

THE SHROPSHIRE GATEWAY EDUCATIONAL TRUST
Behaviour Policy

Consultation	Local Governing Bodies
Review Cycle	2 Years
Date Approved	July 2017
Approved By	SGET Board of Directors
Next Review Date	July 2019

1.0 Introduction

The Shropshire Gateway Educational Trust and its member schools are required to meet the requirements set out in the Education and Inspection Act 2006 regarding the effective management of pupil behaviour. This policy sets out the framework to meet this requirement and details within the appendices how it will be met within each of the Trust's schools.

2.0 Principles

The Trust recognises that each school within the organisation is unique and has its own challenges regarding behaviour. For that reason the Trust believes that the means of managing behaviour needs to be set within the context of each individual school and therefore that each school should develop its own working arrangement. For this reason the appendices within this policy reflect each schools different approach in this area. Notwithstanding this, there remains an expectation within the Trust that each school adopts the following principles:

- Each school will ensure that there is a written policy in place that promotes good behaviour amongst pupils and set out the sanctions to be adopted in the event of pupil misbehaviour.
- The policy is effectively communicated and is implemented in a consistent manner across the school.
- The school must promote self-discipline and proper regard for authority amongst its pupils.
- The school must encourage good behaviour and respect for others on the part of pupils.
- The school must prevent all forms of bullying among pupils.
- The school must ensure that the standard of behaviour of pupils is acceptable.
- The school must ensure that pupils complete any tasks reasonably assigned to them in connection with their education.
- The schools approach to behaviour management must be publicised in a written form and made available on each school's website.
- Schools must ensure that their approach to behaviour management is brought to the attention of pupils, parents and any person who works at the school (e.g. employees; direct or indirect, volunteers and trustees) at least once every school year.
- The school must ensure that a record of behaviour incidents is maintained and analysed. This analysis will include incidents that discriminate against a certain group.

Although each school will implement and review its own local policy the Trust expects that collaboration and sharing of best practice and lessons learned will take place amongst all schools within the trust.

3.0 Responsibilities

The Board of Directors is responsible for the ratification of the Trust's Behaviour Policy and in doing so for ensuring that each member school has developed policies designed to promote good behaviour and discipline and which support the principles described in section 2.0 of this document.

Local Governing Bodies are responsible for ensuring that a document that reflects their school's behaviour policy is reviewed on an annual basis and is submitted to the Board of Directors in order for it to be included as an appendix to the SGET behaviour policy. It is also responsible for ensuring that approaches designed to promote good behaviour and discipline on the part of its pupils are pursued at the school by receiving and acting upon reports from their Headteacher.

The Headteachers are responsible for ensuring that their school's behaviour policy is implemented consistently throughout the school and that reports on its effectiveness are reported to the Local Governing Body on a regular basis.

4.0 Implementation Plan

Is training required to implement this policy? **Yes** **No**

If Yes, how will this be delivered and by whom?

To which groups of staff does this policy need to be issued?

How will the policy be issued and by whom?

Date adopted by Local Governing Body:

Signed:

Appendix I – Clee Hill Community Academy

It is a primary aim of our school that every member of the school community feels valued and respected, and that each person is treated fairly and well. We are a caring community, whose values are built on mutual trust and respect for all. The school's behaviour policy is therefore designed to support the way in which all members of the school can live and work together in a supportive way. It aims to promote an environment in which everyone feels happy, safe and secure.

The school has a number of rules, but our behaviour policy is not primarily concerned with rule enforcement. It is a means of promoting good relationships, so that people can work together with the common purpose of helping everyone to learn. This policy supports the school community in aiming to allow everyone to work together in an effective and considerate way.

This Policy has been written to support Clee Hill Community Academy mission statement:

- Provide a happy environment that is caring, nurturing and supportive for all those who work in our school.
- Treat children as individuals and encourage them to realise their full potential.
- Provide a curriculum that enables children to acquire the knowledge and skills to fit them for adult life in accordance with national legislation.
- Show children how to live in a safe way and to develop good social skills and a tolerance of one another.
- Forge links with the wider community.
- Teach our children an awareness of their role in the wider world.
- Encourage an awareness of others through links with other faith communities, assemblies and special events.

Aims and Objectives

At Clee Hill Community Academy, we are a 'Growth Mindset school' who believe in the importance of a strong, positive working relationships allowing everyone to achieve their potential. Our core values encourage team work, perseverance, determination and resilience including our 'Achievosaur' Values in EYFS and KS1.

SOLVEOSAURUS REX



I can solve problems and improve

THINKODOCUS

I think carefully about what I learn



I try new things, don't give up and work really hard

TRYCERATOPS



STICKASAURUS

I stick at tasks and persevere



SHAREOSAURUS

I share my ideas and can work well with others



1) Pupil's Responsibilities

At Clee Hill Community Academy, pupils are expected to:

- Attend school every day on time.
- Bring the things they need and look after them properly.
- Wear the correct uniform and be tidy.
- Listen to their teacher and work hard.
- Do all their class work and complete homework as best they can.
- Behave well, be helpful and polite to others, both in and out of school.
- Help to look after the school and keep it clean and tidy.
- Take letters home to parents.
- Let someone know if they can't go to a club so that school knows that they are safe.
- Talk to someone in school if they have a problem.

2) Staff Responsibilities

- To treat all pupils fairly, care for them and make sure there is a safe, secure and purposeful and pleasant environment for learning.
- To encourage high standards of behaviour at all times and recognise this with praise/rewards.
- Encourage good attendance and punctuality.
- Keep parents well informed about general school matters and let them know about any concerns or problems that affect their child's work or behaviour.
- Provide regular pupil performance assessments and an annual report.
- Arrange a Parents' Evening in the Autumn and Spring terms and produce an annual report in the Summer term.
- Keep parents regularly informed about school activities through newsletters, the website, letters and texts.
- To raise pupils self-esteem and develop their full potential.
- To provide a challenging, relevant, appropriate curriculum.
- To use rules and sanctions clearly and consistently.
- To be a good role model.
- To assist children to conform, and to try to prevent a cycle of inappropriate behaviour.

3) Leadership Responsibilities

- To liaise with concerned parties.
- To monitor incidents causing concern, ensuring the policy is implemented.
- To analyse incidents looking for patterns of behaviour and using information to inform teaching of PSHE.
- To respond to incidents that occur outside school that may affect a child's wellbeing or happiness within school, or affects the reputation of the school, taking appropriate action as required.
- Work with external parties as required promoting positive behaviour e.g. Community Police Officer, Housing Officers, Local Shopkeepers, local residents.

The governing body has the responsibility of setting down these general guidelines on standards of discipline and behaviour, and of reviewing their effectiveness. The governors support the headteacher in adhering to these guidelines.

