



**“Let your light shine brightly.”**

Matthew 5:16

## **School Behaviour (Pupil Discipline) Policy**

**Incorporating: Governors’ Statement of Behaviour Principles**

<b>Policy accepted by FGB on:</b>	11/09/2019
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<b>Signed (Chair of Governors):</b>	
<b>Statutory policy:</b> Yes/No	<b>On school website:</b> Yes/No

# SCHOOL BEHAVIOUR (PUPIL DISCIPLINE) POLICY

## 1. Introduction

At Christ Church C of E First School we take seriously our duty to safeguard and promote the well-being of children and young people. We believe that high standards of behaviour are essential if we are to create an inclusive, caring and supportive environment where all members of the school community feel welcome, safe, respected and happy.

We believe good behaviour enables children to make the best possible progress in all aspects of their school life. At Christ Church we value everyone as an individual, capable of growth, change and development. Our relationships are underpinned by our six core Christian values: Kindness, Courage, Respect, Responsibility, Perseverance and Forgiveness.

This policy should be read in conjunction with the Frome Learning Partnership (FLP) Relationships for Learning Policy (Appendix D), which is based on The Frome Approach (Appendix C). Including Somerset Care Standards, the Frome Approach and FLP Ready 4 Learning Policy.

At Christ Church C of E First School, all staff as well as governors and other adults on site, have a full and active part to play in protecting children from harm.

This policy aims to:

- create a nurturing and inclusive school characterised by calmness, consistency and fairness;
- motivate all children to flourish socially and academically;
- define what we consider to be unacceptable behaviour (including bullying) and outline how pupils are expected to behave;
- provide a clear, consistent approach to behaviour management for all members of the school community.

## 2. Golden Rules

These objectives for behaviour are based on our six core Christian values (Kindness, Courage, Respect, Responsibility, Perseverance and Forgiveness):

Our school's four Golden Rules:

- Be honest (Tell the truth and take responsibility)
- Be kind (Respect everyone and everything)
- Be helpful (Look after and support each other)
- Try hard (Work hard and persevere)

Rules for each classroom, derived from the whole-school "Golden Rules", have been decided upon by the process of shared discussion and negotiation, known as "Circle Time". The classroom rules followed will be consistent with the school Golden Rules. These sessions provide the ideal opportunity to encourage the personal, social and emotional development of children.

The Golden Rules are displayed in each classroom and around the school, and will be discussed on an ongoing regular basis. They are a teaching tool which needs to be constantly reinforced and highlighted.

### **3. Incentives to positive behaviour**

If a child successfully applies the Golden Rules, this should be rewarded. In this school, we believe the ideal incentives are a combination of intrinsic and extrinsic rewards, including:

- warm relationships;
- a stimulating curriculum and classroom environment;
- positive role model; and positive reinforcement; and
- reward systems in place which recognise all forms of social and academic achievement and effort.

Central to the incentive scheme is the establishment of weekly privilege time, which is called “Golden Time”. School staff will explain to children the link between keeping the Golden Rules and Golden Time – this applies to all children from Reception Class upwards.

Staff provide a personalised, supportive approach to meet the specific SEMH needs of particular pupils.

Within Nursery, however, Golden Time is not used as a motivator for good behaviour, as the youngest children require instant praise, rewards and sanctions.

At Christ Church a range of other rewards are also used by staff to motivate children. These options, which can be used depending on age, need or choice, include:

- Non-verbal praise
- Verbal praise
- Displaying children’s work
- Privileges or positions of responsibility
- Stickers
- Privilege time
- Sharing successes with others
- Moving a child’s name from the sun to the rainbow
- Headteacher’s Commendations (half-termly)
- Golden Time Party (half-termly)
- Certificates in assembly.

### **4. Sanctions**

If a child misbehaves and breaks any of the Golden Rules within class times, there will be a sanction linked to a whole-school system using visual reminders of children’s names on pictures of suns and clouds. This will be age-appropriate to the child. (For bullying please see the school’s *Anti-Bullying Policy*.)

### **5. School-age children**

The child will first receive an explicit verbal warning. If the behaviour continues, the child’s name will then be moved to the cloud, which means they will lose five minutes of their Golden Time. If the child still does not respond, they will then be sent to the neighbouring class (or Learning Hub) for five minutes. If the behaviour continues to be unacceptable, then the child will be sent to the Headteacher or a member of the SLT to speak to and sit out for an appropriate length of time. This cycle begins again once positive behaviour has been re-established, however, three cycles in one day will result in the third time out being with SLT.

Children will have to complete any work missed due to the time sitting out, at playtime with a member of staff.

Golden Time may be earned back by the child independently trying to improve their behaviour.

