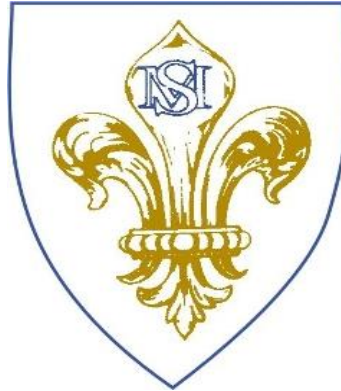


# St.Mary's Catholic Primary School



*Part of The Christus Catholic Trust*



## **Behaviour Policy**

Respect Ourselves, Respect Others,  
Respect our School, Love God

This school is committed to safe guarding and promoting the welfare of children and young people and expects all staff and volunteers to share in this commitment.

# Behaviour Policy

## Our Mission Statement

Respect Ourselves, Respect Others, Respect our School, Love God

## The aims of this policy:

**This policy covers behaviour in all settings related to the school – i.e. on school premises, on school trips (including residential trips), at sporting events and at any other relevant time.**

- To recognise and praise good behaviour.
- To promote good behaviour rather than deal with anti-social behaviour.
- To develop in pupils a sense of self-discipline and an acceptance of responsibility for their own actions. This will enable pupils to develop their personal skills which will be useful for their future life.
- To create a caring, stimulating and secure environment in which pupils can work and play safely.
- To value the rights of the individual and ensure that all pupils are treated fairly.
- To raise pupils' self-esteem.
- To promote/develop empathy and respect for themselves and others.
- To empower staff to determine and request appropriate behaviour from all.
- To acknowledge that the maintaining of good behaviour within school is a shared responsibility.
- To ensure the policy is fully understood and is consistently implemented throughout the school. As a Catholic school, it is crucial that we forgive and allow pupils to learn from their mistakes.
- To ensure effective mechanisms are in place for the monitoring and evaluation of this policy.

## Key Strategies for encouraging positive behaviour:

- **All** Staff must accept responsibility for maintaining good behaviour throughout the School and as children move around the school.
- All staff should ensure that any rules that exist are consistently applied but flexibility in the use of these strategies is needed in extreme cases - this will be the decision of the SLT and must be supported by all adults in the school community.
- All adult members of the school community are expected to be good role models and use positive language which promotes respect for all at all times.
- Positive reward strategies are in place to publicly celebrate behaviour success (refer to rewards section in the policy.)
- When pupils misbehave in class, the Teacher will decide whether it would be beneficial for the child to miss part of their playtime to catch up with work or to reflect on their behaviour – the child will be supervised by the class teacher. When a more serious incident occurs pupils are removed from the playground for a specific period of time and are given extra work or an activity related to the misdemeanour and they are supervised by a member of the Leadership Team.

- Strategies should encourage pupils to reflect on their poor behaviour but should never humiliate pupils (such as standing facing the wall). The strategies should also match the severity of the incident.
- Should a child be told to sit on the floor, it must be for the child's own safety (e.g. they are rocking on a chair and could fall) and not to shame or humiliate a child.
- Staff should be prepared to give time to talk and listen to the views of pupils.
- Praise should be given whenever it is appropriate by all adults in the school community.
- Staff should avoid stereotyping by labelling certain pupils as troublemakers or by using any such negative language. All pupils are entitled to a fresh start.
- When disagreements occur, adults should listen to both sides of the argument and when necessary ask others for their opinion of the event.
- Our school does not tolerate bullying of any kind. If we discover that an act of bullying or intimidation has taken place, we will act immediately to stop any further occurrences of such behaviour. While it is very difficult to eradicate bullying, we do everything in our power to ensure that all children are safe and happy in our school.
- Staff should only intervene physically to restrain a child in order to prevent injury to another child, or if a child is in danger of hurting him / herself. The actions that we take are in line with recommended guidelines on the restraint of children. This should only happen when no other course of action is available. Staff who have been TEAM TEACH trained should be the only ones to restrain/move children if appropriate. There must always be two members of staff to do this so that each has another adult as a witness to such actions. It is vital that if a child is restrained or physically moved, that the actions/incident is recorded in the restraint file (Head teacher's office)

### **In the school building:**

As 'Respect' is a key word in our mission statement, it is to be shown at all times.