The headteacher has the day-to-day authority to implement the school's policy on behaviour and discipline, but governors may give advice to the headteacher about particular disciplinary issues. The headteacher must take this into account when making decisions about matters of behaviour.

4) At Clee Hill Community Academy, we encourage good behaviour by:

- Making clear our expectations.
- By helping pupils take responsibility for their own actions and behaviour both in the school and the local community.
- Praising good behaviour both privately and publicly in praise assemblies.
- Assess the individual child's needs and to provide resources to support groups and individuals to help to overcome barriers to learning.
- Assist children in recognising their feelings and to support children in developing strategies ie calming down/problem solving etc., and share these with relevant staff.
- When relevant, training of staff in diffusing unacceptable behaviour e.g. Positive Handling Training

5) Parent's/Guardians' Responsibilities

Parents/Guardians should:

- Ensure that their child attends school every day in school uniform, on time and with the correct equipment. All uniform and equipment will be marked with their child's name.
- Let the school know about any problems which might affect their work or behaviour.
- Encourage their child to always do their best.
- Support them with reading, learning weekly spellings, multiplication tables and other home learning activities.
- Attend Parent's Evenings and discuss their child's behaviour and progress.
- Take an interest in their child's school life.
- Encourage their child to join in after school clubs and inform school if they are unable to attend.
- Talk to school about any concerns that they may have in a calm, polite manner, without shouting or becoming aggressive.

Other parental responsibilities:

- To show an interest in all that children do in our school, sign reading diaries, and respond to school communications.
- To foster children's awareness of appropriate behaviour in all situations.
- To encourage independence and self-discipline.
- To foster positive relationships within our school and the local community, and support the implementation of this policy.
- To model appropriate behaviour to their children.

6) Class Expectations

The start of a new school year is the best time to establish a positive classroom climate. All classes will put together their own class expectations, which will be prominently displayed and used to support good behaviour. For children in upper KS2, there will be a focus on rules and responsibilities of pupils at Clee Hill Community Academy, which may link to the UNICEF Rights of the child.

Classroom Organisation

Classroom organisation is the key to a good response from children who respond to consistency and high expectations where authority is balanced with warmth.

a) Lesson Management

- As learners, the children should be encouraged to think logically. This helps them think about the cause and effect.
- They should know what they need to do to succeed in the lesson i.e. be clear about what is expected.
- Children and their responses should be valued, allowing them to enjoy learning.
- Keep up the pace so children do not become bored but make sure they all know what is expected.
- Keep the movement around the class and the noise at an acceptable level.

b) Routines

- Be on time and be prepared. If you begin each day in the same way, children know what is expected of them.
- Insist on good manners. Teach children if they do not know.
- Remind children of what is expected e.g. "I want to see this class doing really well at lunchtime."

c) Circle Time

This is designed to enhance self-esteem whilst addressing issues. Every child should be listened to and valued. Circle Time helps a class to bond and is a powerful tool in addressing issues such as bullying.

- It should be structured and planned. This is essential for its effectiveness.
- It supports the speaking and listening skills of the class.
- It allows teachers to get to know children and can be fun.
- Keep it short, keep it calm and encourage children to talk without fear of inappropriate reaction.

The use of Circle Time will able opportunities for staff to monitor incidents and ensure that issues concerning behaviour in school and the community are addressed.

7) Talking to Children

How we talk to children affects our relationship with them. It is important for adults to consider tone, volume and timing. We must also consider eye contact and body language.

- Are we reminding, gaining attention, repeating, clarifying and establishing understanding.
- Remind children regularly. It can never be done enough. Encourage continuity and consistency.
- Instruct positively. Tell them what you want, not what you do not want.
- Use silence or a known phrase. Some children need a touch on the shoulder to re-engage them instead of constant use of their name.

8) Self Esteem

Raising self-esteem allows children to be able to gain the skills needed as they mature. They need to be able to see things from other people's point of view. They need to be able to take process and use other people's advice. Children with high self-esteem are confident learners and develop good relationships.

- Create sessions where children have to consider another point of view e.g. hot seating.
- Help children to analyse a situation e.g., what advice would you give a character in a story.
- Plan lessons where children are required to give their own opinion and value it.
- Recognise achievements within the class.
- Celebrate what they can do. If they cannot make the target, make it smaller to allow them to succeed.
- Show and tell them how they can achieve.

9) Taking Responsibility

If children are given responsibility, it helps them to take responsibility. It also helps them to know that adults trust them.

- Some children do not get the trust of adults and they need this.
- Over the course of a year, everyone in the class should have responsibility for something. Jobs in a class will depend on the age of the children and what the class is like.
- Think about going down the register or asking children to volunteer for specific jobs.
- Have ground rules for a position. If the child abuses this position explain, give them a warning then withdraw. If you do this then be consistent.
- The job should be something they can do.
- The same children should not always do jobs. It creates elitism and does not motivate other children.

10) Being Responsible

This helps children make informed choices about their actions and reactions. Children need to be able to make choices and understand the consequences of these.

- Use stories to help children solve problems and make choices.
- Discuss when to do homework, what to do to help at home.
- Plan lessons where children make choices and have to discuss their choices.

11) Rewards

Children are rewarded for 'good' and 'outstanding' behaviour.

Children repeat behaviour that is rewarded. For many children the reward is attention, for example, praise or they will receive a praise certificate.

- Rewards must genuinely motivate children to have effect. The primary aim being for the children to take responsibility for their own behaviour.
- Rewards are individual to each teacher and the age of the children and a variety can be used for both individuals and groups, for example, sticker, charts, treat box, free choice, visual rewards, verbal praise, post cards home, class "golden time", dojo points messages, certificates, extra play, class smile chart, table or group points.
- There is a merit/certificate assembly weekly.

The instigation of rewards is part of general classroom management.

Lunchtime supervisors may give stickers, merits and verbal praise.

12) Sanctions

These need to be used sparingly and are used for poor behaviour.

- Staff must be firm but fair.
- Specific behaviour needs to be targeted, privately not publicly.
- Behaviour rather than the person needs to be addressed and there needs to be follow up.
- On the very rare occasions when behaviour impacts upon other children's learning and cannot be managed by adults within the classroom, or when there is a danger to the child or

others nearby, children are removed from class to another classroom or area of the school. This needs to be recorded appropriately and parents informed.

- If the school or parents have concerns about an ongoing behaviour issues, a log of behaviour for individuals may be used to record and monitor incidents.

The hierarchy of sanctions will be as follows:-

- Verbal or visual warning 1
- Verbal or visual warning 2
- Moving to a table away from the other children in the class
- Part of playtime to be missed or child removed to partner class.
- Seclusion: time spent outside of class with another teacher/ Headteacher
- Child's parents telephoned, or a letter sent home.
- Exclusion (procedures in place for Head/Deputy).

