



In God's love we believe and achieve



St. Michael's

Catholic Primary School

Behaviour Policy

Policy Statement

St Michael's is committed to creating an environment where exemplary behaviour is at the heart of productive learning. Everyone is expected to maintain the highest standards of personal conduct, to accept responsibility for their behaviour and encourage others to do the same. Our behaviour policy guides staff to teach self-discipline, not blind compliance. It echoes our vision school aims and core values.

Vision

We are an inclusive welcoming community valuing everyone for who they are and enabling all to flourish.

Aims

- Successful, engaged learners who are knowledgeable, skilled, enjoy learning, make progress and achieve
- Confident, articulate individuals who can lead safe, healthy and fulfilling lives
- Responsible citizens who make a positive contribution to society

Values

We place a heavy emphasis on respectful behaviour, a partnership approach to managing poor conduct and dynamic interventions that support staff and learners.

Aim of the Policy

- To create a culture of exceptionally good behaviour: for learning, for community, for life
- To ensure that all learners are treated fairly, shown respect and to promote good relationships.
- To refuse to give learners attention and importance for poor conduct.
- To help learners take control over their behaviour and be responsible for the consequences of it.
- To build a community which values kindness, care, good humour, good temper, obedience and empathy for others.
- To promote community cohesion through improved relationships.
- To ensure that excellent behaviour is a minimum expectation for all.

Purpose of the Policy

- To provide simple, practical procedures for staff and learners that:-
- Recognise behavioural norms
- Positively reinforces behavioural norms
- Promote self-esteem and self-discipline
- Teach appropriate behaviour through positive interventions

Consistency of approach

In implementing this behaviour policy St Michael's acknowledges the need for consistency.

- Consistent **language** and consistent response: simple and clear expectations reflected in all conversations about behaviour
- Consistent **follow up**: ensuring "certainty" at the classroom and Senior Management level. Never passing problems up the line, teachers taking responsibility for behaviour interventions **seeking support but never delegating**.
- Consistent **positive reinforcement**: routine procedures for reinforcing, encouraging and celebrating
- Consistent **consequences**: defined, agreed and applied at the classroom level as well as established structures for more serious behaviours
- Consistent **respect from the adults**: even in the face of disrespectful learners
- Consistent **models of emotional control**: emotional restraint that is modelled and not just taught, teachers as role models for learning
- Consistently reinforced **rituals and routines for behaviour** around the site: in classrooms, around the site and at the school reception.
- Consistent environment **code of conduct** evident, **core values**

"Consistency lies in the behaviour of adults and not simply in the application of procedure. A truly sustainable consistent approach does not come from a tool kit of strategies but in the determination of every member of staff to hold firm. The key is to develop a consistency that ripples through every interaction on behaviour. Where learners feel treated and valued as individuals they respect adults and accept their authority." Paul Dix.

At the beginning of each term staff will remind children of the school rules

- **Be ready**
- **Be respectful**
- **Be responsible**

Boundaries and Acceptable behaviour

We encourage pupils to:

Strive for consideration and courtesy towards others at all times

Strive to achieve their best and to work hard

Respect the school, classroom, friends and themselves helping to make the school a happy, organised place, where learning is not impeded

Embrace difference and individuality, celebrating the richness of everyone's uniqueness

Show tolerance and understanding to all member of our school community and the wider world

The Teacher's Role & Responsibilities

Teachers need to establish consistent levels of acceptable behaviour with the support of parents, governors and management. Positive expectations, praise and reward are the key to successful classroom management. Pupils need to know how to make good choices. They need to receive consistent positive encouragement as means of

motivation. Teachers differentiate for all pupils, taking their personal and social needs into account. All staff relate to the pupils in a way which stresses their positive regard for them by communicating through the use of praise and by creating conditions in the classroom that help to encourage children to perform well. This includes the quality of the learning environment which is well cared for and educationally stimulating.

