



# Asterdale Primary School

## Behaviour Policy

*'Together We Can...'*

*Be confident, Be excellent, Nurture, Build*

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Approved by:	Governing Body
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We as a school consider our equality duties under the Equality act 2010. The general duties are to: -

- Eliminate discrimination
- Advance equality of opportunity
- Foster good relations

This policy understands the principle of the Act and the work needed to ensure that those with protected characteristics are not discriminated against and are given equality of opportunity.

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## **1. INTRODUCTION**

This policy has been written using advice from the Department for Education and following consultation with staff and pupils at Asterdale School.

## **2. AIMS**

- To create a welcoming and safe learning environment in which everyone can be successful.
- To develop a consistent approach across the school which all pupils know and understand.
- To create an atmosphere where social, moral, spiritual and cultural values are learnt and developed.
- For pupils to take ownership for their learning and have a sense of pride in their work and achievements.

## **3. EXPECTATIONS**

At Asterdale, we pride ourselves on our pupils' excellent behaviour choices which have always been a strength and is regularly noted and complimented on by external visitors. We expect our pupils to display positive behaviour towards each other, staff and visitors. They are aware of what good behaviour looks like and this is modelled by all staff who have high expectations, they are aware of the consequences and sanctions if they make poor choices and know of the rewards they receive when they promote good behaviour.

### **Expectations of staff:**

We expect all staff to recognise:

- Good behaviour is an essential condition for effective teaching and learning to take place
- Effective teaching, learning and assessment supports good behaviour
- High self-esteem promotes good behaviour, effective learning and positive relationships
- Independence and self-discipline are promoted to that each pupil learns to accept responsibility for their own behaviour
- There must be a clear, consistent and positive approach to behaviour throughout the school, on a daily basis, including positive feedback when children are behaving well
- Respect for their own and each other's belongings and taking pride in our environment should be promoted at all times
- Every pupil should feel valued, regardless of disability, nationality, ethnicity, culture, gender, sexuality or age

## **4. OUR ETHOS**

### **What Do We Believe at Asterdale?**

We believe that every member of the school community has the right to feel valued and respected in a welcoming and caring environment. Children's well-being is at the centre of life in school and the key to success, both academically, physically, emotionally and socially. We have high expectations for every pupil and are committed to providing a safe and secure learning environment in our school for everyone whilst promoting good behaviour, self-discipline, respect and regard for authority.

The quality of relationships and partnership working is important: between teachers; between teachers and pupils; between teachers and teaching assistants; between TAs and pupils; between

the school and parents as well as with the wider community. These relationships should be characterised by mutual respect, by the valuing of pupils, by a willingness to listen and understand and by a positive attitude. Through good modelling of adult behaviour there is constant encouragement to develop self-discipline, higher self-esteem, and an autonomous adherence to high standards.

All the school's activities effect a continuing development of a positive climate. The curriculum should be well planned, encouraging the high quality of teaching. Purposes must be clear to all involved where pupils are not only intellectually challenged but also have opportunities for taking initiatives and for accepting responsibility for their progress. Such learning should ideally be supported by a range of activities outside the classroom which also contribute to personal and social development.

We aim to develop positive, confident and reflective children who:

- Take part in decision making within the classroom and school so they have value and purpose;
- Understand the school rules and those of society so our pupils can make choices and decisions for themselves with the understanding of what is right and wrong;
- Are able to think creatively and independently to aspire for the future;
- Are proud to be part of British society;

## **5. THE CURRICULUM, TEACHING AND LEARNING**

At Asterdale we believe that a broad and balanced curriculum, effective teaching and learning strategies and the consistent implementation of behaviour management strategies ALL need to be in place to enable children to achieve their potential. Lessons should have clear objectives, which are understood by the children, and teaching and learning foci that take account of the needs of groups and individuals. Children need to be actively involved in their learning and through effective feedback know what they need to do to improve their learning. They need to know what is expected of them and how they can work responsibly on their own or in groups.