A behaviour log may be used for pupils who require additional support in managing their behaviour with clear expectation and sanctions. The majority of our children will never experience the sanction process.

13) Removal from a situation and use of Positive Handling.

Very occasionally there are children in school who have serious behavioural issues or emotional distress that results in them being removed from a dangerous or potentially dangerous situation. The first step should always be for staff to try to defuse the situation, however, if this isn't possible then the child may need to be removed. Where possible the member of staff doing this should be a senior member of staff with Team Teach or MAPPA training. If there is a danger to other pupils it may not be possible to arrange this and staff have a responsibility to intervene if any child may be put at risk.

Removal should always be a last resort and any physical intervention should be proportional and appropriate. Following any incident this will need to be recorded in the bound and numbered book of Serious Incident Forms and parents informed.

If this happens to a child more than once in a term then a **Positive Handling Plan** should be written with the parent and child. This allows for full consideration to be given to individual circumstances and to plan ahead as far as possible to minimise risks.

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/444051/Use_of_reasonable_force_advice_Reviewed_July_2015.pdf

14) Recording of inappropriate Behaviour

- Any pupils who require a behaviour log (where all episodes of unacceptable behaviour are recorded) will be shared with Headteacher to monitor patterns of behaviour.
- The Headteacher will always be informed of an incident that contains bullying, sexualised language/ behaviour, homophobic language/ behaviour and racist language/ behaviour. A separate log of these specific incidents is held in the Head teacher's office/ Health & safety cabinet.
- Serious incidents are recorded in the bound and numbered book (held in the Headteacher's office/ Health & safety cabinet)
- A report of monitoring of behaviour will be included in the Headteacher's report to the Governing Body.

15) Recording of inappropriate Behaviour at Lunchtime

- Lunchtime organisers will follow guidelines within the behaviour policy, notes will be made in a lunchtime book.

- Incidents of a serious nature will be reported immediately to a member of staff available at lunchtime (Headteacher/deputy/senior member of staff) . Examples of a serious nature include threatening behaviour, fighting and leaving school premises.

Behaviour Policy Overview

Discipline Structure

Stage 1

Class Teacher

Wherever possible class teachers should manage behaviour themselves, following the schools behaviour policy which is clearly based on rewards and sanctions. If there are ongoing concerns they should phone parents or seek advice from the senior member of staff supporting their year group.

Record for pupils who show ongoing behaviour issues/ behaviour patterns and share with Headteacher.

Stage 2

Senior Leaders will help plan a behaviour strategy, support with meetings with parents or help plan a support structure, for children causing a repeated concern.

Stage 3

Headteacher

This will be for children who are a serious concern, where exclusions are being considered or repeated incidents. A behaviour plan may be put in place at this stage and formal recording of any exclusion or referral

If there are repeated concerns about a child's behaviour then a Behaviour Plan should be recorded and this needs to be placed in the year group folder for behaviour forms, so that they can be monitored and reported to governors.

If a child requires physical intervention then a Personal Handling Plan should be written with the parent and child. This should be shared with all relevant staff and available for anyone covering the class.

Exclusions

We do not wish to exclude any child from school, but sometimes this may be necessary. The school has therefore adopted the standard national list of reasons for exclusion, and the standard guidance, called 'Exclusions from Maintained schools, Academies and Pupil Referral Units in England: A guide for those legal responsibility in relation to exclusion' DfE-57501-2012 . We recognise the legislative changes which take effect from 1st January 2015, namely the new duty on schools and local authorities to make full-time educational provision for excluded pupils from day 6 of their exclusion, the duty on parents and carers to ensure their child is not present in a public place during the first five days of an exclusion, and the duty on heads to offer the parent a reintegration interview in respect of certain fixed-period exclusions.

Only the headteacher (or the acting headteacher) has the power to exclude a child from school. The headteacher may exclude a child for one or more fixed periods, for up to 45 days in any one school year. In extreme and exceptional circumstances, the headteacher may exclude a child permanently. It is also possible for the headteacher to convert a fixed-term exclusion into a permanent exclusion, if the circumstances warrant this.

If the headteacher excludes a child, s/he informs the parents or carers immediately, giving reasons for the exclusion. At the same time, the headteacher makes it clear to the parents or carers that they can, if they wish, appeal against the decision to the governing body. The school informs the parents or carers how to make any such appeal.

The headteacher informs the LA and the governing body about any permanent exclusion, and about any fixed-term exclusions beyond five days in any one term.

The governing body itself cannot either exclude a child or extend the exclusion period made by the headteacher.

The governing body has a discipline committee which is made up of between three and five members. This committee considers any exclusion appeals on behalf of the governors.

When an appeals panel meets to consider an exclusion, they consider the circumstances under which the child was excluded, consider any representation by parents/carers and the LA, and consider whether the child should be reinstated.

If the governors' appeals panel decides that a child should be reinstated, the headteacher must comply with this ruling.

Drug- and alcohol-related incidents

It is the policy of this school that no child should bring any drug, legal or illegal, to school. If a child will need medication during the school day, the parent or guardian should notify the school and ask permission for the medication to be brought. This should be taken directly to the school office for safekeeping. Any medication needed by a child while in school must be taken under the supervision of a teacher or other adult worker.

The school will take very seriously misuse of any substances such as glue, other solvents, or alcohol. The parents or guardians of any child involved will always be notified. Any child who deliberately brings substances into school for the purpose of misuse will be punished by a fixed-term exclusion. If the offence is repeated, the child will be permanently excluded, and the police and social services will be informed.

If any child is found to be suffering from the effects of alcohol or other substances, arrangements will be made for that child to be taken home.

It is forbidden for anyone, adult or child, to bring onto the school premises illegal drugs. Any child who is found to have brought to school any type of illegal substance will be punished by a temporary exclusion. The child will not be readmitted to the school until a parent or guardian of the child has visited the school and discussed the seriousness of the incident with the headteacher.

If the offence is repeated, the child will be permanently excluded.

If a child is found to have deliberately brought illegal substances into school, and is found to be distributing these to other pupils for money, the child will be permanently excluded from the school. The police and social services will also be informed.

Cyber Bullying and Sexual Exploitation.

It is the policy of this school that no child should be subjected to cyber bullying or that of sexual exploitation.

It is forbidden for any child to bring onto the school premises mobile phones, tablets or other such devices. Any child who is found to have brought to school any device it will be removed from them, for the child to collect at the end of the school day and parents informed. If it is felt that the device

has been used within school parents will be invited into school to check the contents of said device in front of the child and head teacher. If inappropriate content is found, the device will be sealed in an envelope and the police and social services alerted.

The school will take very seriously the misuse of any technology or social media site that causes distress to others. The parents or guardians of any child involved will always be notified. Any child who deliberately uses such technology or social media sites will be punished by a fixed-term exclusion and the police and social services will be informed.

