

Behaviour Policy

(with Exclusion Procedures)

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Our Vision

St Mary's CE (Aided) Primary School is a 'Christ-centred school with a child-centred curriculum' where wisdom and love guide and influence learning and teaching for our whole community. We treasure each child and enable them to flourish, using their God-given potential and establishing a secure foundation for them to thrive in a rapidly changing world.

Context

This policy is firmly based on the teachings of Christ and how these influence our thoughts and actions. The recurrent biblical themes of forgiveness and compassion are central to its implementation. Pupils are encouraged to reflect on their actions, recognise the effect these have had on others and understand how they can make amends.

'Forgiveness says you are given another chance to make a new beginning.'

— Desmond Tutu

"Be kind and compassionate to one another, forgiving each other, just as in Christ, God forgave you."

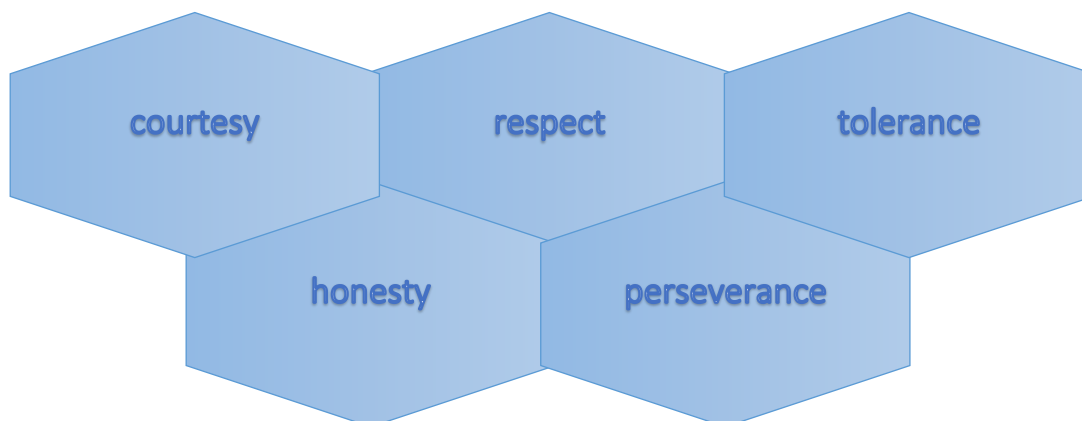
— Ephesians 4:32

Intent

At St. Mary's, our intent is to create an environment where exemplary behaviour is at the heart of productive learning. Everyone is expected to maintain the highest standards of personal conduct, to accept responsibility for their behaviour and encourage others to do the same. Together we strive to establish and embed an environment that allows pupils to learn effectively which can only take place when each child feels secure, successful and happy.

*We live by our mission statement of 'A Christ-centred school with a child-centred curriculum'. With this vision in mind, we aim to make and keep St Mary's a safe place, where children can learn and play without being afraid or worried. We are concerned with helping children to **develop socially acceptable attitudes, self-discipline and self-confidence, as well as an acceptance of responsibility for their own actions.***

This is underpinned by the following key values of:



Overall, research evidence makes it clear that reducing challenging behaviour in schools can have a direct and lasting effect on pupils' learning. Thus, we believe that good behaviour is a pre-requisite for learning and that disruptive behaviour also distracts other pupils and negatively impacts on their learning. Working together as a committed team, we acknowledge that pupils cannot benefit from a lesson if they are not present in the classroom, engaged in the lesson, and behaving appropriately for learning.

Psychologist Abraham Maslow states that human motivation is based on people seeking fulfilment and change through personal growth. Self-actualised people are those who are fulfilled and doing all they are capable of. Rather than reducing behaviour to a response in the environment, Maslow (1970) adopts a holistic approach to education and learning by looking at the complete physical, emotional, social, and intellectual qualities of an individual and how they impact on learning. In order for any individual to be in the right mind-set to learn, we recognise that their basic needs must first be met, as supported by Maslow's research in the development of the Hierarchy of Needs. As a school community, we must foster an environment where the needs lower down in the hierarchy are satisfied so that each child can attend to the needs higher up.



This policy helps us to maintain a consistent approach to promote, develop and embed good behaviours for each child's journey in learning and later on in life. Acceptable standards of behaviour and work depend on the example of each person; **we are all role models**. Everybody working in the school must commit themselves to making any changes necessary to ensure high standards of behaviour. Therefore, it is vital that the children see all adults in school acting in accordance with the principles of this policy.

