



Westbridge Primary School

Behaviour and Discipline Policy

Review Date: March 2020

INTRODUCTION

The Behaviour and Discipline policy operates in conjunction with the following policies:

- Anti-bullying policy
- Special Educational Needs (SEN)
- Equal Opportunities Policy
- Attendance Policy
- Safeguarding/Child Protection Policy

At Westbridge Primary School, we aim to create a welcoming, caring environment where relationships are based on Grace, Love and Fellowship and develop happiness and positive self-esteem in each child. Staff at Westbridge are committed to maintaining high expectations of excellent behaviour and understand the importance of encouraging children to grow up as healthy, caring, and responsible contributing members of their communities and society.

We aim to:

- To create an atmosphere where children are able to develop a moral awareness and are sensitive to the needs of others and one in which they will show respect and consideration for other people and property.
- To praise and reward positive attitudes to behaviour and work and to maintain fairness and consistency, whilst encouraging self-discipline.

We recognise that high standards are best promoted when everyone (staff, parents and children) have a shared understanding of what is acceptable and unacceptable behaviour. By promoting good behaviour we can build individual and collective esteem and encourage good personal relationships through:

- Ensuring a safe, caring and happy school
- Promoting good citizenship, good self-esteem, self-discipline and emotional intelligence
- Preventing bullying

The Governing Body has a duty under S175 Education Act 2002 that requires them to make arrangements to ensure that their functions are carried out with a view to safeguarding and promoting the welfare of children.

Westbridge Primary School PRINCIPLES of Behaviour

- 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, to feel and be safe.
- Everyone must be protected from disruption or abuse.
- The fundamental approach is a positive one, drawing attention to, rewarding good behaviour and mutual respect.
- There will be a whole school approach to discipline with a clearly defined code of conduct.
- It is expected that all adults (staff and volunteers) will set excellent examples to the children in all their work.
- We will seek to give every child a sense of personal responsibility for his/her own actions.
- Where there are significant concerns over a pupil's behaviour we will share the strategies we use with parents; working on an active partnership to promote good behaviour.
- There will be early support for developing problems.
- Strategies may be recorded in an Individual Education Plan/SEND Support Plan or where there is a high level of concern, a Pastoral Support Plan.
- Bad language is considered to be unacceptable behaviour.
- We will seek advice and support from appropriate outside agencies.
- Staff will keep abreast of current issues and initiatives.
- As the staff of the school we will constantly seek to inform ourselves of good practice and strategies to further improve behaviour and attitudes.
- There will be a corporate approach but with due regard for individual circumstances and duties under the Equality Act (2010) not to discriminate pupils because of their: sex; race; disability; religion or belief; sexual orientation; because of a pregnancy/maternity; or because of a gender reassignment. For disabled children, this includes a duty to make reasonable adjustments to policies and practices.
- There will be opportunities for responsibility and recognition for non- academic achievement.

IMPLEMENTATION

It is recognised that the quality of learning experiences in the classroom will have an impact on behaviour. High expectations from staff delivering a curriculum matched to children's varying needs will help to motivate pupils promoting self-esteem and confidence, leading to order and self-discipline.

It is also recognised that external influences on children must be taken into account and related to the expectations of the school. The development of good relationships with parents will assist in the encouragement of support and understanding.

Finally it is important to reward those who behave well. Most children respond well to praise and there is something worthy of praise in all children. However it is important that children accept responsibility for their own actions

IN ALL DISCIPLINARY ACTIONS IT IS ESSENTIAL THE CHILD KNOWS THAT IT IS THE BEHAVIOUR WHICH IS UNACCEPTABLE, NOT THE CHILD AS A PERSON.

THE ROLE OF THE HEADTEACHER/SENIOR LEADERSHIP TEAM

It is the role of the Headteacher, under the School Standards and Framework Act 1998, 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 Headteacher to ensure the health, safety and welfare of all the children in the school.

The Headteacher and Senior Leadership Team support the staff by implementing the policy, by setting the standards of behaviour, and by supporting staff in the implementation of the policy.

The Headteacher has the responsibility (or in her absence, the Assistant Headteachers) for giving fixed-term suspensions to individual children for serious acts of misbehavior. For repeated or very serious acts of anti-social behaviour, the Headteacher may permanently exclude a child.