- ❖ Politeness is to be encouraged and expected. Doors should be held open by children for adults and good manners should be shown at all times.
- ❖ Please/Thank you/Excuse me/Good morning/Good afternoon are expected to be heard from children.
- ❖ Movement around the school should be quiet and orderly. Children are expected to walk back to their classroom quietly at the end of breaks and to be silent once they are in the building. Running is not permitted in the corridor.
- ❖ All pupils should be prepared for their lessons at the start of the school day to prevent unnecessary movement up and down the corridors.
- ❖ Appropriate language should be used in the school environment at all times.
- ❖ Children may not remain in or re-enter classrooms at break, lunchtimes or after school unless there is a teacher present.
- ❖ During wet playtimes and lunchtimes children must remain seated at their own desks unless given permission to do otherwise.

### **In the classroom**

- Every class will have a class code of behaviour which is agreed by all members of the class – this should happen at the beginning of the autumn term.
- Every class will have merit systems in line with rewards listed below.
- All lessons will be prepared well to ensure that all pupils will be engaged and enthused in their learning. Only work of a high standard will be accepted.
- If work is appropriately matched to ability and the curriculum is implemented with the enthusiasm and enjoyment, Pupils will want to learn and therefore behavioural issues will be minimal.
- When a member of staff is talking or a pupil, quiet must be insisted on.
- It is the responsibility of all adults to correct pupils who are misbehaving.
- When pupils are not focussed on their work and are affecting the learning of others, the first step is for them to sit at a “time out” table in their classroom. If this is not effective or the behaviour is unaltered, it should be made clear to the child that their behaviour is not welcome in their classroom and they should be sent, with work, to the classroom of an adjoining class. They should stay in that classroom for a maximum of one hour and the “holding” teacher should return them to their class (if possible). In extreme cases, pupils can be sent to a member of the Senior Leadership Team to do their work.
- No child is at any time to be out of sight of a staff member such as outside the classroom door or in the corridor.
- Strategies which punish whole groups should be avoided at all costs – further investigations need to take place to see who needs to learn from the misdemeanour.
- Rules must be regularly discussed with pupils so they are aware that all rules are to ensure the safety and happiness of every pupil in the school (wherever possible).
- All staff should recognise the importance of displaying pupils’ work in order to create an attractive environment, to increase pupils’ self-esteem and to foster a sense of ownership of their classroom and surrounding areas.
- Occasionally, an “ignoring” strategy is appropriate as a child might just want attention – it is better to give positive attention to them when they are doing the right thing.

### **In the hall:**

- ❖ All are to sit on chairs or the floor during assemblies. No one should sit on the sports equipment.
- ❖ Everyone entering or leaving the hall should do so in silence out of respect for the person doing the assembly or activity.
- ❖ No one should be sitting chatting or calling out.
- ❖ All are expected to sit and listen attentively to what is being said or what is being taught.
- ❖ At lunchtimes, children are expected to enter and leave the hall walking not running. If a child does run, a member of lunchtime staff should stop them and correct the behaviour.

- ❖ Children are expected to line up alphabetically for school dinners so that they can be ticked off easily.
- ❖ They should wait in silence to enter the kitchen, so that the catering staff can hear what children want to eat.
- ❖ Once they have their food, all children must walk to their seat and remain in that seat. No child is to swap places or move from their place.
- ❖ Children should walk to and from their tables and clear their space and tray after they have eaten.

### **In the corridors**

- ❖ Corridors are to be kept clear at all times with the minimum number of children present.
- ❖ The number of prefects or other children with responsibility on duty is to be agreed by a member of the SLT.
- ❖ Children who are unable to go on the playground are to stay in the area outside the SENCo's office and should be accompanied by a fellow class member. This is to be agreed by a member of the leadership team (including middle leaders).
- ❖ Children using this area must be quiet and aware that staff members are working nearby.
- ❖ No child should be using the inside toilets at break or lunchtime as there are outside facilities.

### **On the playground:**

- People on duty should always be there on time and all members of staff should be on time to collect children from the playground.
- There should be vigilant supervision of all areas and toilets.
- Adults need to be seen walking round- noticing and acknowledging good behaviour and being aware of any imminent incidents.
- There should be consistency about applying playground 'rules'.
- Rules regarding equipment should be clearly understood and applied by all.
- Older children can help younger ones to play games.
- Children need to be taught games they can play.
- All children must put litter in bins and must take pride in their surroundings

### **The role of Pupils:**

- To take responsibility for their own actions and behaviour.
- To support and care for each other.
- To respect each other's property and work.
- To listen to others and respect their opinions
- To do as instructed by all members of staff.
- To observe the St. Mary's Way

- The school council should be involved in any discussions about behaviour and what new strategies should be introduced to further improve behaviour.
- Our Peacemakers must be recognised for the important job they do on the playground. Pupils should be encouraged to ask them to help them sort out any minor disagreements on the playground.