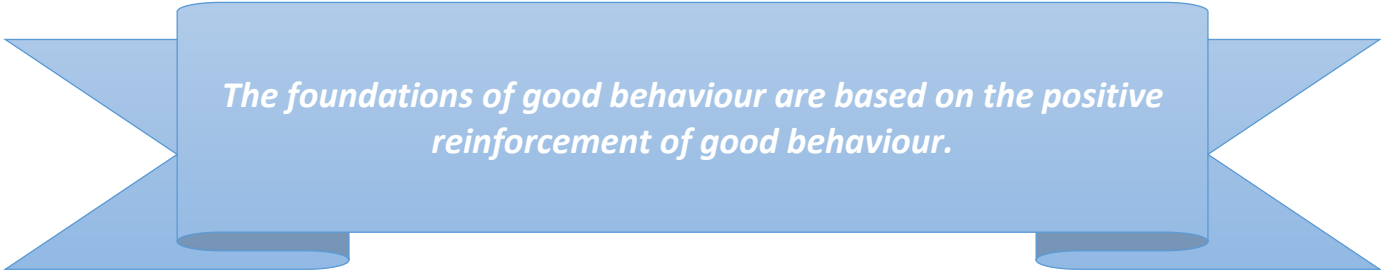
Implementation

'A school culture will exist whether effort is invested in it or not. Our whole school community is the conscious architect of our school culture.'

The following sections outline procedures, routines and actions that all stakeholders must undertake in order to establish and maintain a positive behaviour culture at St. Mary's CofE (Aided) Primary School.

How do we achieve a good behaviour culture?

Creating a positive behaviour culture is about designing social norms that one would want to see reproduced throughout the school community. Considering 'What would I like all the students to do, routinely?', 'What do I want them to believe about themselves, their achievements, each other, the school?'



The foundations of good behaviour are based on the positive reinforcement of good behaviour.

These expectations and routines must be communicated to, and practised by, staff and students until they become automatic. This then frees up time and allows all stakeholders the mental effort and energy towards learning and personal development.

Rules

Embedding a positive behaviour culture requires the establishment of an orderly community through a proactive rather than reactive approach. This is achieved by modelling and embedding our values by living out a specific set of rules with the children – 'Our Golden Rules'. These are displayed in each classroom.

Our Golden Rules

1 We will always listen and try to understand people's differences.

We are polite and helpful and honest with each other and only say and do kind things. We listen to each other and look at the person talking to us. We work hard and let others do their work. We put our hands up to ask or answer questions so everyone gets a fair chance. We only use people's proper names.

2 We will move sensibly and quietly around our school.

We walk on the left in corridors when necessary. We will hold doors open for people. We move around the school quietly and sensibly.

3 We will keep our hands, feet and possessions to ourselves.

We will keep our hands and feet to ourselves and not hurt other people around us.

4 We will look after the school and always take care of it.

5 We will sort out our problems by working them through with each other or an adult.

We will ask an adult to help if we are upset

6 We will talk kindly to everyone.

A whole-school approach

The reliability of the school system is the key factor in its success. The absence of consistency is the predominant factor in the failure of a school behaviour policy to support good behaviour and sustain progress in learning.

If an individual exhibits negative behaviours or attitudes, we are all responsible for addressing these actions. Where consequences are not publicly and consistently applied, students and staff are encouraged to assume that the school does not mind. **Worse, there is a possibility that this member, as well as other peers, will explore greater misbehaviours.**

Relationships

Building positive relationships is at the heart of effective behaviour management and underpins the ethos of our school. A strong relationship connects us to our students, our staff and parents, and without that connection our ability to influence and lead our pupils is diminished.

Expectations and discussions around behaviour are to be expressed in positive, constructive, age-appropriate terms, and discussed with the children using restorative questions to conduct restorative conversations (explained in Restorative Approach to Behaviour below).

Restorative Approach to Behaviour

A philosophical shift away from the traditional, punitive approach to wrongdoing, the restorative perspective views misbehaviour as an offence against relationships. This approach in schools helps develop a healthier learning environment, where children and young people take responsibility over their own behaviour and learning. The minds of those in a restorative school are focused on strengthening and repairing relationships, are inquisitive about what needs to happen and avoid attributing blame (Thorsborne & Blood, 2013).

