



The
Maltby Learning Trust

MLT Behaviour Policy (Primary)

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INTRODUCTION

Within the Maltby Learning Trust, we expect all members of our learning communities to conduct themselves with the highest standards of behaviour, however we understand that sometimes all members of the community may not reach the standards which we would want them to. This policy outlines the basic principles of behaviour we expect all members of the Trust to adhere to and outlines the rewards available for those who demonstrate positive behaviour and the sanctions which will be applied to those who fail to meet the expectations. More specific behaviours such as bullying and racism are covered in separate policies, but sanctions applied may fall within the measures outlined here.

MALTBY LEARNING TRUST PRINCIPLES

- Excellence as standard. Everyone strives to reach their potential and achieve the highest standards possible, enabling them to contribute effectively to society as responsible citizens who value learning and secure a positive progression route through relevant education or training to fulfil their career ambitions.
- Providing outstanding provision. Secure outstanding teaching and learning through a curriculum which meets every young persons' individual learning and developmental needs.
- Developing a moral compass. Everyone appreciates a range of different viewpoints, values and cultures in order to give context for their own moral compass, developing in the process, respect for diversity and an understanding of their obligations and responsibilities to others, as well as understanding their own rights as individuals.
- Securing high expectations and ambition. Ensure all are ambitious and focused on achieving the very best for themselves and others, and recognise that underperformance is challenged through support and personal development.
- Taking responsibility. Develop a culture in which all recognise that success depends upon personal responsibility as well as the support and challenge of others.
- At the heart of the community. Build strong, sustainable links with the local community including representative groups, other academies, the LA, health, voluntary sector, faith groups and employers to embed ambition, raise aspirations and enrich the learning experience on offer.
- Focus on success, for today and the future. Embed a culture of high aspirations so that all members are aware of, and seek, opportunities allowing them to develop the confidence, resilience, creativity and enquiring mind required to be successful now and in the future.
- Maintaining healthy lifestyles. Equip everyone with the knowledge and skills to maintain both physical and mental wellbeing for themselves and their families.

POLICY RATIONALE

The intention of this policy is to support learners in developing good behaviour and understanding why it is important. It intends to ensure that children who maintain the high standards which are expected of them are rewarded, and that those who fail to maintain those standards are subject to sanctions designed to encourage them to demonstrate better behaviour.

POLICY AIMS

- To ensure that all members of the academy community clearly understand what is expected of them
- To foster a climate of mutual respect and personal responsibility
- To set high expectations for the level of behaviour children are asked to display
- To set clearly understandable hierarchies of rewards and sanctions to encourage positive behaviour
- To ensure that rules, rewards and sanctions are applied equally
- To ensure that children understand that they are accountable for their actions
- To ensure that all children in Maltby Learning Trust academies behave to the highest individual standards possible

POLICY OBJECTIVES

- To create a safe, happy and positive environment which enables children to be a happy, sociable part of the community
- To maintain purposeful and positive teaching and learning environment
- To produce clarity of expectation and consequences
- For children and young people to be self-aware of their responsibilities

IMPLEMENTATION

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

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

Finally, it is important to reward those who behave well. Most children respond well to praise and there is something worthy of praise in all children. However, it is important that children accept responsibility for their own actions through a clearly defined code of conduct understood by all. (Golden Rules – Appendix)

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

SCOPE OF THE POLICY

This policy applies to all children taught within Maltby Learning Trust Primary Academies and will be applied fairly without discrimination to all pupils. The Trust applies this policy to any situation where pupils are within academy grounds, representing the academy (on sporting activities, trips or extra-curricular activities) or where they could be seen as representatives of the academy (anywhere where they are wearing the academy's uniform). This is in line with DfE guidance '*Behaviour and discipline in academies: Advice for headteachers and academy staff*' (DfE - January 2016) which states that:

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

- Taking part in any academy-organised or academy-related activity or
- Travelling to or from academy or
- Wearing academy uniform or
- In some other way, identifiable as a pupil at the academy.

OR misbehaviour at any time, whether or not the conditions above apply, that:

- Could have repercussions for the orderly running of the academy or
- Poses a threat to another pupil or member of the public or
- Could adversely affect the reputation of the academy.

The Maltby Learning Trust will apply academy discipline and behaviour policies, including in cases of bullying, in these circumstances.

ROLES AND RESPONSIBILITIES

PUPILS

Pupils are expected to show high standards of behaviour at all times. They will be taught to have high expectations of their own and others' behaviour and to take responsibility for their actions. As a Trust, we aim to foster resilience and self-reliance within our children to ensure they develop a strong moral compass. Because of this we have clear guidelines and high expectations of our children which build as the children grow older and more mature.

PARENTS

By sending their children to this Academy, parents show that they have accepted the behaviour structures of the academy. Parents are expected to support the academy in upholding good behaviour and high expectations and, if they do disagree with the way in which the policy has been implemented, to follow the correct procedures to have their views considered.

Parents will be given the behaviour policy regularly in the form of the home-academy agreement. This will be issued on their child's admission to the academy and re-issued whenever the policy is updated. Staff welcome early contact if parents have a concern about their child's behaviour or fear that they are being upset by others. If parents and academy work together we believe that the discipline and behaviour of pupils will be maintained and respected by all.

Parents can help in the following ways:

- By ensuring that pupils arrive punctually for the start of the academy's day.
- By ensuring that pupils have appropriate dress for academy and PE so as to take a full part in all academy activities.
- By supporting the academy in our policy that all pupils are expected to behave in a responsible manner, both towards themselves and others, showing consideration, courtesy and respect for other people at all times. (See Golden Rules - Appendix 3)
- By ensuring that pupils show a proper regard for other people's property, buildings and the environment.
- By ensuring regular attendance at the academy and avoiding unnecessary pupil absence.
- By adhering to the Home-Academy Agreement, which details the agreed responsibilities of parents, pupils and teachers. (See Appendix 6. Home-Academy Agreement)
- Parents have a clear role in making sure their child is well behaved at academy. If they do not, the academy or local authority may ask them to sign a parenting contract or may apply for a court-imposed parenting order.
- We value our partnership with parents/carers and encourage involvement in all aspects of academy life including discipline and behaviour.

We aim to:

- Welcome parents into Trust academies and make them feel valued.
- Clearly define the role of parents in academy, matching interests and skills to activities.
- Develop good communication between parents and academies.
- Listen to parents' views and opinions when applying the academy behaviour policy

CLASS TEACHERS

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

The class teachers in our academies have high expectations of the children in terms of behaviour, and they strive to ensure that all children work to the best of their ability. The class teacher treats each child fairly and enforces the Code of Conduct consistently.

The teacher treats all children in their class with respect and understanding.

It is the responsibility of the class teacher to record significant incidents of inappropriate behaviour, using the academy's recording system which may be based on SIMs, CPOMS or paper based – see appendix 7) and pass them to the Pastoral Team.

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

The power also applies to all paid staff (unless the Principal says otherwise) with responsibility for pupils, such as associate professionals.

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

Teachers can also discipline pupils for misbehaviour outside the academy.

Teachers have a specific legal power to impose detention outside academy hours, however within the MLT this is considered an inappropriate sanction for the Primary phase.

Teachers can confiscate pupils' property provided it is returned at the end of a day.

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

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

ASSOCIATE PROFESSIONALS

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

The staff at our academies have high expectations of the children in terms of behaviour, and they strive to ensure that all children work to the best of their ability.

All associate professionals treat each child fairly and enforces the Code of Conduct consistently and treat all children in their group with respect and understanding.