### **British Values**

At Asterdale, we incorporate British Values through planned curriculum time and as part of links with the spiritual, moral, social and cultural elements of learning

The five key values are:

- Democracy
- The rule of law
- Individual liberty
- Mutual respect
- Tolerance of those of different faiths and beliefs

### **Code of Conduct for Pupils**

Rules are essential. The one rule for all of us in school is:

**Everyone will act with courtesy and consideration to others at all times.**

### **Our classroom rules:**

These are set at the beginning of the school year with each class. Pupils are expected to follow them, so that everyone in the class has a positive learning experience.

### **Our playground rules:**

- Ask an adult if you need to go inside
- Speak to an adult if there's a problem
- Stay in visible playground zones where you can be seen by an adult
- Line up sensibly and quietly; when the bell is rung, or the whistle blown

### **In partnership with parents/carers:**

- Parents/carers have a vital role in promoting and supporting good behaviour, so effective home/school liaison is important
- It is important that staff work alongside parents/carers to manage appropriate behaviour and attitudes to learning as documented in the Home/School Agreement (Appendix A)
- We ask parents/carers to sign the Home/School Agreement to demonstrate their support
- We expect parents/carers to support the actions of the school when consequences are given. This ensures a consistent and fair message for all.

### **Expectations of pupils:**

We expect all pupils in our school to:

- Follow the school and class codes of conduct
- Have high expectations of behaviour
- Be involved in their own learning
- Learn to understand that they are responsible for their own actions
- Develop an increasingly sound understanding of right and wrong
- Co-operate and work together
- Learn to sort out disagreements and frustration sensibly and constructively
- Be reliable, trustworthy and responsible
- Behave in a safe manner
- Respect the school environment and belongings
- Take care of their belongings and those of other children
- Show respect and courtesy to staff, pupils and visitors

## **6. REWARDS AND CONSEQUENCES OVERVIEW**

We aim to create a balance between rewards and consequences with both being clearly specified. The emphasis of the school behaviour policy is on REWARD and PRAISE, which should be given for behaviours and attitudes to learning as well behaviour as a whole. However, although rewards are central to the encouragement of good behaviour, consequences are also needed to protect the security and stability of the school community and to make it clear that unacceptable behaviour will not be tolerated. Children should expect consequences for unacceptable behaviour to be fairly and consistently applied. We also recognise that all systems need to be flexible to take account of individual circumstances, including recognising behaviours that may be linked to additional needs and mental health.

All class teachers should follow a stepped approach to consequences, which children need to understand. Children, for whom this approach is not appropriate, will have a bespoke behaviour plan detailing agreed expectations, strategies, rewards and consequences.

**EARLY YEARS FOUNDATION STAGE**

Although we are aiming for consistency across the whole school it is important to acknowledge that our very youngest children in Early Years will have some different expectations, rewards and consequences.

Our youngest children are constantly rewarded through praise for good behaviour and learning attitudes.

In the Foundation Stage staff continually model expected behaviours through ongoing quality interactions. The children are reminded of these expected behaviours through the use of visual prompts.

**KEY STAGE 1 AND 2**

**Rewards used across school include:**

<ul style="list-style-type: none"> <li>• Verbal praise to pupil</li> <li>• Gestures such as thumbs up, clapping, smiles</li> <li>• In class table group awards</li> <li>• In class motivational awards</li> <li>• Stickers</li> <li>• Verbal praise to parents about their children</li> <li>• Team points</li> </ul>	<ul style="list-style-type: none"> <li>• Positive phone call/Dojo/email home</li> <li>• Weekly Celebration Assembly Certificates</li> <li>• Head teacher’s stickers/certificates</li> <li>• Sending children to other staff members for reward or praise</li> <li>• Asters – awarded to each pupil after a week of good behaviour</li> </ul>
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**CONSEQUENCES**

Despite positive behaviour management to promote positive behaviours at Asterdale Primary School, it may be necessary to implement consequences to enforce expectations and to ensure a safe learning environment.

Consistency is vital and should be appropriate to each individual situation. This policy is designed to empower all staff to create a fair, secure and positive learning environment.

