




“I have come in order that you might have life – life in all its fullness.”
John 10:10

School Behaviour (Pupil Discipline) Policy

Incorporating:

- **Governors' Statement of Behaviour Principles**

Policy accepted by FGB on:	7/12/2016
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Signed (Chair of Governors):	
Statutory policy: <u>Yes/No</u>	On school website: <u>Yes/No</u>

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 five core Christian values: Respect, Thankfulness, Perseverance, Forgiveness and Responsibility.

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).

2. Legislation and guidance

The Headteacher and Governing Body take Child Protection and Safeguarding seriously; recognising the need to prevent bullying and peer-on-peer abuse (see Christ Church's Child Protection and Safeguarding Policy). 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.

UK Government publications

- *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, Feb 2015)
- *Keeping children safe in education* (DfE, Sept 2016)
- *Safeguarding children and safer recruitment in education* (DCSF, 2010)
- *Searching, screening and confiscation* (DfE, Feb 2014)
- *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, May 2014).

3. School ethos and aims

At Christ Church C of E First School, all staff (e.g. the Senior Leadership Team (SLT), teachers, temporary and peripatetic staff, non-teaching staff, volunteers and other staff on site) as well as governors, have a full and active part to play in protecting children from harm. Together we aim to establish and maintain an environment where all children:

- feel safe and secure;
- are confident and able to express themselves on matters of personal health and welfare;
- know there are adults in the school whom they can approach if they are worried;
- are listened to and their views are valued and respected; and
- are provided with opportunities in the curriculum to develop the skills needed to keep them safe (see PSHE curriculum details and Circle Time opportunities, below).

At all times, we aim to:

- Create a nurturing and inclusive school characterised by calmness, consistency and fairness.
- Motivate all children to flourish socially and academically.
- Ensure that all children are able to get on with their work and make excellent academic progress.
- Prevent bullying and promote tolerance, mutual respect and friendship.
- Promote good behaviour and self-discipline – teaching, modelling and encouraging kind thoughts, kind words and kind actions.
- Use restorative approaches that bring about both justice and peace by encouraging sincere apology, forgiveness and reconciliation.
- Have clear expectations and strategies to ensure children's behaviour is monitored and regulated by adults – so that children know that good choices and positive conduct is noticed, praised and encouraged, and negative behaviour is challenged and dealt with in accordance with school policy.

4. Golden Rules

These objectives for behaviour are based on our core Christian values (Respect, Thankfulness, Perseverance, Forgiveness and Responsibility) and are consistent with the aims listed in section 3, above.

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". 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.

The classroom rules followed will be consistent with the school Golden Rules.

5. 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;
- positive role models; 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 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.

Within Nursery, however, Golden Time is not used as a motivator for good behaviour, as it is not appropriate due to the fact that the youngest children require instant praise 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 up from the sun to the rainbow
- Headteacher's Commendations (half-termly)
- Golden Time Party (half-termly)
- Certificates in assembly.

6. Sanctions

If a child 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.

Reception, Key Stage 1 (KS1) and Key Stage 2 (KS2)

In KS1 and KS2 classes, the child will receive an explicit verbal warning. 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 does not respond, they will then be sent to a parallel/paired class (Diamond and Pearl; Amber and Ruby; Emerald, Sapphire and Topaz). 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.

Children will have to complete any work missed due to the time sitting out, at playtime with a Learning Support Assistant (LSA).

Golden Time may be earned back by the child independently trying to put right why they lost it.

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 in 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 do the following:

- 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.
- Ask politely to leave the table when they have finished eating.
- Put empty food trays and litter in the correct place.

Sanctions: same as playtimes (see, above).

7. 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.” This includes behaviour witnessed by a member of staff or reported to the school by another person.

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 staff 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 (*Note: this includes the use of social media*).

In all cases, the child will receive any consequences when they are on school premises or when the pupil is under the lawful control of a member of staff (off-site visits and residential visits).

When children’s behaviour falls below the acceptable standards (see above), the Headteacher or delegated person is likely to carry out an investigation into the incident. Any investigation will be recorded in a Behaviour Log, the extent and details of which will vary with the appropriateness of the investigation.

During the investigation, the Headteacher or delegated person can:

- speak to a child or group of children without the parents’ consent;
- speak to the child or group of children without parents being present.