All staff every day will

1. Meet and greet children at the classroom door
2. Refer to Ready, Respectful, Responsible - the behaviours they expect to see
3. Model positive behaviours and build relationships
4. Plan lessons that engage, challenge and meet the needs of all learners
5. Use a visible recognition mechanism throughout every lesson - Raise hand and wait, and a positive recognition board will be used in every classroom.
6. Be calm and "give up time" when going through the steps before sanctions
7. Follow up every time, retain ownership and engage in reflective dialogue with learners
8. Never ignore or walk past learners who are behaving badly

Middle leaders / Subject leaders

Middle leaders are not expected to deal with behaviour referrals in isolation. Rather they are to stand alongside colleagues to support, guide, model and show a unified consistency to the learners.

1. Meet and greet learners at the beginning of the day
2. Be a visible presence to encourage appropriate conduct
3. Support staff in returning learners to learning by sitting in a reparation meeting and supporting staff in conversations
4. Regularly celebrate staff and learners whose efforts go above and beyond expectations
5. Encourage use of positive notes and positive phone calls

Senior leaders will:

- Meet and greet learners at the beginning of the day
- Be a visible presence across the school and especially at transition times
- Celebrate staff, leaders and learners whose effort goes above and beyond expectations
- Regularly share good practice
- Support staff in managing learners with more complex or entrenched negative behaviours
- Use behaviour data to target and assess school wide behaviour policy and practice
- Regularly review provision for learners who fall beyond the range of written policies

Pupils will:

1. Be ready
2. Be respectful
3. Be responsible

Parents / Carers will

1. Encourage independence and self-discipline, to show an interest in all that their child does in school
2. Foster good relationships with the school and support the school in the implementation of this policy
3. Make children aware of appropriate behaviour in all situations and to be aware of the school rules and expectations

Managing Daily Behaviour in the Classroom

Rewards & Praise

The school implements a positive behaviour policy. Praise and rewards are integral to school life and should be used regularly throughout the day.

It is very important that praise and reward should have great emphasis. Children will achieve more, be better motivated and behave better, when staff commend and reward their successes rather than focus on their failure.

Opportunities to recognise pupil and staff achievement are carefully planned for:

- Dojoes
- Verbal praise
- Favourable comment can and should be entered on pieces of work
- Recognition can be given to success of differing kinds in assemblies
- Children's work can/should be displayed as much as possible both in the classroom and corridors of the school
- A visit to the Headteacher for commendations with class teacher
- Specific privileges can be awarded to individuals/groups of children eg. Use of school facilities (computers, library, games equipment)
- Opportunities for giving children greater responsibility in school should be fostered e.g. playleaders, monitors, School Council
- Positive comments written in books
- Class Trophy Winner of the week award
- Standing up in assembly
- Stickers and merit badges
- Certificates and commendations
- Special class and school assemblies
- Praise postcards sent home
- Class award for attendance
- Phone calls home

Rewards are given for a wide range of achievements. These include the following:

- Perseverance
- Consideration
- Helpfulness
- Excellent behaviour
- Good work
- Kindness shown to others
- Thoughtfulness
- Tidiness
- Politeness and courtesy

- Good attendance and punctuality
- Looking after the environment

Whole School Reward System

Rainbow Awards

These certificates are awarded for good learning. All children receive dojos towards their rainbow certificate given by any member of staff for attributes associated to good learning. These may include resilience, effort, organisation, purposefulness, attitude and commitment.

The children work through the rainbow awards and successes are celebrated in whole school assemblies.

Certificates & Awards

A weekly celebration assembly is dedicated for the praise and recognition of children who have made particular noteworthy progress for Attainment,

Achievement or Attitude.

1. Stickers are given out weekly, during whole school assembly to a 'Trophy Winner' in each class. The child receives a class trophy to keep for the week, which shows they are that week's class trophy winner. They also receive a golden tie that they wear for the week and return.
2. Merit stickers are regularly distributed by the Headteacher to all children for a variety of reasons - quality work, good behaviour etc.
3. Value winners are also chosen weekly in each year group. This is awarded to the children who have demonstrated the school's monthly value
- 4 The class with the best attendance is awarded a certificate in their classroom on a weekly basis. The class with the overall best attendance over the year is applauded in the final assembly.
- 5 Any children who have 100% attendance over the year is rewarded at the end of the school year

Positive Recognition Boards

"The advertising of poor behaviour to the rest of the class doesn't help, but routinely advertising the behaviour that you want does" Paul Dix

Each class will have a Recognition Board. The teacher will write at the top of the board, the behaviour they are focusing on.