During Friday afternoon Golden Time, children who have lost any of their Golden Time will sit with a five-minute sand timer until they have completed their sanction.

### **Nursery**

In the Nursery, children have a similar system which only involves a rainbow, a sun and a cloud. Children have an explicit verbal warning first and are then moved down to the cloud if the behaviour continues, and have to sit out for three minutes.

### **Playtimes**

At playtimes, children will first be given a warning and then stood out for five minutes; if the behaviour persists, they will be sent to a member of the leadership team. Any rough or physically aggressive behaviour at these times results in any child involved being sent to a member of the SLT and then missing out on play/lunchtime.

### **Lunchtimes**

Lunchtime Supervisors are responsible for supervising pupils' table manners and general conduct, both in the hall and classrooms where the children eat their food, around the school building, and outside. Children will be expected to follow the Golden Rules, which are displayed around the school, and understand the importance of good manners.

A member of the SLT is on duty all lunchtime to manage situations. They will be present in the hall when food is being served and children are eating lunch.

#### **At lunchtime, children are encouraged to:**

- sit sensibly and quietly in their seats while eating their lunch;
- show courtesy to other children and staff;
- not talk when food is in their mouth;
- eat in an appropriate manner, using a knife and fork properly;
- excuse themselves politely from the table when they have finished eating;
- put empty food trays and litter in the correct place.

Sanctions: same as playtimes (see above).

### **Administration**

For serious misbehaviour that reaches higher SLT level, i.e. repeat breaches of rules, any bullying, vandalism, theft or fighting, will be logged by staff on the school SIMS system.

## **6. Pupil conduct outside the school gates**

Staff have the power to discipline pupils for not behaving appropriately outside the school gates, "to such an extent as is reasonable". Any criminal behaviour reported or witnessed outside the school site will be reported to the Police.

Any "non-criminal bad behaviour or bullying which occurs off the school premises and which is witnessed by a staff member or reported to school, will be dealt with when the child is on school premises". This includes any misbehaviour when the pupil is:

- taking part in any school-organised or school-related activity; and/or
- travelling to or from school; and/or

- wearing school uniform; and/or
- in some other way identifiable as a pupil of the school.

Or misbehaviour at any time, whether or not the conditions above apply, that:

- could have repercussions for the orderly running of the school; and/or
- poses a threat to another pupil or member of the public; and/or
- could adversely affect the reputation of the school (*including* the use of social media).

In all cases, the child will receive any consequences when they are on school premises or elsewhere when the pupil is under the lawful control of a member of staff. Consequences may include, where appropriate, reparations made to those affected.

## 7. Individual Support Plans

We understand that where a child is not responding to the usual incentives and sanctions outlined above, a more sensitive, differential approach may be needed and, alongside the SENCO, school staff will consider whether continuing behaviour might be the result of other unmet needs and whether outside agency support is needed (see the *SEN Policy*).

An Individual Support Plan will need to be put in place. It is the responsibility of the SENCO to meet with the relevant staff to look for any underlying issues which may be causing the behaviour and write the behaviour plan.

An individual plan allows all of the adults involved to have a common understanding and achieve a consistent approach towards the child at school. It will include the following:

- Triggers for behaviours will be examined and modifications to the routine or environment made where possible.
- Any signs that negative behaviour may be about to occur are noted and early intervention strategies that work for the child are put into the plan, e.g. planned ignoring, distraction or humour.
- The process to follow for when the child's behaviour has escalated is also included; this may need to include physical intervention.
- This plan may include the use of after-school detentions. These will be issued by a member of teaching staff and parents will be informed. Parents are met with to explain the plan and systems put in place, and to discuss how they can support this at home.

Plans will be reviewed by staff regularly.

## 8. Restrictive Physical Intervention

### **Reasonable force**

Restrictive Physical Intervention (RPI) is where bodily contact using force is used; it is an act of care and control, not a punishment. It refers to any instance where "reasonable force" is used to control or restrain pupils. **It is important to ensure that the degree of force must be in proportion to the circumstances of the incident and the seriousness of the behaviour or consequences it is intended to prevent.**

### **Team Teach**

At Christ Church, staff are Team Teach trained. Team Teach is a "whole-setting holistic" approach to behaviour management which emphasises the use of de-escalation skills as well as positive handling strategies, i.e. physical interventions. Following the Team Teach

methodology helps to reduce incidents, improve safety and boost staff confidence. Team Teach training complies with Health and Safety legislation.

At Christ Church all teaching and learning support staff are authorised by the Headteacher to have control of pupils, and must act in accordance with this policy so that any physical intervention carried out is safe, and every effort will be made to secure the presence of other staff.

