



St John's Mead School

Valuing Effort, Valuing Others, Valuing Self

Behaviour and Discipline Policy

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1 BEHAVIOUR AND DISCIPLINE POLICY

Positive behaviour and attendance are essential foundations for a creative and effective learning and teaching environment in which all members of the school community can thrive and feel respected, safe and secure – the positive climate for learning.

1.1 Principles

This behaviour policy was developed in consultation with all teachers, parents and carers, and pupils through Staff meetings, the Parents' Forum, School Council and Governing Body. It forms an integral part of our school curriculum, for at St John's Mead Primary School we recognise the need to teach values such as respect, love, friendship, honesty and integrity, to promote inclusion, and to develop knowledge and skills. These clear values are reflected in the school's principles and its social, moral and religious education programmes and the development of social and emotional aspects of learning.

We therefore expect the highest standards of behaviour and conduct, support and encouragement from all members of our school community as we base our teaching and our school ethos on these values:

- *Adults and pupils show respect for one another*
- *All members of the school community are always considerate towards the learning needs of each individual and supportive of the school as a learning community.*
- *Good behaviour is to be rewarded and sanctions to be applied consistently for inappropriate behaviour*
- *Appropriate action will be taken to reduce the risk of inappropriate behaviour occurring, including particular action to prevent a disproportionate number of behaviour issues arising amongst vulnerable groups of pupils*
- *Pupils whose behaviour and attendance may deteriorate through events such as bereavement, abuse, or through the divorce or separation of parents will be identified and supported*
- *All members of the school community will be listened to and responded to*
- *All members of the school community are entitled to work and learn in a safe and secure environment*
- *Adults and pupils are to act as appropriate ambassadors for the school on e.g. school trips, work placements, sports events and journeys to and from school*
- *All school adults will model positive behaviour and promote it through active development of pupils' social, emotional and behavioural skills*
- *All members of the school community need to understand and accept these principles upon which this behaviour policy is grounded.*

1.2 Teaching and learning: the development of social, emotional and behavioural skills

For St John's Mead Primary School to be proactive in improving behaviour we will provide opportunities within the curriculum in which positive social, emotional and behavioural expectations can be explicitly modelled, taught and practised. There are regular explicit opportunities for learning about how to act in keeping with the school's values and beliefs. (This is in addition to expectations of learning behaviour, which will permeate the curriculum.)

For example, the development of pupils' social, emotional and behaviour skills will be achieved through:

- *a structured programme across all years in Personal Social Health and Citizenship Education (PSHCE)*
- *within the use of Restorative Approaches eg. peer mediation, circle time*
- *within the Social and Emotional Aspects of Learning programme (SEAL)*
- *use of mentors and playground buddies*
- *sand therapy*

Pupils with more challenging behaviour have the opportunity to benefit from a period of targeted support within our mentoring system and use of restorative approaches.

In these practical strategies for intervention, full use is made of support from outside agencies.

1.3 The rights and responsibilities of schools, pupils and parents in ensuring an orderly climate for learning

At St John's Mead Primary School we recognise that promoting positive behaviour is the responsibility of the school community as a whole. For our policy to be implemented comprehensively, we acknowledge that there are specific roles and responsibilities for stakeholders:

SCHOOL	
Rights	Responsibilities
<ul style="list-style-type: none"> •To make clear the school's statutory power to discipline pupils and that pupils and parents will need to respect this. •To enforce their school behaviour policy – including rules and disciplinary measures. •To expect pupils and parents' cooperation in maintaining an orderly climate for learning. •To expect pupils to respect the rights of other pupils and adults in the school. •Not to tolerate violence, threatening behaviour or abuse by pupils or parents. If a parent does not conduct himself/herself properly, a school may ban them from the school premises and, if the parent continues to cause nuisance or disturbance, they may be liable to prosecution. •To take firm action against pupils who harass or denigrate teachers or other school staff, on or off premises – engaging external support services, including the police, as appropriate. 	<ul style="list-style-type: none"> •To ensure the whole school community is consulted about the principles of the school behaviour policy. •To establish and communicate clearly measures to ensure good order, respect and discipline. •To cooperate and formulate appropriate protocols with other schools in the local school partnership for behaviour and persistent absence. •To ensure the school behaviour policy does not discriminate against any pupil on e.g. grounds of race, gender, disability or sexual orientation and that it promotes good relations between different communities. •To ensure teachers' roles in school discipline matters are consistent with the National Agreement Raising Standards and Tackling Workload and workforce remodelling agenda, so that there is due recognition of the enhanced roles of support staff and not all responsibilities are focused on teachers. •To ensure staff are clear about the extent of their disciplinary authority and receive necessary professional development on behaviour strategies. •To support, praise and as appropriate reward pupils' good behaviour. •To apply sanctions fairly, consistently, proportionately and reasonably – taking account of SEN, disability and the needs of vulnerable children and offering support as appropriate. ▪ To make alternative provision from day 6 for fixed period excluded pupils, and where appropriate to arrange reintegration interviews for parents at the end of a fixed period exclusion. •To take all reasonable measures to protect the safety and well-being of staff and pupils, including preventing all forms of bullying and dealing effectively with