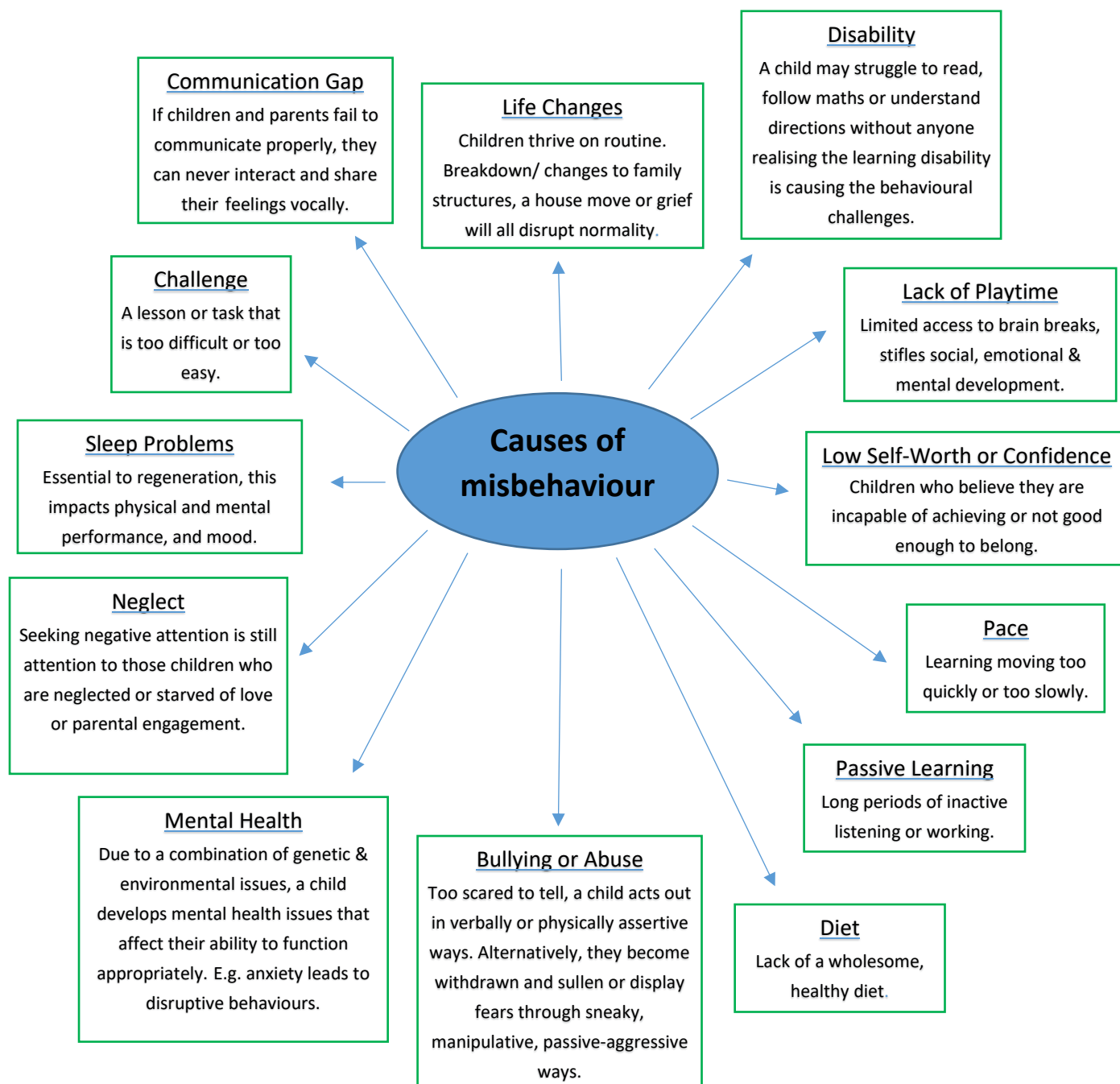
This approach maintains a focus on accountability of actions with a specific emphasis on empathy and repairing of harm. To that end, restorative approaches seek to address underlying issues of misbehaviour and reintegrate wrongdoers back into the school and classroom community.

Traditional/ Punitive Approach	Restorative Approach
What rule was broken?	Who has been hurt/what relationship was damaged?
Who broke the rule?	What are the needs of those harmed and what parties have a stake?
What do they deserve/how will they be punished?	What stakeholders will be involved and what process will put things right again?

Restorative practices are a framework and set of practices used for the **prevention** of rule breaking and as an **intervention** after a rule is broken. They can be informally infused in classrooms or formally and systematically implemented school wide.

Restorative Language

Part of developing a restorative culture in our school means making sure our pupils have the vocabulary they need to express themselves. Sometimes, when children don't know how to express themselves, they communicate their needs through behaviour that they have learnt will get them noticed.



If we give the children the language they need to express themselves, negative or disruptive behaviours may reduce. Taking opportunities across the curriculum, frequently and regularly, to facilitate discussions and allow students to take part in role-play are effective methods of developing language that pupils 'need to communicate their needs.

Restorative Conversations

When rules are broken, the following questions enable the teacher to lead a restorative conversation and give the student a chance to take responsibility, reach a proportionate level of empathy and resolve the situation by undertaking actions that repair and reconcile.

The Restorative Conversation

"Restorative conversations teach better behaviour" (Paul Dix)

1. What happened?
2. What were you thinking at the time?
3. What have you thought/felt since?
4. How did this make people feel?
5. Who has been affected?
6. How have they been affected?
7. What should we do to put things right?
8. How can we do things differently in the future?

Restorative approaches are not a one-size-fits-all method and realistically some students may refuse to participate. Therefore, it can be available as a continuum of options to address problem behaviour or school offenses. Just as instruction is differentiated, practitioners should differentiate discipline to meet the needs of all of our students.

Emotion Coaching

There will be occasional times when children are past the point when a restorative conversation can take place. Emotion Coaching is an effective strategy that must be used across the school to help children regulate their emotions themselves and return to a state where a conversation may take place.

Emotion Coaching

This approach helps children to regulate their emotions themselves.

Step 1: Recognising and empathising

"I understand how you feel- I would be if I felt that....."

Step 2: Validating and labelling

"I wonder if you are feeling....." (often called name it to tame it!)