### **Working realities statement**

George Matthews, Team Teach Director states: "Team Teach techniques seek to avoid injury to the service user, but it is possible that bruising or scratching may occur accidentally, and these are not to be seen necessarily as a failure of professional technique, but a regrettable and infrequent 'side effect' of ensuring that the service user remains safe."

### **Positive Handling Plan**

Once physical intervention has needed to be used with a child on one occasion, a Positive Handling Plan (PHP) will be included on the child's individual plan and discussed with all relevant staff and parents. It will include the following:

- The specific measures in place to prevent the need for RPI. (RPI will be a planned last resort.)
- The specific procedure to be used if physical intervention is necessary using Team Teach procedures.
- Parent/carer involvement to ensure that they are clear about what specific action the school may take, when and why.

### **Administration**

- A copy of the Individual Support Plan needs to be shared with all those concerned, including lunchtime staff and LSAs.
- An Incident Record to be completed after any incident involving RPI in a bound book.
- Parents/carers to be informed when an incident has taken place.
- Incident Record books to be stored centrally for a minimum of seven years after the child has left the school and the incident record will remain within the child's file.
- Procedures are in place to debrief staff and pupils after each incident.

### **Authorisation**

The law allows for teachers and other people authorised by the Headteacher to use RPI to prevent a pupil doing or continuing to do any of the following:

- Injuring themselves.
- Injuring others.
- Causing damage to property.
- Committing a criminal offence and to maintain good order and discipline in the classroom.

This may include the use of reasonable force to:

- remove disruptive children from the classroom where they have refused to follow an instruction to do so;
- prevent a pupil behaving in a way that disrupts a school event or a school trip or visit;
- prevent a pupil leaving the classroom where allowing the pupil to leave would risk their safety or lead to behaviour that disrupts the behaviour of others;

- prevent a pupil from attacking a member of staff or another pupil, or to stop a fight in the playground; and
- restrain a pupil at risk of harming themselves through physical outbursts.

Physical handling may also be necessary in situations of clear danger or extreme urgency. It can only be used when there are good grounds for believing that immediate action is needed and is in the child's best interests, and only minimum force will be necessary using sanctioned Team Teach holds.

### **Conducting a search**

School staff have legal provision to search for prohibited items with and without consent and to confiscate such items from pupils. The member of staff must be the same sex as the pupil being searched and a (same sex if possible) staff witness must be present.

**Headteachers and authorised school staff may use such force as is reasonable given the circumstances when conducting a search without consent for prohibited items, such as:**

- knives or weapons;
- alcohol;
- illegal drugs;
- stolen items;
- tobacco and cigarette papers;
- fireworks;
- pornographic images; or
- articles that have been or could be used to commit an offence or cause harm.

At Christ Church the following items should also not be brought to school:

- toys which are pretend weapons;
- mobile phones;
- electronic music or gaming devices.

### **Confiscated items**

Staff will retain any confiscated items and, where appropriate, return them within a reasonable period of time (usually the end of the week). However, staff are required to hand weapons and knives, drugs and extreme or child pornography over to the Police. Any stolen items are also required to be passed to the Police or returned to the owner. All other "prohibited" items (see above) will be disposed of appropriately; they will **not** be returned to the pupil. Items such as mobile phones and electronic music or gaming devices will be handed over to the parent or carer.

## **9. Transition**

- For children starting the school in Nursery or Reception with known needs, an Entry Planning Meeting involving all professionals and parents will be held to plan the transition and provision.
- On starting school, several "Starting School" sessions for parents and children are provided to enable a good, supportive transition.
- Photo books about the child's new class/school will be provided for those children who need this.
- All children participate in a transition morning.

- On transition to middle school, SENCOs meet to discuss all children with additional needs and middle school SENCOs are invited to the Annual Review Meeting.
- Additional meetings for vulnerable pupils are arranged between class teachers.
- Additional visits are arranged for those children who need this support.
- School Entry Planning Meetings are arranged with the middle school and parents for those children with the highest need.

## 10. **Exclusions**

Exclusion is an extreme step and will only be taken in cases where the child has been placed on a behaviour plan and it has not been possible to manage their behaviour through the Proactive and Early interventions outlined on the plan or when an exceptionally serious incident takes place.