**Consequences used across school include:**

- Verbal warning
- Card given
- Space to think – away from a situation on the playground or in the classroom
- Correct unwanted behaviour e.g., running down the corridor, return and walk instead
- Make amends for the behaviour e.g., verbal/letter of apology, repairing/replacing something that has been broken
- Speak to parent/carers to agree an appropriate consequence

## **7. BREAK TIME AND LUNCH TIME**

Our school rules and expectations apply similarly at break and lunch times. Duty staff will reward children by using praise and sharing with class teachers any good behaviour they have seen. At lunch time and break time, unwanted behaviours will be reported to the class teacher and recorded on CPOMS.

### **CONSEQUENCES**

Unacceptable behaviours at break and lunch time should be dealt with following this procedure:

1. The staff member issues a warning for unwanted behaviours and explains why. e.g., This behaviour needs to stop because .....
2. Staff then need to monitor the child's behaviour. Some behaviours may go straight to step 3.
3. If poor choice behaviours are repeated, the child's class teacher will be informed and appropriate sanctions given.
4. If the child persists with a poor behaviour choice, the child is sent inside to a member of the Senior Leadership Team or the Inclusion Team and a further record will be made on CPOMS.
5. Parents/carers may be contacted by the class teacher or a member of SLT so that we can work together to support the child to make better behaviour choices.

Should children continue to persist with the poor choices of behaviour at lunch/break times then further discussion with parents will take place with a member of SLT to assess the problem and seek a solution based on individual circumstances. This may lead to the child being sent home for lunchtime and the child being placed on a home/school Behaviour Chart.

## **8. NURTURE GROUP**

Children identified with social and communication difficulties, mental health issues and children struggling with their peers during free social time, may be invited to join a Lunchtime Nurture Group so that their needs can be met through supported activities. This will be facilitated by the schools' Learning Mentor.

## **9. RECORDING AND MONITORING BEHAVIOUR**

All staff will follow the procedures explained in this policy ensuring that children are aware of expectations, rewards and the consequences. Each class has a Behaviour Book for recording behaviour concerns initially but these are then recorded onto CPOMS by the end of the day so that patterns of behaviour can be monitored. This will include brief notes of specific incidents, any parental contact and key points discussed and agreed.

If pupils have a behaviour chart, they are responsible for updating their own reward charts displayed in the classroom. Behaviour that has required parental involvement should be recorded on CPOMS. This information is passed on to SLT for further action if required.

## **ON THE PLAYGROUND**

Incidents of disruptive behaviour on the playground should be reported to the class teacher. A nominated teacher on duty at break time and the TAs/midday staff on duty at lunchtime are responsible for passing information to class teachers who will then record the incidents and record on CPOMS by the end of the day.

Teachers should follow up on incidents with children and parents if required.

CPOMS logs are analysed and data collated every half term to identify patterns of behaviour that need further action.

## **10. UNDERSTANDING THE LINK BETWEEN MENTAL HEALTH AND BEHAVIOUR - SUPPORT AND FOLLOW UP FOR CHILDREN DEMONSTRATING EMOTIONAL AND BEHAVIOURAL DIFFICULTIES**

We recognise that some children, who demonstrate difficulties in regulating their emotional and behavioral responses, may have additional needs, linked to any of the following:

- Emotional disorders such as phobias, anxiety states or depression
- Conduct disorders such as defiance, aggression and anti-social behaviour
- Hyperkinetic disorders such as ADHD, ADD, poor powers of concentration, short attention span, impulsiveness and explosiveness
- Developmental disorders such as speech delay, social ability delay
- Attachment disorders
- Trauma disorders such as bereavement, PTSD as a result of traumatic experiences or persistent periods of abuse and neglect
- Mental health problems including eating, habit, psychotic and somatic (pain) disorders
- ASD – autism spectrum disorder

Children, who have difficulties self-regulating their behaviours will be made known to the Special Educational Needs Coordinator. Parents/carers will be included in the process of assessing their child's needs and the planning process for how their child will be supported. The process of assessment, planning, action and review is known as the Graduated Response and will inform decisions on whether to seek specialist support through referrals to other agencies such as the pediatrician, school health, Behaviour Support.

