



Behaviour Policy

Inspire Challenge Succeed

Review Frequency	Every 3 years	Approval Level Required	Full GB
Approved by:	Full GB	Approval Date:	09/02/2017
Signed:		Print Name:	Richard Harding Chair of Governors

*Good behaviour is a necessary condition for effective teaching and learning to take place
....and an outcome of education which society rightly expects.'*

(First sentence of "Education Observed, 5")

Introduction and background

It is essential to recognise that behaviour is a form of communication; practitioners have to look beyond the behaviour and analyse its function. A common principle in behaviour management is looking for the message an individual is communicating through their behaviour: 'All behaviour has meaning'. This is core to functional analysis. This means that presenting behaviours may need to be interpreted with care and with consideration to underlying issues such as pain or distress. This is particularly the case with young people with special needs but all children and young people demonstrate their feelings through their behaviour.

The majority of children and young people demonstrate behaviour that is perceived as both appropriate and good. However, there are a minority of children and young people who exhibit challenging behaviour. Challenging behaviour is defined as "culturally abnormal behaviour(s) of such intensity, frequency or duration that the physical safety of the person or others is placed in serious jeopardy, or behaviour which is likely to seriously limit or deny access to the use of ordinary community facilities" (Emerson, E, 2001).

Common types of challenging behaviour include self-injurious behaviour, aggressive behaviour, inappropriate sexualised behaviour, behaviour directed at property and stereotyped behaviours. This policy has been developed to help us prepare for and appropriately manage this challenging behaviour.

Aims and Principles

This policy is concerned with appropriate behaviour for the whole school. It applies to all pupils and is relevant to all staff who are involved in pupil matters.

The aims are:

- To engender a positive atmosphere, set high standards of behaviour and expect good manners and cooperation by all
- To recognise and reward high standards of conduct and consideration for others
- To provide a secure and stimulating place to work where children and staff are encouraged to strive for excellence
- To ensure the highest standards of learning, teaching and achievement for every child

- To involve pupils in determining what constitutes good behaviour
- To encourage pupils to take responsibility for behaviour, to be aware of the part that their action and choices make to the group as a whole
- To develop respect for religions and moral values of others
- To help children understand that they have a responsibility to report incidents of inappropriate behaviour
- To develop clear consistent guidelines for dealing with incidents where the behaviour policy is not upheld
- To ensure that the needs of children with emotional and behavioural difficulties are met, and that the effect of such behaviours on others is kept to a minimum
- To share the policy with parents and work in partnership with them on matters of pupil behaviour

The following principles underpin our behaviour policy:

- Explicit and regular praise should be used for all types of achievements, including good behaviour
- Everybody in the school community should respect each other and show consideration
- All staff and other adults in school should model appropriate behaviour and think about the effect of their actions and example
- Nobody at the school may put at risk the safety of themselves or others
- Rules and guidelines are clearly displayed and reinforced
- Incentives and rewards for examples of good behaviour are made clear, as are the consequences of not keeping to agreed rules
- To treat each child fairly, as an individual and apply guide-lines consistently
- Pupils are under the care and authority of staff. They are expected to do as instructed, to listen and to show respect to those who care for them
- Setting the school and the class rules that incorporate these expectations is a vital part of our work
- To take into account and build upon the developmental stage every child has reached

Expectations

Our expectations cover behaviour in classrooms, in the hall, at lunchtime (see Appendix 2), on the playground and at other times. They are developed through discussion with children in Personal and Social Education sessions and in:

- class with the teacher and then displayed as a set of class rules
- whole school assembly with the Headteacher and class teachers
- Friday class assembly led by teaching staff
-

Our expectations are expressed clearly in the rules our class rules, which are negotiated and agreed within each class. These may sometimes be adapted to fit in with a particular theme. e.g. Anti-Bullying Week etc.