THE ROLE OF GOVERNORS

The governing body will:-

- Contribute to, and review, this behavior policy
- Be involved in, and contribute to the consultation process resulting in this policy
- Offer advice where appropriate and uphold this policy
- Work to ensure the safeguarding and welfare of children

THE ROLE OF THE CLASS TEACHER

It is the responsibility of the class teacher to ensure that the school rules are enforced in their class, and that their class behaves in a responsible manner.

It is the responsibility of the class teacher to record significant incidents of inappropriate behaviour, communicate regularly to parents (and relevant members of staff) and issue appropriate consequences, e.g. supervising playtime and lunchtime detentions, ensuring that children rectify mistakes that they have made, etc.

Teachers have a **statutory authority** to discipline pupils whose behaviour is unacceptable, who break the school rules or who fail to follow a reasonable instruction (*Section 91 of the Education and Inspections Act 2006*).

The power also applies to **all paid staff** (unless the Headteacher says otherwise) with responsibility for pupils, such as teaching assistants.

Teachers can discipline pupils at any time the pupil is **in school or elsewhere** under the charge of a teacher, including on **school visits**.

Teachers can also discipline pupils for **misbehaviour outside school**.

Teachers have a specific **legal power to impose detention** outside school hours.

Teachers can **confiscate** pupils' property.

The class teacher liaises with external agencies, as necessary, to support and guide the progress of each child.

The class teacher reports to parents about the progress of each child in their class, in line with the whole-school policy.

THE ROLE OF NON-TEACHING STAFF

It is the responsibility of all staff to ensure that the school rules are enforced in their class, and that their group behaves in a responsible manner during lesson time.

Support staff should report any significant incidents back to the class teacher.

PARENTAL INVOLVEMENT

Staff welcome early contact if parents have a concern about their child's behaviour or concerns that they are being upset by others. If parents and the school work together, we believe that the discipline and behaviour of pupils will be maintained and respected by all.

Parents can help in the following ways:

- By ensuring that pupils arrive punctually and in a calm/settled manner, ready for the start of the school day
- By ensuring that pupils have appropriate uniform for school and PE so as to take a full part in all school activities
- By supporting the school in our policy that all pupils are expected to behave in a responsible manner, both towards themselves and others, showing consideration, courtesy and respect for other people at all times (See Code of Conduct Appendix 1)
- By ensuring that pupils show a proper regard for other people's property, buildings and the environment
- By ensuring regular attendance at school and avoiding unnecessary pupil absence
- By adhering to the Home-School Agreement

CLASSROOM MANAGEMENT AND PROCEDURES

To promote good discipline within the classroom staff should aim to:

- Establish defined classroom areas
- Label resources clearly and make them easily accessible
- Design classroom layout to facilitate ease of movement
- Organise and adhere to consistent classroom routines e.g. lining up, sitting correctly
- Place emphasis on independent learning
- Avoid queues
- Be well prepared and organised
- Allow adequate time for tidying up
- Make expectations clear to children and parents, when applicable
- Share responsibilities between all children
- Use eye contact and gestures, etc.
- Maintain a quiet, calm atmosphere
- Encourage children to raise their hands rather than interrupt
- Send children to collect resources in small groups

- Be ready in the classroom to greet children before the start of each lesson
- Involve children in the organisation of systems wherever possible
- Be positive e.g. use of 'please walk', rather than 'don't run'

The use of School Rules is in place in all classes in the school. **This is based on the principle that everyone has a right to learn and a responsibility to allow others that right.**

The rules are drawn up at the beginning of the year in consultation with the School Council. The children agree to abide by these rules and understand that if they do not adhere to them there is a procedure that is followed fairly and consistently for everyone.

The school has six rules. The rules are:

1. We follow all adult instructions straight away
2. We show Grace, Love and Fellowship to everyone
3. We show the 4Ps in everything that we do
4. We respect the property and equipment of our school and others
5. We use kind words and keep our hands and feet to ourselves
6. We always tell the truth and accept the consequences of our choices

POSITIVE BEHAVIOUR MANAGEMENT

Behaviours which may signify emotional and behavioural difficulties

There are a number of behaviours which may signal the need for special provision. Most obviously these include bullying, disruptive behaviour and poor temper management. Less obviously these include poor motivation, poor organisational skills and poor concentration.

Limited Self-Esteem

One of the causes of behavioural difficulties in children is their limited self-esteem. Children often have life experiences which make them feel that they are not loved, cared for, valued or seen as special by others. This can inform their behaviour patterns, which may have a negative influence on the way people react to them, which ultimately reinforces their low self-esteem. A vicious circle is established, which many pupils lack the insight or the power to break.