A list of pupils with specific needs and behaviour triggers is compiled by the SENCo and shared with midday supervisors in order that they can manage pupils more effectively at lunchtime.

Support in school may involve bespoke behaviour management strategies such as:

- Behaviour charts
- Meet and greet to support a calm start to the school day
- Space to think and calm
- 1:1 support
- Making amends and saying sorry – emotion coaching
- Team Teach - a range of de-escalation and positive handling techniques which promote positive relationships in schools when dealing with children who are demonstrating challenging behaviour



## **ROLES AND RESPONSIBILITIES – CHILDREN**

Children are expected to follow the school ethos and make good behaviour choices. They need to know what is expected of them and what the rewards and consequences are for their behaviours.

### **PARENTS**

It is important that parents support their children's learning and behaviour in partnership with school. Good communication between home and school is the best way to bring out the best in our children. Thus, the school works collaboratively with parents, so children receive consistent messages about how to behave at home and at school. We ask parents to:

- Make children aware of good behaviour expectations
- Encourage independence and self-discipline
- Show an interest in all their child does in school
- Support the school in implementing this policy
- Be aware of the school ethos and expectations of behaviour.

Should school need to implement consequences to deal with unwanted behaviour, we expect parents/carers to work in partnership with and support the actions of school. If parents/carers have concerns about the way their child has been treated, they should initially contact the class teacher. The head teacher may then be involved and, if the concern remains, then the complaints procedure should be followed.

At Asterdale we expect the support of parents/carers to 'bring out the best' in all of our children. In order to facilitate this, we need to work together using the rewards and consequences outlined in this policy. Should there be any concerns about behaviour issues in school, we encourage parents/carers to raise these at the earliest opportunity.

***We expect all parents/carers to behave in a respectful and civilised manner towards school staff. Incidents of verbal or physical aggression towards staff will not be tolerated.***

### **STAFF**

We expect staff to:

- Treat all children fairly and with respect
- Help children to develop their full potential
- Provide a challenging, broad, balanced and ambitious curriculum
- Create a safe and welcoming environment both physically and emotionally
- Use rewards and consequences fairly and consistently
- Be positive role models to the children
- Form positive relationships with parents/carers and children
- Recognise and value the strengths and individuality of all children
- Teach children personal, social, health and emotional skills through our PSHE Jigsaw scheme to underpin the school's behaviour policy
- Deal with parental/carers concerns in a timely, respectful and professional manner, involving senior staff if required

## **HEADTEACHER**

It is the responsibility of the head teacher, under the School Standards and Framework Act 1998, to implement the school behaviour 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 head teacher to ensure the health, safety and welfare of all children in the school. The head teacher supports the staff by implementing the policy, by setting the standards of behaviour, and by supporting staff in the implementation of the policy. The head teacher keeps records of all reported serious incidents of mis-behaviour and has the responsibility for giving fixed-term or permanent exclusions to individual children for serious acts of mis-behaviour.

## **GOVERNORS**

The governing board has the responsibility of setting down general guidelines on standards of discipline and behaviour, and of reviewing their effectiveness. The governors support the head teacher in carrying out these guidelines. Although the head teacher has the day-to-day authority to implement the school behaviour policy, governors may give advice to the head teacher about particular disciplinary issues. The head teacher must take this into account when making decisions about matters of behaviour.

### **11. HOME/SCHOOL AGREEMENT**

*The Home/School Agreement* (Appendix 1) is signed by children/parents and staff on entry into school. It draws together the strands of our ethos as a school, and one of the important aspects covered is how we expect the children and their parents to co-operate with teachers in their expectations for behaviour.

Children agree to do all their work in class, and allow others to do the same. They agree to be polite, considerate and helpful to others and listen to what they have to say. Finally, they agree to allow others to be happy and to be themselves. This is discussed at home, and then signed by the child and the parent/carers on entry to Asterdale. Each September all children will be reminded of the Home/School Agreement as part of their transition into their new year group.