Promoting Good Behaviour

In order to celebrate achievements and develop children's self-esteem, promoting good behaviour and a sense of responsibility for personal actions towards self and others we have initiated a policy for behaviour management throughout the school. Behaviour is managed in an agreed format at whole school and classroom level in the following ways:

Whole School Strategies: Parent Partnership

Parents and carers act in partnership with the school to have a responsibility for their child's behaviour inside and outside school, which they discharge by the standards they set and the way they encourage good behaviour at home. To make this partnership clear on their enrolment parents/guardians and pupils are asked to sign a Home School Agreement outlining the rules and expected behaviour.

The school has high expectations of behaviour outside school and will take steps to promote appropriate standards, this especially applies on journeys to and from school, behaviour when attending events at the school and on school visits. This policy will be available to all parents on request or via the website.

All Saints Awards

These are given where individual children or classes demonstrate good behaviours and consideration for others. These are given for sensible and respectful behaviours when lining up at the end of each playtime, good behaviour in the lunch hall and in assembly. These are displayed in the school hall and discussed during assemblies.

Class mascots and class rewards

Teachers nominate a child from each class to be given the class mascot each week. These are given to selected children for a range of reasons including progress, improvement in behaviour, making a good effort, helping others, showing particular care for others, special personal achievements. A Headteacher's award postcard is also sent to an identified pupil for a special achievement.

Circle Time and PSHE

Curriculum time is used to develop social, emotional and behavioural skills along with child centred discussion in a non-threatening atmosphere. We involve children in PSHE lessons, class circle time discussions and Peer Mentor sessions in determining what constitutes good behaviour.

MDSA Awards

From time to time, when appropriate, the midday supervisors nominate children for awards for good behaviour during lunchtimes, which are given out by the MDSA or Headteacher. Stickers may also be given out by MDSAs.

Additional provision

Nurture groups may be organised for certain year groups, as appropriate, to provide support for behaviour, socialisation and social development. If a child is nominated for nurture provision, the parents are consulted with and given regular feedback.

Circle Time Mentors

The role of Circle Time Mentors has been established to provide a line of communication throughout the school and give a greater feeling of ownership. It aims to build self-confidence and self-esteem and provide children with positive role models.

Individual Pupil Incentives and Rewards

Rewards are given in the form of either marbles on a card or merits/medals for achievement, effort and positive behaviour. The marbles or merits can then be traded for certificates or badges.

Behaviour cards / Individual Targets

Individual children may be given a card or verbal target in response to specific behaviour modification targets. These are negotiated between the teacher, child and parents when support is needed. They take different formats to suit individual children (e.g. pictures, comments, stickers) and will be used for short periods of time (e.g. six weeks) with regular reviews.

Individual Needs and Support Plans

We recognise that some pupils need more support than others and that they may require additional and regular interventions with their behaviour. Teachers will supplement the core strategies detailed in this policy to meet the needs of cohorts, groups and individuals. These strategies may be temporary and their effectiveness will be reviewed regularly. These strategies will be communicated to all those staff working with the children to ensure a consistent approach.

In some cases, more extensive support is required. If this is the case the SENDCo will support the teaching team in devising an Individual Support Plan. Advice from outside agencies may be sought and built into the plan.

Class Management Strategies

We aim to foster an environment in which emotional resilience and social competence are encouraged alongside quality thinking and learning. The following expectations apply in every class:

- listening without interruption
- keeping on task
- taking care of equipment and facilities
- treating others with respect, politeness and consideration
- acting in a safe manner
- ensuring opportunities are provided for all
- not distracting others
- acting in a responsible manner beyond the classroom
- noise level appropriate to task
- maintaining a tidy working environment
- taking responsibility for your own personal possessions
- keeping your hands and feet to yourself.

Promoting Positive Behaviour in the Classroom

- provide a pleasing and functional environment
- prepare appropriate materials
- arrive in the class in good time
- plan for mixed abilities and learning style
- have appropriate seating / grouping arrangements / check particular seating position for children demonstrating difficulties

- have clear routines
- state positive rules and make known the consequences for rule breaking
- encourage and praise positive behaviour
- enable and maximise pupil's personal responsibility
- develop good working relationships with pupils
- maintain consistent school approach
- use the support of other professionals and parents to promote discipline
- when an incident occurs always refer to the behaviour not the child
- contact the SENDCo if a particular pupil is causing concern, to observe behaviour in the classroom.