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

PRINCIPAL

It is the role of the Principal, under the Academy Standards and Framework Act 1998, to implement the Academy's Behaviour Policy consistently, fairly and without prejudice throughout the academy, and to report to Governors, when requested, on the effectiveness of the policy. It is also

the responsibility of the Principal to ensure the health, safety and welfare of all the children in the Academy.

The Principal supports the staff by implementing the policy, by setting the standards of behaviour, and by supporting staff in the implementation of the policy. They also monitor the frequency and consistency of application of the policy to ensure it is applied fairly across the academy. The Principal has access to records of all reported incidents of misbehaviour through the academy's recording system (See appendix 7).

The Principal has the responsibility for giving fixed-term exclusions to individual children for serious acts of misbehaviour. For repeated or very serious acts of anti-social behaviour, the Principal may permanently exclude a child. Both these actions are only taken after the academy Governors have been notified.

The Principal must publish the Academy behaviour policy on the Academy website.

LOCAL GOVERNING BODY

Local Governing bodies will wish to consider their duty under section 175 of the Education Act 2002 requiring them to make arrangements to ensure that their functions are carried out with a view to safeguarding and promoting the welfare of children and their general duty to eliminate discrimination under section 149 of the Equality Act 2010.

The Local Governing Body will monitor the implementation of the behaviour policy and receive regular reports on the number of internal rewards/sanctions applied, their frequency and the reasons for them; the number of fixed term exclusions, their frequency and the reasons for them; any permanent exclusions and the reasons for them.

Section 88(2) of the EIA requires the Local Governing Body to:

- Make, and from time to time review, a written statement of general principles to guide the Principal in determining measures to promote good behaviour and discipline amongst pupils; and
- Notify the Principal and give him or her related guidance if the Local Governing Body wants the academy's behaviour policy to include particular measures or address particular issues.
- Before making their statement of principles, the Local Governing Body must consult (in whatever manner they think appropriate) the Principal, academy staff, parents and pupils.
- The Local Governing Body must provide clear advice and guidance to the Principal on which he/she can base the academy behaviour policy.
- The Local Governing Body will notify the Principal that the following should be covered in the academy behaviour policy:
 - Screening and searching pupils (including identifying in the academy rules items which are banned and which may be searched for);
 - The power to use reasonable force or make other physical contact;
 - The power to discipline beyond the academy gate;
 - Pastoral care for academy staff accused of misconduct;
 - When a multi-agency assessment should be considered for pupils who display continuous disruptive behaviour.

The Local Governing Body will be responsible for working with the Principal to ensure that the behaviour policy is applied positively and that behaviour is at least good. The Local Governing Body will, in consultation with the Principal, apply the academy's behaviour policy in a fair but firm manner to address:

- any unacceptable behaviour when the child is:
 - taking part in any academy-organised or academy-related activity or

- travelling to or from academy or
- wearing academy uniform or in some other way identifiable as a pupil at the academy.
- or, misbehaviour at any time, whether or not the conditions above apply, that:
 - could have repercussions for the orderly running of the academy or
 - poses a threat to another pupil or member of the public or
 - could adversely affect the reputation of the academy.

TRUST BOARD

Under Section 88(1) of the Education and Inspections Act 2006 (EIA), governing bodies must ensure that policies designed to promote good behaviour and discipline on the part of its pupils are pursued at a Trust Academy.

Section 88(2) of the EIA requires the Governing Body (and therefore the Trust board as the legally responsible body) to:

- make, and from time to time review, a written statement of general principles to guide the Principals in determining measures to promote good behaviour and discipline amongst pupils;
- notify the Principal and give him or her related guidance if the Board wants the Trust's behaviour policy to include particular measures or address particular issues.
- Before making their statement of principles, the Trust Board must consult (in whatever manner they think appropriate) the Principals, academy staff, parents and pupils.
- The Local Governing Body must provide clear advice and guidance to the Principals on which he/she can base the academy behaviour policy.
- The Trust Board will notify the Principals that the following should be covered in the academy behaviour policy:
- Screening and searching pupils (including identifying in the academy rules items which are banned and which may be searched for);
- The power to use reasonable force or make other physical contact;
- The power to discipline beyond the academy premises gate;
- Pastoral care for academy staff accused of misconduct;
- When a multi-agency assessment should be considered for pupils who display continuous disruptive behaviour.

In providing guidance to the Principal, the Board must not seek to hinder teachers' powers by including 'no searching' or 'no contact' policies, nor to restrict their power to discipline pupils for misbehaviour outside of the academy.

BEHAVIOUR POLICY

In the Maltby Learning Trust, discipline is recognised to be a collective responsibility between parents, staff, Local Governing Body, children and other agencies involved with academies. It is vital that the behaviour policy is clear, that it is well understood by staff, parents and pupils and that it is consistently applied.

Golden Rules

Within the Maltby Learning Trust, we believe that the principles outlined above can be interpreted within the framework of the 'Golden Rules'. These 6 rules set the basic principles by which the Trust believes its children should abide:

- We are gentle: We don't hurt others

- We are kind and helpful: we don't hurt anybody's feelings
- We listen: We don't interrupt
- We are honest: We don't cover up the truth
- We work hard: We don't waste our own or other's time
- We look after property: We don't waste or damage things

These rules are given high status in academies and form the basis of assemblies and class circle times. The rules are displayed prominently in every classroom and in public areas. They are also clearly noted on the certificates given as rewards and the notes of sanctions applied. It is made clear to children where they have followed or failed to follow the rules.

In order to interpret these rules, staff and pupils have rights and responsibilities which must be upheld if the community is to work together effectively.

Rights	Responsibilities
- To be safe	- Behave appropriately/model behaviour to keep a safe environment
- To feel safe	- To treat others with respect
- To have opinions respected	- To listen
- To be heard	- To accept that everyone is different
- To be treated as professionals/individuals	- To take responsibility for own learning/Prof dev
- To learn/develop professionally	- To recognise the strengths and talents of all
- To have gifts/Talents recognised	- To be truthful/honest
- To be believed/trusted	- Care for others
- Physical comfort	

EXPECTATIONS

There is an expectation that all members of the academy community will exhibit certain standards of behaviour in different areas of the academy – these are outlined in appendix 5.

In all areas of academy, pupils are expected to show good manners towards staff and each other and treat all staff with respect.

REWARDS

Reward	Purpose	Examples of use
Beads – Children earn beads in class for following the golden rules. These are added into a school 'pot' which earns the children time in the end of term 'bead treat'. This is	Given in class for examples for following the golden rules	<ul style="list-style-type: none"> • Answering quickly in mental oral starter. • Imaginative response in speaking and listening.

an educational enrichment activity.		
Just a note to say.. Given by the head/deputy. Child gets a certificate and a sticker for good work/behaviour.	Reward good work/behaviour	<ul style="list-style-type: none"> • Good pieces of work • Good behaviour for an individual
Principal's Award Given when children are sent to the head/deputy. Child gets a certificate and a sticker for outstanding work/behaviour.	To reward excellent following of the Golden Rules, whether behaviour or outstanding learning. Given infrequently for efforts which are outstanding for the individual child.	<ul style="list-style-type: none"> • Outstanding pieces of work • Outstanding behaviour for an individual
Learning League Awards – Stickers/badges awarded when the pupils show the characteristics/ skills described by the stickers	To reward strong/ consistent learning behaviours	<ul style="list-style-type: none"> • Outstanding learning behaviours
Star of the week - Children receive certificate and recognition in assembly.	To reward the outstanding effort by a child of the week in the academy	<ul style="list-style-type: none"> • 3 children were sent to the head for Gold Star Awards – the one outstanding one gets the special mention

POSITIVE BEHAVIOUR MANAGEMENT

Behaviours which may signify emotional and behavioural difficulties

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

The most important cause of behavioural difficulties – Limited Self-Esteem

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

Pupils with low self-esteem may display their insecurities by

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

Dealing with emotional and behavioural difficulties in the academy

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

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

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

Recording Behaviour

It is extremely important that if a child's behaviour changes, the behaviour is logged on the behaviour recording system consistently (see appendix 7). This enables us to build a broad picture of their behaviour and target our response accordingly.