### **The role of the Staff and Governors:**

- To lead by example.
- To be consistent in dealing with children.
- To encourage the aims and values of the school among children.
- To have high expectations of the children.
- To meet the educational, social and behavioural needs of the children.
- To provide an appropriate curriculum.

### **The role of Parents:**

- To be aware of and support the school's values and expectations.
- An active partnership should be developed with parents to help promote good behaviour - if the child is aware that home and school are giving the same message, it usually has a positive effect on their behaviour. Parents should be involved at an early stage rather than as a last resort.
- Parents/ carers should see the class teacher if they have a concern about their child's behaviour or wellbeing. This may be on the same day as an incident or concern happens or soon after according to the availability of staff.
- A senior leader may then become involved depending on the severity of the concern.
- Should an issue appear on Fridays, it is vital that the matter is sorted before the weekend to lessen any concern or upset.
- Staff should report to Parents on issues of behaviour as soon as possible and also at the progress meetings and in the annual report.
- If the school has to use reasonable sanctions in order that a pupil will learn from their inappropriate behaviour, parents are expected to support the actions of the school. If parents have any concern about the way that their child has been treated, they should initially contact the Headteacher. If the concern remains, they should contact the school Governors.

### **The role of Mid-Day Assistants:**

- The Mid-Day Assistants are responsible for behaviour throughout the lunchtime with backup from the Senior Leadership Team if needed however it is expected that the Mid Day Assistants will manage behaviour situations first before requesting support.
- Any issues are recorded in the class booklets for class teachers to read and follow up as appropriate.
- The playground code is to be followed as agreed.

### **The role of the Headteacher:**

- It is the responsibility of the Headteacher to implement this policy consistently throughout the school, and to report to Governors, when requested, on the effectiveness of the policy. It is also the responsibility of the Headteacher to ensure the health, safety and welfare of all children in the school.
- The Headteacher supports the staff by implementing the policy, by setting the standards of behaviour, and by supporting staff in the implementation of the policy.
- The Headteacher keeps records of all reported serious incidents of misbehaviour and lists all meetings held with Parents.
- The Headteacher has the responsibility for excluding children for a fixed term when serious acts of misbehaviour take place. For repeated or very serious acts of anti-social behaviour, the Headteacher may permanently exclude a child. Governors have been notified of any exclusions. It is important that bridges can be rebuilt on the pupil's return and a fresh start given.

### **The role of Governors**

- 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 carrying out these guidelines.
- The Headteacher has the day-to-day authority to implement the school behaviour and discipline policy, but Governors may give advice to the Headteacher about particular disciplinary issues. The Headteacher will take this into account when making decisions about matters of behaviour.

### **SEN Pupil Behaviour - Supporting and Understanding**

It is important that all staff recognise that there is often an underlying reason for a pupil who displays challenging behaviour. Staff will always work with pupils, parents and, where appropriate other professionals, in order to identify the causes/reasons for the behaviour and seek to put strategies in place to support pupils. In some situations the use of sanctions may be appropriate in order to support pupils to behave appropriately and learn acceptable behaviours. This enables them to access the learning environment in a positive way. A graded approach to the use of sanctions, clearly explained to the pupils is used throughout the school.

- Early intervention/distraction/diffusion,
- Behaviour reminders/use of voice intonation/visual cues/support/ Social Stories.
- Time Out – timed and supervised by staff in the classroom or if necessary a different classroom. Pupils may be supported to reflect on their actions during this time.
- Support from outside agencies such as the Tree Tops Outreach Service.
  - Behaviour Support Plan– for pupils requiring ongoing planned support
- Physical intervention (see below)
  - Exclusion – in some exceptional circumstances, and when all other measures have been unsuccessful, it may be necessary to exclude a pupil from school. This process will be carried out in line with Thurrock Guidelines.

## **Consequences**

It is also important for pupils to learn that there sometimes need to be consequences for their behaviour e.g. when they hurt another child they need to apologise. Staff at St Mary's Catholic Primary School will always ensure that an appropriate consequence follows an incident. It may simply involve asking the child the following questions;

- What happened?
- What were the people involved thinking and feeling at the time?
- Who has been affected and how?
- How can we put right the harm?
- What have we learned so as to make a different choice next time?

