

# Holy Family Catholic Primary School



## Positive Behaviour and Discipline Policy

22<sup>nd</sup> March 2018

***“We live, love and learn together in the light of  
God”***

***Linked virtues:***

***‘Attentive and Discerning’***

***‘Compassionate and Loving’***

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## INTRODUCTION

This Positive Behaviour and Discipline Policy has been designed and created by various stakeholders at Holy Family Catholic Primary School. It is a working document which, in line with Government and Local Authority documentation, has been tailored to reflect our school community and the vision of our school.

As a Catholic school, we believe that Christ is at the centre of everything that we do. Our ethos is driven by the Gospel values, where we encourage and guide the children in our care to be more like Jesus every day. At Holy Family School everyone considers themselves to be part of a family orientated Catholic community who wants to learn together in an environment where high expectations, kindness, respect, appreciation of self and others are all considered to be the norm; leading naturally to good behaviour.

A child's education and welfare is a tremendous responsibility. Given the privilege of sharing that responsibility with parents and family members, we hope that the partnership of home and school makes each child's years with us happy and successful.

This Policy is written to celebrate and reinforce the positive behaviour exhibited by our children continuously and through genuine self-discipline. It is our wish to praise, encourage and show gratitude for good behaviour but to understand, have a rationale for, and a range of sanctions when behaviour is not acceptable. We place all our considerations, rewards and sanctions before Christ and reflect them in our Mission Statement:

**As God's family we work together as brothers and sisters in a safe, happy and compassionate environment. We take pride in everything we do ensuring that our children are motivated to achieve and be the very best they can be.**

**Built on the foundation of Christ and through teaching of Gospel values, we develop the whole child in a setting which has an understanding and appreciation of all faiths.**

**Inspired by Pope Francis we endeavour to 'light a fire in the hearts' of our children, empowering them to make a real difference in our diverse, ever changing society.**

This Positive Behaviour Policy aims to provide a clear mandate for each and every member of our school community. This has been broken down into 5 key aims:

1. To provide clear standards, boundaries and expectations for positive behaviour.
2. To promote positive behaviour and celebrate this through levels of reward and praise.
3. To foster a positive, caring and warm environment in which all children can reach their full potential.
4. To act as a guideline for all present and future members of teaching and non-teaching staff.
5. To work in partnership with family members to encourage positive behaviour and effectively manage more challenging behaviour.

All members of Holy Family School display characteristics which demonstrate their caring, reflective and empathetic natures. Staff have high expectations of the whole school community (parents, governors, staff and pupils) in relation to their behaviour. These include, politeness and good manners, kindness and consideration towards others. Within the classroom it includes, smartness and tidiness, a highly absorbed and motivated learning environment, an ability to manage one's own distractions and to help others avoid/manage distractions. These characteristics are supported by the ethos of the school, the positive reinforcement of the acceptable qualities, the pride children feel for their school and their own positive self-image and self-belief.

## RATIONALE

This policy provides a framework to manage pupils' behaviour in a way that is fair, reasonable and proportionate. It enables Governors, the Head-teacher and school leaders to act in a consistent way and when appropriate, take individual cases on their merits. Working together as a team, Holy Family is proud to work under the following rationale:

- Teachers have power to take action, which may include taking disciplinary action against pupils for misbehaviour which occurs in school and, in some circumstances, **outside of school**.
- The power to discipline also applies to all paid staff (unless the Head-teacher says otherwise) with responsibility for pupils, such as teaching assistants.
- Head Teachers, proprietors and governing bodies must ensure they have a strong behaviour policy to support staff in managing behaviour, including the use of rewards and sanctions.
- Governing bodies of maintained schools have a duty under section 175 of the Education Act 2002 requiring them to make arrangements to ensure that their functions are carried out with a view to safeguarding and promoting the welfare of children. The proprietors of Academies have a similar duty under paragraph 7 of Schedule 1 to the Education (Independent School Standards) (England) Regulations 2010. They must ensure that arrangements are made to safeguard and promote the welfare of pupils.
- Provide an overview of and explain powers that members of staff have to discipline pupils.