Practical steps in managing and modifying poor behaviour

Engaging with learning is always the primary aim. For the vast majority of learners a gentle reminder or nudge in the right direction is all that is needed. Although there are occasions when it is necessary, every minute a learner is out of a lesson, is one where they are not learning. Steps should always be gone through with care and consideration, taking individual needs into account where necessary. Staff should always and consistently in every lesson be praising the behaviour they want to see. Do

not pander to attention seekers. All learners must be given "take-up time" in between steps. It is not possible to leap or accelerate steps for repeated low-level disruption.

Learners are held responsible for their behaviour. Staff in the vast majority of situations will deal with behaviour without delegating. Staff will use steps in behaviour for dealing with poor conduct.

Step 1 - Redirection

Gentle encouragement, a "nudge" in the right direction, small act of kindness

Step 2 - Reminder

A reminder of the expectations Ready, Respectful, Responsible. The teacher makes learner aware of their behaviour. The learner has a choice to do the right thing.

(Give up time) Repeat reminders if necessary. De-escalate and decelerate where reasonable and possible and take the initiative to keep things at this stage.

Step 3 - Caution

A clear verbal caution delivered privately to the learner making them aware of their behaviour and clearly outlining the consequences if they continue. The learner has the choice to do the right thing. Learners will be reminded of their good previous conduct to prove that they can make good choices.

In exceptional circumstances children will progress to steps 4-7

Scripted approaches at this stage are encouraged (see appendix)

Step 4 - Time Out

- The learner is asked to speak to the teacher away from the others
- Boundaries are reset
- Learner is asked to reflect on the next step. Again they are reminded of their previous conduct / attitude / learning
- Learner is given final opportunity to engage with the learning / follow instructions

At this point, if necessary to cool down - diffuse situation, the learner can go to a time out / space in the classroom to reflect on their behaviour. (3 minutes in general should be enough)

Step 5 - Internal Referral

If the step above is unsuccessful, or if a learner refuses to take a time out, then a learner will be asked to leave the room and go to their predetermined partner class. If necessary the learner may need to work outside a teaching area with a member of SLT. If a child has been out of class / not completed learning based on your shared minimum expectations they are expected to complete their work during part of play / lunchtime with their class teacher. Whenever an internal referral has been made, the class teacher needs to fill in a behaviour incident form via CPOMS and speak to Parent/Carer of the child.

Staff will always deliver sanctions calmly and with care. It is in nobody's interest to confront poor behaviour with anger

Step 6 - Reparation Meetings

A restorative meeting should take place before the next lesson, when possible and always on the same day. This can be supported by another colleague or member of SLT. Staff will have a script for the restorative conversation that they feel comfortable with. Choose 5 from the following and address each question together. (See attached)

1. What happened? (listen to each other's account carefully)
2. What were you thinking at the time?
3. What have you thought since?
4. How did this make people feel?
5. Who has been affected?
6. How have they been affected?
7. What should we do to put things right?
8. How can we do things differently in the future?

The teacher will take responsibility for leading reparation meetings. Colleagues will support when requested and the sheets will be forwarded to the Headteacher.

Step 7 - Formal Meeting

If behaviour is consistently poor as shown in internal referrals and several reparation meetings, or becomes a cause for concern there will be a formal meeting with the Head Teacher. There will then be agreed targets that will be monitored over the course of two weeks. Parents will be informed at this stage. Behaviour towards agreed targets will be done discreetly. We do not advertise poor behaviour to other learners or give fame to those who choose not to meet our high standards of behaviour.

A serious breach is an incident that may lead to a fixed term suspension/exclusion. Alternatives to suspension/exclusion where appropriate, will be sought.