If the offence is repeated, the child will be permanently excluded, and the police and social services will be informed again.

If a child is found to have deliberately brought illegal photographs and the like, and is found to be distributing these to other pupils, the child will be permanently excluded from the school. The police and social services will also be informed.

Monitoring and review

The headteacher monitors the effectiveness of this policy on a regular basis. S/he also reports to the governing body on the effectiveness of the policy and, if necessary, makes recommendations for further improvements.

It is the responsibility of the governing body to monitor the rate of suspensions and exclusions, and to ensure that the school policy is administered fairly and consistently. The governing body will pay particular attention to matters of racial equality; it will seek to ensure that the school abides by the non-statutory guidance *The Duty to Promote Race Equality: A Guide For Schools*, and that no child is treated unfairly because of race or ethnic background.

Appendix ii – Cleobury Mortimer Primary School

Our philosophy is that everyone is responsible for their own behaviour. Our aim in all behaviour management is to enable the pupil to own their behaviour in a way that enables a positive working relationship with the pupil. We aim to cultivate a positive environment through encouragement and support where pupils and their efforts are valued. All school staff will endeavour to be consistent in their dealing with behaviour of pupils, in order that only one message is delivered, resulting in an effective school in which pupils behave well and succeed both socially and academically.

Purposes

To inform all stakeholders about how we manage pupils' behaviour positively in and around school. To ensure consistency of approach, expectations and actions throughout the school. To ensure that pupils are clear about the expectations, both for their social behaviour and their learning behaviour. To ensure a consistent approach to rewards and sanctions across the school. To encourage pupils' sense of responsibility, independence and self-discipline.

Our whole school approach follows that which is advocated by Bill Rogers (a respected education consultant). He advocates the following as the means to successful management of pupils' behaviour in school:

- Roles responsibilities, rules and routines as a basis for management and discipline
- Non-confrontational focus
- Emphasise behaviour as a choice, emphasise behaviour ownership
- Least to most intrusive management style
- Utilise related consequences
- Develop positive corrective styles
- Promote and support positive behaviour
- Utilise principle of Cool Off Time, support dignified use of time out
- Ethos of shared responsibility for behaviour - pupil, school, home and external agencies.

As part of the professional work ethic within school, all staff and governors will model the expected behaviours, both in relationships with each other and with the pupils. Pupils, who act as exceptional role models for behaviour and work ethic, will be elected to the school council. As part of this privileged responsibility, they will represent the school and speak on behalf of the pupils at events with parents/carers and other stakeholders.

Rights and Responsibilities

These refer to pupils, staff and parents/carers and are the basis on which classroom relationships and teaching and learning are built. We all need to care about ourselves, other people, belongings and our school.

Teaching staff rights

- to be able to teach without hindrance
- to feel safe
- to be supported by colleagues
- to be listened to
- have access to continued professional development.

Teaching staff responsibilities

- to enable all pupils to learn
- to seek and celebrate improvements in learning
- to treat pupils with respect
- to create a positive classroom environment in which pupils feel safe and able to learn
- to ensure that all pupils are accessing their curriculum
- to treat each child as an individual

Pupils' rights

- to be treated with respect
- to be safe
- to learn
- to be listened to

Pupils' responsibilities

- to be willing to learn
- to allow others to learn
- to co-operate with staff and peers
- to try their best
- to behave in an appropriate manner at all times

Whole staff rights

- to be able to work without hindrance
- to feel safe
- to be supported by colleagues
- to be listened to
- to have access to continued professional development.

Whole staff responsibilities

- to treat pupils with respect
- to create an environment in which pupils feel safe and happy.

Parents/carers' rights

- to feel welcome

- to know that their pupils work, play and learn in a friendly, safe and helpful school where their child will achieve well.

Parents/carers' responsibilities

- to encourage and support their child in their learning
- to work with and support the school to develop independence and self-discipline within their child

Rules

The rules help to protect our rights and encourage responsibility. We have basic rules for our classroom and for times that we are out of class. The rules are displayed as behaviour types. The pupils are expected to display green behaviours, and it is for these behaviours that the pupils will be rewarded. The expected green behaviours encourage the pupils to be respectful of themselves and others, take pride in their school environment and to aim to reach their full potential in all that they do.

Routines

These underpin rules and reinforce the smooth running of the school. The more habitual the routines the more likely they are to be used. Pupils will be elected as 'monitors' to help the smooth running of classrooms and lunchtimes. The School Council members and House and Sports captains will also act as role models for all pupils.

Home / parent links

The behaviour of pupils is seen as the shared responsibility of parents/carers and teachers. Parents/carers will be made aware of the school rules through the home school agreement, school website and at parent information evenings. Rewards, achievements and behaviour incidents will be shared with parents/carers via phone calls home, texts and online information systems. Parents/carers should contact the class teacher with any issues or concerns that they have.

Choices, consequences and solving conflicts

Disruptive behaviour and rule breaking will not be excused, but will be dealt with from a positive corrective stance and with appropriate use of problem solving procedures. Pupils should be encouraged to make a choice about their behaviour and take responsibility for their own actions. Pupils should be:

- Reminded of the expected behaviours
- Given a choice and reminded of the consequences
- Given take up time to reflect and make a choice
- Given praise if the right choice is made, or if not, the consequence of their actions
- should be followed through

Specific Behaviour Needs

Behaviour Care Plans are written for pupils with significant behaviour problems. They are specifically tailored to meet the needs of the individual child and are reviewed regularly. The purpose of these plans is to increase the pupil's self-control skills; enable their social integration into school and to ensure adults working with the child understand their needs. The behaviour of the pupils is the

shared responsibility of parents/carers and teachers. Parents/carers are informed of any individual behaviour plans written for their child and their support is actively sought through frequent consultations. These may be informal or more formal multi-agency meetings.