Intervention for Handling Low Level Disruption

- tactical ignoring whilst encouraging on-task behaviour
- tactical ignoring with simple directions / rule reminders
- use of non-verbal message, eye contact / body language
- proximity praise
- employ simple directions and a thank you
- rule restatement "You know the rule about..."
- distractions or diversions – asking pupil to help you or asking questions
- defusing conflict – not overreacting to outbursts, expect compliance
- take the pupil aside – "What are you doing? What should you be doing?" If the pupil challenges keep referring to the rule or expected behaviour
- giving simple choices leaving the pupil with responsibility for the consequences
- relocating the child's work or activity situation
- when necessary employ exit procedures

System of stepped sanctions

Sanctions are used to help pupils make appropriate choices about their behaviour. Where children break the home school agreement or school rules they have the right to expect fair sanctions, applied consistently taking into account any special circumstances or special needs.

1. warning and reminding of expected behaviour
2. remedying behaviour (behaviour management strategies) offer options (choose to keep the rule or receive a sanction).
3. formal warning (verbal or visual – if visual, children to be made aware of its exact meaning)
4. final warning
5. sanctions
 - Loss of break time in small increments (e.g. 2 minutes, 5 minutes, 10 minutes), used sparingly
 - Restorative activity e.g. mending broken item, letter of apology
 - Pre-arranged transfer to another classroom (children to be sent with work to be supervised by a teacher, not to a TA or to work unsupervised in a base)
 - The request will to be sent to the office for support from the head teacher or senior teacher
 - Details of incident may be entered into the Pastoral file.
 - Parents may be informed
 - If a pupil regularly has sanctions applied e.g. loss of break time/on report, consider new strategies as the attention may be 'rewarding' or a pattern established. If a pupil regularly reaches the more serious levels of stepped sanctions a Behaviour Support Plan may be drawn up

Motivation Cooperation Creativity Independence Curiosity Stickability

Intervention for Handling Break-time and Lunch time issues

- strategies outlined above
- increased supervision of a pupil or group of pupils
- MDSA's organise play activities and provide plenty of equipment
- removal of equipment resulting in conflict e.g. sticks
- limiting permitted area for free play for certain individuals
- splitting individual children up
- help children re-negotiate rules of game
- reinforcement of advice before break and checks at end of break
- reinforce specific targets linked to Behaviour Support Plan
- child selected to attend a lunch club

Searches and Confiscation:

In line with the DFE Document 'Searching, Screening, Confiscation: advice for schools'(DFE-00034-2014 updated September 2016):

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

What can be searched for?

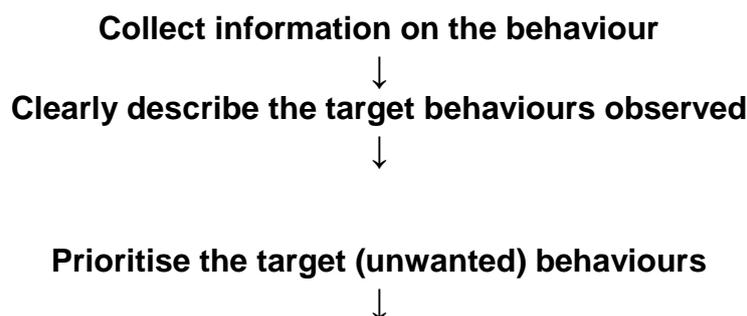
The law says that the following items can be searched for:

- Knives, weapons, alcohol, drugs and stolen items
- Any article that a member of staff reasonable suspects has been or is likely to be used to commit an offence or to cause personal injury or damage to property
- Any item banned by the school rules including mobile phones, electronic games.