### **12. THE USE OF REASONABLE FORCE**

The term 'reasonable force' covers the broad range of actions that involve a degree of physical contact with pupils. Force is usually used to intervene physically. This can range from guiding a pupil to safety by the arm through to more extreme circumstances such as breaking up a fight or where physical support is needed to prevent violence or injury to themselves or others. 'Reasonable in the circumstances' means using no more force than is needed.

Staff at school may need to use positive handling strategies. School staff will always try to avoid acting in a way that might cause injury, but in extreme cases it may not always be possible to avoid injuring the pupil. Positive handling refers to any type of physical support given to a child to support positive behaviour, emotional regulation and to keep the child and other children and adults safe

### **CIRCUMSTANCES THAT MAY LEAD TO REASONABLE FORCE**

Reasonable force can be used to prevent pupils from:

- Hurting themselves or others
- Damaging property
- Causing disorder
- Behaving in a way that seriously disrupts a school event e.g., a school trip or visit
- Leaving the classroom where allowing the pupil to leave would risk their safety or disrupt the learning of others
- Attacking a member of staff or another pupil
- Fighting

Reasonable force may also include removing disruptive pupils from the classroom where they have refused to follow an instruction to do so or to restrain a pupil at risk of harming themselves through their physical outbursts. School will not use force as a punishment.

The decision on whether or not to physically intervene is down to the professional judgement of the staff member concerned and should always depend on specific circumstances. This judgement should not only depend on the circumstances of the situation but also take account of the individual needs of the pupil concerned particularly in relation to pupils with Special Educational Needs and Disabilities. Any member of staff who has had to physically intervene must as soon as possible and certainly by the end of a session report the incident to the head teacher or deputy head teacher and fill in a reasonable force form obtained from the office.

### **RECORDING, MONITORING AND REPORTING REASONABLE FORCE**

Although school does not need parental consent to use reasonable force on a pupil, we will inform parents about serious incidents involving the use of force. Serious incidents involving the use of force will be recorded on a reasonable force form and recorded on CPOMs.

In deciding what is a serious incident, staff will use their professional judgement and consider the following:

- The pupil's behaviour
- The level of risk presented at the time of the incident
- The degree of force used
- The effect on the pupil or member of staff
- The child's age

### **ASSESSING THE RISK OF USING REASONABLE FORCE**

When it is known that reasonable force may need to be used for individual children, a risk assessment will be carried out by the Inclusion Team and a Positive Behaviour Support Plan will be written. (Appendix 2)

As appropriate to our school population, our senior leadership team will consider the needs of any of our staff who should be trained in effective techniques. The Head teacher will consider carefully if any staff member requires any additional training to enable them to carry out their responsibilities and care for any individual pupil's needs.

Following an incident of restraint, restorative work will be undertaken by the school's learning mentor and the pupil in order to reflect and review the situation in order to plan a strategy to avoid a future re-occurrence.

### **13. POWER TO SEARCH WITHOUT CONSENT**

In addition to the general power to use reasonable force described above, headteachers and authorised staff, in Asterdale's case, a member of the Senior Leadership Team or the Inclusion Team, can use such force as is reasonable given the circumstances to conduct a search for the following "prohibited items":

- Knives and weapons
- Alcohol
- Illegal drugs
- Stolen items
- Tobacco and cigarette papers
- Fireworks
- Pornographic images
- Vapes
- Anything that has been or is likely to be used to commit an offence, cause personal injury or

damage to property.

#### **14. BULLYING**

Asterdale Primary School does not tolerate bullying of any kind. If we discover that bullying or intimidation is taking place; we act immediately to stop any further occurrences of such behaviour. We do everything in our power to ensure that all children attend school free from fear (See Anti-Bullying Policy).

#### **15. ONLINE BEHAVIOURS**

Children are taught how to behave appropriately online in order to protect themselves from bullying and harm. Children are taught to pass any concerns to a trusted adult in school or at home. Concerning online behaviours that take place beyond school are dealt with by school as soon as school is informed. All incidents of concerning online behaviours that school deals with, are recorded on the E-Safety log.