### **Purpose:**

- Promote good behaviour, self-discipline and respect between pupils, teaching staff, other school employees and visitors.
- Prevent bullying and criminal behaviours or acts.
- Ensure pupils complete assigned work.
- Regulate the conduct of pupils.

This policy also draws on relevant and up-to-date Government policy too. The following documents are incorporated into our policy:

1. Behaviour & Discipline in Schools: Guidance for Head-teachers:

[https://www.gov.uk/.../Behaviour\\_and\\_Discipline\\_in\\_Schools\\_A\\_guide\\_for\\_headteachers](https://www.gov.uk/.../Behaviour_and_Discipline_in_Schools_A_guide_for_headteachers)

2. Getting the simple things right: Charlie Taylor's Behaviour Checklists:

[https://www.gov.uk/government/uploads/system/uploads/attachment\\_data/file/571640/Getting\\_the\\_simple\\_things\\_right\\_Charlie\\_Taylor\\_s\\_behaviour\\_checklists.pdf](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/571640/Getting_the_simple_things_right_Charlie_Taylor_s_behaviour_checklists.pdf)

3. Exclusion from Maintained Schools, Academies & Pupil Referral Units in the UK:

[https://www.gov.uk/government/uploads/system/uploads/attachment\\_data/file/630073/Exclusion\\_from\\_maintained\\_schools\\_academies\\_and\\_pupil\\_referral\\_units\\_guidance.pdf](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/630073/Exclusion_from_maintained_schools_academies_and_pupil_referral_units_guidance.pdf)

## **RIGHTS AND RESPONSIBILITIES OF ALL STAKEHOLDERS**

We acknowledge and understand the important role that we have as members of staff and recognise the positive influence we can have on our children. As a school, we are proud to say that we are part of a much wider community. This includes a wide range of different parties, including family members and children. Working in partnership together, we have devised the following rights and responsibilities to ensure that all stakeholders are brought together to deliver the aims of the policy:

### **Our school will aim to:**

- Deliver the highest possible standards of excellence for our children, in all areas of school life.
- Provide a wide ranging, engaging curriculum, tailored to suit the needs of all learners.
- Provide a safe and happy environment with help and encouragement to ensure that every child does the best they can do.
- Have clear structures in place describing rewards and sanctions used in school.
- Adapt to the needs of a 21<sup>st</sup> Century world and provide opportunities for children to grow and develop as individuals.
- Be open and welcoming at all times and offer opportunities for parents to become involved in the daily life of the school.
- Provide regular information about school events and each child's progress and behaviour.

### **Our parents will aim to:**

- Support the school in delivering the school's policies, being aware of contents and aims.
- Commit to the school's overall priorities.
- Communicate effectively with staff and provide necessary information linked to behaviour patterns.
- Ensure that the children are brought into school rested and ready for learning.
- Attend Parents Evenings and respond to other means of communication to discuss children's progress.

### **Our children should aim to:**

- Follow the Gospel values set for them and try to be more like Jesus Christ.
- Understand and act out our school mission statement – treating each other as brothers and sisters in God's family, being the best they can be, taking pride in everything they do and making a difference to others.
- Be proud of who they are, believe in themselves because we believe in them too.
- Recognise and celebrate their achievements.
- Show compassion, understanding and forgiveness to those around them.
- Understand the school rules and guidelines, including the different rewards and sanctions.
- Commit to those rules and guidelines, accepting any consequences for poor behaviour.
- "Put things right" by acknowledging wrong choices and reconciling with others.

## EXPECTED BEHAVIOUR

- Kindness, respect and care for themselves and others.
- Politeness and good manners (including dinner time; table manners and showing respect towards supervisor staff).
- Honesty; a willingness to own up and to be sorry.
- Willingness to accept apologies of others and make friends.
- Respect for their own, school's and others' property.
- Being aware of people who need help of any kind:
  - younger pupils
  - their peers
  - older pupils
  - adults in school (including staff and visitors)
- High quality listening at all times:
  - to staff
  - to each other
  - to visitors
- Concentration and engagement with activities and learning.
- Willingness to collaborate with others (children and adults) take turns, respect the views of others, manage challenges, instructions, disagreements.
- Be aware of own behaviour and how it will impact on others.
- Walk around the school building, especially at lunch time and in-between lessons.
- All pupils being role models, setting a good example for the younger children to follow.
- Being punctual for school and lessons; having excellent attendance and showing a willing to learn.