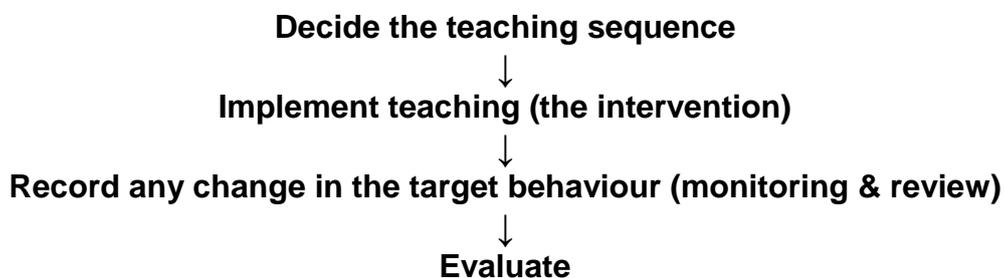
School staff may seize any prohibited item found as a result of a search of a pupil or their property. Staff may also seize any item which they consider harmful or detrimental to school discipline. Depending on the type of item confiscated, it may be passed directly back to a parent, returned to the child at a later date or handed to the police. The school also has the right to retain or dispose of an object where appropriate i.e. a lighter or matches.

Breaking the Rules / Sanctions

If a child chooses to break the class rules and behaves or acts towards others or themselves in an unacceptable way the following model is put into action



Motivation Cooperation Creativity Independence Curiosity Stickability



Use ABC (antecedents, behaviour, consequences) behaviour diaries, SMART* and 'loads' (talking out of turn, out of seat, attention problems, description).

*THE SMART PRINCIPLE - **Specific Measurable Achievable Relevant Time limited**. State the behaviour to be targeted in clear language that you can "see and / or "hear".

Reckless or dangerous actions

If a child behaves in a reckless or dangerous manner e.g. risking the safety of others or school property, then parents will be contacted as soon as possible without taking the stages of the step-by-step approach described above. Parents will also be contacted as soon as a child exhibits behaviour likely to put them at risk of exclusion.

Early years behaviour management

Children arrive in school with many different expectations of what constitutes good behaviour. Social behaviour, group behaviour, learning behaviour and school behaviour are in effect new skills to be learned. For these reasons behaviour modification is dealt with in a different manner in the Early Years. Children are given time to adjust to school expectations and the school responds to their needs. Much time is given for observation of children in their new learning situation, in order to meet their needs. Admonishment by the teachers or removal from a situation are the normal sanctions applied at this stage, although the emphasis is on positive role models and praise for positive behaviour in any situation.

Biting Incidents

If a child bites another child, then the Headteacher must be informed and he will then talk to the children involved. The teacher will inform the parents of all children involved. The incident must be recorded. If the bite draws blood, medical advice must be sought. Repeated biting incidents may result in a temporary exclusion for the safety of all parties.

Exit Procedures / Seclusion and Exclusion

If it is necessary to exit a child from the class the teacher will send for the Headteacher, Senior Teacher or another member of staff by sending a 'yellow card' to the school office.

- The pupil should be exited from the room if they are seriously and / or persistently infringing the rights of the teacher and / or the rights of pupils
- Ideally, the pupil should have been given a clear choice between conformity or exit prior to initiating exit procedures

- All actions taken must follow School Safe guidance and should ensure that risk is minimised
- If the child refuses to leave then it may be appropriate to ask the rest of the class to leave
- Immediately following the exit of the pupil, the teacher should re-establish working relationships with the rest of the class

The child will be removed to a place of safety where an adult will supervise them. If necessary parents will be informed and appropriate action will be taken, possibly involving a period of internal exclusion.

Offsite behaviour

The Education and Inspections Act 2006 gives schools the statutory power to impose sanctions designed to regulate student behaviour, where reasonable. This would apply to situations such as a pupil's journey to and from school, when on school visits and when a student is representing the school.