#### **16. CHILD ON CHILD ABUSE**

It is important to acknowledge that children can abuse other children. Asterdale takes a **zero-tolerance** approach to child-on-child abuse behaviours, which are defined, for the purposes of this policy, as any form of abuse inflicted by one child or a group of children, i.e., individuals under the age of 18, against another child or group of children both inside and outside of school, in person or online. All inappropriate child on child behaviours will be dealt with in line with this policy alongside the school's Safeguarding and Child Protection policy.

Forms of child-on-child abuse include the following behaviours:

**Physical abuse** Actions such as hitting, throwing, burning, drowning and poisoning, or otherwise causing physical harm to another child.

#### **Sexual abuse**

- "Sexual violence" encompasses the definitions provided in the Sexual Offences Act 2003, including rape, assault by penetration, sexual assault, i.e., non-consensual sexual touching, and causing another child to engage in sexual activity without consent, e.g., forcing someone to touch themselves sexually.
- "Sexual harassment" refers to any sexual behaviour that could violate another child's dignity, make them feel intimidated, degraded or humiliated, and/or create a hostile, offensive or sexualised environment, including:
  - Sexualised jokes, taunting or comments.
  - Physical behaviour, e.g., deliberately brushing against someone.
  - Online sexual harassment, including
  - Up skirting
  - Sexualised online bullying
  - Unwanted sexual comments and messages, including on social media.
  - Sexual threats or coercion.
  - The "sharing of sexualised imagery"

**At Asterdale we do not accept comments being passed off as 'banter', 'just having a laugh', 'boys being boys' or 'part of growing up' as this can lead to a culture of unacceptable behaviours and an unsafe environment for children.**

**Bullying** - Many kinds of behaviour can be considered bullying, including:

- Verbally
- Physically
- Emotionally
- Online (cyberbullying)

Bullying will generally be handled in line with the Anti-bullying Policy; however, particularly severe instances will be handled in line with this policy and the Child Protection and Safeguarding Policy.

### **Online abuse**

This involves the use of technology and the internet in order to harass, threaten or intimidate another child. Instances of online abuse will be managed in line with this policy, the Online Safety Policy and the Anti-bullying Policy.

### **Discriminatory behaviour**

Discriminatory behaviour encompasses abuse inflicted on a pupil because of their protected characteristics, e.g., religion, ethnicity, gender, sexual orientation, culture, or SEND. Discriminatory behaviour is never acceptable, and all cases will be handled in line with this policy and the Child Protection and Safeguarding Policy.

### **Intimate partner abuse**

This involves a romantic partnership between children in which one or both partners are emotionally, physically or sexually abusive to the other. This could include:

- Repetitive insults
- Controlling behaviour, e.g., preventing a child from socialising with others or deliberately isolating them from sources of support.
- Sexual harassment.
- Threats of physical or sexual abuse.

The school will manage intimate partner abuse in line with the Child Protection and Safeguarding Policy.

## **17. MONITORING AND REVIEW**

The behaviour policy is formally reviewed on an annual basis. However, should monitoring indicate that aspects of this policy need amending, this will be done in a timely way.

## **18. OTHER RELEVANT POLICIES**

This document should be read in conjunction with the following:

- ***Anti-bullying Policy***
- ***Inclusion Policy and Accessibility Plan***
- ***SEND Policy***
- ***Safeguarding Policy***
- ***Online Safety Policy***
- ***Mental Health and Well-being Policy***
- **[Exclusion from maintained schools, academies and pupil referral units in England Statutory](#)**  
for those
- **[Mental Health and Behaviour in schools November 2018](#)**

Data will be processed to be in line with the requirements and protections set out in the UK General Data Protection Regulation.

# ASTERDALE PRIMARY SCHOOL

## HOME SCHOOL AGREEMENT



**Author:** David Evans, Head teacher  
**Adopted:** September 2023

Our school aims to ensure that every child can achieve their best, in a disciplined and caring setting. We believe that the successful education of any child depends on teamwork, shared goals and good communication. At Asterdale Primary School, this involves children, parents and governors.