TEN SIMPLE GUIDELINES FOR POSITIVE BEHAVIOUR MANAGEMENT

- Establish a friendly, positive, supportive relationship with the pupils in your care.
- Make sure, wherever possible, that pupils are doing purposeful activities that they enjoy.
- As soon as it occurs, reward positive behaviour with attention and praise. 'Catch them being good'.
- Where possible, identify when behaviour problems are likely to arise and try to divert to modify the pupils' behaviour before discipline is needed.
- Know the academy rules and the reasons for them. Be clear, firm and polite about the behaviour boundaries.
- Know what sanctions you can use, but try to avoid using them – especially if a quiet word or reminder will do.
- Always remain calm when you speak to pupils. This will help you maintain your authority and confidence and keep your relationships with them positive.
- Avoid telling a pupil off in public.
- Avoid the use of sanctions when support strategies will suffice.
- Use the Academy's monitoring, report and behaviour referral systems so that you support each other in addressing the individual pupil's needs and those of the whole academy.

HELPING PUPILS TO REGULATE BEHAVIOUR

This process can be used with individual groups of children, classes or year groups as appropriate. All members of staff involved with the target group should work corporately and consistently.

Intervention Techniques

The following intervention techniques can be used in the development of individual programmes for specific children with behaviour problems after consultation with Senior Management and SENDCo.

- Ignoring i.e. where practical ignore inappropriate behaviour, praise appropriate behaviour (role models).
- Positive Questioning e.g. what are you doing?, what should you be doing?, Good you know what to do so can you do it,
- Positive Choices If you do this, then this will happen (positive outcome) If you choose to do this, then this will happen (negative outcome). Now you choose what you are going to do
- Assertive discipline
- Compliance Training i.e. provide practice in following instructions in settings where praise can be given. Use of games - Follow My Leader, Simon Says, etc.

- Code of Conduct/Rules i.e. positively phrased - incompatible with undesirable behaviour. Take the rule and provide examples. Use praise for positive actions.
- Modelling i.e. indicate role models displaying appropriate behaviour. Adults to be good role models.
- Distraction i.e. if a difficult situation is likely to develop distracting the child's attention, e.g. give a specific task, send a message, etc.
- Time Out i.e. pupils given 'time out' – an opportunity to work under supervision but away from the classroom situation or a period of reflection, standing alone on the playground during playtime within sight of the teacher or supervisor.

Pastoral Support

Within our academies we have trained workers who will offer emotional support to children in crisis. These workers can not only directly work with children but also pull on a wide range of support including MAST (Multi-Agency Support Team) workers. Children should be referred to the Pastoral Team through the internal referral system.

APPLYING A SANCTION

Teachers can discipline pupils whose conduct falls below the standard which could reasonably be expected of them. This means that if a pupil misbehaves, breaks an academy rule or fails to follow a reasonable instruction the teacher can impose a punishment on that pupil.

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

1. The decision to apply a sanction must be made by a paid member of academy staff or a member of staff authorised by the Principal;
 2. The decision to apply a sanction and the sanction itself must be made on the academy premises or while the pupil is under the charge of the member of staff; and
 3. It must not breach any other legislation (for example in respect of disability, Special Educational Needs, race and other equalities and human rights) and it must be reasonable in all the circumstances.
- A sanction must be reasonable. In determining whether a sanction is reasonable, Section 91 of the Education and Inspections Act 2006 says the penalty must be proportionate in the circumstances and that account must be taken of the pupil's age, any special educational needs or disability they may have, and any religious requirements affecting them.
 - The Principal may limit the power to apply particular sanctions to certain staff and/or extend the power to discipline to adult volunteers, for example to parents who have volunteered to help on a academy trip.
 - Corporal punishment is illegal in all circumstances.

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

SANCTIONS

While there is an expectation that for the vast majority of the time children should achieve the highest standards of behaviour, occasionally children will inevitably fail to meet the standards which are expected of them. In these cases the following sanctions can be applied. Each level of sanction is accompanied by the types of behaviour for which it can be applied; this is not an

exhaustive list, but rather an indication of the severity of behaviour for which it can be used (see appendix 1).

The consequence ladder

This is to be mainly used for in class sanctions (See appendix 2), but can also be applied to incidents outside:

Red Card
3 rd Warning
Yellow Card Lose 10mins break
2 nd Warning (Lose 5 mins break)
1 st Warning

After the first warning, each of the levels of sanction carries a loss of break time and is intended as a supplement to other classroom management techniques. It should not be the only classroom management strategy used, and it is assumed that a range of positive behaviour strategies should supplement and support it. Warnings are given to alert children to the impact that their behaviour has/is having on the ability of those around them to learn effectively – warnings can be earned back to green for a first warning or yellow for a second warning. Warnings may be given for repeated incidents of low level, but irritating, behaviour OR one-off more serious incidents.

Eg. Child repeatedly talks to another next to them in a discussion.
Child shouts across the classroom.

Children can also go straight to a Yellow or Red card, these would be more serious one off cases, such as rudeness or deliberately ignoring instructions given by the teacher. Up to a Red Card the children return to the bottom of the ladder each day. In KS1 a Red Card leads to the loss of all privileges for the day, and means they have to walk with the teacher at break times. Once a red card has been given in KS2 children move to the next level of the system – the behaviour monitoring system.

Other sanctions can be applied at the discretion of the teacher such as sending the child to work in another class or with an SLT member. These sanctions should be used where the poor behaviour is preventing the other children in the class from learning – removing THEIR right to learn.

The Behaviour Monitoring System

This part of the behaviour system is intended for those children who have demonstrated particularly serious incidents of poor behaviour OR persistent low level and irritating behaviour which has had a consistent impact on both their own learning and that of others. Children enter this system on the receipt of a Red Card.

Sanction	Result	Given for
Red Card- Remains on record for 6 weeks	Child sent to Principal – Child given Red Card sheet which shows how they have broken the golden rules and is annotated with a brief record of the incident/behaviour. This is taken home for parents to sign/comment on.	Persistent low level poor behaviour. Single significant incident – physical contact to injure/ irresponsible behaviour causing injury to other
2 nd Red Card – remains on record for 6 weeks.	A child receiving a second red card within 6 weeks of the receipt of the first loses all privileges in the academy. This includes representing academy teams, choir, monitors etc. the red card stays on the record for 6 weeks and acts as a 2 nd	As Above Repeatedly

	card for a minimum of 3 weeks (eg if a 2 nd red card is given in the final week of the first red card being in force it will act as second red for the next three weeks, the child then drops down to one red card).	
Green Report	If a third red card is given within the time given the child is placed on Green report the child carries the report with them and has it signed every lesson and break. Lessons are graded A,B,C,D,U. D is considered poor, U is unacceptable. One U or upto 3 D's will keep the child on report for an additional week. If more than 2 U's or 4 D's are given in any week, then the child moves to the next level of report when it is reviewed at the end of that week. Children stay on report for a minimum of 3 weeks. Reports go home at the end of every day and parents are expected to sign daily to show that they have been seen.	As Above Repeatedly Serious one-off behaviour which, while it does not put others at risk, does seriously go against the spirit and letter of the golden rules.
Yellow Report	As above but children are expected to walk with the teacher on duty at break times. The child must present the report with a pen or pencil to the teacher on duty.	As Above Repeatedly Serious one off behaviour which makes the teacher feel that the child cannot be trusted to play normally at break times until they have had an extended time to consider their behaviour.
Red Report	A final report which is used in close consultation with parents and is considered a final step before official fixed term exclusion.	As Above Repeatedly One off incidents of behaviour which are so serious that if they were repeated, exclusion would be the only option.
Exclusion	To follow LA guidance	A last resort where trust between the pupil and academy have broken down

It is intended that the harsher sanctions outlined here should be used only infrequently. However, records will be kept of what Red Cards, reports etc are given for within the Behaviour monitoring file; this will enable any inconsistencies in how they are awarded to be identified.

