the day.
- Where children are finding it hard to regulate or improve their behaviour additional staff will support with break and lunch duties, or in the classroom if needed.

This includes non-adherence of any COVID-19 protocols that may need to be in place within the school, such as social distancing, teasing, name calling and other anti-social behaviour connected with COVID-19. It also covers bullying including cyberbullying. (See Anti Bullying Policy)

If poor behaviour persists during the day and is unresolved through 'Ask, Tell, Send, Mend':

- Removal to opposite class or to the Head teacher's office with work to do. Any class work missed will be sent home.
- Send to Head teacher who will discuss the issue with the child and agree how the situation can be rectified. This plan will depend on the circumstances and may involve parents.
- Class teacher to record reasons for removal on the schools reporting software 'My Concern' which will be automatically shared with the Head teacher and DDSLs.
- Parents informed at the end of the day

- Letter to parents or meeting arranged if appropriate. A Behaviour support plan or behaviour sticker chart may be implemented in the short term after consultation with the teacher and SENDCo, depending on the needs of the child.

Staff should recognise the importance of ascertaining pupils' views and finding out the antecedent to the behaviour.

The Head teacher should be advised of any recurring/persistent problems. Early communication with parents should always take place, Parents' evenings are not the place to find out about any problems.

If the behaviour happens whilst working with an adult other than the teacher then the same principles should be applied. Class teachers should discuss the issue with the adult and agree next steps.

If the unwanted behaviour occurs at a breaktime or lunchtime then it is the adult on duty's responsibility to share the information with the class teacher and to report using MyConcern if appropriate. All behaviour incidents should be dealt with promptly.

7. Special educational needs and disabilities

There are some children for whom standard behaviour management strategies may not work. These children may need a more personalised approach to behaviour management. This may be due to a learning, emotional or pastoral need and may be temporary or longer term. The needs of children with recognised emotional and behavioural problems should be assessed and met through the Graduated Pathway and via the school SEND Policy and My Profile/My Plan/My Plan +.

Such variations within a personalised plan might include examples such as being allowed to leave the room with an adult while teaching is in session, or having a change of location suggested to them or implemented by an adult as a pre-emptive measure to avoid escalation or distress. It may also include times when the child is not engaged in subject specific study.

All staff are to be made aware of these children and the structures in place to help them and help other children manage unexpected or inappropriate behaviour. Children are taught to be understanding of the additional needs of others.

Advice will be sought from external agencies where behaviours are challenging to manage and staff will be offered support and guidance from senior leaders.

8. Supporting Pupils with persistent behavioural difficulties

The school recognises its legal duty under the Equality Act 2010 to prevent pupils with a protected characteristic from being at a disadvantage. Consequently, our approach to challenging behaviour may be differentiated to cater to the needs of the pupil.

The school's SENDCo and Head teacher will evaluate a pupil who exhibits challenging behaviour to determine whether they have any underlying needs that are not currently being met. The SENCO and Head teacher will assist with any persistent challenging behaviour in any context. An assessment of the child's needs is undertaken and a meeting with school staff and parents will be initiated. Records of behaviour will be kept and evidence gathered should further action be required in the future.

Where necessary, support and advice will also be sought from specialist teachers, an educational psychologist, medical practitioners and/or others, to identify or support specific needs.

If a child is persistently experiencing difficulties in managing their behaviour, then a behaviour focused My Plan will be set up to address emotional needs using the Gloucestershire Graduated Pathway. This can be temporary or longer term.

A risk assessment will also be implemented and shared with all staff.

A My Plan is automatically set up for any pupil who:

- has had a fixed-term exclusion(s) that may lead to a permanent exclusion
- has been involved in a criminal activity and has been temporarily excluded
- has become vulnerable for exclusion
- is not achieving targets already in place according to the provision map for behaviour and emotional difficulties
- is at risk of failure at school through disaffection

This will be drawn up and agreed by:

- parents
- pupil
- staff of the school
- any other agencies relevant to a particular case

The school may request permission from parents to discuss their child with the Educational Psychologist or any other external Agencies (e.g. advisory teaching service). This may lead to the child being placed on the SEND Register. There may be a request made via the Early Help pathway for further support.

The MyPlan will:

- Provide specific targets, which will be broken down into manageable tasks.
- Identify rewards that can be achieved for meeting the targets.
- Identify sanctions that will apply if certain behaviours occur.
- Identify roles and responsibilities for the school, child and parents.