Step 3 (if needed): Setting limits on behaviour

"We can't always get what we want"

Step 4: Problem Solving

"We can sort this out together"

Rewards and Sanctions

The simplest and often most misunderstood method of communicating the concept that actions have consequences, is through sanctions and rewards. Instead - consequences, both positive and negative, should be a conversation and the school culture's reply to the actions of the individual. That reply can either be to permit, to prohibit and discourage, or to encourage and praise. Without

consequences, this ongoing conversation between the students 'behaviour and the school's culture is lost

Rewards

Rewards need not be material and in many circumstances, proportionate, sincere recognition of the student's achievements is the most valuable rewards available. Intrinsic rewards to good behaviour – better learning, the value of the subject in itself, the social belonging and peer relationships – should be prioritised in order to avoid 'reward fatigue 'where students become desensitised to benefits. External indicators of intrinsic success can be powerful motivators, and reinforce existing norms, for example, celebration assemblies, used judiciously.

At St. Mary's, rewards presented include:

PRAISE & Verbal Recognition	DOJO	Star of the Week	Kindness Shield
Achievement Award	Bronze, Silver, Gold Awards		

Sanctions

When?

As outlined above, behaviour is influenced by many complex factors, and it is important not to sanction where help is the appropriate response. So we must always consider if sanctions administered to the student are purely as sanctions, or form part of a supportive response.

Who?

The Restorative Behaviour Approach must be led by the staff member deciding to choose a consequence for misbehaviour as this strengthens the relationship with the student, aside from ensuring that the misbehaviour is resolved with an accurate and proportionate response to the situation.

Countless research also indicates that parental involvement is crucial to encourage support from home, but also model this Restorative Approach to individual parents who may not have the correct strategies to help their children at home or resolve misbehaviour in a way to support the whole school community.

What and How?

There are 5 stages to consequences for misbehaviour - these are outlined in the following section and are applied to misbehaviour across the whole school.

Changes to Time Out

This consists of a 15 minute session during lunchtime where a Restorative conversation using the Restorative Questions takes place and a Community Reparation Task is chosen.

At the classroom level, teachers can focus on building a sense of community and fostering relationships to develop a shared sense of responsibility for the well-being of each group member. A CRT (Community Reparation Task) enables an individual to pay back by doing something for the person/people on whom their behaviour impacted.

Community Tasks could include: *(to be generated by staff and students during the implementation stage of this policy and evaluated as a whole school before recording formally)*

- Tidy the reading area
- Clean the tables in class
- Sort and organise
- Etc...

5 Stages of Consequences to Negative Behaviour

Misbehaviour is defined as:

- Breaking of school Golden Rules
- Disruption in lessons, in corridors between lessons, and at break and lunchtimes
- Non-completion of classwork or homework
- Poor attitude
- Incorrect uniform

Serious misbehaviour is defined as:

- Repeated breaches of the school Golden rules
- Any form of bullying
- Sexual assault - any unwanted sexual behaviour that causes humiliation, pain, fear or intimidation
- Vandalism
- Theft
- Fighting
- Smoking
- Racist, sexist, homophobic or discriminatory behaviour
- Possession of any prohibited items.

Bullying is defined as the repetitive, intentional harming of one person or group by another person or group, where the relationship involves an imbalance of power (please refer to the Anti-Bullying Policy).

Stage	Behaviours and Consequences	Staff Involved
1	<p style="text-align: center;">Misbehaviour in class or around the school OR low-level disruption to learning</p> <ol style="list-style-type: none"> 1. <u>Praise</u> – Gentle encouragement, a ‘nudge’ in the right direction, small act of kindness, a joke, other class/school specific rewards inc. Dojo, 2. <u>Redirection</u> – catch them when they are good to positively reinforce behaviours or build rapport ‘Well done for not swinging on your chair’ even if it is the date they should be writing, 3. <u>Reminder</u> - A reminder of the expectations delivered privately wherever possible. Repeat reminders if necessary. Deescalate and decelerate where reasonable and possible and take the initiative to keep things at this stage, 4. <u>Caution</u> - A clear verbal caution delivered privately wherever possible, making the learner aware of their behaviour and clearly outlining the consequences if they continue. <p style="text-align: center;"><i>We should resist endless discussions around behaviour and spend our energy returning learners to their learning.</i></p> <p><u>30 second interventions</u></p> <ol style="list-style-type: none"> a. <u>1,2,3</u> b. Gentle approach, even a look, or stating their name c. Personal, non-threatening, side on, eye level or lower reminder d. Refer to previous good behaviour/learning as a model for the desired behaviour, building their self-confidence and self-worth e. State the behaviour observed and which rule/expectation/routine it contravenes f. Tell the learner what the consequences of their action is g. Walk away from the learner; allow them time to decide what to do next. If there are comments, as you walk away write them down and follow up later 	<p>CT/TA/staff member at time of incident</p>
2	<p style="text-align: center;">Persistent misbehaviour OR disruption to learning</p> <ol style="list-style-type: none"> 1. <u>Time Out</u> – Restorative questions are used to lead discussion and a Community Reparation task is chosen and undertaken (15mins lunch) 2. <u>Letter to parents</u> informing of reasons for Time Out (if sensitive, a phone call during school day is advised, before letter reaches home) (Template of <u>Letter to Parents</u> in appendix ***) 	<p>CT/TA/staff member</p> <p>Parents</p>