Rules

The pupils are expected to treat themselves, each other and their surroundings with respect. They should always endeavour to be open-minded and give 100% to all that they do. These rules will be shared with the pupils and displayed as green behaviours. The green, yellow and red defined behaviours will be adapted slightly in terms of the language to ensure that it is appropriate to each Key Stage. In the Early Years and Key Stage 1 this may be represented pictorially

Green behaviours

Looking after our school belongings and keeping school tidy
Looking at the person who is talking (unless the child has a specific difficulty identified on the care plan)
Listening to what others have to say
Choosing the right time to talk
Letting others get on with their work
Working collaboratively
Giving 100% effort
Having a can do approach
Showing good manners e.g. holding doors, saying please and thank you
Taking pride in our work
Walking around school
Always making the right choices

Yellow behaviours

- Not listening
- Talking when others are
- Shouting out
- Distracting others
- Rough play
- Rushing round school
- Being unkind to others
- Leaving classrooms untidy
- Not looking after other people's belongings
- Not working as a group when asked
- Not putting 100 % effort in
- Answering back when an adult is talking

Red behaviours

- Swearing at a pupil or adult
- Shouting at an adult
- Arguing with an adult
- Damaging property
- Stealing
- Using words that are very disrespectful when talking about somebody
- Bullying
- Running out of school

- Leaving class without permission
- Throwing food
- Breaking other people's belongings
- Graffiti
- Fighting
- Or continuous yellow behaviours

Sanctions procedures

1. (For yellow behaviours) Non-verbal prompt ('The Look') from an adult.
2. Positive verbal reminder of what's expected.
3. Yellow card
4. Time out time in the classroom to allow children to calm down and reflect if they are angry.
5. If yellow behaviours persists then a red card is given and they miss break time (go into the hall). For red behaviours it is straight to a red card. They may then need time out in the SEN room (The Den) to help them calm down before they can then make the right choices. The restorative approach will then involve them acknowledging their red behaviour was the wrong choice and the child will then apologise to those involved.
6. Work in another class to help concentration or stop the distraction (telephone call to parents/carers).
7. Speak to SENCo if there are any concerns which made need further support from outside agencies.
8. To Deputy Headteacher (phone call/ meet with parents and class teacher as necessary)
9. To Headteacher (phone call/ meet with parents and class teacher as necessary)
10. Home– School Target Book and regular meetings with parents/ carers until they are back on track.

Rewards:

- Housepoints
- Raffle tickets
- Pupil of the week
- Headteacher's award

Playground routines

Pupils should line up quietly at the end of break, ready to come in to learn. During wet weather, pupils stay in their classrooms.

Playtime expectations

All pupils will display green behaviours and enjoy their break-time.

Lunchtime routines

When they are called by the lunchtime supervisors, the pupils line up ready to go in for lunch. Pupils should line up quietly at the end of lunch, ready to come in to learn. During wet weather, pupils stay in their classrooms, or other designated areas, such as the school hall.

Staff

At Cleobury Mortimer Primary, teaching staff on morning and break duty will ensure that the pupils stand quietly in their class lines.

At the end of lunchtime, the pupils should line up quietly in their class lines. The class teacher should meet their classes on the playground. This provides lunchtime supervisors with an opportunity to speak to staff about any issues they have dealt with.

Level	Pupil Behaviour	Teacher Action	Extra Support
1 - Green	Pupil respects others, is cooperative and self-controlled.	Positively reinforce behaviour with appropriate comments and specific feedback. Praise class for behaving in the expected way.	Involve colleagues and parents/carers in celebration of pupils' achievements.
2 - Yellow	Basically respects others but has difficulties that affect self-esteem. Some degree of frustration, low level concentration. Minor disruptions, eg rudeness and annoying others, no homework	Supportive teachers seek a solution to the problem with the pupil. Reinforce success, 'green' behaviour reminders, class meetings. If the behaviour is persistent then the pupil will receive a yellow warning card and might be asked to work away from peers, spend 5 minutes in Time Out, miss some of break time / playtime.	Informal consultation with class teacher and other colleagues, support staff and parents/carers.
3 - Yellow to Red	Persistently violates the rights of others in a minor way. Has continuing but minor problems eg violates rights of others, continues level 2 behaviour, poor attitude to learning and work, rude and unresponsive in class.	Teacher speaks to child and member of SLT. Child will lose playtime and/ lunchtime to discuss behaviours.	Parents/carers should be contacted.
4 – Persistent red behaviours	Continually breaches the rights of others. Regular and serious infringements of the rights of others, eg verbal or physical assault, intimidation, vandalism, defiance, disruption. Isolated serious breaking of	The pupil will need to be reported to a senior member of staff. Documentation of behaviour should be recorded and filed. The pupils may need a BCP which may involve a report and reward chart may be	All colleagues aware of the child, the issues and the supporting strategies being implemented.

	rules, continued deterioration in behaviour, ignoring any attempts to help.	implemented in accordance with BCP.	
5 - Red	Seriously violates the rights of others and shows no signs of wanting to change e.g. abusive, poor effect on peers, dangerous, uncontrollable and uncooperative. Teacher refers pupil to Deputy Head/Headteacher	After discussion with parents/carers, the pupil could be excluded.	

Guidance for teaching staff and teaching assistants

Type 1 – Low Level Disruption/Work Avoidance

Examples – talking constantly, annoying other pupils around them, doing anything but work, wandering around class. Some strategies include to try to address the behaviour include:

- Try bringing about a change in behaviour by adapting what's going on in the classroom.
- Put the pupil in places/situations where the problematic behaviour is least likely to occur. Dialogue with the pupil may help to solve the root cause of the problem.
- Focus on the rest of the class, and give positive feedback to the pupils who are behaving appropriately i.e. showing green behaviours and making the right choices (modelling can be a powerful persuader). Rewarding those displaying the green behaviours.
- If working with a particular child or group of pupils, schedule activities to reflect the pupil's variable attention span. (e.g., it may be more effective to schedule several short sessions to complete a task, rather than one long session.)
- Make targets small and achievable
- Give them a choice. Even though they have a choice it will be your choice. Give clear choices about the decisions they have and the consequences of each. Refer to the green and yellow behaviours
- Give take up time to enable them to make the choice

Teaching Assistants - What to do if strategies are not successful:

If, after attempting all appropriate strategies (see above), the pupil continues to be disruptive and is affecting the learning of the rest of the class then ask the class teacher for support. The class teacher will discuss with you what to do next.

Type 2 – Disrupting lesson/activity

Examples – making noises, kicking other pupils's chairs, messing around with other people's stuff, Some strategies:

- Try to determine what the pupil needs when he/she is exhibiting disruptive behaviour. Can it be provided without removing the pupil from the classroom? (e.g., a drink of water, a chance to stretch and move around the room for a while, moving to a different spot in the classroom, acknowledgment by the teacher).
- Redirect behaviour of the pupil by changing the activity, your tone of voice, or the mood of the activity.
- Determine if the pupil is in need of a break from the regular routines and set up a plan to provide one.
- Give clear choices about the decisions they have and the consequences of each
- Give take up time to enable them to make the choice

Teaching Assistants - What to do if strategies are not successful:

- Seek the support of the class teacher if you are in a classroom.
- If working outside the classroom, then seek assistance from a teacher in a nearby classroom, ideally the teacher whose lesson they should be in.
- Log concerns with their class teacher who can collate evidence and follow the behaviour system as set out in the behaviour policy.

Type 3 – High Level Incidents/Risk of harm

Examples – Aggressive rudeness, physical violence, risk of harm to self or others, risk of damage to property, serious and on-going disruption of lesson.