### The school will:

- Encourage children to do their best at all times
- Encourage children to take care of their surroundings and possessions
- Encourage children to care for and about others
- Treat your child with care and respect
- Take all reasonable steps to ensure the safety of children during school hours
- Provide regular homework
- Inform parents when there are problems involving their child
- Make staff available to meet parents after school at short notice
- Provide formal meetings with parents at least twice a year
- Keep parents informed through a twice termly Newsletter
- Keep parents updated via the website
- Give parents a voice through an Annual Questionnaire - Parent View

### The Family will:

- Make sure my child arrives at school on time (8.55 a.m.)
- Make sure my child arrives in school uniform
- Make sure my child goes to bed at a reasonable time the night before a school day whenever possible
- Support the school if there are behaviour problems
- Provide a note or phone call when a child is absent or going to be late
- Keep in touch with the class teacher as appropriate through the year
- Support my child with homework on a regular basis

**Parents may contact the school if they feel this agreement is not being kept, and vice versa.**

Parent/Carers: ..... Date: .....

Head teacher: ..... Date: .....



## Positive Behaviour Support Plan

<b>Name:</b>	<b>DOB:</b>
<b>Date:</b>	<b>Class:</b>
Positive Behaviour Support Strategies:	

Triggers	Behaviours	De-Escalation Strategies

Positive Handling Strategies and use of break spaces:
Date to be reviewed:
Parent/Carers signature:
Staff Signatures (all members of staff who work with the child):

## APPENDIX 3

### EXCLUSION

Exclusion will be used as a last resort where an individual child displays behaviour, puts themselves or other members of the school community at risk. Both the child and their parents/carers will be made aware of the possibility of this ultimate consequence being applied. It may be appropriate for some children to be placed on the Special Needs register with a bespoke plan and monitoring procedures in place to support a change in behaviour.

Exclusions will adhere to the processes, principles and procedures detailed in [\*Exclusion from maintained schools, academies and pupil referral units in England Statutory guidance for those with legal responsibilities in relation to exclusion\*](#)

The procedure for exclusion is:

1. Only the Head teacher, or the person deputising has the power to exclude.
2. There is no limit on the length of an exclusion a child might receive, other than the annual maximum of 45 days.
3. Parents/carers will be notified without delay and be informed of the following: the reason for the exclusion, the length of the exclusion and whether it is permanent, their right to make representations about the exclusion and how to make representations to the governing board and their rights to attend a meeting.
4. During an exclusion the following will happen:
  - Work will be provided for the child to do at home with the parent/carers.
  - Discussion with parents will take place.
  - Governors and the Local Authority will be notified of the exclusion and the reasons for it.
  - Parents will be informed of their right to make representations to the Governing Board and the Local Authority including the names and contact details of the appropriate people.
  - Governors must consider any representations by parents whose child has been excluded for a period of less than 5 days, but cannot direct reinstatement. They can attach a copy of their findings to the pupil's record, and can have a meeting with the parents if the parents request one.
5. The Headteacher is permitted to exclude for up to 45 days in any one year.
6. For exclusions of between 5 and 15 days (including cumulative exclusions in any one term), governors must hold a meeting ***if the parents/carers request one***. This should be held between the 5th and 60th day following the exclusion. Clearly, such a meeting is likely to be held after the exclusion has expired, so reinstatement may not be an option.
7. For an exclusion of over 15 days (or more than 15 days cumulative in any term), governors must hold a meeting to consider the exclusion. Parents and the Local Authority should be invited. Governors can either uphold the exclusion or direct reinstatement at a specified date. Meetings should be held within 15 school days of the exclusion being issued. School would be expected to provide the Local Authority and parents/carers with a written report at least 5 school days before the meeting.
8. In very exceptional circumstances the Head teacher can resort to the ultimate sanction of permanent exclusion. The parent/carers, pupil, governing board and Local Authority will be informed of this decision immediately. Permanent exclusions should follow the same procedure as exclusions of over 15 days. The Local Authority has no authority to direct reinstatement at any time. That power lies solely with the governing board.