3	<p style="text-align: center;">After 3 Time Outs</p> <p><u>Informal meeting with parents</u> – Parents are invited to school for a meeting with relevant staff, SENCO and a member of SLT can be present, if necessary*.</p> <p>Meeting facilitates:</p> <ul style="list-style-type: none"> - a discussion around behaviours, - identifies any underlying emotional reasons leading to behaviours, - and finally generates a few supportive strategies to be trialled, - or sets 1 or 2 targets for review. 	<p>CT/TA/staff member</p> <p>Parents</p> <p>SENCO* SLT*</p>
4	<p style="text-align: center;">Continued misbehaviour OR immediately following serious misbehaviour** (see list above)</p> <p><u>Formal meeting with parents</u> – Parents are invited to school for a meeting with relevant staff, SENCO and a member of SLT.</p> <p>Meeting facilitates:</p> <ul style="list-style-type: none"> - a review of continued misbehaviours, - an IBP is drafted with student, parents and SENCO - all members sign IBP and set date to review targets (3-6weeks depending on student) <p><i>**DHT/HT lead meeting if serious misbehaviour warrants an exclusion (see list)</i></p> <p>DHT/HT facilitates:</p> <ul style="list-style-type: none"> - a discussion around incident of serious misbehaviour** - a possible internal or external exclusion. 	<p>CT/TA/staff member</p> <p>Parents</p> <p>SENCO/SLT</p> <p>DHT** /HT if DHT not available</p>
5	<p style="text-align: center;">Reluctance to adhere to IBP OR following repeated exclusion</p> <p><u>Formal meeting with parents</u> – Parents are invited to school for a meeting with relevant staff, and the HT.</p> <p>CLARIFY</p> <ul style="list-style-type: none"> - a review of continued misbehaviours as outlined in IBP, - OR a review of prior exclusions, <p>REFLECT AND RESTORE</p> <ul style="list-style-type: none"> - a student's self-reflection on their behaviours, - a discussion around the impact on self and peers, <p>REPARATION AND NEXT STEPS</p> <ul style="list-style-type: none"> - a choice of reconciliation tasks to be undertaken - a strategy to support change – SENCO, LM, etc. - a consequence for behaviour – lunch club, ban, SLT buddy <p>(3-6weeks depending on student)</p>	<p>CT/TA/staff member</p> <p>Parents</p> <p>HT/DHT if HT not available</p>

Impact

Why do we strive to create a positive behaviour culture?

By creating a whole-school behaviour culture at St Mary's:

1. We keep everyone safe and happy
2. We secure rapid and ongoing progress in all learning and success for all pupils
3. We improve curriculum practices
4. We involve everyone in promoting good behaviour
5. We increase the sense of belonging
6. We give children responsibility
7. We strengthen home-school links
8. We improve and embed the way people work together
9. We deal effectively with personal problems which affect life in school
10. We improve the school environment and daily school life

Exclusions

This part of the policy deals with the policy and practice which informs the school's use of exclusion. It is underpinned by the shared commitment of all members of the school community to achieve this important aim:

- to ensure the safety and well-being of all members of the school community and maintain an appropriate education environment in which all can learn and succeed.

The decision to exclude a pupil will be taken in the following circumstances:

- In response to a serious breach of the school's Behaviour Policy
- If allowing the pupil to remain in school would seriously harm the education or welfare of other persons or the pupil him/herself in the school.

Exclusion is an extreme sanction and is only administered by the Headteacher who will follow the West Sussex County Exclusion Guidance. Exclusion, either for a fixed term or permanent, may be used for any of the following, all of which constitute examples of unacceptable conduct and are infringements of the school's Behaviour Policy:

- Verbal abuse to staff and others
- Verbal abuse to pupils
- Physical abuse or attack on staff
- Physical abuse or attack on pupils
- Indecent behaviour
- Damage to property
- Misuse of illegal drugs

- Misuse of other substances
- Theft
- Serious actual or threatened violence against another pupil or a member of staff
- Sexual abuse or assault
- Supplying an illegal drug
- Carrying an offensive weapon
- Arson
- Unacceptable behaviour which has previously been reported and for which school sanctions and other interventions have been unsuccessful in modifying the pupil's behaviour.

This is not an exhaustive list and there may be other situations where the Headteacher makes the judgement that exclusion is an appropriate sanction.

At times the Headteacher will decide not to use the extreme sanction of an exclusion but will decide that a Pastoral Support Plan should be drawn up to try avoid the sanction of an exclusion in the future. This might be accompanied by an internal exclusion.

Exclusion Procedure

Most exclusions are of a fixed term nature and are of short duration (usually between one and three days).

The DfE regulations allow the Headteacher to exclude a pupil for one or more fixed periods not exceeding a total of 45 school days in any one school year.

The Governors have established arrangements to review promptly all permanent exclusions from the school and all fixed term exclusions that would lead to a pupil being excluded for more than 15 days in a school term or missing a public examination.