Further Sanctions

In addition to the above, the following sanctions might be considered:

Ask parents to escort children to and from the premises before and after academy, on safety grounds

- Fixed exclusion
- Managed Move
- Permanent exclusion

EXCLUSIONS

Exclusions will be carried out in accordance with LA policy and Governors' directive and be used in only the most serious cases. It should provide a period of time for the consideration and solution of a problem. A short period of exclusion allows an opportunity for all interested parties to come together.

Unless a child is excluded for a single, serious, incident, prior to the exclusion of a child these steps must be taken:

- Full consultation with parents well before the stage of considering exclusion is reached unless in response to a serious incident
- Full consultation with all relevant staff about the child's problems
- Involvement of the child where appropriate including reasons for action taken
- Discussion with the Educational Psychologist and/or outside agencies
- An opportunity for parents to present their case
- Pastoral support plan written.

Where a child has been excluded for a single serious incident, the above steps should be considered as part of the re-integration process.

Parental Responsibilities When a Child is excluded

Parents must take responsibility for their child, if excluded, and ensure that they are not in a public place without good reason during academy hours within the first five academy days of any exclusion. If they do not, the academy or local authority may issue a penalty sanction of £50 (rising to £100).

Parents must also ensure that their child attends the suitable full time education provided by the academy Local Governing Body or the local authority from the sixth day of exclusion.

Parents are expected to attend a reintegration interview following any fixed period exclusion from primary academy and any fixed period exclusion of more than five days from secondary academy. Failure to attend may make it more likely that the court will impose a parenting order if the academy or local authority applies for one.

Academies Responsibilities When a child is excluded

Academies will ensure that work is provided for the first five days of exclusion.

PUPILS' CONDUCT OUTSIDE THE ACADEMY GATES- TEACHERS POWERS

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

Subject to the academy's behaviour policy, the teacher may discipline a pupil for: any misbehaviour when the child is:

- taking part in any academy-organised or academy-related activity or
- travelling to or from the academy or
- wearing academy uniform or
- in some other way identifiable as a pupil at the academy.
- or misbehaviour at any time, whether or not the conditions above apply, that:
- could have repercussions for the orderly running of the academy or
- poses a threat to another pupil or member of the public or
- could adversely affect the reputation of the academy.

Maltby Learning Trust academies are expected to apply these regulations to ensure that the Trust pupils and communities are protected.

CONFISCATION OF INAPPROPRIATE ITEMS

There are two sets of legal provisions, which enable academy staff to confiscate items from pupils: The general power to discipline enables a member of staff to confiscate, retain or dispose of a pupil's property as a punishment and protects them from liability for damage to, or loss of, any confiscated items.

Power to search without consent for "prohibited items" including, but not exclusively:

- knives and weapons
- alcohol
- illegal drugs
- stolen items
- tobacco and cigarette papers
- fireworks
- pornographic images
- any article that has been or is likely to be used to commit an offence, cause personal injury or damage to property
- any item banned by the academy rules which has been identified in the rules as an item which may be searched for.

Maltby Learning Trust reserves the right to apply these powers as necessary.

Positive Handling

Within the Maltby learning Trust we try to avoid intervening physically with a child whenever possible and alternative methods of de-escalating a child who is deregulated are always sought. However, in a last resort, to protect themselves, the child, others or property, staff are permitted to use the minimum possible degree of force to restrain a child. In order to safely facilitate this, the Maltby Learning Trust ensures that key staff have training in 'Team Teach' approaches which is updated on a rolling programme. The separate 'Positive Handling Policy' provides detailed advice and information on the use of force by MLT staff.

Searching Pupils

Academies within the Maltby Learning Trust reserve the right to search pupils where it is suspected that they have in their possession items which might put others, or property, at risk. This should always be done under the direction of the Principal, following DfE guidance (appendix 4). Electronic devices may be searched under this guidance if cyber bullying or inappropriate content is suspected.

Malicious Allegations

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

BEHAVIOUR ON EDUCATIONAL VISITS

The Maltby Learning Trust expects excellent behaviour from all its pupils whenever they are representing the academy whether they are in or outside the academy premises. This is particularly the case when they are taking part in out of academy visits, including residential visits. The academy reserves the right to refuse to take pupils, who have no identified SEND and is not a LAC,

on a visit OR to request that parents accompany the child and take responsibility for them during the visit. Children with consistently poor behaviour on the run up to a residential visit, who do not have a diagnosed SEND and is not a LAC, will be barred from going if the Principal considers the risk posed by their behaviour to the safe running of the visit too severe. In these cases, a full refund will be offered to parents.

During a residential visit, if a child's behaviour falls below the high standard expected of all pupils at all times the Trust reserves the right to ask parents to collect the child from the venue and miss the remainder of the visit.

Where a child has a diagnosis of SEND or is a LAC, the above measures will be applied only if the behaviours shown can be shown not to be as a result of their diagnosis/any attachment issues. In these cases a separate risk assessment/provision which will enable the child to safely access the visit will be considered.

INDIVIDUAL BEHAVIOUR PLANS

The intention of the behaviour policy is to support good behaviour and encourage pupils to improve their behaviour. However, there will always be a small number of children in academy who have specific reasons why they do not respond to the structured approach which works for the majority. For these individuals an individual behaviour plan is put in place. This is an individualised plan which is designed to meet the needs of these individuals in terms of support but also the sanctions which will be applied and how provision will be adjusted to meet their individual needs. IBPs are always designed around close parental contact and regular contact between academy and parents should be built into the plan, as should termly reviews. Pupils on IBPs will earn privileges by meeting the targets built into their plans.

Process and Record Keeping

Stage 1 - Where behaviour is persistently below the standard required, the pupil will be referred for Pastoral assessment and strategies set up by the class teacher. Informal notes will be kept by the class teacher and may be discussed at consultations with the parents or at other informal meetings.

Stage 2 - If the problem is more serious the child will be put on a behaviour support plan when strategies will be reviewed and careful monitoring of events takes place to establish causes, patterns etc. Strategies will be discussed with all who work with the child, the parents and the child themselves where age is appropriate.

Monitoring systems may be used to assess causes, frequency and outcomes of poor behaviour. E.g. ABC, Antecedent, Behaviour and Consequences, approach to behaviour patterns, timetable based monitoring.

Stage 3 - If the behaviour does not improve the child will have more regular monitoring and may be referred to external agencies. Pastoral time may be allocated to implement strategies to improve behaviour. External agencies may be involved.