Government guidance states:

1. *Only the head teacher of a school can exclude a pupil and this must be on disciplinary grounds. A pupil may be excluded for one or more fixed periods (up to a maximum of 45 school days in a single academic year), or permanently. A fixed-period exclusion does not have to be for a continuous period.*
2. *A fixed-period exclusion can also be for parts of the school day. For example, if a pupil's behaviour at lunchtime is disruptive, they may be excluded from the school premises for the duration of the lunchtime period. The legal requirements relating to exclusion, such as the head teacher's duty to notify parents, apply in all cases. Lunchtime exclusions are counted as half a school day for statistical purposes and in determining whether a governing board meeting is triggered.*
3. *The law does not allow for extending a fixed-period exclusion or 'converting' a fixed-period exclusion into a permanent exclusion. In exceptional cases, usually where further evidence has come to light, a further fixed-period exclusion may be issued to begin immediately after the first period ends; or a permanent exclusion may be issued to begin immediately after the end of the fixed period.*
4. *The behaviour of a pupil outside school can be considered grounds for an exclusion.*
5. *The head teacher may withdraw an exclusion that has not been reviewed by the governing board.*
6. *Any decision of a school, including exclusion, must be made in line with the principles of administrative law, i.e. that it is: lawful (with respect to the legislation relating directly to exclusions and a school's wider legal duties, including the European Convention on Human Rights and the Equality Act 2010); rational; reasonable; fair; and proportionate.*
7. *The head teacher must take account of their legal duty of care when sending a pupil home following an exclusion.*
8. *When establishing the facts in relation to an exclusion decision the head teacher must apply the civil standard of proof; i.e. 'on the balance of probabilities' it is more likely than not that a fact is true, rather than the criminal standard of 'beyond reasonable doubt.' This means that the head teacher should accept that something happened if it is more likely that it happened than that it did not happen.*
9. *Under the Equality Act 2010 (the Equality Act), schools must not discriminate against, harass or victimise pupils because of: sex; race; disability; religion or belief; sexual orientation; pregnancy/maternity; or gender reassignment. For disabled children, this includes a duty to make reasonable adjustments to policies and practices and the provision of auxiliary aids.*

10. In carrying out their functions, the public sector equality duty means schools must also have due regard to the need to:

- eliminate discrimination, harassment, victimisation, and other conduct that is prohibited by the Equality Act;
- advance equality of opportunity between people who share a protected characteristic and people who do not; and
- foster good relations between people who share a protected characteristic and people who do not share it.

11. These duties need to be complied with when deciding whether to exclude a pupil. Schools must also ensure that their policies and practices do not discriminate against pupils by unfairly increasing their risk of exclusion. Provisions within the Equality Act allow schools to take positive action to deal with particular disadvantages, needs, or low participation affecting one group, where this can be shown to be a proportionate way of dealing with such issues.

12. The head teacher and governing board must comply with their statutory duties in relation to SEN when administering the exclusion process. This includes having regard to the SEND Code of Practice.

13. It is unlawful to exclude for a non-disciplinary reason. For example, it would be unlawful to exclude a pupil simply because they have additional needs or a disability that the school feels it is unable to meet, or for a reason such as: academic attainment/ability; the action of a pupil's parents; or the failure of a pupil to meet specific conditions before they are reinstated, such as to attend a reintegration meeting. However, a pupil who repeatedly disobeys their teachers' academic instructions could, be subject to exclusion.

14. 'Informal' or 'unofficial' exclusions, such as sending a pupil home 'to cool off', are unlawful, regardless of whether they occur with the agreement of parents or carers. Any exclusion of a pupil, even for short periods of time, must be formally recorded.

15. Maintained schools have the power to direct a pupil off-site for education to improve their behaviour. A pupil at any type of school can also transfer to another school as part of a 'managed move' where this occurs with the consent of the parties involved, including the parents and the admission authority of the school. However, the threat of exclusion must never be used to influence parents to remove their child from the school.

## **11. Malicious accusations**

Disciplinary action is required to be taken against pupils who are found to have made any malicious accusation against school staff. In these circumstances, the child will receive an appropriate sanction, make reparations to the member of staff, and a record of the incident will be kept on the pupil's file. The Headteacher will also consider the pastoral needs of the staff accused and put appropriate support in place.

## **12. Anti-bullying and anti-racism in school**

We aim to create an atmosphere where everyone feels safe and secure in the knowledge that positive steps are taken to tackle problems. Bullying will not be tolerated in any form.

Through assemblies, Social and Emotional Aspects of Learning (SEAL) and Circle Time, pupils are actively encouraged to approach members of staff in the knowledge that they will be listened to and their worries or fears will be taken seriously. Parents are notified of our concerns and are actively encouraged to work with the school to prevent or stop bullying. Where a child is being bullied and/or racially abused, extra support will be given.

Details of our school's approach to preventing and addressing bullying are set out in our *Anti-Bullying Policy* (please also see our *Child Protection and Safeguarding Policy*). When dealing with **cyberbullying** and **peer-on-peer abuse**, please refer to our school *Anti-Bullying Policy* and *Anti-Racist (Race Equality) Policy*.