	<p><i>reports and complaints about bullying.</i></p> <ul style="list-style-type: none"> •<i>To ensure staff model good behaviour and never denigrate pupils or colleagues.</i> •<i>To promote positive behaviour through active development of pupils' social, emotional and behavioural skills.</i> •<i>To keep parents informed of their child's behaviour – good as well as bad, use appropriate methods of engaging them and, where necessary, support them in meeting their parental responsibilities.</i> <p>•<i>To promote and adhere to the home-school agreement.</i></p>
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PUPILS	
Rights	Responsibilities
<ul style="list-style-type: none"> •<i>To contribute to the development of the school behaviour policy with pupils involved in the consultation process.</i> •<i>To be taught in environments that is safe, conducive to learning and free from disruption.</i> •<i>To expect appropriate action from the school to tackle any incidents of violence, threatening behaviour, abuse, discrimination or harassment.</i> •<i>To appeal to the head teacher / governors, and beyond that to the Secretary of State, if they believe the school has exercised its disciplinary authority unreasonably.</i> 	<ul style="list-style-type: none"> •<i>To follow reasonable instructions by school staff, obey school rules and accept sanctions in an appropriate way.</i> •<i>To act as positive ambassadors for the school when off school premises.</i> •<i>Not to bring inappropriate or unlawful items to school.</i> •<i>To show respect to school staff, fellow pupils, school property and the school environment.</i> •<i>Never to denigrate, harm or bully other pupils or staff.</i> •<i>To cooperate with and abide by any arrangements put in place to support their behaviour such as Pastoral Support Programmes or Parenting Contracts</i> •<i>To adhere to the home-school agreement</i>

PARENTS	
Rights	Responsibilities
<ul style="list-style-type: none"> •To be made aware of the principles of the school behaviour policy. •To be kept informed about their child's progress, including issues relating to their behaviour. •To expect their children to be safe, secure and respected in school. •To have any complaint they make about their child being bullied taken seriously by the school and investigated / resolved as necessary. •To appeal to the head teacher / governors, and beyond that to the Secretary of State, if they believe the school has exercised its disciplinary authority unreasonably. •To appeal against a decision to exclude their child, first to the governing body of the school and then – in cases of permanent exclusion – to an independent appeal panel. 	<ul style="list-style-type: none"> •To respect the school's behaviour policy and the disciplinary authority of school staff. •To help ensure that their child follows reasonable instructions by school staff and adhere to school rules. •To send their child to school each day punctually, suitably clothed, fed, rested, and equipped and ready to learn. •To ensure school staff are aware of any SEN-related or other personal factors which may result in their child displaying behaviours outside the norm. •To be prepared to work with the school to support their child's positive behaviour. •To attend meetings with the head teacher or other school staff, if requested, to discuss their child's behaviour. •To adhere to the terms of any Parenting Contract or Order relating to their child's behaviour. •If their child is excluded from the school, to ensure the child is not found in a public place during school hours in the first five days of exclusion and, if invited, to attend a reintegration interview with the school at the end of a fixed period exclusion. •To adhere to the home-school agreement.

Education and Inspections Act 2006 – Key Points

Following the enactment of the Education and Inspections Act 2006 there have been significant changes to the power of schools to discipline pupils:

Key Points

Power to discipline

- Schools have a statutory power to discipline pupils for breaches of school rules, failure to follow instructions or other unacceptable conduct.
- All teachers and other staff in charge of pupils have the power to discipline.
- The head teacher may limit the power to apply particular sanctions to certain staff.

Outside school premises

- Schools have a statutory power to regulate the behaviour of pupils when off school premises and not supervised by school staff.
- Regulation must be reasonable. Schools should be clear about the factors they take into account in deciding whether a rule or sanction is reasonable.