Where pupils reach this level and above, a personalised approach may be adopted whereby a framework of rewards and sanctions is agreed with everyone working with that child.

At all times parents are kept informed and encouraged to be active partners in the strategies to meet the child's needs.

Stage 4 - In extreme cases where behaviour is not improving in response to the above strategies, the head and Senco may be set up a more formal Pastoral Support Plan with a view to preventing the child from being excluded. This plan will involve the parents, pupil, teachers and TAs and any external professionals involved with the child.

In very extreme circumstances, the Principal may exclude a child from academy either for a fixed period or indefinitely.

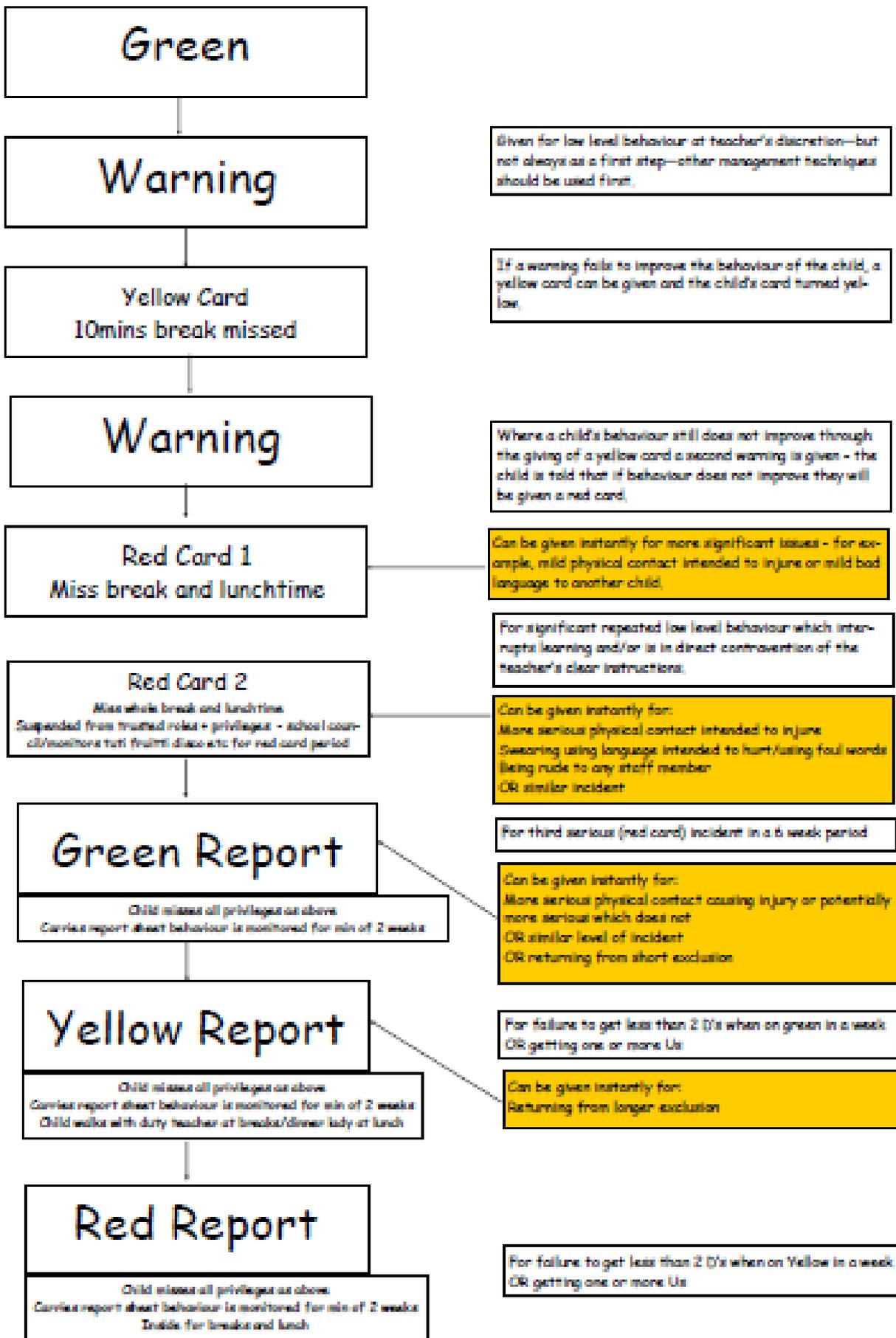
MONITORING AND REPORTING

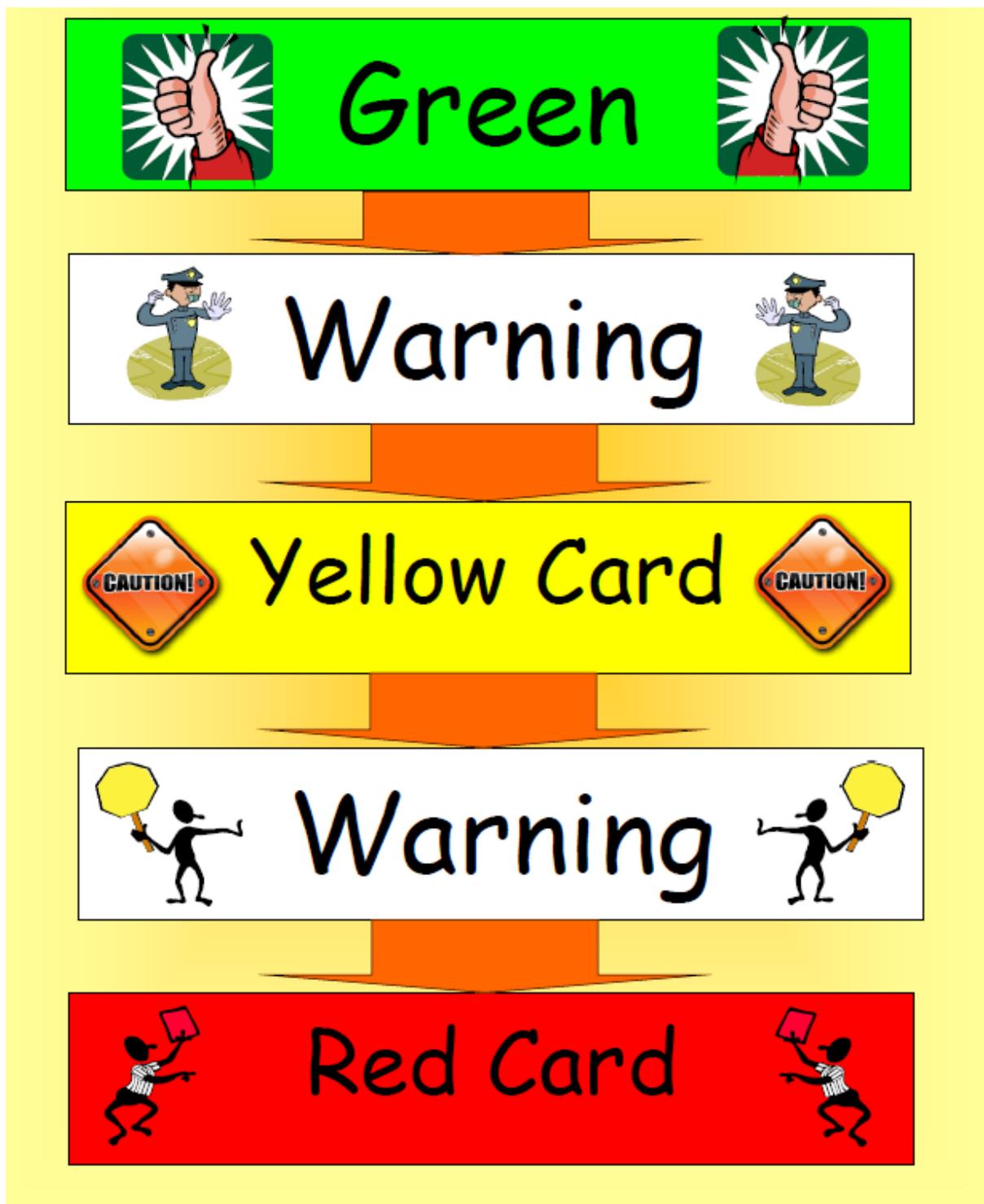
The Principal will monitor the application and effectiveness of the policy by reviewing the types of sanctions and rewards applied, the over/under appearance of individuals and groups in the system and the consistency of application across classes. This information will be reported termly to the Local Governing Body (see appendix 7).