Additionally, the Head teacher may decide to implement a suspension or exclusion if the pupil or other pupils' safety or welfare are at risk. If the MyPlan is ineffective over time, then a Team Around the Child will be arranged to move to MyPlan+ or to request the ECHP is begun, and in the longer term a managed move for the child to another school may be considered.

9. Pupil Exclusions in Exceptional Circumstances

The aim of the school is always to improve a child's general behaviour and it will only use exclusion or suspension when the school has completely exhausted all resources and avenues. However, there may be circumstances when an offence is considered so serious that exclusion is unavoidable.

The school uses the Local Authority Exclusions Policy and will follow strict guidelines as detailed by the LA regarding any exclusion matter and procedures.

Suspensions and Exclusions should not be issued in the heat of the moment. Suspensions should be considered if there is an immediate threat to the safety of others in the school or the pupil concerned. Before deciding whether to suspend a pupil, or permanently exclude, the Head Teacher should consult the Government's Statutory guidance as well as the Local Authority Guidance

The types of behaviour that may lead to exclusion are:

- Violent behaviour (child intends to or has physically harmed themselves, other children or adults)
- Use of proven racist remarks or 'Hate Crime' (this needs to be recorded separately by the Head teacher)
- Verbally abusive such as by swearing/use of inappropriate/offensive language to other children or adults
- Serious defacing of school or other's property

- Bullying – child on child abuse (physical, verbal, emotional, racist or sexual, including sexual harassment)
- Cyber bullying
- Possession of, or participation in the intake of, tobacco, alcohol or drugs
- Possession of an item which may or has caused injury to themselves, other children or adults (eg knives)

10. Reasonable force and positive handling

All members of staff are aware of the regulations regarding the use of reasonable force by teachers, as set out in the following document:

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/444051/Use_of_reasonable_force_advice_Reviewed_July_2015.pdf

Teachers in our school do not hit, push or slap children. The actions that we take are in line with government guidelines on the restraint of children set out in the document linked above or where this is superseded by new guidance by the government. There are members of staff trained in the Team Teach Approach where de-escalation strategies are needed as a last resort, should a child need to be removed from a situation that poses a serious risk to their safety or the safety of others.

In some circumstances, staff may use reasonable force to restrain a pupil to prevent them:

- Causing disorder that creates risk to themselves or others
- Hurting themselves or others
- Damaging property

Incidents of physical restraint must:

- **Always be used as a last resort**
- Be applied using the minimum amount of force and for the minimum amount of time possible
- Be used in a way that maintains the safety and dignity of all concerned
- Never be used as a form of punishment

Be recorded and reported to parents

11. Child on Child abuse

We recognise that children are capable of abusing other children. Abuse will never be tolerated or passed off as 'banter' or 'part of growing up'. Most cases of pupils hurting other pupils will be dealt with under this policy or the school's anti-bullying policy but the school's Safeguarding and Child Protection policy will apply to any allegation that raises safeguarding concerns.

We will minimise the risk of child-on-child abuse by:

- challenging any form of derogatory or sexualised language or behaviour.
- emotional abuse between children will be managed under this policy
- being vigilant to issues that particularly affect different genders – for example, sexualised or aggressive touching or grabbing towards male or female pupils, or the initiation of hazing type violence (either subtle, harassment or violent) whereby children become involved in activities or attitudes that breach standards of mutual respect such as placing new members on the receiving end of ridicule, embarrassment or humiliation in order for them to 'join a particular group.'
- physical abuse between children will be managed under the school's Anti bullying policy

- cyber bullying will be managed under the Anti bullying policy
- ensuring our curriculum and teaching helps to educate pupils about appropriate behaviour and consent
- ensuring pupils know they can talk to staff confidentially
- ensuring staff are trained to understand that a pupil harming another child could be a sign that the child is being abused themselves, and that could become a potential safeguarding concern

12. Shared Responsibilities

The responsibility for creating and maintaining a caring, respectful and positive learning environment is shared between pupils, parents and governors as well as the school staff.

Pupil Responsibilities

All children should be given opportunities to take on responsibilities and make a full contribution to ensuring good behaviour is maintained in school in line with school ethos. There is a school and eco council, where each year group is represented, which has regular meetings with the head teacher to discuss ideas, successes and issues in a variety of areas, including behaviour.

Pupil responsibilities include (but are not limited to):

- Personal items
- Areas within the classroom
- Areas within school
- Messages and letters from school and home
- School Council membership
- Behaviour towards others

Parental Involvement

When parents join our school they accept the principles laid out in our school behaviour policy. Parents are expected to reinforce the partnership between teachers, parents and pupils. Parents have a crucial role in encouraging their child to behave well and be responsible to others. The children are expected to demonstrate certain standards of behaviour within school and these are detailed in this policy. Parents accept when joining that there are 'rules for school' to be upheld which may be different to those at home, especially where a home parenting strategy such as 'no rules parenting' is adopted.