The aim of the investigation is to determine what is likely to have happened. The Headteacher or delegated person can use their previous knowledge of the children involved in order to come to their final conclusions. The Headteacher or delegated person will then determine the consequence to be used, including, where appropriate, reparations made to those affected.

8. Individual Behaviour Plans

Where a child is not responding to the usual incentives and sanctions outlined above, an Individual Behaviour 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. An IBP will then be written/reviewed by the child’s class teacher(s) and the school SENCO.

An IBP allows all of the adults involved (teachers, LSAs, SLT, parents) to have a common understanding and achieve a consistent approach towards the child at school and at home. 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.
- Once a plan has been agreed, parents are met with to explain the plan and systems put in place, and to discuss how they can support this at home.

Individual Behaviour Plans will be tracked and monitored in the first instance by the class teacher and SENCO, and will be discussed by SLT on a half-termly basis.

9. 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 in 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 written by the SENCO in liaison with staff,

parents/carers, the child and any other relevant parties. The PHP is included on the child's behaviour plan and 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 behaviour 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 and then logged in a bound book.
- Parents/carers to be informed when an incident has taken place; parents/carers will be asked to sign the Incident Record to show they have been informed.
- Behaviour plans and Incident Record books to be stored centrally for a minimum of seven years after the child has left the school.
- 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;
- 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. Certain pupils may become distressed, agitated, or out of control and need calming with RPI. 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 without consent and to confiscate such items from pupils. ***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
- any article that the member of staff reasonably suspects has been, or is likely to be, used:
 1. to commit an offence
 2. to cause personal injury to, or damage to the property of, any person (including the pupil).

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. 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.

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: “Only the headteacher 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. In exceptional cases, usually where further evidence has come to light, a fixed period exclusion may be extended or converted to a permanent exclusion. Pupils whose behaviour at lunchtime is disruptive may be excluded from the school premises for the

duration of the lunchtime period. In such cases the legal requirements in relation to exclusion, such as the headteacher's duty to notify parents, still apply. Lunchtime exclusions are counted as half a school day for statistical purposes and in determining whether a governing body meeting is triggered. 'Informal' or 'unofficial' exclusions, such as sending pupils 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."

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.

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.

Careful provision is made for the supervision of the playground, dining hall, toilets and after-school activities. Adults are aware of "blind spots" in and around the school where bullying could take place.

Plans are made to help new pupils settle in and make friends quickly so that they are less likely to be bullied. Where bullying occurs, a member of the SLT will be involved in clarifying what has happened and will work with the child, and other adults in resolving the situation. If necessary, parents will be required to discuss appropriate resolutions.

Parent concerns about bullying are always followed up with the children involved and any outcomes are related back to parents. This is all recorded by the class teacher in a bound book.

When dealing with **cyberbullying** and **peer-on-peer abuse**, refer to our school *Child Protection and Safeguarding Policy*. Refer also to school *Anti-Bullying Policy* and *Anti-Racist (Race Equality) Policy*.

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

Christ Church “Governors’ Statement of Behaviour Principles” for 2016–17

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 core Christian values

This is, first and foremost, a statement of principles not practice. These principles are consistent with our school vision (We want every girl and boy to “live life in all its fullness”), mission, maxim, motto and ethos (see Appendix B).

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 diversity is a strength which should be respected and celebrated by all those who learn, teach and visit here. We promote a positive culture of inclusion, in which all those connected to the school feel proud of their identity and able to participate fully in school life.

We believe good behaviour enables children to make the best possible progress in all aspects of their school life. We want children to develop as members of our school community, reaching their full potential in body, mind and spirit.

We want children at Christ Church to develop a moral compass based on Christian values, which allows them to flourish and achieve as caring, respectful, tolerant, active citizens, equipped for life in modern Britain. Our relationships are underpinned by five core Christian values: Respect, Thankfulness, Perseverance, Forgiveness and Responsibility.

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’s Behaviour and 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: WHAT WE STAND FOR

Our vision

We want every girl and boy to “live life in all its fullness” (John 10:10, the Bible).