REVIEWING THE POLICY

This policy overlaps with other policies and should be reviewed in conjunction with those policies, in accordance with the academy's review cycle.

APPENDIX 1 – CONSEQUENCE LADDER (OR ACADEMY'S OWN EQUIVALENT)





APPENDIX 3 – GOLDEN RULES

The school should adopt the following 'Golden Rules'. These are the basic principles by which the school creates a positive climate for learning and all children abide:

- **We listen: We don't interrupt**
- **We work hard: We don't waste our own or other's time**
- **We are gentle: We don't hurt others**
- **We are kind and helpful: we don't hurt anybody's feelings**
- **We are honest: We don't cover up the truth**
- **We look after property: We don't waste or damage things**

These rules are given high status in the school and form the basis of assemblies and class discussions. The rules are displayed prominently in every classroom and in public areas. They are also clearly noted on the certificates given as rewards and the notes of sanctions applied. It is made clear to children where they have followed or failed to follow the rules.

In order to interpret these rules, staff and pupils have rights and responsibilities which must be upheld if the community is to work together effectively.

Rights	Responsibilities
<ul style="list-style-type: none">- To be safe- To feel safe- To have opinions respected- To be heard- To be treated as individuals- To learn and develop professionally- To have your talents recognised- To be believed and trusted- Physical comfort	<ul style="list-style-type: none">- To behave appropriately/model behaviour to keep a safe environment- To treat others with respect- To listen- To accept that everyone is different- To take responsibility for own learning- To recognise the strengths and talents of all- To be truthful and honest- To care for others

APPENDIX 4 – POWERS TO SEARCH

From 'Searching, screening and confiscation Advice for headteachers, school staff and governing bodies' (DfE February 2014)

Academies obligations under the European Convention on Human Rights (ECHR)

Under article 8 of the European Convention on Human Rights pupils have a right to respect for their private life. In the context of these particular powers, this means that pupils have the right to expect a reasonable level of personal privacy.

The right under Article 8 is not absolute, it can be interfered with but any interference with this right by a school (or any public body) must be justified and proportionate.

The powers to search in the Education Act 1996 are compatible with Article 8. A school exercising those powers lawfully should have no difficulty in demonstrating that it has also acted in accordance with Article 8. This advice will assist schools in deciding how to exercise the searching powers in a lawful way.

SEARCHING

Academy staff can search a pupil for any item if the pupil agrees (ability to consent may be limited by age and other factors).

Principals and staff authorised by them have a statutory power to search pupils or their possessions, without consent, where they have reasonable grounds for suspecting that the pupil may have a prohibited item.

Prohibited items are:

- knives or weapons
- alcohol
- illegal drugs
- stolen items
- tobacco and cigarette papers
- fireworks
- pornographic images

OR any article that the member of staff reasonably suspects has been, or is likely to be, used to commit an offence, or to cause personal injury to, or damage to the property of, any person (including the pupil).

Principals and authorised staff can also search for any item banned by the academy rules which has been identified in the rules as an item which may be searched for.

Confiscation

Academy staff can seize any prohibited item found as a result of a search. They can also seize any item, however found, which they consider harmful or detrimental to academy discipline.

Searching with consent of the child

Academy's common law powers to search:

Academy staff can search pupils with their consent for any item.

Note:

- Academies are not required to have formal written consent from the pupil for this sort of search – it is enough for the teacher to ask the pupil to turn out his or her pockets or if the teacher can look in the pupil's bag or locker and for the pupil to agree.
- Academies should make clear in their behaviour policy and in communications to parents and pupils what items are banned.
- If a member of staff suspects a pupil has a banned item in his/her possession, they can instruct the pupil to turn out his or her pockets or bag and if the pupil refuses, the teacher can apply an appropriate punishment as set out in the academy's behaviour policy.
- A pupil refusing to co-operate with such a search raises the same kind of issues as where a pupil refuses to stay in a detention or refuses to stop any other unacceptable behaviour when instructed by a member of staff – in such circumstances, academies can apply an appropriate disciplinary penalty.

Searching without consent of the child

What the law says:

What can be searched for? - Knives or weapons, alcohol, illegal drugs and stolen items; and Tobacco and cigarette papers, fireworks and pornographic images;

and

Any article that the member of staff reasonably suspects has been, or is likely to be, used to commit an offence, or to cause personal injury to, or damage to property;

and

Any item banned by the academy rules which has been identified in the rules as an item which may be searched for.

CAN I SEARCH?

Yes, if you are a principal or a member of academy staff and authorised by the principal.

Under what circumstances?

- You must be the same sex as the pupil being searched; and there must be a witness (also a staff member) and, if at all possible, they should be the same sex as the pupil being searched.
- There is a limited exception to this rule. You can carry out a search of a pupil of the opposite sex to you and without a witness present, but only where you reasonably believe that there is a risk that serious harm will be caused to a person if you do not conduct the search immediately and where it is not reasonably practicable to summon another member of staff.

When can I search?

- If you have reasonable grounds for suspecting that a pupil is in possession of a prohibited item.

Also note: The law also says what must be done with prohibited items which are seized following a search.

- The requirement that the searcher is the same sex as the pupil and that a witness is present will continue to apply in nearly all searches. Where it is practicable to summon a staff

member of the same sex as the pupil and a witness then the teachers wishing to conduct a search must do so.

Authorising members of staff

- Principals should decide who to authorise to use these powers. There is no requirement to provide authorisation in writing.
- Staff, other than security staff, can refuse to undertake a search. The law states that Principals may not require anyone other than a member of the academy security staff to undertake a search.
- Staff can be authorised to search for some items but not others; for example, a member of staff could be authorised to search for stolen property, but not for weapons or knives.
- A principal can require a member of the academy's security staff to undertake a search.
- If a security guard, who is not a member of the academy staff, searches a pupil, the person witnessing the search should ideally be a permanent member of the academy staff, as they are more likely to know the pupil.

Training for school staff to search without consent

- When designating a member of staff to undertake searches under these powers, the principal should consider whether the member of staff requires any additional training to enable them to carry out their responsibilities.

Establishing grounds for a search without consent

- Teachers can only undertake a search without consent if they have reasonable grounds for suspecting that a pupil may have in his or her possession a prohibited item. The teacher must decide in each particular case what constitutes reasonable grounds for suspicion. For example, they may have heard other pupils talking about the item or they might notice a pupil behaving in a way that causes them to be suspicious.
- In the exceptional circumstances when it is necessary to conduct a search of a pupil of the opposite sex or in the absence of a witness, the member of staff conducting the search should bear in mind that a pupil's expectation of privacy increases as they get older.
- The powers allow academy staff to search regardless of whether the pupil is found after the search to have that item. This includes circumstances where staff suspect a pupil of having items such as illegal drugs or stolen property which are later found not to be illegal or stolen.
- Academy staff can view CCTV footage in order to make a decision as to whether to conduct a search for an item.