Suspension / Exclusion

The Head teacher has the responsibility for giving fixed term exclusions for serious acts of misbehaviour. For repeated, or very serious acts of misbehaviour, the Head teacher may permanently exclude a child. The Head teacher will be guided by DFE and LA advice on exclusions. The Chair of Governors will be informed if either of these sanctions are used.

Child on Child Abuse

St Michael's recognises that children sometimes display abusive behaviour themselves, and that such incidents or allegations must be referred on for appropriate support and intervention. Such abuse will not be tolerated as "banter" or "part of growing up". Please refer to the School's Safeguarding and Child Protection Policy for further details

Getting the Basics Right

Visible Consistency makes everyone feel safe.

These simple consistencies are key to the success of the policy and need to be adhered to by all staff.

Before School	Children come straight into the classroom door between 8.40 am and 8.50 am
Welcoming children	At the start of the day, children should be welcomed into school and into the classroom. This includes the SLT being on the gate and staff standing at their classroom door
Playtimes / end of lunchtimes	Teachers need to be out promptly at the end of playtimes / lunchtimes and be proactive in ensuring children are ready to go into school
Entering the hall for assembly	Children need to come into the hall in silence. It is the Class Teacher's responsibility to ensure this
In the corridors	Children are expected to walk in the corridors
In the playground	Children should not climb on furniture or walls
At lunchtimes	Children should not climb on furniture or walls. There are zones. Playground leaders support activities
Dining Room	Children should line up quietly and be respectful and polite to both Mid-day and kitchen staff
Classroom	Children should not be talking when an adult is teaching
After School	No unsupervised games. Children who are not with parents and are walking home should do so immediately.

Interventions

If one or more children is struggling with inappropriate behaviour a "Circle of Friends" lunchtime group is convened, run by a Pastoral Team to support the struggling child in developing personal awareness, social and self-management skills. This intervention is included on the School's intervention provision map and impact is monitored over the period of the intervention.

This policy will be reviewed every 3 years. It should be read in conjunction with the following policies:-

- Anti-bullying Policy
- Spiritual, moral, social and culture educational Policy
- SEND Policy
- Equal Policy
- Teaching and learning Policy

Pupils with Special Educational Needs

Where pupils have special educational needs there may be situations where the sanctions and rewards may need to be modified accordingly to suit the pupil concerned. This will be done in consultation with the SENCO and class teacher. The SENCO may need to liaise with external agencies as necessary.

Anti Bullying

Bullying is very rare at St Michael's Catholic Primary School. Should an incident of bullying occur, in whatever form, it is dealt with immediately. Bullying is covered with the children through cross curricular activities and specifically with older children through P.S.H.E in the form of drama, debates and circle time. The children are taught that bullying and not reporting any bullying St. Michael's: Behaviour Policy Last Reviewed: Autumn 2018 witnessed, is not acceptable and a victim must always seek help. See associated ' Anti Bullying' policy and 'guidelines for further information'

Restraining Pupils

All members of staff are aware of the regulations regarding the use of reasonable force by teachers, as set out in the DFE circular "Use of Reasonable Force-Advice for Head teacher, Staff and Governing Bodies". Teachers at St Michael's never use force as a punishment for bad behaviour. They may however, *intervene physically* to restrain children to prevent injury to a child, or if a child is in danger of hurting him / herself. The actions that we take under these circumstances are in line with government guidelines on the restraint of children.

The Behaviour Policy will be reviewed by the Governors every year.

Reviewed by Mike Volynchook Chair of Governors Spring 2025

Signed copy available from the school office.

Behaviour for Teaching and Learning – One Page Summary

High quality behaviour for learning is underpinned by relationships, lesson planning and positive recognition. The Code of Conduct Ready, Respectful, Responsible must be displayed in each learning space and referred to in conversations around conduct.

Consistencies

Meet and greet at the door

Model positive behaviours and build relationships

Plan lessons that engage, challenge and meet the needs of all learners

Use **recognition boards** for positive recognition throughout lessons

Raise hand and wait

Refer to **Ready, Respectful, Responsible** "in all conversations about behaviour"

Be **calm** and give "take up time" when going through the steps. Prevent before sanctions

Follow up every time, retain ownership and engage in reflective dialogue with learners.