## LUNCHTIMES

At lunchtime children are under the care of the Lunch-time Supervisors (LTS) working in liaison with school staff to ensure the happiness, safety and security of each child. To make dinnertimes a happy, safe time with good behaviour by all, it is important that the following expectations are applied:

- Children must respect the LTS and obey their instructions and guidance as they would their class teachers.
- Children should go promptly onto the playground only returning to the school building when told or if they ask permission.
- Children should not 'play' in the toilets.
- Children should treat play equipment with respect and collect it up at the end of dinnertime when the whistle is blown.
- Children should not be in class. If a child has to stay in for health reasons they should be in with Mrs Doherty. If they are staying in for particular reasons agreed by the class teacher, names should be put on to whiteboards and LTS kept well informed. Any child in class during lunchtime needs to be supervised by an adult.
- Children must know of the rules for wet dinnertimes:
  - Remain seated to play board games/colour/read/chat
  - Only use equipment that is agreed for wet playtime (no use of scissors)
  - When moving around the classroom, children should always walk
  - Listen to instructions given by the LTS
  - Tidy away equipment after you have finished using it so that that classroom is ready for lessons after break/lunchtime
  - Stay in classrooms

## REWARDING POSITIVE, EXPECTED BEHAVIOUR

The ethos of the school and the high quality relationships between pupil and pupils, pupil and staff, staff and parents, all support positive behaviour. Expectations demand that children receive praise; genuine and regular, thanks and gratitude and positive comments. To ensure that everyone understands what is expected and how rewards will be distributed the following must be set:

- Class rules which are determined between pupil and teacher, agreed, shared, consistently applied and revisited.
- School rules which are determined between adults in consultation with governors, parents, pupils, agreed, shared consistently applied and revisited.
- Rules set in a positive framework that does not use negative terminology or vocabulary.
- Clear instruction is always given using assertive language e.g. 'I need you to'

### REWARDS WILL CONSIST OF:

- Stickers
- House Points
- Termly non uniform days as reward for winning house teams
- Positive messages home through informal chats with parents or messages through Reading Record book to celebrate good work, kindness, good behaviour
- Class rewards will be given at the discretion of the Class Teacher linked into class behaviour system that is in place (Dojos, marbles, raffle tickets etc.)
- Listening Stickers for good listening skills (mainly FS)
- Visits to the Head Teacher to show good work or have a sticker or certificate for exceptional positive behaviour etc.
- Attendance prizes (certificates, extra play, attendance trophy, summer trip etc.)
- Teachers will record instances of excellent behaviour in the class behaviour book to share with the SLT.

## TEACHERS' POWERS

### **Key Points**

- Teachers have statutory authority to discipline pupils whose behaviour is unacceptable, who break the school rules or who fail to follow a reasonable instruction (Section 90 and 91 of the Education and Inspections Act 2006).
- The power also applies to all paid staff (unless the Head Teacher 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 in certain circumstances when a pupil's misbehaviour occurs outside of school.
- Teachers have a power to impose detention outside school hours.
- Teachers can confiscate pupils' property.
- Disciplinary action will be taken against pupils found to have made malicious allegations against school staff.

### **Addressing poor behaviour - What the law allows:**

1. 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.

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

i. The decision to punish a pupil must be made by a paid member of school staff or a member of staff authorised by the Head Teacher;

ii. The decision to punish 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

iii. It must not breach any other legislation (for example in respect of disability, special educational needs, race and other equality and human rights) and it must be reasonable in all the circumstances.

3. A punishment must be proportionate. In determining whether a punishment is reasonable, section 91 of the Education and Inspections Act 2006 says the penalty must be reasonable in all 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.

4. The Head Teacher 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.

5. Corporal punishment is illegal in all circumstances.

6. 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 (this includes seeking advice, guidance and support from the police in the case of criminal behaviour, and the youth offending service as required).

Teachers have the power to discipline pupils for misbehaving outside of the school premises "to such an extent as is reasonable"<sup>7</sup> – Section 90 of the Education & Inspections Act 2006. – see paragraph 9.