Pupils with low self-esteem may display their insecurities by:

- Becoming either boastful or over self-critical

- Becoming aggressive or withdrawn
- Looking for ways to avoid new academic or social challenges
- Finding it hard to relate appropriately to others and appearing uncomfortable in unfamiliar company or situations
- Experience difficulties in making friends

Dealing with emotional and behavioural difficulties in school

Behavioural difficulties in school may, sometimes, need to be dealt with by the use of sanctions. In the short term, sanctions can stop inappropriate behaviour. However, they must be used sensitively, and the emphasis should be on supporting and rewarding pupils instead.

Pupils with low self-esteem can be very demanding and many of their behaviours can alienate those who are trying hardest to support them. However, the need to adopt positive behaviour management strategies is central to helping them acquire more appropriate patterns of behaviour.

Concentrating on pupils' failings is likely to damage their self-esteem and have a negative effect on their development. Reinforcing good behaviour or celebrating achievements by giving pupils your time, approval and attention is likely to have a positive influence on their global development within and beyond their school years.

CONSEQUENCES FOR POOR BEHAVIOUR

Teachers can discipline pupils whose conduct falls below the standard which could reasonably be expected of them. This means that if a pupil misbehaves, breaks a school rule or fails to follow a reasonable instruction the teacher can impose a punishment on that pupil. We will make reasonable adjustments for children who have SEND, (where appropriate).

To be lawful, the punishment (including detentions) must satisfy the following three conditions:

- 1) The decision to discipline a pupil must be made by a paid member of school staff or a member of staff authorised by the head teacher;
- 2) The decision to discipline the pupil and the punishment itself must be made on the school premises or while the pupil is under the charge of the member of staff; and
- 3) It must not breach any other legislation (for example in respect of disability, Special Educational Needs, race and other equalities and human rights) and it must be reasonable in all the circumstances.

A punishment must be reasonable. In determining whether a punishment is reasonable, *Section 91* of the *Education and Inspections Act 2006* says the penalty must be proportionate in the circumstances and that account must be taken of the pupil's age, any special educational needs or disability they may have, and any religious requirements affecting them.

The Headteacher may limit the power to apply particular punishments to certain staff and/or extend the power to discipline to adult volunteers, for example to parents who have volunteered to help on a school trip.

Corporal punishment is illegal in all circumstances.

Schools should consider whether the behaviour under review gives cause to suspect that a child is suffering, or is likely to suffer, significant harm. Where this may be the case, school staff should follow the schools' safeguarding policy. They should also consider whether continuing disruptive behaviour might be the result of unmet educational or other needs. At this point, the school should consider whether a multi-agency assessment is necessary.

CHILDREN WHO ABUSE OTHER CHILDREN

We recognise that children are capable of abusing their peers. As a school we work to minimise the risk of peer on peer abuse and will investigate and deal with any allegations robustly. Where needed risk assessments will be carried out and strategies put in place to protect the child who has suffered abuse and to offer them support. Concerns raised will be treated seriously and followed up in a timely and sensitive fashion.

It is important to be conscious that any child who is engaging in abusive behaviour towards others may have been subject to abuse from other children or from adults. Abusive behaviour can be displayed in a variety of ways and can consist of sexual abuse/activity; physical harm; emotional abuse and/or verbal abuse.

Children who abuse others should be held responsible for their abusive behaviour, whilst being identified and responded to in a way which meets their needs as well as protecting others.

In such incidences, the school will follow guidance issued in relation to children who abuse others and local procedures and make referrals to social care, CAMHS and / or police as appropriate. Please refer the Safeguarding policy for additional guidance.

Instances of sexual violence and sexual harassment will be taken seriously and responded to robustly. The school will adhere to guidance in section 5 of Keeping Children Safe in Education and follow procedures (as detailed in the Safeguarding policy Appendix 7)

MALICIOUS ALLEGATIONS

Allegations of abuse will be taken seriously, and we will deal with allegations quickly in a fair and consistent way that provides effective protection for the child and supports the person who is the subject of the allegation. Every effort will be made to maintain confidentiality and guard against unwanted publicity while an allegation is being investigated. Suspension will not be used as an automatic response when an allegation has been reported.