Parents and carers are expected to: Support their child in adhering to the pupil code of conduct; Inform the school of any changes in circumstances that may affect their child's behaviour; Discuss any behavioural concerns with the class teacher promptly. Work with the school to improve behaviour where this is required.

Teachers will work closely with parents to address behaviour management issues at an early stage. Any long term decisions regarding behaviour management will be made after careful consideration and consultation with parents, Head and SENDCo.

Parents should be informed of:

- Policy contents
- Actions
- Their role in supporting the policy

Governors

The Head teacher and teachers in consultation with the Governors will continue to evolve the School Behaviour Policy through: -

- reviews
- monitoring - through observation and the Head Teacher's report
- evaluating incidents and responses to those incidents

Governors, through the Headteacher, should ensure that teaching and support staff are given adequate training in the management of children's behaviour. Governors should have a clear understanding of procedure involving disciplinary action, e.g. racial or sexual harassment, physical attack etc. and be aware of their role regarding exclusion as stated in the Education Act (No. 2) 1986. Governors, teaching and non-teaching staff should support each other in maintaining high standards and a consistent approach throughout the school.

School Staff

It is the responsibility of class teachers and other school staff to ensure that the school and class rules are enforced in their classes, and that their classes behave in a responsible manner during lesson time and whilst transitioning around the school. This should be positively presented and actively practised.

Staff in our school have high expectations of the children with regard to behaviour, and they strive to ensure that all children work to the best of their ability.

Staff will treat each child fairly, and enforce the classroom codes consistently. The teachers treat all children in their classes with respect and understanding.

If a child misbehaves repeatedly in class or at playtimes, the class teacher will record this on the My Concern school reporting software. In the first instance, staff will always deal with incidents him/herself in the normal manner following the Ask, Tell, Send, Mend procedure. However, if misbehaviour continues, staff will seek help and advice from the Headteacher or other Senior Teachers.

Staff must:

- Implement the behaviour policy consistently
- Model positive behaviour
- Provide a personalised approach to the specific behavioural needs of particular pupils
- Record behaviour incidents on My Concern
- Teaching and support staff are responsible for setting the tone and context for positive behaviour within the classroom.

They will:

- Create and maintain a stimulating environment that encourages pupils to be engaged
- Display the School Rules or their own classroom rules (agreeing these first with the Head teacher)
- Develop a positive relationship with pupils, which may include:
 - Greeting pupils in the morning
 - Establishing clear routines
 - Communicating expectations of behaviour in ways other than verbally
- Highlighting and promoting good behaviour
- Concluding the day positively and starting the next day afresh
- Having a plan for dealing with low-level disruption
- Using positive reinforcement

Head Teacher

It is the responsibility of the Head teacher, under the School Standards and Framework Act 1998 <http://www.legislation.gov.uk/ukpga/1998/31/contents> to implement the school behaviour policy consistently throughout the school, and to report to governors, when requested, on the effectiveness of the policy.

It is also the responsibility of the Head teacher to ensure the health, safety and welfare of all children in the school.

The Head teacher supports the staff by implementing the policy, by setting the standards of behaviour, and by supporting staff in their implementation of the policy.

The Head teacher monitors records of all reported serious incidents via the school's software My Concern (such as, but not limited to – bullying of any type, child on child abuse, any form of discriminatory or hate behaviour e.g. racism) of misbehaviour where pertinent to do so. Behaviour and Safeguarding is a standing item on every weekly staff meeting.

The Head teacher has the responsibility for giving fixed term suspensions to individual children for serious acts of misbehaviour. For repeated or very serious acts of behaviour, the Head teacher may permanently exclude a child. These actions are taken only after the school governors have been notified and the due Local Authority process followed.

The school follows the procedures set out by Gloucestershire Local Authority for Exclusion. The Head teacher (who is also the DSL), the Deputy DSLs and a Co-Chair of Governors have all undertaken Exclusion Training.

13. Defining Bad behaviour

At Miserden CE School and Pre School we believe that every member of our school community should feel valued and respected, and should be treated fairly and well. Our values are built on trust and respect.