Maintained schools and academies' behaviour policies should set out what the school will do in response to non-criminal bad behaviour and bullying which occurs off the school premises and which is witnessed by a staff member or reported to the school, including the punishments that will be imposed on pupils.

Any criminal behaviour should be reported to the police.

Subject to the behaviour policy, teachers may discipline pupils for misbehaviour when the pupil is:

- taking part in any school-organised or school-related activity or
- travelling to or from school or
- wearing school uniform or
- in some other way identifiable as a pupil at the school.

In all cases of misbehaviour the teacher can only discipline the pupil on school premises or elsewhere when the pupil is under the lawful control of the staff member.

### UNWANTED, UNACCEPTABLE BEHAVIOUR

- Shouting, unnecessary constant talking in class
- Cruelness or unkindness verbal or physical
- Rudeness and impoliteness, cheek and disrespect
- Disrespect for others or school's equipment, environment or belongings
- Poor listening and concentration
- Swearing
- Lying

- Bullying
- Racial abuse/racial language
- Malicious accusations against school staff

## **SANCTIONS**

- In Foundation Stage the children will have 'Time Out', sitting on a chair away from distractions.
- Missing of playtimes - class teacher or member of staff to stay in with the pupils to avoid sending children to the office area.
- If poor behaviour in the classroom is disrupting others, children should be removed to an area of the classroom to work separately. If necessary children may be sent to another classroom to complete that they can pursue individually (not a reading book). Children should not be given work as a sanction that could result in a negative attitude to certain subjects.
- Poor behaviour is recorded in class behaviour books – these will be checked and signed weekly by senior leaders. Repeated poor behaviour evidenced in the behaviour book trigger an invite for parents to come into school to discuss behaviour with a senior leader.
- Discussion with parents may be appropriate on the playground at the end of the day but in a caring, sensitive way or alternatively a phone call home to inform them of the incident.

Where poor behaviour is such that it is appropriate for a person other than the class teacher to respond a tiered approach should be followed. Examples of behaviour that might be escalated are:

- Involvement in systematic bullying
- Offensive behaviour/language to an adult or member of staff
- Physically hurting another child intentionally/severely
- Vandalism to school property
- Verbal/racial abuse of a deliberate nature
- Malicious accusations against school staff

## **ESCALATION TIERS**

First incident – Senior Leaders

Repeated incident – Deputy Head

Final warning – Head Teacher

In the absence of both the Deputy and the Head Teacher, children should be sent to the senior members of staff. This approach does not mean that in the case of serious or repeated behaviours the child/children cannot be sent to the Head Teacher straight away. Staff should always inform the Head Teacher of issues that have been dealt with.

## **SERIOUS BEHAVIOUR ISSUES**

In the case of serious behaviour issues, parents will always be invited into school to meet with the Head Teacher in order to plan for improvements and changes in behaviour. In extreme cases a child may have to be excluded from school for either a fixed or permanent period. The decision to exclude lies with the Head Teacher, will be reported to the LA and if permanent or of more than 15 days in an academic year, will be referred to the Governors Disciplinary Committee.

Whenever sanctions or discipline is applied the following must be adhered to:

- Respect – the children must understand it is the action that is not liked not the child
- Learning should be as uninterrupted as possible
- Children should be not humiliated or frightened
- Children may well become upset, ashamed of their actions and even tearful but they must be given opportunities as soon as possible to say sorry and to make amends in appropriate ways

- We are all children of God who can easily do wrong. Jesus teaches forgiveness and He is our example. Each day is a fresh start.

### **ANTI-BULLYING**

In Holy Family Catholic Primary School we hold dear the fact that:

‘As God’s family we work together as brothers and sisters in a safe, happy and compassionate environment.’ *(Mission Statement 2017)*

If we are to be true to this aim Bullying, in any form, is totally unacceptable. To be sure that bullying does not feature in our school community we must clearly identify what constitutes bullying.

#### **WHAT IS BULLYING?**

Bullying is deliberate, conscious, hurtful behaviour that is sustained and/or repeated over time. It features behaviour where one individual, or a group of individuals, use power to intimidate another individual.