Searches for items banned by the academy rules

- An item banned by the academy rules may only be searched for under these powers if it has been identified in the academy rules as an item that can be searched for.
- The academy rules must be determined and publicised by the principal in accordance with section 89 of the Education and Inspections Act 2006 in maintained schools. In the case of academy schools and alternative provision academies, the 9 school rules must be determined in accordance with the School Behaviour (Determination and Publicising of Measures in Academies) Regulations 2012. Separate advice on academy rules is available in 'Behaviour and Discipline – advice for headteachers and school staff' (DFE).
- Under section 89 and the School Behaviour (Determination and Publicising of Measures in Academies) Regulations 2012 the principal must publicise the academy behaviour policy, in writing, to staff, parents and pupils at least once a year.

Location of a search

- Searches without consent can only be carried out on the academy premises or, if elsewhere, where the member of staff has lawful control or charge of the pupil, for example on academy trips in England or in training settings.

- The powers only apply in England.

DURING THE SEARCH

Extent of the search – clothes, possessions, desks and lockers

What the law says:

- The person conducting the search may not require the pupil to remove any clothing other than outer clothing.
- 'Outer clothing' means clothing that is not worn next to the skin or immediately over a garment that is being worn as underwear but 'outer clothing' includes hats; shoes; boots; gloves and scarves.
- 'Possessions' means any goods over which the pupil has or appears to have control – this includes desks, lockers and bags.
- A pupil's possessions can only be searched in the presence of the pupil and another member of staff, except where there is a risk that serious harm will be caused to a person if the search is not conducted immediately and where it is not reasonably practicable to summon another member of staff.

Also note:

The power to search without consent enables a personal search, involving removal of outer clothing and searching of pockets; but not an intimate search going further than that, which only a person with more extensive powers (e.g. a police officer) can do.

Lockers and desks

- Under common law powers, schools are able to search lockers and desks for any item provided the pupil agrees. Schools can also make it a condition of having a locker or desk that the pupil consents to have these searched for any item whether or not the pupil is present.
- If a pupil does not consent to a search (or withdraws consent having signed a consent form) then it is possible to conduct a search without consent but only for the "prohibited items" listed above.

Use of force

- Members of staff can use such force as is reasonable given the circumstances when conducting a search for knives or weapons, alcohol, illegal drugs, stolen items, tobacco and cigarette papers, fireworks, pornographic images or articles that have been or could be used to commit an offence or cause harm. Such force cannot be used to search for items banned under the academy's rules.
- Separate advice is available on teachers' power to use force – see Associated Resources section below for a link to this document

AFTER THE SEARCH

The power to seize and confiscate items – general

What the law allows:

- Schools' general power to discipline, as set out in Section 91 of the Education and Inspections Act 2006, enables a member of staff to confiscate, retain or dispose of a pupil's property as a disciplinary penalty, where reasonable to do so.

Also note:

The member of staff can use their discretion to confiscate, retain and/or destroy any item found as a result of a 'with consent' search so long as it is reasonable in the circumstances. Where any article is thought to be a weapon it must be passed to the police.

Staff have a defence to any complaint or other action brought against them. The law protects members of staff from liability in any proceedings brought against them for any loss of, or damage to, any item they have confiscated, provided they acted lawfully.

Items found as a result of a 'without consent' search

What the law says:

- A person carrying out a search can seize anything they have reasonable grounds for suspecting is a prohibited item or is evidence in relation to an offence.
- Where a person conducting a search finds alcohol, they may retain or dispose of it. This means that schools can dispose of alcohol as they think appropriate but this should not include returning it to the pupil.
- Where they find controlled drugs, these must be delivered to the police as soon as possible but may be disposed of if the person thinks there is a good reason to do so.
- Where they find other substances which are not believed to be controlled drugs these can be confiscated where a teacher believes them to be harmful or detrimental to good order and discipline. This would include, for example, so called 'legal highs'.
- Where staff suspect a substance may be controlled they should treat them as controlled drugs as outlined above.
- Where they find stolen items, these must be delivered to the police as soon as reasonably practicable – but may be returned to the owner (or may be retained or disposed of if returning them to their owner is not practicable) if the person thinks that there is a good reason to do so.
- Where a member of staff finds tobacco or cigarette papers they may retain or dispose of them. As with alcohol, this means that schools can dispose of tobacco or cigarette papers as they think appropriate but this should not include returning them to the pupil.

Fireworks found as a result of a search may be retained or disposed of but should not be returned to the pupil.

- If a member of staff finds a pornographic image, they may dispose of the image unless its possession constitutes a specified offence (i.e. it is extreme or child pornography) in which case it must be delivered to the police as soon as reasonably practicable. Images found on a mobile phone or other electronic device can be deleted unless it is necessary to pass them to the police.
- Where an article that has been (or could be) used to commit an offence or to cause personal injury or damage to property is found it may be delivered to the police or returned to the owner. It may also be retained or disposed of.
- Where a member of staff finds an item which is banned under the academy rules they should take into account all relevant circumstances and use their professional judgement to decide whether to return it to its owner, retain it or dispose of it.
- Any weapons or items which are evidence of an offence must be passed to the police as soon as possible.

Statutory guidance on the disposal of controlled drugs and stolen items

- It is up to teachers to decide whether there is a good reason not to deliver stolen items or controlled drugs to the police. In determining what is a "good reason" for not delivering controlled drugs or stolen items to the police the member of staff must have regard to the following guidance issued by the Secretary of State:
- In determining what is a 'good reason' for not delivering controlled drugs or stolen items to the police, the member of staff should take into account all relevant circumstances and use their professional judgement to determine whether they can safely dispose of a seized article.

- Where staff are unsure as to the legal status of a substance and have reason to believe it may be a controlled drug they should treat it as such.
- With regard to stolen items, it would not be reasonable or desirable to involve the police in dealing with low value items such as pencil cases. However, academy staff may judge it appropriate to contact the police if the items are valuable (iPods/laptops) or illegal (alcohol/fireworks).

Statutory guidance for dealing with electronic devices

- Where the person conducting the search finds an electronic device they may examine any data or files on the device if they think there is a good reason to do so. Following an examination, if the person has decided to return the device to the owner, or to retain or dispose of it, they may erase any data or files, if they think there is a good reason to do so.
- The member of staff must have regard to the following guidance, issued by the Secretary of State, when determining what is defined as a “good reason” for examining or erasing the contents of an electronic device:
- In determining a ‘good reason’ to examine or erase the data or files the staff member must reasonably suspect that the data or file on the device in question has been, or could be, used to cause harm, to disrupt teaching or break the school rules.
- If inappropriate material is found on the device it is up to the teacher to decide whether they should delete that material, retain it as evidence (of a criminal offence or a breach of academy discipline) or whether the material is of such seriousness that it requires the involvement of the police.
- Also note:
- Teachers should also take account of any additional guidance and procedures on the retention and disposal of items that have been put in place by the academy.

Telling parents and dealing with complaints

- Academies are not required to inform parents before a search takes place or to seek their consent to search their child.
- There is no legal requirement to make or keep a record of a search.
- Academies should inform the individual pupil’s parents or guardians where alcohol, illegal drugs or potentially harmful substances are found, though there is no legal requirement to do so.
- Complaints about screening or searching should be dealt with through the normal Trust complaints procedure.