### **Consequences can take the form of the following;**

- Completing tasks
- Limited access to outside space
- Escorted in social situations
- Assisting with repairs
- Differentiated activity space

## **Physical Contact**

At St Mary's Catholic Primary School we recognise the importance of positive physical contact for some of our pupils with SEN. Staff and adults should, however, always be aware of sensitivities of any form of physical contact with children/pupils and ensure that they are never in a situation where they are alone with a pupil. However, contact between children with SEN and adults might be appropriate for a variety of reasons, including:

- Holding hands with a child in the playground
- Calming/reassuring/comforting contact with a child that upset or injured
- Guiding a pupil/child away from a situation or location in order to keep them safe
- Supporting a pupil in PE/Drama activities
- Using hand on hand/arm support in a lesson

### **Any physical contact has to be managed in order to make sure that it is appropriate and leaves neither party vulnerable.**

Factors to consider might include:

- Knowledge of the child, e.g. history/background
- Age of child
- Context – where, when, why- is it needed?
- Relationship between staff member and child

All school teaching staff, teaching assistants and regular cover supply staff are trained in the use of Positive Handling of children. Staff have one day training course that covers behaviour management and supportive guiding techniques theory and practices.

## **Procedures for behaviour support, monitoring, evaluation and review**

If a pupil is consistently displaying behaviour that is of a concern to staff, the following process can be implemented in order to support their behaviour.



1. STAR Chart: An initial observation phase that looks at the Setting, Trigger, Action and Response of the pupils' behaviour. This is completed by the class team over a period of up to 2 weeks.
2. STAR Chart Review: A review of the observation period by class team to highlight/identify behaviours of concern and when and why they occur.
3. ABC Chart: useful as a tool to analyse a pupils' behaviour and discuss the reasons or experiences that are causing the behaviour.
4. Behaviour Support Plan: This is put in place to support identified behaviour(s) of concern with agreed strategies/rewards/sanctions as appropriate. This is shared with all staff working with the pupils, the pupils' parents and (if appropriate) the pupil themselves.
5. Individual Risk Assessment: If behaviour is deemed a 'risk', then an individual risk assessment may be completed and attached to the behaviour support plan
6. Review of Behaviour Support Plan: Plans are to be monitored and reviewed on a half termly/termly basis (or as necessary).
7. Emergency Annual Review: to assess the provision for the child with all the professionals involved.

### **St. Mary's Way**

Respect Ourselves, Respect Others, Respect our School, Love God

At St Mary's we will encourage:

- Treat others as we would wish to be treated.
- Care for each other, respecting the feelings, bodies and property of others.
- Tell the truth.
- Be responsible for all our actions.
- Always try our best in everything we do.
- Tidy up our mess and be responsible for our own property as well as the materials and equipment we use in class.
- Make sure that the school is a happy place.

**When children follow our school rules, they will:**

- Listen to what other people have to say.
- Be prepared for challenges.
- Be enthusiastic.
- Look after our school environment.
- Have a positive attitude.
- Make the playground a happy place for everyone.
- Present their work neatly.
- Encourage people.
- Always do my best.
- Give God quality time.
- Be a good team member.
- Welcome visitors.
- Be honest.
- Be helpful and polite.

## **REWARDS**

Positive behaviour is rewarded in EYFS through use of stickers, verbal praise, and comments/notes made to parents/careers after school and star of the day.

In KS1 and KS2, our main reward system is based on House points - Each child is placed into a house (St Andrew, St David, St George and St Patrick). The children earn points for their house which is announced in Friday's assembly and displayed in the hall. At the end of the term the winners are announced.

The winning house get extra break time or a healthy snack.

Teachers may also decide to give their own rewards depending on what they agree with their class. We respect the right of teachers to be creative with their ideas but also realise that they are best placed to develop systems that work for their children.

These ideas might include; Table points, Verbal praise, Stickers, Star of the day, Table trophy, Treats box, Class Dojo.

Each week we also hold a special celebration assembly and give out certificates for a Golden child and a Writer of the week from each class. The child who is chosen also has their 'photo taken for the school newsletter.