Confiscation

- Schools can include confiscation of pupils' property as a disciplinary sanction in their behaviour policy.
- To be lawful, confiscation must be a reasonable sanction in the circumstances of the particular case.
- Decisions about retention and disposal of confiscated property must also be reasonable in the circumstances of the particular case.
- The Education and Inspections Act 2006 includes a specific statutory defence for school staff who have reasonably confiscated pupils' property.

Detention

- School staff have a statutory power to put pupils aged under 18 in detention after school sessions and on some weekend and non-teaching days.
- Detentions are lawful if:
 - pupils and parents have been informed that the school uses detentions as a sanction; and
 - the school gives parents 24 hours' notice of detentions outside school sessions.

At St John's
Mead
Primary

School, we expect every staff member to be familiar with the Behaviour Policy.

In applying the policy, and particularly the sanctions of confiscation and detention, there is an expectation that staff adopt an approach that is **both reasonable and appropriate to the circumstances**.

1.4 Expectations for positive behaviour off the school site

At St John's Mead Primary School we have high expectations of the behaviour of our pupils when off school premises. This includes behaviour on activities arranged by the school, such as educational visits and sporting events; behaviour on the way to and from school; and behaviour when wearing school uniform in a public place.

As such this policy has the following objectives in regulating behaviour off the school premises:

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- to maintain good order on transport, educational visits and at inter- school sporting activities
- to promote behaviour which does not threaten the health or safety of pupils, staff or members of the public;
- to provide reassurance to members of the public about school care and control over pupils and thus protect the reputation of the school;

To that extent, the school will:

- liaise, if needed, with transport providers
- liaise if needed with local groups such as retail staff, and police, to establish clear communication routes and operational strategies, particularly to manage complaints by individuals in the community.
- ensure that all meetings for educational visits include clear statements to parents and pupils about behaviour standards and processes.
- ensure that a contact strategy should be given to a senior leader so that advice for staff is available in a crisis, particularly on residential trips.

1.5 New media (such as mobile phones, internet sites and chat rooms)

Technology can be exploited by pupils in order to bully or embarrass fellow pupils or members of staff. The use of defamatory or intimidating messages / images inside or outside of school will not be tolerated and confiscation, disciplinary sanctions / restorative justice procedures will be applied to perpetrators as appropriate.

(see section on confiscation)

1.6 Abuse or intimidation of staff outside school

St John's Mead Primary School will not tolerate abuse or intimidation of staff by present and former pupils when not on the school site, and when not under the lawful control or charge of a member of staff of the school.

Staff are made aware that:

- they have the same rights of protection from threat as any citizen in a public place;
- they should use their professional judgement about immediate action to take in circumstances where a number of young people are present and displaying intimidating behaviour:
- their first concern must be for their own personal safety;

Staff who feel that they have been subject to abuse or intimidation by pupils outside of school should refer the issue in the first instance to the Head teacher, or to the Police.

The school will apply disciplinary sanctions and restorative justice procedures as appropriate at a suitable time when the pupil is in school. Incidents involving former pupils will be reported to their Secondary school.

2 Rewards and Sanctions

Our Behaviour Policy is supported by a coherent system of rewards and sanctions that are based on the concept of choice and consequence, with the ownership of the behaviour placed firmly with the pupil:

- Should pupils choose to follow school expectations and behave appropriately, then they will be rewarded.
- Should pupils choose not to follow school expectations and behave inappropriately, then a system of sanctions can be reasonably applied if appropriate.
- As a last resort formal exclusion procedures will be used. This will be for severe offences such as in situations where conduct or violence would endanger other children or adults in the school community or where such severely disruptive behaviour would significantly interfere with the learning opportunities of others. In such cases, the school will follow the South Gloucestershire Children and Young People's guidance on exclusions.
- It should be noted that incidents of allegations against staff will be treated with the utmost gravity. However, any allegations that are found to be malicious will be a breach of the school's behaviour policy. Under these circumstances the school will consider temporary or permanent exclusion (as well as referral to the police if there are grounds for believing a criminal offence may have been committed).

Underpinning the application of rewards and sanctions is an expectation that all adults in the school will intervene with pupils in a manner that :

- encourages and promotes positive behaviour
- looks to defuse and positively manage confrontation should it arise.