The Governors have established arrangements to review fixed term exclusions which would lead to a pupil being excluded for more than five days but not more than 15 days in a school term where a parent has expressed a wish to make representations.

Where possible, parents are contacted immediately when the decision to exclude is made. A letter will be sent by post confirming details of the circumstances of the exclusion and the date the exclusion ends. Parents have a right to make representations to the Governing Body and the Local Authority as directed in the letter.

A return to school meeting will be held following the expiry of the fixed term exclusion and this will involve a member of the Senior Leadership Team and other staff where appropriate. During this meeting a Pastoral Support Plan will be drawn up, which will include a review date.

During the course of a fixed term exclusion where the pupil is to be at home, parents are advised that the pupil is not allowed on the school premises and that daytime supervision is their responsibility as parents/guardians.

Records relating to exclusions will be stored confidentially.

Permanent Exclusion

The decision to exclude a pupil permanently is a serious one. There are two main types of situation in which permanent exclusion may be considered:

- The first is a final, formal step in a concerted process for dealing with disciplinary offences following the use of a wide range of other strategies, which have been used without success. It is an acknowledgement that all available strategies have been exhausted and is used as a last resort. This would include persistent and defiant misbehavior, including bullying (which would include racist or homophobic bullying) or repeated possession and/or use of an illegal drug on school premises.

- The second is where there are exceptional circumstances and it is not feasible to implement other strategies and where it could be appropriate to permanently exclude a pupil for a first or 'one off' offence. These might include:

- Serious actual or threatened violence against another pupil or a member of staff
- Sexual abuse or assault
- Supplying an illegal drug
- Carrying an Offensive Weapon ¹
- Arson
- Behaviour which poses a significant risk to the child's own safety.

The school will involve the police for any relevant offences. These instances are not exhaustive, but indicate the severity of such offences and the fact that such behaviour seriously affects the discipline and well-being of the school.

General factors that the school considers before making a decision to exclude:

- Exclusion will not be imposed instantly unless there is an immediate threat to the safety of others in the school or the pupil concerned. Before deciding whether to exclude a pupil either permanently or for a fixed period the Headteacher will:
- Ensure appropriate investigations have been carried out, which includes allowing the pupil to give her/his version of events.
- Explore the wider context, taking into consideration how much the incident may have been provoked (for example by bullying or by racial or sexual harassment).
- Consider all the evidence available to support the allegations taking into account the Behaviour Policy, Equal Opportunity and Race Equality Policies
- Explore a placement through fair access in line with WSCC policy with an alternative provider to avoid exclusion.
- Explore the possibility of a managed move to another West Sussex school. If a managed move cannot be agreed between schools, then the school is to use Fair Access to request a managed move.

If the Headteacher is satisfied that on the balance of probabilities the pupil did what he or she is alleged to have done, then exclusion will be the outcome.

Please note that the information in this document was correct at the time of publication. Any variation in the process described herein due to the impact of Covid 19 will be followed through consultation and liaison with WSCC representatives and professionals.

¹ Offensive weapons are defined in the Prevention of Crime Act 1993 as "any article made or adapted for causing injury to the person; or intended by the person having it with him for such use by him".

Appendices

Appendix 1 – Restorative Conversation Questions

The Restorative Conversation

“Restorative conversations teach better behaviour” (Paul Dix)

1. What happened?
2. What were you thinking at the time?
3. What have you thought/felt since?
4. How did this make people feel?
5. Who has been affected?
6. How have they been affected?
7. What should we do to put things right?
8. How can we do things differently in the future?

Appendix 2 – Emotion Coaching

Emotion Coaching

This approach helps children to regulate their emotions themselves.

Step 1: Recognising and empathising

"I understand how you feel- I would be if I felt that....."

Step 2: Validating and labelling

"I wonder if you are feeling....." (often called name it to tame it!)

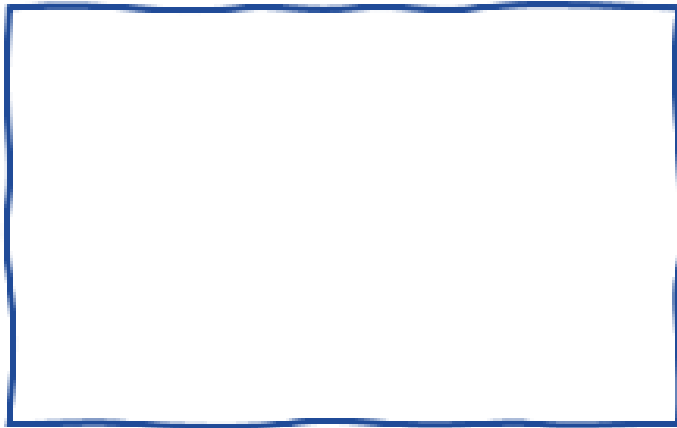
Step 3 (if needed): Setting limits on behaviour

"We can't always get what we want"

Step 4: Problem-solving

"We can sort this out together"