### 13. **Legislation and guidance**

All action is taken in line with the following legislation/guidance:

#### **Regulations**

- The School Discipline (Pupil Exclusions and Reviews) (England) Regulations 2012
- The Education (Provision of Full-Time Education for Excluded Pupils) (England) (Amendment) Regulations 2014.

#### **Acts of Parliament**

- Children Act 1989
- Children Act 2004
- Education and Inspections Act 2006
- Equality Act 2010.

#### **UK Government advice**

- *SEN and disability code of practice: 0 to 25 years* (DfE, Jan 2015)
- *Behaviour and discipline in schools: Guidance for governing bodies* (DfE, Sept 2015)
- *Behaviour and discipline in schools: Advice for headteachers and school staff* (DfE, Jan 2016)
- *Exclusion from maintained schools, academies and pupil referral units in England* (DfE, Sept 2017)
- *Keeping children safe in education* (DfE, Sept 2019)
- *Searching, screening and confiscation* (DfE, Jan 2018)
- *Use of reasonable force* (DfE, Jul 2013)
- *Working together to safeguard children* (DfE, Mar 2015).

#### **Church of England publications**

- *Valuing All God's Children: Guidance for Church of England Schools on Challenging Homophobic Bullying* (Church of England Archbishop's Council Education Division, Summer 2019).

## **APPENDIX A: GOVERNORS' STATEMENT OF BEHAVIOUR PRINCIPLES – WORDING PUBLISHED ON THE SCHOOL WEBSITE**

### **Christ Church “Governors’ Statement of Behaviour Principles”**

#### **Introduction**

The Department for Education requires Governing Bodies of maintained schools to publish a statement of behaviour principles for their school. The Governing Body therefore has a duty to produce, and review, a written statement of general principles to guide the Headteacher in determining measures to promote good behaviour and discipline amongst students. The document *Behaviour and discipline in schools: Guidance for governing bodies* (DfE, Jul 2013 version) has been used as a reference in producing this Statement of Behaviour Principles.

#### **Starting with our Christian vision and core values**

This is, first and foremost, a statement of principles not practice. These principles are consistent with our school vision, values, maxim and ethos.

At Christ Church C of E First School we are committed to upholding the biblical principle that all human beings are made in the image of God and, as such, should be welcomed, accepted and valued as unique individuals of equal value and dignity, who are capable of growth, change and development. We believe that respectful relationships are the cornerstone of our school community.

We cherish **diversity**, celebrate difference and strive to create a community characterised by **inclusion** and **belonging**. Hence we take seriously our responsibility to implement the anti-discrimination and anti-bullying guidance set out in the Church of England’s *All God’s Children* document.

We believe that individual resilience is rooted in community resilience because when children feel welcome, secure and happy, they are more likely to develop positive attitudes, make good behaviour choices and fulfil their potential.

Our restorative approach encourages social justice and reconciliation. So, when unkind words and/or actions occur, school staff aim to give children the words and strategies needed to put things right. This may involve being honest, taking responsibility, being willing to apologise, being able to forgive and wanting to become friends again.

Our aim is for children to develop their own moral compass (based on the school’s core Christian values of Kindness, Courage, Respect, Responsibility, Perseverance and Forgiveness) and become caring, respectful, tolerant, active citizens, equipped for life in modern Britain and the wider world.

#### **Rationale and purpose**

This is a statement of principles, not practice: it is the responsibility of the Headteacher to draw up the *School Behaviour (Pupil Discipline) Policy* at Christ Church, though she/he must take account of these principles when formulating this.

The purpose of the “Governors’ Statement of Behaviour Principles” is to provide direction for the Headteacher in drawing up the *School Behaviour (Pupil Discipline) Policy* at Christ Church so that it reflects the shared aspirations and beliefs of governors, staff and parents for the children in the school. The policy should also take full account of relevant legislation, policy and guidance on behaviour matters.

This is a statement of principles and is intended to help all school staff to be aware of and understand the extent of their powers in respect of discipline and sanctions, and how to use them. Staff should be confident that they have the governors’ support when following this guidance.