Bullying can be:

<b>Physical</b>	-	hitting, kicking, pinching, taking others belongings
<b>Verbal</b>	-	name calling, insults, teasing
<b>Emotional</b>	-	spreading nasty stories, exclusion from social groups
<b>Cyber</b>	-	bullying via the internet, mobile phone, digital devices

Bullying can happen in all walks of life – pupils, adults, staff members.

In our school bullying does not include:

- One off acts of aggression on the spur of the moment
- Retaliation
- Accidental hurts caused through acts of thoughtless acts or words

#### **A COMMON APPROACH**

All members of the school community will be vigilant and consistent in ensuring bullying is not tolerated. We will do this by:

- Raising awareness of bullying, its definition and total unacceptability through Assemblies, Curriculum time, RE time, Anti-bullying week and through Citizenship/PSHE work.
- By encouraging the whole school community to be alert to the signs of bullying. Which could be:
  - absences
  - deterioration in work
  - deterioration in behaviour
  - loneliness or isolation
  - a wish to remain with adults
  - a desire to avoid playtimes
  - a desire to avoid PE or particularly changing times

Parents may become aware of some of the **following changes in behaviour** [this list comes from Kidscape materials and could indicate Bullying]:

- a fear of walking to/from school
- a wish to change their route to school
- a wish to suddenly be taken to/collected from school
- coming home with clothes/belongings damaged

- become withdrawn/distressed
- become upset on going to bed, suffer bad dreams
- be unwilling to talk about school

In dealing with incidents of Bullying we believe that the following are vital in our desire to combat incidence:

1. An honest, open approach:  
This includes naming children and speaking to them honestly from the very first moment of concern (to try and discuss Bullying without naming names means that children can remain unaware, confused and those on the edge of bullying uncertain of their role).
2. This honesty must also apply to allegations made against a child who has made an allegation against another. To not discuss all views honestly, with children and parents, is to allow situations to fester and never be resolved.
3. At some point Parents may need to meet together, possibly with their children, to identify a pathway satisfactory to all. To enable this, a second person, usually the Deputy Head or a Senior member of staff will be present at all meetings and record the matters arising.

### **APPROACH TO COMBAT BULLYING**

The Governing Body has set down the following guidelines for the implementation of the anti-bullying policy of Holy Family Catholic Primary School.

1. Every member of the teaching and non-teaching staff will be on the alert for signs of bullying and will bring any suspicions or reported incidents to the immediate attention of the Head Teacher.
2. Every member of the teaching staff will know the pupils in their class so as to be aware of any difficulties which individual pupils might be experiencing.
3. Every member of the teaching staff will ensure that all pupils understand what to do if they are being bullied.
4. All complaints of bullying will be taken seriously and investigated thoroughly and the Head Teacher will decide on the justification of any complaint and the course of action to be taken. To be seen to act is as important as taking action – silence and secrecy nurture bullying. The Head Teacher will ask the member of staff to produce a written account of the incident and subsequent actions.
5. When a complaint is upheld the subsequent reaction must:  
Ensure the victim feels safe  
Encourage better behaviour from the bully/colluders
6. Where a complaint of bullying is upheld the parents of all children involved will be contacted by the Head Teacher by telephone or in writing (and recorded).
7. If any of the parents wish to appeal against the decision of the Head they have the right to appeal to the Disciplinary Committee of the Governing Body and should write to the Chair of Governors outlining the grounds for the appeal.
8. The Disciplinary Committee will meet and consider all the documentation, hear any personal representations necessary, before notifying their decision to all parties.

#### **Supporting the child who is being bullied**

- We must ensure the child knows that this behaviour is not their responsibility or their fault.
- We must be ready to listen and support the child with honest and achievable approaches/reactions.
- Encourage assertiveness training for all and give advice/strategies that the child can use to combat the bullies, to be assertive and to relay incidences.