Some strategies:

- Calm the situation as best as possible using voice and body language
- Remove child(ren) at threat if possible
- Give the pupil space in a safe environment to calm down
- Seek assistance from another teacher / teacher with current PPI training

Teaching Assistants - What to do if strategies are not successful:

- Send another child to find class teacher or a member of SLT.
- Positive Handling to be used as a last resort and by staff who have received the training.

Appendix iii – Lacon Childe School

At Lacon Childe School we feel that the most effective way to encourage good standards of behaviour is to have a consistent approach from all staff. A balance between rewards and sanctions within a positive community atmosphere should support this. Our emphasis is on self-discipline, with pupils taking responsibility for their own behaviour. However, we are aware that there will be times when we will need to impose discipline on students who are not yet ready to do so for themselves. The purpose of this framework is to ensure consistency of approach within our school community.

Policy Objectives

- To encourage positive behaviour and full attendance, with all pupils and adults working to agreed standards.
- To maintain a school environment where pupils are encouraged to attend regularly and behave appropriately because they feel they are valued members of the school community, and that they are safe, secure and at ease.

Learning and Teaching

Promoting positive behaviour and full attendance enables high standards of teaching and learning to be achieved. A well-designed and relevant curriculum helps develop and maintain positive behaviour and full attendance. Pupils learn more effectively when the curriculum is differentiated and teaching styles and approaches accommodate individual learning styles and preferences.

Principles

- Staff should use the most appropriate method of teaching, which draws on pupils' experiences and values their contributions.
- Pupils should be received into a classroom where consistent routines and high standards are expected.
- Explicit and regular praise should be used for all types of achievement.

The PSHE programme will be used to teach and promote the social, emotional and behavioural skills necessary for adulthood. All subject areas will provide opportunities to develop and teach these skills so that, through positive behaviour and full attendance, all pupils can learn and make progress.

Practice and Procedures: Roles and Responsibilities

The promotion of positive behaviour and full attendance is the responsibility of all members of the school community, including parents and carers.

The governing body will continue to work with other members of the school community to monitor and review this policy. For example, they will ensure that the policy and its implementation is consistent with the school's equal opportunities policy. Specific responsibilities of the governing body include:

- monitoring fixed term and permanent exclusions
- ensuring the needs of pupils at risk of permanent exclusion are met.

The Headteacher, with the assistance of the Senior Leadership Team, is responsible for the form and content of the policy, and for its implementation in ways that maintain a school ethos that encourages positive behaviour and full attendance.

All staff have a responsibility to ensure the policy informs their day-to-day actions and that they apply the policy fairly and consistently. All staff have a role to play in keeping the policy alive throughout the school, including through providing mutual support to colleagues, and modelling the social, emotional and behaviour skills and high standards of behaviour and punctuality expected from pupils.

Pupils have a role in shaping and promoting the school's behaviour and attendance policies. They will contribute to the detail of the policy through their involvement in defining expectations and rules, and developing rewards, motivational strategies, sanctions and consequences. This will be achieved through the School Council, tutor time, questionnaires and PSHE lessons. Pupils have a responsibility to report incidents of bullying or intimidation, and a role in offering support to their peers through activities such as peer mentoring.

Parents and carers have a responsibility for their child's attendance and behaviour inside and outside of school. They also have a role to play in advising on the continuing development and improvement of the policy.

Praise and Rewards

Frequent praise and reward for achievement are key features of teaching and learning at Lacon Childe School, so that pupils receive recognition for their positive contributions to school life. Praise and rewards are available to all pupils whenever they show progress in any area of school life.

The school will use both informal and formal rewards. The value of regular attendance is highlighted through the use of rewards for high attendance rates.

Examples of informal and formal rewards which staff are encouraged to use for achievement, effort, positive behaviour and improvements in attendance, include:

- frequent general praise and recognition used in lessons, including the use of positive comments in log books
- recognising achievement in assemblies
- pupils' work displayed
- contact with home commending progress
- recognition in Lacon Link
- merit mentions
- Achievement certificates
- Headteacher commendations.

Sanctions

Sanctions should be used to help pupils make appropriate choices about their behaviour and attendance. Where they make poor choices, pupils have a right to expect fair sanctions, applied consistently.

The most appropriate sanction is one designed to put matters right and to encourage better behaviour and attendance in future. It is not appropriate, therefore, to punish whole groups for the misdemeanours of a few, or to impose a sanction that may humiliate pupils.

Where pupils make inappropriate choices about their behaviour and formal sanctions are necessary, the matter will be dealt with by the form tutor or subject teacher as appropriate. In the case of serious misbehaviour, the pupil may be referred to the Head of Department, Head of Year or Key Stage Coordinator.

Sanctions will lose their effectiveness if pupils do not regard them as fair. Staff are therefore advised to:

- make it clear that they are condemning the behaviour not the person
- avoid early escalation to severe sanctions, reserving them for the most serious or persistent incidents
- avoid sanctions for a group that punish the innocent as well as the guilty
- take account of individual circumstances
- encourage pupils to reflect on the effects of misbehaviour or absence on others in the school community.

Conduct outside the school gates

Lacon Childe will be responsible for pupils taking part in a school organised or school related activity and travelling to and from school. We may become involved when students are clearly linked to the school (e.g. wearing school uniform) and where the behaviour may impact upon the smooth running of the school.

Related Policies and Documentation

- anti-bullying policy
- home-school agreement
- attendance and registration information for staff

Code of Conduct

Everyone at Lacon Childe School has the right:

- to learn and to make progress
- to be happy and successful in a safe, calm school
- to find help and support when needed and to benefit from the opportunities provided in school
- to be treated with respect.

Pupils' personal responsibilities include:

- coming to school every day, with appropriate equipment, ready to learn and to take responsibility for their progress
- doing the best that they can in everything they do
- supporting and caring for others and treating them with respect
- making sure others are not prevented from learning or teaching
- looking after their own property and that belonging to others or to the school
- contributing to the good reputation of Lacon Childe School
- looking after the safety of fellow pupils.

In general:

- Be polite and considerate. Listen carefully to others without interrupting
- Move around the building sensibly and calmly
- Help others if they are lonely or in difficulty
- Ask for help or advice if you are unsure or worried about something.

In class:

- Follow instructions politely, at once and without fuss
- Listen carefully to staff and those in class who have been invited to speak
- Enter and leave classrooms in an orderly and considerate way.

Look after our school:

- Take care of displays.
- Choose a sensible and safe place to store bags and equipment when needed
- Put litter in bins.
- Keep walls and furniture clean and report any damage you see to a member of staff.
- Maintain the good name of our school by behaving sensibly on your way to and from school.

If you make poor choices there will be consequences.

- You will be expected to put right any harm you have caused.
- For relatively minor misbehaviour you can expect to be reprimanded, kept behind after a lesson or placed in a detention at lunchtimes.
- For more serious incidents, including being sent out of class for misbehaviour, you should expect your parents to be informed. They may also be asked to come into school. You may be placed on report or in detention after school. Report systems help you to avoid further problems and deal with most difficulties on a day-to-day basis.