1. What happened?

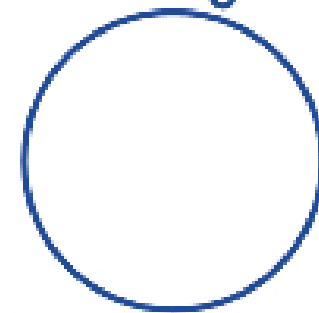
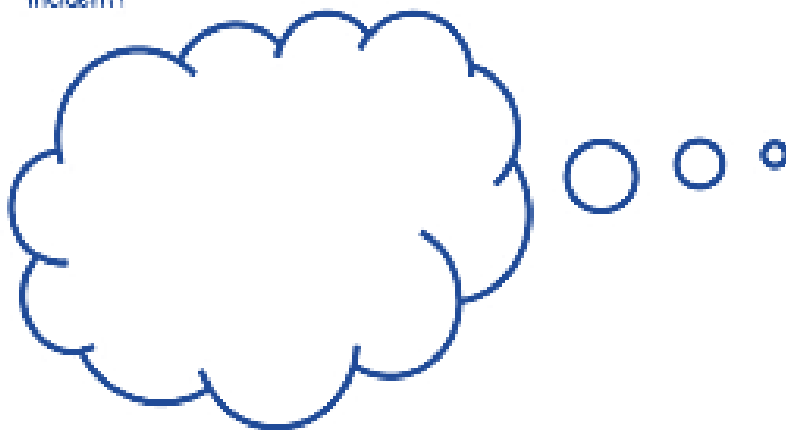


2. What were you thinking about at the time?

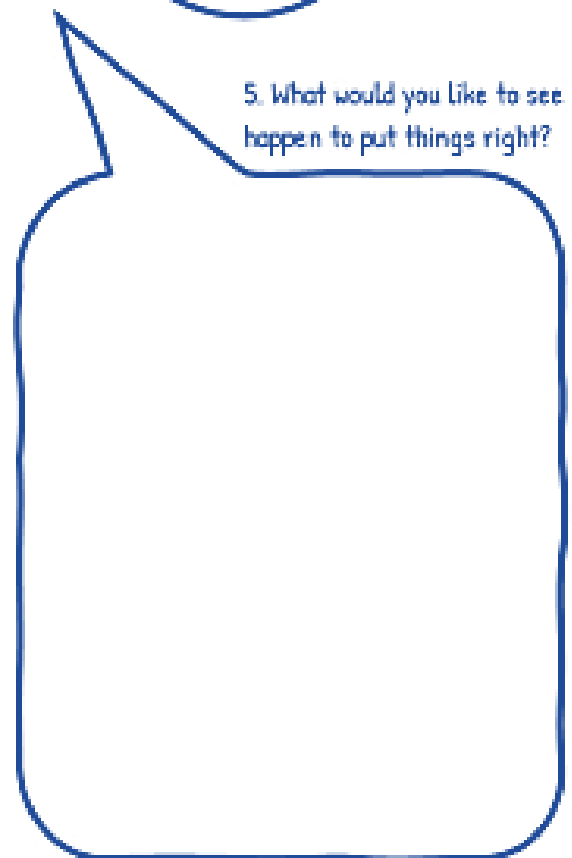
How did it make you feel?