Our mission

Our values-based Anglican school nurtures curiosity, creativity, ambition and resilience through an inspiring, broad and engaging curriculum, where learning is at the heart of all that we do. Our children develop a moral compass based on Christian values, which allows them to flourish and achieve as caring, respectful, tolerant, active citizens, equipped for life in modern Britain.

Our maxim

Children don't care how much you know, until they know how much you care.

Our motto

To be the best that you can be.

Our ethos

The school, founded by the Parish of Christ Church, will maintain and develop its character in accordance with the principles of the Church of England and in partnership with the Church in parish and diocese. The school will serve the community by providing an education of the highest possible quality whilst upholding Christian belief and practice. It will encourage an understanding of the meaning and significance of faith, and promote Christian values through the experience it offers every child.

As a Church School, we have a responsibility to nurture and encourage an exploration of religious faith. Children are provided with opportunities to reflect on their own life and what is special to them as a stepping stone to learning about faith, religion and spirituality, and developing mutual respect and tolerance of people with different faiths and beliefs.

We will value and develop all members of our school community, providing excellent opportunities for them to reach their full potential in body, mind and spirit. The education we provide at Christ Church is consistent with the “four core elements” of the Church of England’s vision for education:

- Educating for wisdom, knowledge and skills
- Educating for hope and aspiration
- Educating for community and life together
- Educating for respect and dignity

Our five core Christian values

- Respect
- Thankfulness
- Perseverance
- Forgiveness
- Responsibility

Christ Church is an inclusive school. These values were selected because they are pertinent to the mission of our school as it serves the local community and wider Frome in a spirit of love and warmth, sensitivity and compassion, ambition and aspiration, hope and peace.

Our commitment to equality and inclusion

At Christ Church, we believe that diversity is a strength which should be respected and celebrated by all those who learn, teach and visit here. We promote a positive culture of inclusion, in which all those connected to the school feel proud of their identity and able to participate fully in school life.

We are committed to ensuring equality of education and opportunity for all pupils, staff, parents and carers receiving services from the school, irrespective of race, gender, disability, religion, sexuality or socio-economic background.

As a school, we aim to tackle discrimination by the positive promotion of equality, challenging bullying and stereotypes, and creating an environment which champions respect for all.

Our aims

At Christ Church, we aim to do the following:

- Create a safe, happy, caring and stimulating learning community where, day-by-day, children and adults live out the school's core Christian values: Respect, Thankfulness, Perseverance, Forgiveness and Responsibility.
- Encourage aesthetic, spiritual and moral awareness in a Christian atmosphere.
- Develop within each child a moral compass based on Christian values, allowing every girl and boy to grow in character – able to discern right from wrong and to make good choices, allowing them to flourish and achieve as caring, respectful, tolerant, active citizens, equipped for life in modern Britain.
- Foster a growth mindset in children and adults alike, so that school life is characterised by a joyful love of learning, an enthusiasm for hard work and the humility, patience and tenacity necessary to try new things and learn from one's own mistakes and the mistakes of others.
- Instil an appetite for one's own progress and success, together with the grace and humility required to respect, celebrate and learn from the successes of others.
- Cultivate the aptitudes, skills and knowledge that will enable every child to achieve their true potential, through praise, encouragement and high expectations of work and behaviour.
- Nurture curiosity, creativity, ambition and resilience through an inspiring, broad and engaging curriculum which offers a sound grounding in the basic skills of literacy and numeracy, together with the independence and confidence to apply these skills.
- Show the importance of socialising and collaborating with sensitivity, consideration and humour.
- Allow children, staff, parents, governors and the community to share in our aspirations.

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 including the following access arrangements as laid down in the Schools Admissions Code (February 2012), the Somerset Fair Access Protocol and the Statutory Guidance on Exclusion from maintained schools, Academies and pupil referral units in England (Sept 2012) 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 6 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 schools 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 of 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 5 (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 for poor behaviour choices.

Physical, verbal, racist attacks and bullying are serious offences to 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-term 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 Term Exclusion (External)
- Permanent Exclusion
- Referral to FLP Discussion Forum for further support and advice.

See Section 6 (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 9 (Restrictive Physical Intervention) in the Christ Church *School Behaviour (Pupil Discipline) Policy* (above).

PUPIL’S CONDUCT OUTSIDE THE SCHOOL GATES

See Section 7 (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, based at Frome College.