## **SANCTIONS**

**Behaviour which does not fit with our school rules is not acceptable.**

### **Early Years Foundation Stage:**

The children are aware of the consequences of poor behaviour in the setting. For instance, behaviour that does not reflect the St. Marys Way the children will be told to remove their name to the 'thinking face' or 'sad' face. Every child begins the day on the happy face. If a child is on the 'sad' face they will have immediate internal 5 minutes reflection time which gives the child an opportunity to reflect upon their behaviour. Afterwards, staff will discuss with the child their behaviour and discuss what their next step is.

### **Key Stage 1**

Use the Traffic Light System as a way to monitor negative behaviour while providing a visual reminder of the immediate goal. Each child begins his/her day on the green light. After repeated warnings about an unacceptable behaviour the pupil will move to the yellow light. The pupil has a chance to reflect on the negative behaviour and toward returning to the green light. This puts the pupil in charge of his/her behaviour.

Occasionally a pupil will continue the negative behaviour causing him/her to move to the red light.

### **Key Stage 2**

Use established systems of sanctions and rewards.

### **Traffic Lights**

- Each class has a chart in the classroom with three large areas: green, amber and red.
- All children begin on green. If they behave in a manner that contravenes the agreed behaviour to stay on green, a warning is issued. If a second incident happens, the child is moved to amber. Consequently good behaviour of five consecutive days earns a merit.
- If a child is on amber they will miss 5 minutes of play or lunchtime when they will be required to reflect on their behaviour.
- If a more serious incident happens whilst on amber, or persistent occurrences of the minor incident, a warning for red may be issued and they will miss 10 minutes of play or lunchtime when they will be required to reflect on their behaviour.
- If red looks likely a member of SLT must be informed immediately.
- In consultation, a decision will be made as one of the following:
  - Remain on amber
  - Move to red
  - Have a Behaviour Support Plan created
- If red is the decision (decisions will be made on a case by case basis in consultation with head teacher) a plan will be put into place to directly deal with the inappropriate behaviour/s.
- Parents will be contacted to ensure they are fully aware and informed if a child reaches red.
- Whilst on amber or red, House points cannot be earned. However, good behaviour will gain a move back. This is the all-important linkage between reward and sanction.
- Every day is a fresh start on green.

### **Behaviour Support Plan.**

- These are issued for the following reasons
  - High incident of low level irritating behaviour
  - Behaviour of particular concern
- They are written by the class teacher, SENCo and if necessary, Deputy Head teacher or Head teacher if Deputy Head is unavailable to do so.
- Rewards and sanctions particular to the child's needs are detailed.
- This is shared with parents and monitored weekly.
- It will be time limited.
- If it has not succeeded after the agreed time it can be extended, or moved to the next level of sanction, including exclusion.

### **SANCTIONS**

There is an agreed system of sanctions used at our school and these operate at three stages:

**Stage 1 incidents will usually be dealt with by a teacher or a midday assistant after discussion with the child.**

### **Stage 1 Irregular or minor incidents of unacceptable behaviour**

For example:

- Constant 'chatting'
- Unfinished or unacceptable work which is due to wasting time
- Not looking after resources carefully
- Not sharing or co-operating
- Thoughtless 'rough' play
- Play fighting
- Interrupting the teacher or other adult
- Running along corridors
- Breaking playground rules
- Incomplete or no homework or reading handed in
- Insolence towards a member of staff.

### **Stage 1 Sanctions**

For example:

- Reprimand
- Removal of privileges
- Loss of playtime/golden time
- Written letter of apology by child
- Discussion with parents
- 'Time out'
- The aim of all sanctions is that the child will understand what went wrong, and that behaviour will improve as a result.

### **Stage 2 Behaviour that is more serious or more regular than at Stage 1 and will involve the Deputy Headteacher.**

For example:

- Regular repetition of minor misdemeanours, as outlined in Stage 1
  - Racist, sexist remarks
  - Bad language
  - Dangerous behaviour
  - Spitting
  - Biting
  - Preventing other children from learning
  - Fighting
  - Stealing
  - Bullying
  - Stone throwing

Incidents should be reported to the Deputy Headteacher and parents will be contacted.

After discussion, all incidents are officially recorded, if necessary a formal letter will be sent home to their parent/carer.

### **Stage 2 Sanctions**

For example:

- Name in Behaviour Log

- Replace or refund damaged property
- Longer period of loss of privileges
- Behaviour contact book, for consistent offences, with agreed 'reward system'
- Writing a letter of apology
- Loss of playtime/golden time
- Discussion with parents
- 'Time out'
- The aim of all sanctions is that the child will understand what went wrong, and that behaviour will improve as a result.