### **Changing the behaviour of the bully**

- 'Bullying is an anti-social behaviour – increasing alienation and anxiety through punishment is unhelpful. Effective action must be taken and improved behaviour must be the result with no action that results in revenge on the victim.'  
*[Taken from Maines and Robertson 1992]*
- Use of a no-blame approach that is effective, leads to changed behaviour in the bully and does not put the child who is being bullied at risk.
- Provide advice or strategies that combat the need to bully and encourages respect for others and the ability to socialise and relate to one another.
- Identify actions that may be deemed sanctions, to help the 'Bully' understand the distress they have caused and make amends.
- Ensure that the colluders understand their role in the distress of the 'victim' and that they understand their responsibilities.

### **ROLES AND RESPONSIBILITIES**

#### **Staff**

- Be aware and watchful.
- Use Curriculum time to reinforce the Policy and raise awareness of pupils (including cyber-bullying).
- Use materials such as SEAL, All that I am (Y5 & 6) Childline materials, videos to help the children develop social skills, respect for others, self-respect and self-esteem.
- Treat all incidents in accordance with Governors guidelines.
- Follow Action Flow chart in Appendix 1.

#### **Pupils**

- Do not bully others
- Inform members of Staff if you are being bullied or witness bullying
- Do not be a bystander or collude with others

#### **Parents**

- Be aware and watchful.
- Be prepared to listen supportively.
- Discuss this Policy with your child, explain the definition, and discuss the child's responsibilities

#### **Governors**

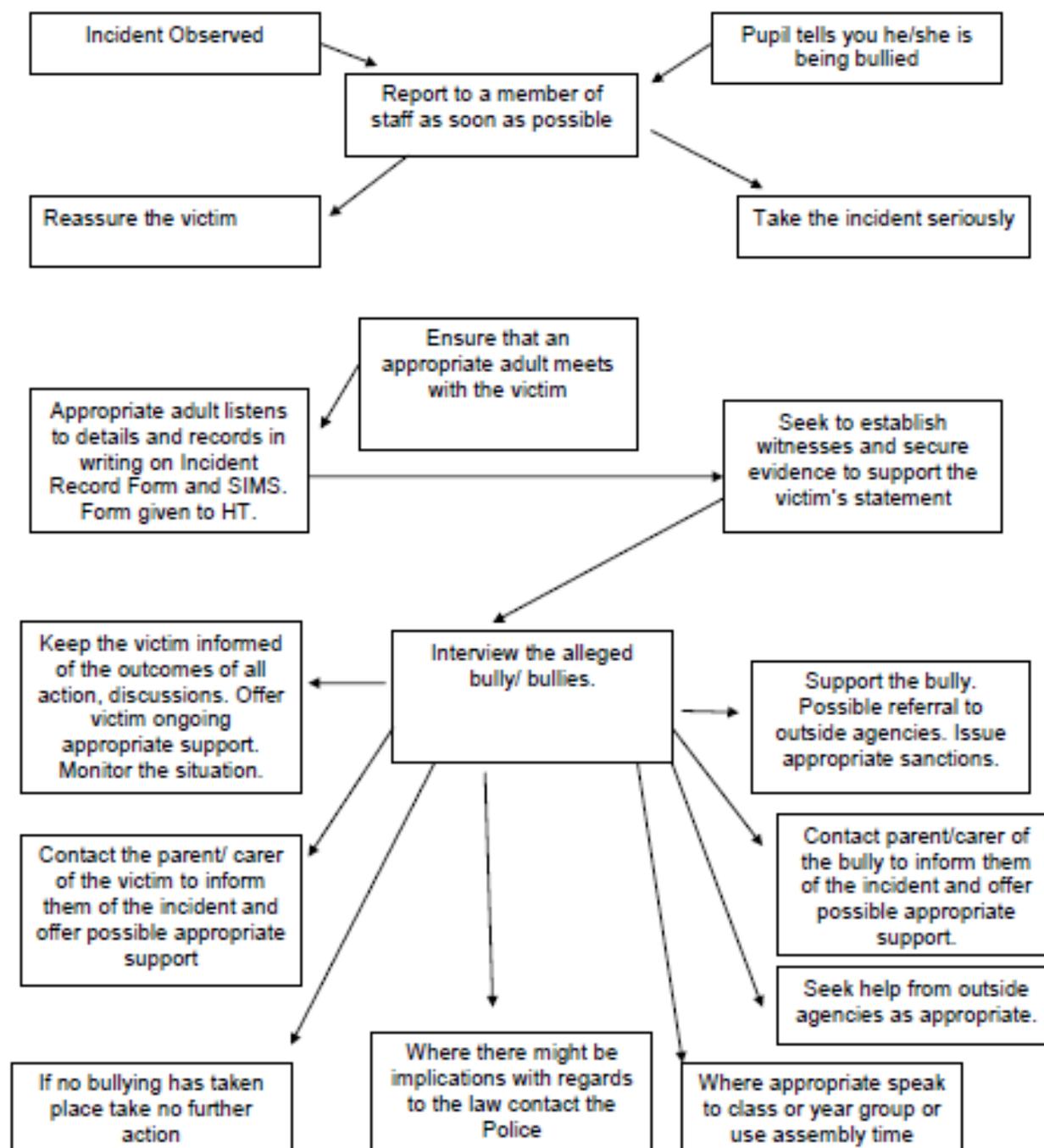
- Monitor and evaluate this Policy and its success in preventing and reacting to bullying within Holy Family Catholic Primary School.