Poor behaviour is defined as:

- Disruption in lessons, shared spaces and at break and lunchtimes
- Non-completion of classwork or homework
- Making poor choices
- Failure to follow the instructions given by a member of staff

Seriously poor behaviour is defined as:

- Repeated breaches of the school rules
- Any form of bullying
- Sexual assault, which is any unwanted sexual behaviour that causes humiliation, pain, fear or intimidation
- Vandalism
- Theft
- Fighting
- Smoking
- Racist, sexist, homophobic or discriminatory behaviour

14. Confiscation

We will confiscate any item which is harmful or detrimental to school discipline. These items will be returned to pupils after discussion with the Head Teacher and parents, if appropriate.

15. Pupil transition

To ensure a smooth transition to the next class, pupils have transition sessions with their new teacher(s). In addition, staff members hold transition meetings.

To ensure behaviour is continually monitored and the right support is in place, information related to pupil behaviour issues may be transferred to relevant staff at the start of the term or year. Information on behaviour issues may also be shared with new settings for those pupils transferring to other schools.

16. Malicious accusations

Where a pupil makes an accusation against a member of staff and that accusation is shown to have been malicious, the Head teacher will sanction the pupil in accordance with this policy.

Please refer to our procedures in our safeguarding and child protection policy for dealing with allegations of abuse against staff for more information on responding to allegations of abuse.

The Head teacher will also consider the pastoral needs of staff accused of misconduct.

17. Offsite behaviour

Sanctions may be applied where a pupil has misbehaved off-site when representing the school, such as on a school trip , on a residential visit, or at a sporting fixture. Pupils are expected to uphold the school rules when offsite.

18. Written statement of Behaviour Principles

The FGB is responsible for reviewing and approving the written statement of behaviour principles. Please see **Appendix 1**

Appendix 1:

Written statement of Behaviour Principles+

Every pupil understands they have the right to feel safe, valued and respected, and learn free from the disruption of others.

All pupils, staff and visitors are free from any form of discrimination

Staff and volunteers set an excellent example to pupils at all times

Rewards, sanctions and reasonable force are used consistently by staff, in line with the behaviour policy

The behaviour policy is understood by pupils and staff

The exclusions policy explains that exclusions will only be used as a last resort, and outlines the processes involved in permanent and fixed-term exclusions

Pupils are helped to take responsibility for their actions and to improve poor behaviour

Families are involved in behaviour incidents to foster good relationships between the school and pupils' home life

The governing board also emphasises that violence or threatening behaviour will not be tolerated in any circumstances.

This written statement of behaviour principles is reviewed and approved by the full Governing Body every two years.

Appendix 2: Exclusions Procedure

At all times we work to the framework of national government guidance which can be found online: [School suspensions and permanent exclusions - GOV.UK \(www.gov.uk\)](https://www.gov.uk/guidance/school-suspensions-and-permanent-exclusions)

We also work to the Local Authority guidance, link here: [Exclusions - Schoolsnet \(gloucestershire.gov.uk\)](https://www.gloucestershire.gov.uk/exclusions-schoolsnet)

The role of the local authority is also clearly laid out in this document.

A decision to exclude a pupil will be taken only:

- a) In response to a serious breach or persistent breaches of the school's behaviour policy; and
- b) If allowing the pupil to remain in school would seriously harm the education or welfare of the pupil or others in the school.

Only the head teacher, (or, in the absence of the head teacher, the Deputy Head teacher) can exclude a pupil, and whenever a head teacher excludes a pupil they must, without delay, notify parents of the period of the exclusion and the reasons for it.

A decision to exclude a child **permanently** is a serious one. It will usually be the final step in a process for dealing with disciplinary offences following a wide range of other strategies, which have been tried without success. It is an acknowledgement by the school that it has exhausted all available strategies for dealing with the child and will be used as a last resort.

The regulations allow head teachers to suspend a pupil for one or more fixed periods not exceeding 45 school days in any one school year. The limit of 45 school days applies to the pupil and not to the institution. Therefore, any days of suspension served by the pupil in any school alternative provision in the same school year will count towards the total. It is important therefore that, when a pupil transfers to a new school during the academic year, records of the suspensions a pupil has received so far during the current academic year are also transferred promptly to the new school.

However, individual suspensions should be for the shortest time necessary, bearing in mind that suspensions of more than a day or two make it more difficult for the pupil to reintegrate into the school. Suspensions may not be given for an unspecified period, for example until a meeting can be arranged. Such a practice amounts to an indefinite exclusion for which no legal arrangements exist.

The role of Governors and the Local Authority

Governing bodies must review all permanent exclusions from their school, and all fixed period exclusions that would result in a pupil being excluded for more than 5 school days in any one term, or missing a public examination/national curriculum test.