### **Stage 3 Unacceptable behaviour that is very serious.**

#### **Outside agencies may need to be involved.**

Stage 3 Behaviour examples are:

- Regular repetition of Stage 2 incidents
- Physical aggression towards a member of staff
- Refusal to accept school rules or school authority
- Extremely disruptive behaviour which prevents other children from learning
- Violent behaviour towards other children
- Violent behaviour towards staff or adults on school site or during school activities off site.
- Taking up a disproportionate amount of management time
- Extremely violent behaviour resulting in injury
- Inappropriate items in school
- Inappropriate and/or unauthorised use of mobile phones in the school site for whatever purpose.

**All Stage 3** incidents will be reported to the Headteacher. The incidents are officially recorded and copies given to the parents and the class teacher.

### **Stage 3 Sanctions**

For example:

- Daily contact book with the Headteacher and parents
- Going home for lunch for a fixed period of time
- Internal or external suspension, half or full day at Head teacher's discretion
- Exclusion from school for up to fifteen days

All children at Stage 3 will have a behaviour plan.

This will be drawn up by the Headteacher and be simplistic in approach so that the child is able to understand it and take ownership of it.

The child will take this home each day to show it to their parents to sign to say they have seen it and returned the next day.

A more detailed behaviour contract may be drawn up in agreement with the child, the parents and the class teacher so that there is no doubt about home and school expectation. However a meeting with the parents and child may replace this as a more immediate method of agreeing on the way forward.

The contract will include rewards as well as leading to the possibility of further sanctions. A successful period of time achieved by the contract or plan will lead to

the child being taken off the 'stages' of the behaviour contract or plan. The length of time for the plan or contract will be agreed at the initial meeting with parents.

### **Concluding remarks**

It is important that every child has the opportunity of a new start, by recognising what is positive behaviour and what is unacceptable behaviour.

Records of stage 3 sanctions are kept in the Headteacher's logbook. The only records passed on to the secondary school are those relating to any exclusions.

### **Exclusions**

In cases of persistent unacceptable behaviour (stage 3), and where the other sanctions/strategies listed above have been exhausted, the DfE exclusion document will be followed.

Refer:

[https://www.gov.uk/government/uploads/system/uploads/attachment\\_data/file/641418/20170831\\_Exclusion\\_Stat\\_guidance\\_Web\\_version.pdf](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/641418/20170831_Exclusion_Stat_guidance_Web_version.pdf)

Initially, any exclusion will be for a temporary fixed term (normally a period of up to five days), and if necessary permanent exclusion may be considered (in consultation with the Governing Body).

However, the Headteacher is the final arbiter of how long an exclusion is for, depending on the seriousness. For instance deliberate acts of violence towards staff will be dealt with by a 'Zero Tolerance' Policy and result in a permanent exclusion.

### **Searching Pupils and their Property**

It is now 'law' that school staff can search pupils **with their consent** for any item which is banned by the school rules.

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 schools' behaviour policy.

A pupil refusing to co-operate with such a search, raises the same kind of issues as where a pupil refuses to stop any unacceptable behaviour when instructed by a member of staff – in such circumstances, schools can apply an appropriate disciplinary penalty.

The Headteacher may search a pupil with or without their consent if they suspect a pupil has a banned item in his/her possession.

Refer: to DfE document: '**Searching, screening and confiscation advice for Headteachers, school staff and governing bodies**' January 2018

- The Headteacher monitors the effectiveness of this policy on a regular basis. She reports to the Governing Body on the effectiveness of the policy and, if necessary, makes recommendations for further improvements.
- The school keeps a variety of records of incidents of misbehaviour. The class teacher records minor classroom incidents. The Headteacher records those incidents where a child is sent to her on account of unacceptable behaviour. We also keep a record of any incidents that occur at break or lunchtimes; Mid-

Day Assistants give written details of any incident in the books that we keep in the staff room. All paperwork connected with exclusions is kept on file.

- It is the responsibility of the Governing Body to monitor the rate of exclusions, and to ensure that the school policy is administered fairly and consistently.

### **Review**

The Governing Body reviews this policy every two years. The Governors may, however, review the policy earlier than this, if the Government introduces new regulations, or if the Governing Body receives recommendations on how the policy might be improved.

Reviewed By: M Jones	Date reviewed: December 2020	Next review Date: September 2022
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