### **SUCCESS CRITERIA**

1. All members of Holy Family Catholic Primary School know of and follow this Policy.
2. All members of the School Community know, accept and apply the definition of Bullying consistently.
3. The guidelines are applied correctly when an incident of bullying is reported.
4. Pupils feel safe and secure and are ready to report bullying because they know the bullying will stop.
5. Bullying is rare in Holy Family Catholic Primary School.

Action Flow Chart

Appendix 1





# Holy Family Behaviour Management

## Flow Chart Guidance

There is a behaviour management system in all classrooms which the children understand. Generally, if poor behaviour starts, then the child should have a chance, followed by a warning. On the 3<sup>rd</sup> repeated incident, the child's behaviour needs to be logged in the class behaviour book. If there are 3 instances of poor behaviour evidenced in the behaviour book then parents will be contacted to speak to a senior leader in school. If poor behaviour continues then behaviour charts may be used to monitor more closely class behaviour followed by behaviour plans and as a last resort - fixed term/permanent exclusion. Parents will be kept closely informed through minuted discussions and written notifications.

Poor behaviour – child is reminded about expectations/warning/entry into the behaviour book – class consequence  
i.e. missing part of break/lunchtime



Three entries into the behaviour book/ pattern noticed during senior leaders weekly checks of behaviour books –  
parents notified and invited in to speak to a senior leader



Weekly behaviour plan implemented to be monitored by class teacher and senior leaders. Parents invited in to speak  
about outcomes of the week



Individual Behaviour Plan to be put into place with advice from SENDCo and external advice may be required.  
Another meeting will take place. The child's behaviour is monitored by the Deputy/SENDCo for a week.



Behaviour monitored by the Head Teacher. 1 week. Further meeting with parents/guardians.



Meeting between Head Teacher, Deputy and parents/guardians.



Fixed term exclusion (amount of days to be decided at the time). Review meeting to take place with Chair of Governors, Head Teacher, Deputy, SENDCo, parents.



Permanent exclusion from the school

**Please note:**

- **If there are significant improvements in your child's behaviour, then a Positive Letter is sent home and praise is given to your child. A record of this will also be made in the class behaviour book.**

**Any meeting that takes place, minutes must be recorded and signed by all present at the end of the meeting. Teachers are to keep a log of any form of parent contact that is made. This should be kept in the front of the Behaviour book.**

# Good Behaviour Chart



Pupil Name: \_\_\_\_\_

Date	8:45-10:30	10:30 - 10:45am Break	10:45- 11:30am	11:30- 12:15pm	12:15-1:00 Lunch	1:00-2:00pm	2:00-3:00pm	Spellings & Tables	Reading Diary
Monday									
Tuesday									
Wednesday									
Thursday									
Friday									

Targets:

1)

2)

3)





**This Policy was reviewed and agreed by staff on: 13<sup>th</sup> March 2018**

**And Affirmed by the Full Governing Body at their meeting on: 22<sup>nd</sup> March 2018**

**Review date: Annually**

**Signed by Chair of Governors \_\_\_\_\_**