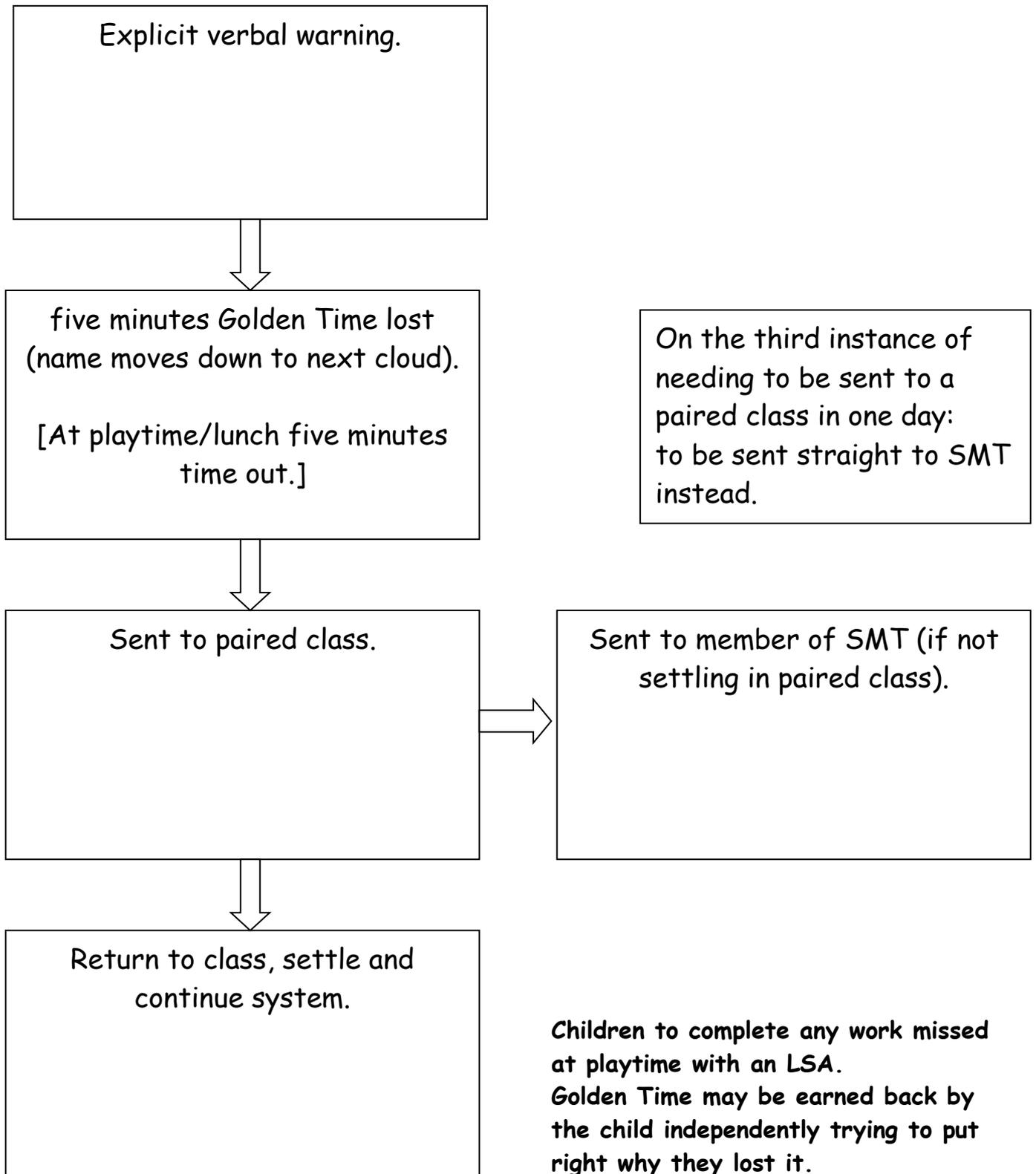
The *School Behaviour (Pupil Discipline) Policy* must be publicised, in writing, to staff, parents/carers and children each year. It must also appear on the school’s website.

Principles:

- Every child has the right to learn but no child has the right to disrupt the learning of others.
- Everyone has a right to be listened to, to be valued, and to feel and be safe.
- Everyone must be protected from disruption or abuse.
- Christ Church C of E First School is an inclusive school; all members of the school community should be free from discrimination, harassment, victimisation and any other conduct that is prohibited by or under the Equality Act 2010.
- It is expected that all adults – staff, volunteers and governors – will set excellent examples to the children at all times.
- We seek to give every child a sense of personal responsibility for her/his own actions.
- The *School Behaviour (Pupil Discipline) Policy* will ensure that there are measures to encourage good behaviour, self-discipline and respect, and prevent all forms of bullying amongst pupils; it also provides guidance on use of reasonable force.
- Where there are significant concerns over a pupil’s behaviour, the school will work with parents to strive for common strategies between home and school.
- The school will seek advice and support from appropriate outside agencies where concerns arise over a child’s behaviour.
- The *School Behaviour (Pupil Discipline) Policy* will clearly reflect the school’s approach to exclusions.
- The *School Behaviour (Pupil Discipline) Policy* will set out the disciplinary action that will be taken against pupils who are found to have made malicious accusations against school staff.
- The school will fulfil its legal duties under the Equality Act 2010 in respect of safeguarding all vulnerable children and those children with special educational needs.
- The school will keep abreast of current issues and initiatives with regard to the Health and Safety at Work etc. Act 1974 and related regulations.