2.1 Rewards

At St John's Mead Primary School we believe that the values and beliefs that underpin the positive climate for learning are best promoted when pupils feel secure and are appropriately rewarded for all aspects of their school life - including behaving as expected. Rewards are much more effective than punishment in motivating pupils.

To secure the positive climate for learning, the school seeks to create an atmosphere where the emphasis is on praise and encouragement whilst accepting that there will be a need to support those who find it difficult to maintain acceptable behaviour and conduct.

At St John's Mead Primary School, a wide range of whole school rewards is available: Praise: the school encourages adults to use praise and encouragement statements at a ratio of at least 3:1 to every corrective statement and higher, particularly where relationships are being developed or re-established, or in re-enforcing desired behaviours. Praise needs to be accessible to all members of our school community and to be applied consistently. The school encourages all adults to recognise the efforts pupils make in lesson, in their positive behaviour and attendance, in the help and respect they offer adults and other pupils in school and in the community and in the way they treat the environment.

All adults are encouraged to reward positive behaviour through:

- *Oral praise statements*
- *Written praise in the marking of work*
- *Displaying of work to build self-esteem*
- *Deployment of responsibilities*
- *Recording success in our Book of Values*
- *Highlighting success in our Celebration Assemblies.*
- *Referral to Head teacher*
- *Contact with parents/carers*

In addition to the above strategies, the school has a formal reward system which is used to recognise and congratulate all pupils when they set good examples or show improvement in their own behaviour or attendance:

- *Individual class rewards and Head teacher's Awards*
- *Celebration Assemblies each week*
- *Individual attendance awards*
- *Team cup awarded weekly, based on house points earned in class*
- *Names recorded in the Head teacher's Gold Book and celebrated in assembly*

2.2 Sanctions

Sanctions are necessary for pupils who choose from time to time not to follow the Behaviour Policy and behave inappropriately. At St John's Mead Primary School we accept that it is our responsibility to support those pupils so that they can make better behavioural choices in the future. As such the available sanctions are to be used to promote and develop positive behaviour rather than to be used as punishment or retribution, and all adults and pupils are expected to use the opportunities provided within the sanctions system to look to resolve the issues that have led to the inappropriate behaviour.

As much as there is an onus on pupils to take ownership of their behaviour, the school also expects all adults to maintain a professional approach in managing their own behaviour and in modelling expected behaviours when intervening and interacting with pupils.

Sanctions are more likely to promote positive behaviour and regular attendance if pupils see them being applied fairly and consistently.

Adults are further expected to:

- make clear they are dealing with the behaviour, rather than stigmatising the person;
- avoid early escalation to severe sanctions, reserving them for the most serious or persistent misbehaviour;
- avoid sanctions becoming cumulative and automatic (sanctions should always take account of individual needs, age and understanding);
- use whole group sanctions sparingly and only when most appropriate
- wherever possible, use sanctions that are a logical consequence of the pupil's inappropriate behaviour (for example, if work is not finished in class the teacher might make the pupil stay behind at break time to finish it off);
- use sanctions to help the pupil and others to learn from mistakes and recognise how they can improve their behaviour (i.e. a learning outcome);
- when appropriate, use sanctions to put right harm caused;
- never issue a sanction that is humiliating or degrading;
- use sanctions in a calm and controlled manner;
- ensure that sanctions are seen as inevitable and consistent (pupils should know that a sanction, when mentioned, will be used);
- attempt to link the concept of sanctions to the concept of choice, so that pupils see the connection between their own behaviour and its impact on themselves and others, and so increasingly take responsibility for their own behaviour;
- take account of individual circumstances;
- encourage pupils to reflect on the effects of misbehaviour or absence on others in the school community, as part of everyday teaching and through the restorative approaches opportunities provided.

The maintenance of the positive climate for learning in and around the school is the responsibility of all members of the school community.

The primary responsibility for maintenance of the positive climate for learning in the classroom lies with the adults within the classroom.

2.3 Taking account of individual pupil needs (Special Educational Needs (SEN), disability, vulnerability, race, religion, culture)

At St John's Mead Primary School we are keen to ensure that we do not discriminate - through application of the behaviour policy - against pupils whose apparent inappropriate behaviour may be a function of their SEN, disability, racial and/or cultural background.

Adults should be aware that blanket policies, such as policies that provide a fixed penalty for a particular offence: e.g. an automatic internal exclusion for a pupil who swears at a teacher might put the school at risk of discriminating against disabled pupils. The policy might appear to have the advantage of consistency, but may discriminate because it fails to make reasonable adjustments for the disabled pupils for whom the swearing may be 'related to their disability'.