Never ignore or walk past learners who are behaving badly.

Positives		Consequences
All Staff will use Dojo and reward children for following the school rules. When a child reaches 20 Dojos they are rewarded with a rainbow certificate	Step 1 - Redirection	Gentle encouragement, a "nudge" in the right direction, small act of kindness
Recognition and rewards for effort We recognise and reward learners who go "over and above" our standards. Although, there are tiered awards, our staff understand that a quiet word of personal praise can be as effective as a larger, more public reward. Classroom level Golden tie mention (each class choose children every week. Lunchtime supervisors reward a child at their discretion each week, as do other visiting staff Hot chocolate fortnight (each teacher nominates 1 child Positive postcards / stickers / prizes / Rainbow awards at discretion of the teacher).	Step 2 - Reminder	A reminder of the expectations Ready, Respectful, Responsible. The teacher makes learner aware of their behaviour. The learner has a choice to do the right thing. Deescalate and decelerate where reasonable and possible and take the initiative to keep things at this stage.
	Step 3 - Caution	A clear verbal caution delivered privately to the learner making them aware of their behaviour and clearly outlining the consequences if they continue. The learner has the choice to do the right thing. Learners will be reminded of their good previous conduct to provide that they can make good choices. Children with behavioural needs or SEND may need additional consequences. All staff who work with these children need to be aware of this.
	Step 4 - Time Out	The learner is asked to speak to the teacher away from the others Boundaries are reset Learner is asked to reflect on the next step. Again they are reminded of their previous conduct / attitude / learning Learner is given final opportunity to engage with the learning / follow instructions At this point, if necessary to cool down - diffuse situation, the learner can go to a time out / space in the classroom to reflect on their behaviour. (3 minutes in general should be enough

	Step 5 - Internal Referral	If the step above is unsuccessful, or if a learner refuses to take a time out, then a learner will be asked to leave the room and go to their predetermined partner class. If necessary the learner may need to work outside a teaching area with a member of SLT. If a child has been out of class / not completed learning based on your shared minimum expectations they are expected to complete their work during part of play / lunchtime with their class teacher. Whenever an internal referral has been made, the class teacher needs to fill in a behaviour incident form via CPOMS and speak to Parent/Carer of the child
	Step 6 - Reparation Meetings	A restorative meeting should take place before the next lesson, when possible and always on the same day. This can be supported by another colleague or member of SLT. Staff will have a script for the restorative conversation that they feel comfortable with. Choose 5 from the following and address each question together. (See attached) What happened? (listen to each other's account carefully) What were you thinking at the time? What have you thought since? How did this make people feel? Who has been affected? How have they been affected? What should we do to put things right? How can we do things differently in the future? The teacher will take responsibility for leading reparation meetings. Colleagues will support when requested and the sheets will be forwarded to the Headteacher.
	Step 7 - Formal Meeting	If behaviour is consistently poor as shown in internal referrals and several reparation meetings, or becomes a cause for concern there will be a formal meeting with the Head Teacher. There will then be agreed targets that will be monitored over the course of two weeks. Parents will be informed at this stage. Behaviour towards agreed targets will be done discreetly. We do not advertise poor behaviour to other learners or give fame to those who choose not to meet our high standards of behaviour. A serious breach is an incident that may lead to a fixed term exclusion. Alternatives to suspension/exclusion where appropriate, will be sought.

Appendix 2: Examples of Scripts

Privately and where possible us a;

- calm approach
- use child's name
- child level
- eye contact

deliver message then move away to give take up time.