PUPILS' CONDUCT OUTSIDE THE SCHOOL GATES- TEACHERS POWERS

Teachers have a statutory power to discipline pupils for misbehaving outside of the school premises. *Section 89(5) of the Education and Inspections Act 2006* gives head teachers a specific statutory power to regulate pupils' behaviour in these circumstances 'to such extent as is reasonable'.

Subject to the school's behaviour policy, the teacher may discipline a pupil for:

- Any misbehaviour when the child is:
 - Taking part in any school-organised or school-related activity
 - Travelling to or from school
 - Wearing school uniform or in some other way identifiable as a pupil at the school
- Or misbehaviour at any time, whether or not the conditions above apply, that:
 - Could have repercussions for the orderly running of the school
 - Poses a threat to another pupil or member of the public
 - Could adversely affect the reputation of the school

DETENTION

Teachers have a legal power to put pupils (**aged under 18**) in detention. Westbridge Primary School uses detention as a sanction. Where detention is outside school hours Teachers must give parents 24 hours' notice, in writing. They do not have to give 24 hours' notice for a lunchtime detention.

The times outside normal school hours when detention can be given (the 'permitted day of detention') include:

- any school day where the pupil does not have permission to be absent;

The Headteacher can decide which members of staff can put pupils in detention.

Matters schools should consider when imposing detentions

- Parental consent is not required for detentions.
- The school will act reasonably when imposing a detention as with any disciplinary penalty. In addition, when deciding the timing, the teacher will consider whether suitable travel arrangements can be made by the parent for the pupil. It does not matter if making these arrangements is inconvenient.
- With lunchtime detentions, schools should allow reasonable time for the pupil to eat, drink and use the toilet.

School staff should not issue a detention where they know that doing so would compromise a child's safety. When ensuring that a detention outside school hours is reasonable, staff issuing the detention should consider the following points:

- Whether the detention is likely to put the pupil at risk.
- Whether the pupil has known caring responsibilities that mean that the detention is unreasonable.
- Whether the parents ought to be informed of the detention. In many cases it will be necessary to do so, but this will depend on the circumstances. For instance, notice may not be necessary for a short after school detention where the pupil can get home safely.
- Whether the parent for the pupil can make suitable travel arrangements. It does not matter if making these arrangements is inconvenient for the parent.

CONFISCATION OF INAPPROPRIATE ITEMS

There are two sets of legal provisions, which enable school staff to confiscate items from pupils:

The **general power to discipline** enables a member of staff to confiscate, retain or dispose of a pupil's property as a punishment and protects them from liability for damage to, or loss of, any confiscated items.

Power to search without consent for "prohibited items" including:

- Knives and weapons
- Alcohol
- Illegal drugs
- Stolen items
- Tobacco and cigarette papers

- Fireworks
- Pornographic images
- Any article that has been or is likely to be used to commit an offence, cause personal injury or damage to property
- Any item banned by the school rules which has been identified in the rules as an item which may be searched for.

USE OF REASONABLE FORCE

The legal provisions on school discipline also provide members of staff with the power to use reasonable force to prevent pupils committing an offence, injuring themselves or others or damaging property, and to maintain good order and discipline in the classroom.

Head teachers and authorised school staff may also use such force as is reasonable given the circumstances when conducting a search without consent for 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.

School staff have a legal power to use reasonable force and lawful use of the power will provide a defence to any related criminal prosecution or other legal action.

Exclusion should not be an automatic response when a member of staff has been accused of using excessive force.

Senior school leaders should support their staff when they use this power.

Please Note: Parental consent is not required to restrain a pupil.

WHAT IS REASONABLE FORCE?

- The term '**reasonable force**' covers the broad range of actions used by most teachers at some point in their career that involve a degree of physical contact with pupils.
- Force is usually used either to control or restrain. This can range from guiding a pupil to safety by the arm through to more extreme circumstances such as breaking up a fight or where a student needs to be restrained to prevent violence or injury.
- 'Reasonable in the circumstances' means using no more force than is needed.
- As mentioned above, schools generally use force to control pupils and to restrain them. **Control** means either passive physical contact, such as standing between pupils or blocking a pupil's path, or active physical contact such as leading a pupil by the arm out of a classroom.

- **Restraint** means to hold back physically or to bring a pupil under control. It is typically used in more extreme circumstances, for example when two pupils are fighting and refuse to separate without physical intervention.
- School staff should always try to avoid acting in a way that might cause injury, but in extreme cases it may not always be possible to avoid injuring the pupil.

WHO CAN USE REASONABLE FORCE?