Therefore, when intervening with apparent inappropriate behaviour all adults must accept that there will be circumstances in which some pupils may be treated differently from others and are expected to take account of those individual pupil needs when applying sanctions.

2.4 Racial Harassment and Bullying

At St John's Mead Primary School we wish to promote racial equality and eradicate all forms of bullying. Racial harassment and bullying will not be tolerated at this school. Adults are advised to follow reporting procedures as outlined in the Race Equality and Antibullying policies. Sanctions and restorative justice approaches are to be applied as appropriate to the circumstances.

2.5 Applying sanctions

At St John's Mead Primary School, all adults may apply sanctions up to but not including the level of exclusion - if applied reasonably and appropriately - following procedures outlined below.

Fixed term exclusion and permanent exclusion are at the discretion of the Head teacher only.

Formal exclusion procedures will be used only as a last resort. This will be for severe offences such as in situations where conduct or violence would endanger other children or adults in the school community or where such severely disruptive behaviour would significantly interfere with the learning opportunities of others. Exclusion will also be considered in cases of malicious allegations against staff. In such cases, the school will follow the South Gloucestershire Children and Young People's guidance on exclusions.

The following table outlines levels of specific inappropriate behaviours that are *more than individual incidents or low level behaviours* and which are most likely to be encountered in a school context, and outlines the school response:

<ul style="list-style-type: none"> • Persistent behaviours • Serious, one-off behaviours such as assault • Intimidation of staff 	<p>Senior Leaders, Head teacher, Governors as required</p> <p><i>high-level interventions</i></p>	<ul style="list-style-type: none"> • Senior Level meetings • School / Parental agreement • Governor-led panel reviews • Partnership Sharing with other schools • Fixed term exclusion • Permanent exclusion
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3 Confiscation

As with other sanctions, the sanction of confiscation must be applied in a reasonable and proportionate way. The aim pursued in confiscating property is maintaining an environment conducive to learning - one which safeguards the rights of other pupils to be educated with regard to health and safety, threats to good order, uniform violation, and the ethos of the school.

At St John's Mead Primary School, all adults have the authority to seize, retain or dispose of items, such as: chewing gum, paper ball, rubbers etc.

All adults have the right to seize and retain but *not* dispose of items, such as: mobile phone, MP3 player, cap, ring etc.

Such items must be made available for collection at the end of the school day.

- Exceptions to the above include material that is inappropriate or illegal for a child to have such as cigarette lighter, racist or pornographic material. This material should be referred to Mrs Berry who will decide on most appropriate action to take, followed by a contact to parents / carers confirming the reasons for such action. The material may need to be stored in the school safe until a responsible family adult can come to retrieve them if appropriate.

A pupil might reasonably be asked to turn out their pockets or to hand over an item such as a personal music player or a mobile phone that is causing disruption, and the school might use its legal power to discipline if the pupil unreasonably refuses to cooperate.

In addition, under the Education Act 2011, teachers and any adult in authority in school may search children, without consent, for weapons, drugs and stolen property, if there is significant reason to believe that those items might be in the possession of a child.

3.1 Considerations in confiscating items of clothing or jewellery

Adults should take particular care when deciding whether to confiscate items of clothing or jewellery. In particular, they should have appropriate regard to whether the item in question has religious or cultural significance to the pupil and should avoid physical contact or interference with pupils' clothing of a kind that might give rise to child abuse allegations. In order to minimise such risks, if an item of clothing or jewellery is confiscated, this is done by a staff member of the same gender as the pupil and with another staff member present where possible. Confiscation of any item that would leave the pupil only partly dressed must be avoided.

3.2 What to do with confiscated items

When retaining a confiscated item, adults are expected to:

- Hold onto until the end of the day.
- Phones are kept in teachers' desks rather than a locked cupboard.

4 Detention

At St John's Mead Primary School, detentions are not a common sanction. However, any detentions, whether at break times or lunchtimes, may be set by any adult.

At St John's Mead Primary School we believe that the sanction of detention must be:

- reasonable in the light of the seriousness of the misbehaviour
- reasonable to achieve a specific outcome

As such, detention time is to be used purposefully to either:

- allow pupils to catch up on learning opportunities that were previously self-denied through inappropriate behaviour, or;
- to resolve more serious behaviour-related issues using restorative practice approaches.