Reminder

- I noticed you chose to(noticed behaviour)
- This is a REMINDER that we need to be (Ready, Respectful, Responsible)
- You now have the chance to make a better choice
- Thank you for listening

Caution

- I noticed you chose to(noticed behaviour)
- This is the _____ time I have spoken to you. You need to speak to me for 2 minutes after the lesson. If you choose to break the rules again, you leave me no choice but to ask you to go to the table at the back / thinking mat _____ (learner's name). Do you remember when _____ (model of previous good behaviour I expect from you.
- Think carefully, I know you can make good choices
- Thank you for listening / I'm glad we had this conversation

Time out / calming time

- I noticed you chose to (noticed behaviour)
- You need to go to sit at the table at the back / thinking mat) I will come and speak to you in 3 minutes

Internal Referral

- I noticed you chose to (noticed behaviour)
- You need to, one, go to Year / Two, Head teacher's office
- Playground. You need to one, stand by other staff member. Two go to Head teacher's office
- I will come and speak to you in three minutes

Appendix 3

Definitions

School Staff are defined as any paid member of the school community or any person that the headteacher has temporarily put in charge of pupils such as unpaid volunteers or people accompanying pupils on a school trip. Misbehaviour is defined as:

- Disruption in lessons, in corridors between lessons, and at break and lunchtimes
- Non-completion of classwork or homework

Poor attitude, serious misbehaviour is defined as:

- Repeated breaches of the school rules
- Any form of bullying
- Sexual assault, which is any unwanted sexual behaviour that causes humiliation, pain, fear or intimidation.
- Verbal abuse to adults or pupils
- Vandalism
- Theft
- Fighting
- Racist, sexist, homophobic or discriminatory behaviour
- Possession of any prohibited items. These are:
 - Knives or weapons
 - Alcohol
 - Illegal drugs
 - Stolen items
 - Tobacco and cigarette papers
 - Fireworks

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

Off-site behaviour

Sanctions may be applied where a pupil has misbehaved off-site when representing the school, such as on a school trip or on the bus on the way to or from school. This includes the right to exclude a pupil for behaviour that has taken place off-site but may have a detrimental impact on the management of the school.

Sexual Violence and Sexual Harassment

St Michael's has a zero tolerance approach to sexual violence and sexual harassment. We recognise allegations of sexual violence and sexual harassment as potential serious breaches of our Behaviour Policy and reserve the right to enforce our behaviour policy on that basis. We will ensure that processes and protocols are put in place to ensure the protection of any 'victims' as well as attempting to ensure the anonymity of the 'perpetrators'. We will consider whether any such allegation highlights safeguarding concerns and will make appropriate referrals if harmful sexual behaviours are identified.

We acknowledge that our burden of proof in such allegations is 'on the balance of probabilities' and not 'beyond reasonable doubt' as it would be in the case of a criminal investigation. If the allegations are found to be untrue or malicious, we also reserve the right to enforce our behaviour policy.

Malicious Allegations

Where a pupil makes an accusation against a member of staff and that accusation is shown to have been malicious, the headteacher will discipline the pupil in accordance with this policy. Please refer to our Safeguarding policy for dealing with allegations of abuse against staff for more information on responding to allegations of abuse. The headteacher will also consider the pastoral needs of staff accused of misconduct.

Suspensions/Exclusions

In some instances, we may consider it necessary to suspend pupils. This decision can be made by the Headteacher of the school and parents can expect to be informed in writing of the decision to suspension. The reasons to suspend are listed below;

- Abuse against sexual orientation or gender identity
- Abuse relating to disability
- Bullying
- Damage
- Drug or alcohol related
- Inappropriate use of social media or online technology
- Persistent disruptive behaviour
- Physical assault on a pupil
- Physical assault on an adult
- Racist abuse
- Sexual misconduct
- Theft
- Verbal abuse or threatening behaviour to an adult
- Verbal abuse or threatening behaviour to a pupil
- Wilful and repeated transgression of protective measures in place to protect public health.

Fixed Term Suspension/Permanent Exclusion - Fixed Term Suspension

These can be for part of a school day (including lunchtime suspensions) or for whole school days. Schools can issue up to 45 days of fixed term suspensions in a year but must provide education from day 6 of a fixed term suspension (it is advised from the first day of absence). Fixed term suspensions do not have to be for a continuous period.

Permanent Exclusion

In the most serious cases, it may be necessary to permanently exclude a child from this school. The decision to permanently exclude is never taken lightly and has to be ratified by the governing body.