- You may be 'isolated' within school. Staff supervising 'isolation' will work with you to resolve the issues so that you are able to return to lessons. Mediation meetings will be held as necessary or appropriate.
- In extreme cases, the Headteacher may exclude you from school for a set period. This will appear on your school record.

Appendix iv – Stottesdon C of E Primary School**We really care and make learning fun****Our School Behaviour Policy****The Aims of the Policy**

- To ensure a calm, purposeful and secure environment where teachers can teach effectively and children can learn.
- To foster caring attitudes where achievements at all levels are acknowledged and valued.
- To encourage increasing independence and self-discipline so that each child learns to take responsibility for his/her own behaviour.
- To have a consistent approach throughout the school with parental involvement and support.
- To provide for pupils, staff and parents a sense of direction and a feeling of common purpose.

Basic Assumptions

- Teachers have a duty to help children succeed at school and to teach them the behaviours which will help them succeed.
- Teachers have a responsibility to set clear and consistent rules for behaviour.
- Teachers have a responsibility to provide consistent positive encouragement to motivate children to behave.
- Children have a right to know what behaviours are appropriate to be successful in the classroom.
- Teachers have a responsibility to teach their pupils how to manage their own behaviour.
- Most children can behave appropriately. Those who do not either choose not to, or have not been taught.
- Children do not misbehave if they are on task but must first be taught how to be on task.
- Children tend to be engaged if:-
 - the task is meaningful
 - the level of challenge is appropriate i.e. not too hard so the child is overwhelmed, not too easy so the child is bored.
 - they have a clear sense of short term and long term goals and receive positive feedback leading to a growing sense of confidence.
 - they have high self-esteem and feel valued.

Failing to plan is planning to fail.

The reality of teaching is that teachers need to allocate time and effort to systematically teach children how to behave.

Golden Rules and Classroom Rules

Our school has Golden Rules which apply to all across the school. These are displayed around the school. They are chosen to reflect the ethos, values and goals of our school:

Treat others as you would like them to treat you.

Always do your best and help others to do the same.

Care for your own and other peoples' property and take care of the school

Golden Rules reflect whole school expectations and are supported by the Classroom Rules.

A Classroom Discipline Plan

The plan will have three parts.

1. *Classroom Rules* - children must follow these at all times
2. *Positive Recognition* - children receive these for following the rules
3. *Consequences* - these result if children choose not to follow rules.

THE THREE PARTS OF THE BEHAVIOUR PLAN MUST BE DISPLAYED CLEARLY IN **YOUR** CLASSROOM.
AS A MINIMUM EACH CLASS SHOULD CLEARLY DISPLAY THE CLASS RULES.

Guidelines in creating your classroom discipline plan:

*(Whole school activity during the first week of an academic year which is then followed up throughout the year as appropriate. **See the behaviour appendix for further detail**)*

1) Classroom Rules

- Choose classroom rules that let children know what behaviours are expected in the classroom at all times.
- Choose a limited number of rules so they can be kept high priority and known by all.
- Choose rules that are observable. Vague rules are difficult to enforce.
- Choose rules that apply all through the day.
- Choose rules that apply to behaviour only. The classroom discipline plan is not about homework or academic issues.
- As appropriate to the age and maturity of your children, consider involving them in choosing some of the rules.

2) Positive Recognition

- Use positive recognition to reinforce classroom rules and appropriate behaviour.
- Increase children's self-esteem through consistent, meaningful recognition. Let them know you notice their efforts.
- Praise children often. It is the most powerful tool you have.
- Acknowledge positive behaviour with rewards, e.g. stickers, praise ladders or similar scheme), certificates, visiting the Headteacher, 'dip in the box' gift reward and wrist bands accessible to the whole class.
- Motivate children through special privileges such as class monitor jobs.
- Use positive whole class recognition and rewards to praise new behaviours or to approach a specific problem behaviour.

3) Consequences

- When disruptive behaviour occurs, be prepared to deal with it calmly and quickly.
- Have in place recognised consequences that children receive should they choose to disregard the classroom rules (***See the behaviour appendix for further detail***).
- Consequences do not need to be severe to be effective.
- Consequences must be ones the children do not like, but should never be physically or psychologically harmful.
- Consequences should be listed in a hierarchy that clearly spells out what happens from the first time a child breaks a rule to the fifth time the same child breaks the same rule the same day.
- The first consequence should always be a warning.
- Contacting a parent or sending a child to the Head will be near the end of the hierarchy.
- The hierarchy should include a 'severe clause' for dealing immediately with severe behaviour.

Teaching the Common Discipline Plan

- Create with the class to ensure ownership.
- Explain why rules are needed.
- Consistently reinforce rules.
- Review rules frequently, make expectations clear at the start of each session if necessary.

Example Classroom Discipline Plan

Classroom Rules

1. Follow the teacher's instructions
2. Keep hands, feet and objects to yourself
3. Be kind and caring to others
4. Have a go
5. Focus on tasks and help others do the same

Positive Recognition

1. Praise
2. Sticker, house point, marble in jar, whole class reward
3. Positive certificate to take home, achievers

Consequences

1. Reminder of rules
 2. Warning (name on board)
 3. Stay behind two minutes at break
 4. Work in a different place
 5. Write out an apology
 6. Teacher calls parents
 7. Involvement of a line manager.
- Severe Clause - Sent to Headteacher/Phase Leader

Remember - usually treats or consequences do not need to be big things. Consistency is the key.

Circle Time and Class Personal, Social, Health and Moral Education Lessons

With school rules, classroom rules and behaviour in general it may be useful to have discussion times or other activities which enable pupils to generate a list of behaviour they find aggravating. In the same way, lists of their expectations of others, and your expectations of them may be helpful.