- All members of school staff have a legal power to use reasonable force.
- This power applies to any member of staff at the school. It can also apply to people whom the head teacher has temporarily put in charge of pupils such as unpaid volunteers or parents accompanying students on a school organised visit.

WHEN CAN REASONABLE FORCE BE USED?

- Reasonable force can be used to prevent pupils from hurting themselves or others, from damaging property, or from causing disorder.
- In a school, force is used for two main purposes – to control pupils or to restrain them.
- The decision on whether or not to physically intervene is down to the professional judgment of the staff member concerned and should always depend on the individual circumstances.
- The following list is not exhaustive but provides some examples of situations where reasonable force can and cannot be used.

Schools can use 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

Schools cannot:

- Use force as a punishment – it is always unlawful to use force as a punishment

COMMUNICATING THE SCHOOL'S APPROACH TO THE USE OF FORCE

- Every school is required by law to have a behaviour policy and to make this policy known to staff, parents and pupils. This policy should include guidance on the use of reasonable force although this is not a legal requirement.
- Any policy on the use of reasonable force should acknowledge their legal duty to make reasonable adjustments for disabled children and children with SEN.
- Schools do not require parental consent to use force on a student.

USING FORCE

- A panel of experts identified that certain restraint techniques presented an **unacceptable risk** when used on children and young people. The techniques in question are:
 - The 'seated double embrace' which involves two members of staff forcing a person into a sitting position and leaning them forward, while a third monitors breathing
 - The 'double basket-hold' which involves holding a person's arms across their chest, and
 - The 'nose distraction technique' which involves a sharp upward jab under the nose.

STAFF TRAINING

The Headteacher should consider whether members of staff require any additional training to enable them to carry out their responsibilities and should consider the needs of the pupils when doing so.

Telling parents when force has been used on their child

If the use of force has been applied to a child then a record will be made and the parents/guardians will be informed.

In deciding what a serious incident is, teachers should use their professional judgment and also consider the following:

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

WHAT HAPPENS IF A PUPIL COMPLAINS WHEN FORCE IS USED ON THEM?

- All complaints about the use of force should be thoroughly, speedily and appropriately investigated.
- Where a member of staff has acted within the law – that is, they have used reasonable force in order to prevent injury, damage to property or disorder – this will provide a defence to any criminal prosecution or other civil or public law action.
- When a complaint is made the onus is on the person making the complaint to prove that his/her allegations are true – it is **not** for the member of staff to show that he/she has acted reasonably.
- Suspension must not be an automatic response when a member of staff has been accused of using excessive force. Schools should refer to the '*Dealing with Allegations of Abuse against Teachers and Other Staff*' [DFE-00061-2011] guidance where an allegation of using excessive force is made against a teacher. This guidance makes clear that a person must not be suspended automatically, or without careful thought.
- Schools must consider carefully whether the circumstances of the case warrant a person being suspended until the allegation is resolved or whether alternative arrangements are more appropriate.
- If a decision is taken to suspend a teacher, the school should ensure that the teacher has access to a named contact who can provide support.
- Governing bodies should always consider whether a teacher has acted within the law when reaching a decision on whether or not to take disciplinary action against the teacher.
- As employers, schools and local authorities have a duty of care towards their employees. It is important that schools provide appropriate pastoral care to any member of staff who is subject to a formal allegation following a use of force incident.

REWARDS

We aim to reward positive rather than emphasise negative attitudes to behaviour and work. It is important to keep this philosophy in perspective. For the majority of children this approach will work, sanctions should be needed only for a minority of children.

It is essential that the main focus for rewards and sanctions should be within the classroom, extending to Senior Management where necessary. They should be applied in a fair and consistent manner.

These can be given to individual children, small groups, classes, year groups or key stages, as appropriate by:

- Classroom Assistants, all support staff and volunteers
- Midday Supervisors
- Admin staff
- Class teachers
- Phase Leaders
- Pastoral and Community Leader
- Assistant Headteachers
- Headteacher

Rewards can include the following:

- Praise – verbal, written, sticker, friendly word or gesture, referral to another adult, and gold, silver and bronze awards
- Special responsibility, privilege or trust – work with/sit by a friend of their own choice, work in an area away from the direct supervision of the teacher, a special job or responsibility (e.g. give out registers, take messages, work with younger children).
- House points
- Informing parents – communicating good news whenever possible, sending home messages, entry in home/school diary or sometimes a phone call
- Awarding Head Teacher Certificates
 - 50 green stickers = bronze certificate
 - 75 green stickers = silver certificate
 - 100 green stickers = gold certificate
- Weekly Achievement Assemblies – commending children for hard work, good manners, sporting achievements, etc.
- Two children from each class named as ‘Children of the Week’ (with names to be placed on SIMs)
- Top table rewards
- Being nominated as a weekly Golden Star each half term
- Weekly prizes for specific curriculum areas such as maths (problem solving) and writing
- Specific rewards for good attendance and punctuality such as extra play

These rewards are given to reinforce and encourage further good behaviour. The whole school community provides these incentives and rewards. Rewards may be given to an individual, group or whole classes working together.

SANCTIONS

The following can be imposed by the Class Teacher:

- Withdrawal of privilege relative to misbehaviour
- Playtime/lunchtime detention
- Parents informed and involved in the behaviour management process
- Use of behaviour letter, behaviour contract, or report card (SLT member informed)
- Time out e.g. under supervision, another group, another class
- Reasoned explanation of why the behaviour is unacceptable followed by an appropriate sanction e.g. a verbal or written apology, repetition of an unsatisfactory task
- Child to assist in rectifying the problem they have caused
- A verbal reprimand appropriate to the child and misbehaviour e.g. within the group, individually
- Work to be completed in the child's own time or at home
- Child sent to another appropriate adult to explain their misbehaviour
- Referral to Pastoral and Community Leader/Phase Leader/AHTs/Headteacher

Further Sanctions

In addition the class teacher can seek the involvement of the Headteacher. The Headteacher can impose further sanctions depending on the level of behavior.

- Ask parents to escort children to and from the premises before and after school, on safety grounds
- Restorative process
- Fixed term exclusion
- Permanent exclusion

- Exclusions will be carried out in accordance with LEA/Academy policy, DfE guidance and Governors directive and be used in only the most serious cases. It should provide a period of time for the consideration and solution of a problem.
- The standard of proof in relation to a decision taken to exclude is based on civil law, i.e. “on the balance of probabilities” (it is more likely than not that a fact is true).

A decision to exclude a pupil permanently should only be taken:

- In response to a serious breach, or persistent breaches, of the school’s behaviour policy
- Where allowing the pupil to remain in a school would seriously harm the education or welfare of the pupil or others in the school

Prior to the permanent exclusion of a child these steps must be considered:-

- Consultation with parents before the stage of considering permanent exclusion is reached unless in response to a serious incident
- Full consultation with all relevant staff about the child's difficulties
- If possible hold a discussion with the Educational Psychologist and/or outside agencies
- An opportunity for the child/parent to present their case (where possible)
- Pastoral support plan written if appropriate

1. PROCESS AND RECORD KEEPING

- Where behaviour is persistently below the standard required the pupil will be entered on the Concern and SEN Support Record and strategies will be set up by the class teacher. Informal notes will be kept by the class teacher and may be discussed at consultations with the parents or at other informal meetings.
- If the problem is more serious, strategies will be reviewed and careful monitoring of events takes place to establish causes, patterns etc. Strategies will be discussed with all who work with the child, the parents and the child themselves where age is appropriate. This will include setting up a SEN Concern and a SEN Outcome and Support Plan for that pupil.
- Monitoring systems may be used to assess causes, frequency and outcomes of poor behaviour. E.g. ABC, Antecedent, Behaviour and Consequences, approach to behaviour patterns, timetable based monitoring.
- If the behaviour does not improve, the child’s behaviour will be discussed at regular School Based Review meetings. The Individual Education Plan/Concern and SEN Support Record is continued. TA time and midday supervisor support may be allocated to implement strategies to improve behaviour. External agencies may be involved.

- Where there are no improvements in the child's behaviour, a personalised approach may be adopted whereby a framework of rewards and sanctions is agreed with everyone working with that child.
- In extreme cases where behaviour is not improving in response to the above strategies, the Pastoral and Community Leader, Assistant Headteacher for Inclusion and SENCo may be set up a Pastoral Support Plan with a view to preventing the child from being excluded. This plan will involve the parents, pupil, teachers and TAs and any external professionals involved with the child.
- *In very extreme circumstances, the Headteacher may exclude a child from school either for a fixed period or permanently.*

2. REVIEW AND MONITORING

This policy overlaps with other policies and should be reviewed in conjunction with those policies, in accordance with the school monitoring and review cycle.