Additional information regarding Exclusion

Only the Headteacher has the legal power to exclude a child and exceptionally a Deputy Headteacher acting in the Headteacher's absence. Exclusion is used only as a last response to a pupil's unacceptable behaviour.

In determining the need and duration of exclusion the Headteacher will consider several factors, and consider if a different approach may be needed.

Sometimes when extreme behaviour is demonstrated a child may need to be removed from the Class /Year Group/School.

Internal Exclusion (up to 5 days)

(Headteacher/SLT)

- Child has no contact with own class or classmates
- No access to playground, extra-curricular or enrichment activities
- Parents informed
- LA informed of likelihood of external exclusion if persistent (Following latest Government Guidelines)

Fixed Short Term Exclusion (up to 5 days per term)

(Headteacher)

- Parents, Chair of Pupil Discipline Committee, LA Officer informed by letter
- Parents may make representations to Pupil Discipline Committee
- Pupil Discipline Committee may meet but cannot reinstate

Fixed Long Term Exclusion (up to 45 days per year)

(Headteacher)

- Parents, Chair and Clerk of Discipline Committee, LA Officer informed
- Discipline Committee Meet (Parents, Child or representative may attend / make representations)
- LA Officer must be invited to attend but may not reinstate
- Discipline Committee either reinstate or uphold exclusion
- Upon return to school or if reinstated child stays on Contract or PSP for a minimum of 10 weeks

Additional Information

If a child should run out of school for whatever reason, staff should not overreact and must never run after them. They may be placing the child in greater danger by doing so. The Headteacher should be informed immediately and lessons returned to normal as quickly as possible.

In most cases the child will remain onsite, stay within visual contact or quickly return. Once the child has calmed down, the Head or appropriate staff member, will attempt to approach the child and calmly persuade them to return to school and discuss the situation. If the child refuses or leaves the site, parents should be informed immediately. If parents and emergency contacts are unavailable the police should be informed directly.

Upon returning the school it must be made clear to the child that there are no justification for leaving the premises and alternative strategies explained ie, voluntary 'time out'. As well as trying to solve the cause of the problem, the child must be left in

no doubt as to the dangers they are exposing themselves to and how seriously school views this behaviour.

Movement in and around school

All movement in and around school should be purposeful. Staff should see that all children are suitably supervised when moving around the school. Expectations of behaviour of children sent around the school with messages or show good work, should be clearly stated and frequently reinforced by appropriate rewards (Dojoes) when followed.

Children not behaving appropriately should be encouraged to do so; reminded of what is expected or face sanctions for repeated relapses. Example: If observed running, a child should be sent back to a stated point and be observed to walk correctly, accompanied by a positive verbal feedback by the teacher or other adult, such as: "there you are, you can walk sensibly. Well Done!" and so on. If observed running with a total disregard for other people or displayed work, then the school sanctions should be brought into play. Children observed behaving appropriately, politely and considerately, ie, holding doors, lining up quietly, should be thanked, praised or rewarded with a Dojoe.

Playtime Supervision

Teachers and Teaching Assistants are required to perform supervisory duties including playtime supervision. Staff are required to supervise playtimes for each Key stage. Supply teachers should cover the duty of absent teachers but should never be without support on playground

All staff should be fully aware of playtime procedures, rules, sanctions and rewards and apply them consistently.

When on duty, staff should circulate and take the opportunity to socialise with children from other classes, whilst maintaining an overview of the play area and spotting potential problems before they escalate. Hi-visibility jackets must be worn.

Upon hearing the whistle, children should stop what they are doing, stand still and remain quiet. Upon the second whistle, they walk to their designated class lines, joining at the back of the line. Staff send children in a class at a time supervised by a teacher, ensuring there is no running or congestion. Good behaviour whilst entering school should be reinforced with praise.

In suitable weather conditions, the field may be used at lunchtimes. This is the decision of the staff on duty.

In poor weather, duty staff may decide that children should not go outside at playtime. In these circumstances teachers remain responsible for the supervision of their own classes. An indoor playtime with suitable, engaging activities provided for the children. It is permissible for teams to share supervision of indoor play allowing teachers a comfort break, provided the classes are never left unsupervised