Bullying

We recognise that bullying can happen in any school and in many other areas of social life. We encourage children to work against it and to report any incidents of bullying. Our trust has an annually reviewed Anti bullying policy that should be read alongside this document

Behaviour Policy Appendix (Stottesdon)

Colour/level	Pupil Behaviour	Teacher Action	Extra Support
1 - Green	<p>Pupil respects others, is cooperative and self-controlled.</p> <ul style="list-style-type: none"> Looking after our school belongings and keeping school tidy Looking at the person who is talking (unless has a specific difficulty) Listening to what others have to say Choosing the right time to talk Letting others get on with their work Working collaboratively Giving 100% effort Having a can do approach Showing good manners e.g. holding doors, saying please and thank you Taking pride in our work Walking around school Always making the right choices Kind, helpful, empathy Growth mindset Independent Playing fairly/sharing Forgiving Tidy 	<p>Positively reinforce behaviour with appropriate comments and specific feedback. Praise class for behaving in the expected way.</p> <p>Rewards:</p> <ul style="list-style-type: none"> Praise – stickers Housepoints – academic Marbles – social Move up reward ladder or similar Raffle tickets certificates Pupil/table of the week Golden time Achievers 	<p>Involve colleagues and parents/carers in celebration of pupil's achievements.</p>
2 - Yellow	<p>Basically respects others but may have difficulties that affect self-esteem. Some degree of frustration, low level concentration. Minor disruptions, eg rudeness and annoying others.</p> <ul style="list-style-type: none"> Not listening Talking when others are Shouting out Distracting others Rough play Rushing round school Being unkind to others Leaving classrooms untidy Not looking after other people's belongings Not working as a group when asked Not putting 100 % effort in Answering back when an adult is talking Not following adult instructions 	<p>Supportive teachers seek a solution to the problem with the pupil. Reinforce success, 'green' behaviour reminders, class meetings.</p> <ol style="list-style-type: none"> Non-verbal prompt ('The Look') from an adult. Redirect play/learning/focus Positive verbal reminder of what's expected. Give choices (2 positive) Warning - discrete if possible If the behaviour is persistent then the pupil will receive a warning and might be asked to work away from peers, spend 5 minutes in Time Out, 	<p>Informal consultation with class teacher and other colleagues, support staff and parents/carers.</p>

		<p>miss some of break time / playtime.</p> <p>16. The restorative approach (when calm) will then involve them acknowledging their behaviour was the wrong choice and the child will then apologise to those involved.</p>	
3 - Yellow to Red	<p>Persistently violates the rights of others in a minor way. Has continuing but minor problems eg violates rights of others, continues level 2 behaviour, poor attitude to learning and work, rude and unresponsive in class.</p>	<p>Teacher speaks to child and member of SLT. Child will lose playtime and/ lunchtime to discuss behaviours. Persistence may lead to loss of privileges e.g. representational activity or exclusion from special event</p> <ul style="list-style-type: none"> • Speak to SENCo if there are any concerns which made need further support from outside agencies. • To phase leader (phone call/ meet with parents and class teacher as necessary) <p>Log of behaviour should start to be kept – SIMS</p>	<p>Parents/carers should be contacted.</p> <p>Wider staff begin to have knowledge. Consider targeting through the ‘staff – say something positive scheme’</p>
4 – Persistent red behaviours	<p>Continually breaches the rights of others. Regular and serious infringements of the rights of others, eg verbal or physical assault, intimidation, vandalism, defiance, disruption. Isolated serious breaking of rules, continued deterioration in behaviour, ignoring any attempts to help.</p> <ul style="list-style-type: none"> • Swearing at a pupil or adult • Shouting at an adult • Arguing with an adult • Damaging property • Stealing 	<ul style="list-style-type: none"> • The pupil will need to be reported to a senior member of staff. Documentation of behaviour should be recorded and filed. The pupils may need a Behaviour Plan which may involve a report and reward chart. • Persistence may lead to loss of privileges e.g. representational activity or exclusion 	<p>All colleagues aware of the child, the issues and the supporting strategies being implemented.</p> <p>Outside agency involvement where appropriate</p>



	<ul style="list-style-type: none"> • Using words that are very disrespectful when talking about somebody • Bullying, Racism, Sexism, Homophobia, Ageism • Running out of school • Leaving class without permission • Throwing food • Breaking other people's belongings • Graffiti • Fighting • Or continuous yellow behaviours 	<p>from special event</p> <ul style="list-style-type: none"> • To Headteacher (phone call/ meet with parents and class teacher as necessary) • Home– School Target Book and regular meetings with parents/ carers as necessary until they are back on track. 	
5 - Red	Seriously violates the rights of others and shows no signs of wanting to change e.g. abusive, poor effect on peers, dangerous, uncontrollable and uncooperative. Teacher refers pupil to Deputy Head/ Headteacher	After discussion with parents/carers, the pupil could be excluded.	

A record log is also available for children who develop a pattern of behaviour that causes concern. (See Headteacher).

Equality impact assessment screening form

Section one: screening for impact				
Name of policy		SGET Staff Code of Conduct		
Project lead completing assessment:		Matt Hayes		
Position:		Business Manager		
1. What is the main purpose of the strategy/project/policy?				
Describes the code of conduct for any member of staff working within the Trust.				
2. Who will be the main stakeholders/users of the policy? Please consider the impact of the policy on the different groups of stakeholder /users.				
Headteachers, Staff and Pupils.				
3. Use the table to show:				
<ul style="list-style-type: none"> ■ Where you think that the policy could have a negative impact on any of the equality strands, that is, it could disadvantage them – if no impact please note the evidence for this. ■ Where you think that the strategy/project/policy could have a positive impact on any of the groups or contribute to promoting equality, equal opportunities or improving relationships within equality characteristics. 				
	Positive impact	Negative impact	No impact	Reason and evidence (provide details of specific groups affected even for no impact)
Age			✓	The policy seeks to apply first aid to all staff, pupils and visitors to the school irrespective of their background.
Disability			✓	The policy seeks to apply first aid to all staff, pupils and visitors to the school irrespective of their background.
Gender			✓	The policy seeks to apply first aid to all staff, pupils and visitors to the school irrespective of their background.

Gender identity			✓	The policy seeks to apply first aid to all staff, pupils and visitors to the school irrespective of their background.
Sexual orientation			✓	The policy seeks to apply first aid to all staff, pupils and visitors to the school irrespective of their background.
Race			✓	The policy seeks to apply first aid to all staff, pupils and visitors to the school irrespective of their background.
Religion or belief			✓	The policy seeks to apply first aid to all staff, pupils and visitors to the school irrespective of their background.

4. If you have indicated there is a negative impact on any group, is that impact:		
Legal? (not discriminatory under anti-discriminatory legislation)	Yes <input type="checkbox"/>	No <input type="checkbox"/>
Intended?	Yes <input type="checkbox"/>	No <input type="checkbox"/>
Level of impact?	High <input type="checkbox"/>	Low <input type="checkbox"/>
If the negative impact is possibly discriminatory and not intended and/or of high impact you must complete a full equality impact assessment. If not, complete the rest of section one below.		
5. Could you minimise or remove any negative impact that is of low significance? Could you add any additional action to have a positive impact rather than no impact?		
Policy can be available in large print or different language if required; however, it is not considered that this will make any material difference.		
6. If there is no evidence that the strategy, project or policy promotes equality, equal opportunities or improved relations – could it be adapted so that it does? If so, explain how.		
7. Please list the outcome following this equality impact assessment (this could be no changes, some changes, further work needed around particular groups or cease development of the policy).		
Policy can be available in large print or different language if required; however, it is not considered that this will make any material difference.		
Signed:	Date:	