## **APPENDIX B: GOLDEN TIME FLOW CHART FOR STAFF**

Every child starts the week with their name on the sun.



## **APPENDIX C: THE FROME APPROACH**

### **The Frome Approach (updated April 2016)**

The Frome Learning Partnership (FLP) aims to develop positive Relationships for Learning within all schools and to develop a common approach and greater consistency to managing behaviour, as well as being better able to intervene early and meet individual children's needs.

The beliefs that underpin "The Frome Approach" are based on the following values:

- Behaviour is the responsibility of everyone working within the FLP.
- Behaviour is a response to life experiences and their effects.
- Early parenting experiences have a huge impact on how well children can manage at school.
- Children can be functioning at a much younger age emotionally than their chronological age.
- Children respond to the school environments and their peers.
- Adults at school need to help children to make the right choices about their behaviour.

In addition to this, four areas of development have been identified which will underpin the *FLP Relationships for Learning Policy*:

- Early intervention/clear referral pathways.
- Alternative curriculum opportunities.
- Improving the exchange of information on vulnerable children at all transition points.
- Training of all FLP staff on current education theory and principles with a particular focus on Attachment and Trauma.

As a result of restructuring within Somerset County Council, the FLP is responsible for the statutory functions set out under Section 19 of the Education Act 1996, including the following access arrangements as laid down in the *School Admissions Code* (Dec 2014), the Somerset Fair Access Protocol and the statutory guidance on *Exclusion from maintained schools, academies and pupil referral units in England* (Sept 2017) for all pupils living in the FLP area. These include the following:

- Coordinating admissions/provision of hard-to-place pupils both in-year and those who move into County.
- Ensuring there is Day 6 Provision for Permanently Excluded (PEX) pupils.
- Administration of LA statutory functions around permanent exclusions.

In addition, there are requirements in relation to the following provision arrangements:

- Finding, funding and/or providing appropriate full-time education for those permanently excluded from school or those "at risk" of permanent exclusion from school. This could mean arranging transfers to another school, providing places in alternative settings, other specialist provision or through private providers.
- Providing appropriate full-time education from day six of the permanent exclusion.
- Ensuring robust access arrangements are in place within the agreed fair access protocol.
- Providing peer-to-peer advice, support and challenge to schools within the partnership to prevent permanent exclusions.

## **APPENDIX D: FLP RELATIONSHIPS FOR LEARNING POLICY**

### **RATIONALE**

Good behaviour and positive relationships for learning at our schools is far too important to be left to chance. A strong, realistic Relationships for Learning Policy is therefore essential in establishing a positive culture in Frome Schools that underpins the achievements and successes of all the students.

We promote and reward good behaviour and ensure that poor behaviour, bullying and racism are not tolerated.

This policy has been written after consultation with governors, staff, children and parents, and reflects the values and principles that we consider to be important for our schools.

### **PRINCIPLES**

- Pupils, staff, parents and governors should understand and accept the principles on which the Relationships for Learning Policy is grounded.
- All members of the school community should be listened to and responded to. The school community is pupils, staff, parents and governors.
- Pupils, staff, parents and governors are always considerate towards the learning needs of each individual member and supportive of the school as a learning community.
- Pupils and staff are entitled to learn and work in a safe and secure environment.
- All school staff and pupils should show respect for one another.
- Good behaviour should be encouraged and consequences should be applied for unacceptable behaviour.
- Appropriate action should be taken to reduce the risk of poor behaviour happening for all pupils, but especially vulnerable pupils.
- Pupils whose behaviour and attendance may deteriorate through events such as bereavement, abuse, or divorce should be identified and supported.
- School staff should model positive behaviour and promote it through active development of pupils' social and emotional competencies.
- All members of the school community, including parents, should be encouraged to use restorative approaches.
- Pupils should be encouraged to act as ambassadors for the school. This includes on school trips, work placements and journeys to and from school.
- Frome Schools will work together to support a child who may benefit from a fresh start (Managed Transfer) in a different school.

All Frome schools have common expectations, which can be found in our Home–School Agreements. They are:

### **STAFF:**

- To treat pupils with respect.
- To know their pupils and know their names.
- To have high expectations of themselves and their pupils.
- To model good behaviour.
- To teach and promote social and emotional aspects of learning.

- To investigate incidents carefully and promptly listening to both sides.
- To ensure the classroom and other areas of the school provide a safe and attractive learning environment.
- To prepare lessons carefully to meet the needs and abilities of all pupils.
- To apply rewards and sanctions consistently and fairly.
- To involve pupils in deciding the class and school rules.
- To work with families and other agencies to ensure pupil's needs are met.
- To work with other Frome schools to ensure smooth transition.