3. What have your thoughts been since the incident?



5. What would you like to see happen to put things right?



4. How have you been affected by this?



Appendix 3 – 5 Stages of Consequences to Negative Behaviour

Stage	Behaviours and Consequences	Staff Involved
1	<p>Misbehaviour in class or around the school OR low-level disruption to learning</p> <ol style="list-style-type: none"> 5. <u>Praise</u> – Gentle encouragement, a ‘nudge’ in the right direction, small act of kindness, a joke, other class/school specific rewards inc. Dojo, 6. <u>Redirection</u> – catch them when they are good to positively reinforce behaviours or build rapport ‘Well done for not swinging on your chair’ even if it is the date they should be writing, 7. <u>Reminder</u> - A reminder of the expectations delivered privately wherever possible. Repeat reminders if necessary. Deescalate and decelerate where reasonable and possible and take the initiative to keep things at this stage, 8. <u>Caution</u> - A clear verbal caution delivered privately wherever possible, making the learner aware of their behaviour and clearly outlining the consequences if they continue. <p><i>We should resist endless discussions around behaviour and spend our energy returning learners to their learning.</i></p> <p><u>30 second interventions</u></p> <ol style="list-style-type: none"> h. <u>1, 2, 3</u> i. Gentle approach, even a look, or stating their name j. Personal, non-threatening, side on, eye level or lower reminder k. Refer to previous good behaviour/learning as a model for the desired behaviour, building their self-confidence and self-worth l. State the behaviour observed and which rule/expectation/routine it contravenes m. Tell the learner what the consequences of their action is n. Walk away from the learner; allow them time to decide what to do next. If there are comments, as you walk away write them down and follow up later 	CT/TA/ staff member at time of incident
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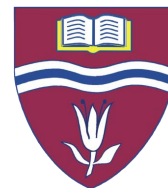
3	<p style="text-align: center;">After 3 Time Outs</p> <p><u>Informal meeting with parents</u> – Parents are invited to school for a meeting with relevant staff, SENCO and a member of SLT can be present, if necessary*.</p> <p>Meeting facilitates:</p> <ul style="list-style-type: none"> - a discussion around behaviours, - identifies any underlying emotional reasons leading to behaviours, - and finally generates a few supportive strategies to be trialled, - or sets 1 or 2 targets for review. 	<p>CT/TA/ staff member</p> <p>Parents</p> <p>SENCO* SLT*</p>
4	<p style="text-align: center;">Continued misbehaviour OR immediately following serious misbehaviour** (see list above)</p> <p><u>Formal meeting with parents</u> – Parents are invited to school for a meeting with relevant staff, SENCO and a member of SLT.</p> <p>Meeting facilitates:</p> <ul style="list-style-type: none"> - a review of continued misbehaviours, - an IBP is drafted with student, parents and SENCO - all members sign IBP and set date to review targets (3-6weeks depending on student) <p><i>**DHT/HT lead meeting if serious misbehaviour warrants an exclusion (see list)</i></p> <p>DHT/HT facilitates:</p> <ul style="list-style-type: none"> - a discussion around incident of serious misbehaviour** - a possible internal or external exclusion. (See separate Exclusions Policy) 	<p>CT/TA/ staff member</p> <p>Parents</p> <p>SENCO/ SLT</p> <p>DHT** /HT if DHT not available</p>
5	<p style="text-align: center;">Reluctance to adhere to IBP OR following repeated exclusion</p> <p><u>Formal meeting with parents</u> – Parents are invited to school for a meeting with relevant staff, and the HT.</p> <p>CLARIFY</p> <ul style="list-style-type: none"> - a review of continued misbehaviours as outlined in IBP, - OR a review of prior exclusions, <p>REFLECT AND RESTORE</p> <ul style="list-style-type: none"> - a student's self-reflection on their behaviours, - a discussion around the impact on self and peers, <p>REPARATION AND NEXT STEPS</p> <ul style="list-style-type: none"> - a choice of reconciliation tasks to be undertaken - a strategy to support change – SENDCO, LM, etc. - a consequence for behaviour – lunch club, ban, SLT buddy (3-6weeks depending on student) 	<p>CT/TA/ staff member</p> <p>Parents</p> <p>HT/DHT if HT not available</p>

Appendix 4 – Letter to Parents

(Stage 2 - Time Out for behaviour letter)

St. Mary's CE (Aided) Primary School

A Christ-centred school with a child-centred curriculum



Dear parent,

Today, _____, has not been behaving as well as they could in school and spent 15 mins in Time Out during lunch, discussing the reasons and impacts of their behaviour and considering how to best move forward.

Reason for Time Out:

It is important that your child understands the need to follow our school rules, and I would appreciate it if you could discuss their behaviour with them.

At this stage I am confident that a reminder of how to behave appropriately will be sufficient and I thank you for your support in this.

Yours sincerely,

_____ (Staff member at time of incident)

_____ (Date)

Behaviour letter – return slip

Please return this slip to school to confirm you have received this letter. Thank you.

Name of child:

Parent name:

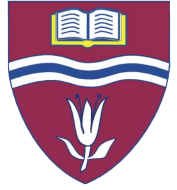
Parent signature:

Date: _____

(Stage 3 –request for Informal Meeting)

St. Mary's CE (Aided) Primary School

A Christ-centred school with a child-centred curriculum



Dear parent,

Following my previous correspondence regarding behaviour, I am sorry to inform you that your child, _____ is still struggling to adhere to our school rules and has now been in their 3rd Time Out Session.

Reason for Time Out:

I would appreciate if you could pop in after school or arrange a convenient time for you to meet me after school so we can discuss a way forward. Please email, call or find me in the playground at the end of the day to schedule a convenient time for you.

Yours sincerely,

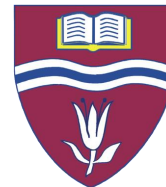
_____ (Staff member at time of incident)

_____ (Date)

(Stage 4 – request for Formal IBP Meeting)

St. Mary's CE (Aided) Primary School

A Christ-centred school with a child-centred curriculum



Dear parent,

I am sorry to report that, despite our last informal meeting, _____
has continued to display behaviour that does not follow our school rules.

Following our school's Behaviour Policy, we believe that your child would now benefit from a more structured approach, so I would like to invite you to a formal meeting where we can sit down together, with your child and the school special educational needs co-ordinator (SENDCO), to draft an Individual Behaviour Plan.

This plan is constructed with your child, following a discussion which allows us to determine reasons for their behaviour as well as generate helpful strategies that can support day-to-day routines and tasks in school.

I would be grateful if you could attend a meeting with myself and the SENDCO, to discuss how we can best support your child in order to secure the best progress in their learning and ensure that they are happy and safe in school.

Date:

Time:

Location:

(Alternatively, please email class address or call the school office to arrange a more convenient time)

Yours sincerely,

_____ (Date)