Under no circumstances are detentions to be used to denigrate or humiliate pupils.

4.1 Notification to parents /carers

Notice must be given to parents/carers for all detentions outside normal school hours. However this is not the usual practice in St John's Mead Primary School.

4.2 Length of detentions

- Lunchtime detentions must not be of such duration that a pupil or supervising adult misses the opportunity to eat, drink and use toilets. The maximum length is to be 30 minutes.

5 Support Systems

5.1 Adults

The school recognises that from time to time and for a variety of reasons adults may feel unable to cope, and provides the following support:

- Adults who are having difficulty with a class or group should in the first instance seek advice from their colleagues or coaching partner
- Adults who need advice on managing the behaviour and attendance of individual pupils should in the first instance speak to their colleagues or coaching partner
- Adults who feel that they have been subject to abuse or intimidation by pupils should refer the issue in the first instance to a member of the senior management team.

- If appropriate, the above issues can be further referred to the learning mentor, from which strategies to address the issues arising can be developed and supported. This may involve the support of Senior Leaders and peers.

Further support may be provided by outside agencies.

5.2 Parents

In addition to involving our parents at all stages in their child's education and in particular gaining their support for effective positive behaviour teaching and learning, parents may also benefit from the opportunities listed below :

- Discussion with the Parent Support Advisor
- Discussion with the class teacher as soon as is appropriate
- Discussion with the class teacher at a Parent/Pupil/ Teacher meeting
- Formal meeting with the Head teacher or Senior management(in her absence)

If a pupil or parent feels that the measures or sanctions in the behaviour policy are unfair or have been unfairly applied, then they can lodge a complaint through the school's complaint procedure

5.3 Pupils

In addition to regular teaching and learning about positive behaviour and regular attendance, and the support of a well organised and caring school community, some pupils will need extra support to help manage their behaviour and attendance, and many of our pupils who are referred to external agencies will be vulnerable and have Inclusion or Special Educational Needs (SEN). (See SEN policy and practice).

The school will look to use procedures to identify early those pupils most at risk, in order to draw up a support plan and to establish a support programme to address issues arising, through:

- *liaison with parents/carers, previous schools, outside agencies and services;*
- *regular review meetings(within staff meetings) to identify pupils most at risk,*
- *programmes of short courses on specific elements of Social, Emotional and Behavioural*
- *contact with parents on the first day of any unexplained absence and discussion between the pupil and staff responsible for their registration;*
- *contact with parents in the early stages of an issue, rather than when a learner may be close to exclusion, or ,if necessary, following bereavement, parental divorce, or separation;*
- *referrals for specialist advice from agencies linked to the school, either for the individual (e.g. Educational Psychology Service) or in more general terms (e.g. LA Behaviour Support Service);*
- *peer mediation and counselling schemes;*
- *Restorative practice discussions within the classroom setting*
- *parents/carers consultations*

6 Consultation

To be fully effective, this policy needs support from the whole school community, so consultation is essential. The law now requires a governing body to consult the headteacher, pupils, parents and carers, staff before making or revising its statement of principles. At St John's Mead Primary School we also believe that support is more likely if all stakeholders are actively involved in the process of developing the policy as well as agreeing underpinning principles.

School adults, including governors, will be consulted through working parties, and informed through staff meetings or governor meetings.

Pupils will be consulted through school council and class or group discussions and informed through assemblies, newsletter, and school council feedback.

Parents / carers will be consulted through parent/carers forums, parent events, and informed through letter or newsletters.

7 Monitoring and evaluation

At St John's Mead Primary School we wish to know if this policy is working fairly. Data gathered consistently and analysed will reinforce good news stories about school improvement; contribute to the school Self Evaluation Form; and inform discussions with staff, governors, pupils (including through the school council), parents and multi-agency staff about patterns of poor behaviour and steps taken to tackle it.

We intend to monitor the distribution of rewards and sanctions by:

Age, ethnicity, gender, special educational needs, disability, racial group, curriculum areas, tutor group, year group, reason) to check that the policy is being applied in a non-discriminatory way.

The school electronic record of behaviour and attendance can be accessed by the administration personnel.

Evaluation of data will take place annually by senior management.

An audit of behaviour in conjunction with the consultative process above will be carried out on a two-yearly cycle to inform the effectiveness of the Behaviour Policy.

The audit outcomes will inform our School Development Plan and look to address any priorities arising.