#### **PUPILS:**

- To attend school and arrive in good time.
- To treat adults and other children with respect.
- To work hard in class and allow others to work.
- To obey the agreed class and Golden Rules.
- To look after other children in the school.
- To report bullying or any accident or incident.
- To look after the school equipment.

#### **PARENTS:**

- To ensure their child attends school and arrives in good time and with the correct clothing and equipment.
- To ensure that on school days children have had a good night's sleep and preferably a good breakfast.
- To support their children in completing their homework.
- To treat school staff and other school families with respect.
- To model good behaviour to their children, particularly around the school site.
- To respect the school and class rules.
- To notify the school of their child's needs.

#### **REWARDS AND CONSEQUENCES**

The rewards and consequences are known to all within the FLP, pupils, parents, staff and governors, through clear publication on school websites as well as through displays throughout the schools and ensuring that they are consistently applied. They will be continuously reinforced through assemblies, tutor time, role modelling and in all lessons.

Creating a positive attitude towards learning is fundamental. Through flooding schools within the FLP with positivity we are able to celebrate successes but also give clarity to our expectations of all learners within the FLP.

#### **REWARDS**

All schools must have a system in place which rewards and encourages positive behaviours and recognises all forms of social and academic achievement and effort. There are a variety of rewards which can be used depending on age, need or choice. See section 3 (Incentives to positive behaviour) of the *Christ Church School Behaviour (Pupil Discipline) Policy* (above).

## **CONSEQUENCES**

Consequences are more effective if the pupil understands what it is they have done that was the wrong thing to do. All staff are asked to ensure that this is the case, to look for the “teachable moment”.

Consequences need to reflect the seriousness of the offence and pupils, staff and parents need to be aware of the possible consequences of poor behaviour choices.

Physical, verbal and racist attacks and bullying are serious offences for which the school has a duty to respond firmly to protect the victims of such behaviour. In these cases, a child may be excluded for a fixed period in the first instance. Parents and the Headteacher will be involved in dealing with such cases. In extreme cases, the Police may be involved. Schools have a legal duty to report racist behaviour to the appropriate authorities. (Parental rights to involve the Police exist outside of this Policy.)

Where a situation occurs where there has been unacceptable behaviour, or a serious incident has occurred, the school must respond appropriately in the first instance. After that the school needs to work to understand what may have triggered the action and a plan should be put in place to ensure that future incidents are minimised and the behaviours are managed.

There are a variety of responses which can be used depending on age, need or choice including:

- Warning given
- Moved seats
- Time out
- Behaviour points
- Exclusion for the remainder of the lesson
- Meeting with members of staff
- Home contact
- Individual Behaviour Plans
- Detention in school and after school
- Internal exclusion
- Fixed-period exclusion (external)
- Permanent exclusion
- Referral to FLP Discussion Forum for further support and advice.

See section 4 (Sanctions) and section 10 (Exclusions) of the *Christ Church School Behaviour (Pupil Discipline) Policy* (above).

## **PHYSICAL RESTRAINT**

Each school should have its own physical restraint policy, using the model policy provided by Somerset County Council or other provider which delivered your training. Most Frome schools have used Team Teach.

See the “Conducting a search” part of section 8 (Restrictive Physical Intervention) in the *Christ Church School Behaviour (Pupil Discipline) Policy* (above).

## **PUPIL'S CONDUCT OUTSIDE THE SCHOOL GATES**

See section 6 (Pupil conduct outside the school gates) of the Christ Church *School Behaviour (Pupil Discipline) Policy* (above).

## **DEALING WITH INAPPROPRIATE BEHAVIOUR OF PARENTS, VISITORS AND OTHER ADULTS IN THE SCHOOL**

The school has a legal duty to ensure that its premises are a safe place to work and visit, and must therefore deal effectively with any rude or aggressive visitors to the school, including parents.

Only persons with the "right" to be on the school site are allowed on the school premises. That "right" is determined by the Headteacher and Governing Body. This can be extended to pupils, parents, staff, contractors and other workers and visitors. However, all persons on site are expected to behave appropriately and, if they do not, the school must take action that it considers necessary to prevent a repeat of that behaviour.

## **COMPLAINTS PROCEDURE**

In the event of a parent/carer or student having a complaint about how a school's Relationship for Learning/Behaviour Policy has been implemented, we highly recommend that in the spirit of partnership, parents contact the school by telephone or email to discuss the complaint.

Every effort will be made to investigate as quickly as possible and to feedback the outcomes as the investigation proceeds.

If the complaint has still not been resolved, then parents can contact the Behaviour and Vulnerability Manager for the Frome Learning Partnership.