APPENDIX 5 – ACADEMY SPECIFIC EXPECTATIONS

Lunch hall

- Queue sensibly
- Talk in a sensible voice
- Tidy up after eating
- Put chairs under the table
- Walk at all times
- Leave the hall by walking down the corridor to the yard

Around academy

- Show good manners: hold doors etc
- Only be where meant to be
- Walk at all times

On Playground

- Play sensibly/safely
- Make no physical contact with other children
- Be mindful of smaller children
- Use the toilets sensibly
- Sensibly go to Fruit tuckshop

In class

- Listen and stay on task
- Do not prevent others learning
- Sit correctly without leaning back on chairs
- Line up sensibly when moving around academy
- Use the 'Learning League Code'

APPENDIX 6 – HOME/ACADEMY AGREEMENT (TO BE ADDED BY ACADEMY FOR CONTEXT)

THE PRINCIPAL AND STAFF VALUE YOUR SUPPORT AND WILL TAKE ALL REASONABLE STEPS TO:

- Care for your child's safety and happiness
- Be open and welcoming at all times and offer opportunities for you to be involved in the daily life of the School.
- Encourage your child to do his/her best at all times.
- Encourage your child to take care of the surroundings and other people.
- Ensure that your child's potential is realised as a valued member of the School community.
- Aim for high standards of work and behaviour through building good relationships and developing a sense of responsibility.
- Provide a balanced curriculum to meet the individual needs of your child.
- Inform you of your child's progress at regular meetings.
- Contact you if there is a problem as soon as possible or practical.

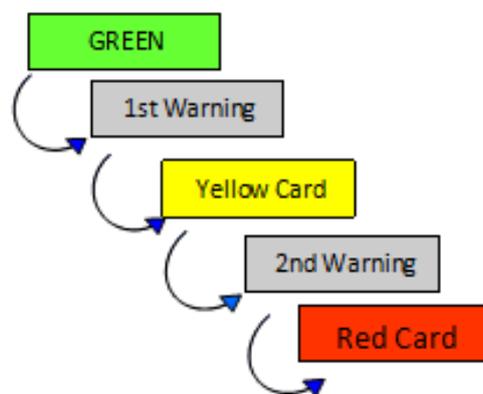
HOME - WE WOULD LIKE OUR CHILDREN TO BE HAPPY AND SUCCESSFUL AT SCHOOL AND WILL MAKE EVERY EFFORT TO:

- See that my child comes to school regularly, on time, appropriate dressed and provide a note of explanation if my child is absent.
- Let the school know about any concerns or problems that might affect my child's work or behaviour.
- Support the School's policies and guidelines for behaviour.
- Support my child in homework and other opportunities for home learning.
- Value my child's education and attend parents evenings and meetings/discussions about my child's progress/development.
- Get to know about my child's life at school.

TOGETHER WE WILL:

- Address any special educational needs.
- Encourage our children to help, respect, support and praise each other.
- Help our children to achieve their best, to persevere with tasks, take pride in their work and become an independent learner.

To ensure this happens we have the same system of managing behaviour in every classroom in the school. This is based around a system of warnings and coloured cards (like football). This means that if a child does something minor—like talking when they have been asked not to—they will get a warning, if they do it again on the same day they would get a yellow card this would result in them missing some of their break to do the learning they have missed in the session. If they continue to behave inappropriately they will get a second warning and so on. This always gets reset at the start of a new day

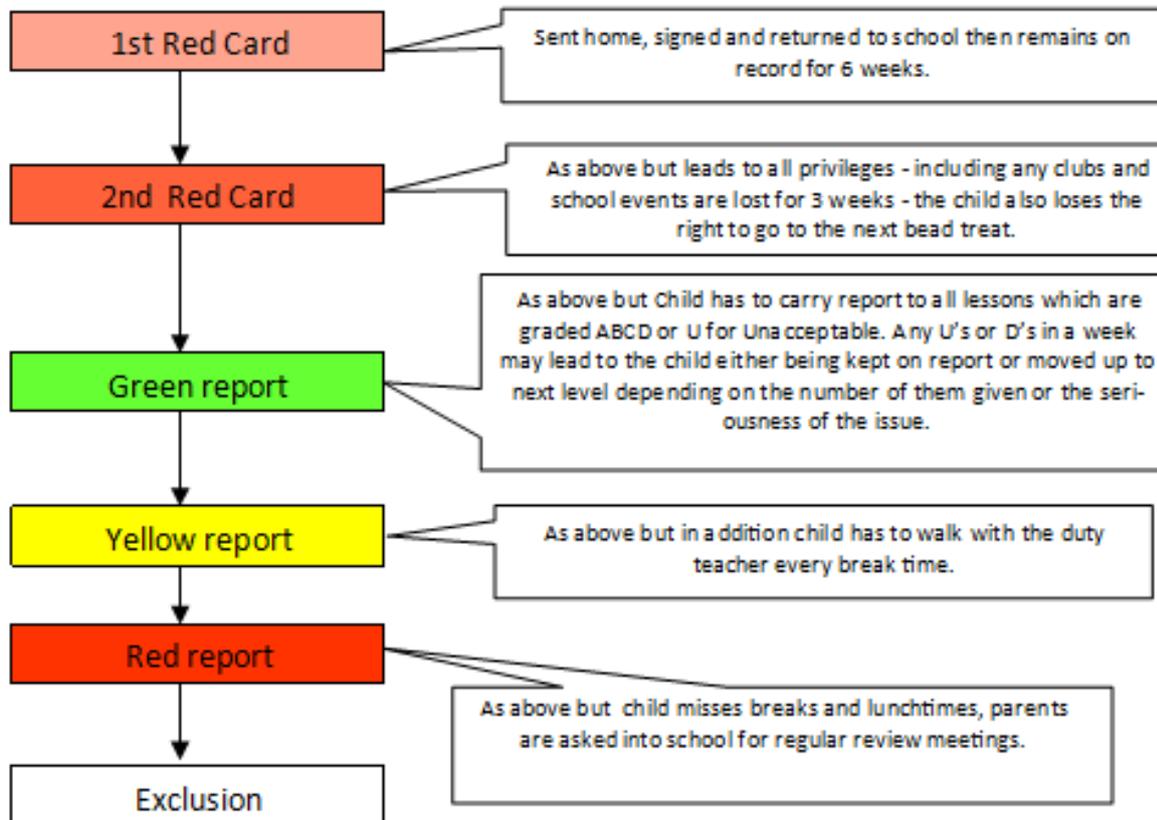


What happens if a child does something more serious?

For more serious incidents (such as deliberately hurting someone) or for persistent low level poor behaviour, running through the system outlined above, a red card is given. This means a child is given a letter to bring home explaining what has happened and they miss both their break and lunch. The red card is also recorded in the school behaviour file and remains on record for six weeks. If something else happens in this period the child will get a second red card, and then if a third incident happens they are put on report (see the next page).

If children do something which is considered very serious - for example injuring another child - they could be placed straight on report.

How does the red card system work?



What happens if my child doesn't respond?

The vast majority of pupils respond really well to being on report and their behaviour improves. However, some children have specific reasons why they are finding it difficult to behave as expected. This could be because of medical issues, home circumstances or any number of other reasons. In these cases it is really important that school works in partnership with parents to help children to address whatever issues they are experiencing.

If we feel there is an issue of this kind we will work with you to put together a behaviour plan, including targets for your child and details of the support and intervention we will provide. We will also help you to access support from other places if you need it. We will talk regularly with you to work together for your child.