In such circumstances sanctions will only be applied on the school site under the supervision of a member of school staff. The code of conduct, sanctions and rewards will apply to students travelling to or from school, or wearing school uniform, or in some other way identifiable as a pupil at the school. In making such judgments staff should consider whether or not the conditions above apply, that could have repercussions for the orderly running of the school or pose a threat to another pupil or member of the public or could adversely affect the reputation of the school.

Use of reasonable force to control or restrain pupils

At All Saints' CEVC Primary School, the use of reasonable force (restraint procedures) is an absolute last resort, however, in accordance with the Education and Inspections Act 2006, All Saints' CEVC Primary School staff who are authorised by the Headteacher, have the right to use reasonable force to prevent a pupil from doing, or continuing to do any of the following:

- injuring themselves or others;
- causing damage to property (including the pupil's own property);
- engaging in any behaviour prejudicial to maintaining good order and discipline in class/school, where all other strategies have been applied;
- committing a criminal offence (including behaving in a way that would be an offence if the pupil were not under the age of criminal responsibility).

It is very rare for these measures to be necessary. Any incidents would be recorded and parents informed. Designated staff are fully trained by Suffolk County Council appointed trainers in the use of de-escalation and restraint procedures.

Fixed-Term and Permanent Exclusions

The school rarely uses formal exclusion. However, in response to a serious breach, or persistent breaches, of the school's behaviour policy or where allowing the pupil to remain in school would seriously harm the education or welfare of the pupil or others in the school, short term or permanent exclusion will be considered. Whenever possible the school will make clear to parents/carers and agencies involved with the child that they are 'at risk' of exclusion. Every possible avenue will be explored at this time to reduce this risk.

Only the Headteacher has the power to exclude a pupil from school. The Headteacher may exclude a pupil for one or more fixed periods, for up to 45 days in any one academic year. The Headteacher may also exclude a pupil permanently. It is also possible for the Headteacher to convert a fixed-term exclusion into a permanent exclusion, if circumstances warrant this.

If the Headteacher excludes a pupil, parents will be informed immediately and given reasons for the exclusion. At the same time, the Headteacher will make it clear to the parents that they can, if they wish, appeal against the decision to the Governing Body. The school informs the parents about how to make any such appeal. The Headteacher informs the Governing Body about any permanent exclusion, and about any fixed-term exclusions. The Governing Body itself cannot either exclude a pupil or extend the exclusion period made by the Headteacher.

For the first 5 school days of an exclusion, it is the responsibility of the parent to make sure their child is not in a public place during normal school hours unless there is a good reason.

Pupils whose behaviour at lunchtime is disruptive may be excluded from the school premises for the duration of the lunchtime period. In such cases the legal requirements in relation to exclusion, such as the Head teacher's duty to notify parents, still apply. Lunchtime exclusions are counted as half a school day for statistical purposes and in determining whether a Governing Body meeting is triggered.

The Governing Body has a discipline committee, which is made up of three members. This committee considers any exclusion appeals on behalf of the governors. When an appeals panel meets to consider an exclusion, they consider the circumstances in which the pupil was excluded, consider any representation by parents and consider whether the pupil should be reinstated. If the governors' appeals panel decides that a pupil should be reinstated, the Headteacher must comply with this ruling.

- Where requested by a parent, the Local Authority will need to arrange an independent review panel to consider the decision of a governing body to uphold a permanent exclusion.
- Panel members will need to be trained in how to perform their role.
- The Local Authority will also need to appoint a special educational needs expert to advise the panel, where requested by a parent.
- The independent review panel will be able to uphold the decision to permanently exclude a pupil; recommend that the governing body reconsider its decision; or direct the governing body to reconsider its decision. A direction to reconsider will be limited to circumstances where a panel decides that the school has acted illegally, irrationally or in a procedurally flawed manner

Inclusion and Equal Opportunities

The behaviour policy is monitored to ensure that all children have equal access to a high quality education. This is achieved through:

- Monitoring of the effectiveness of the policy by staff and the Senior Teacher
- Monitoring of all exclusions and instances of internal exclusion, focusing on the impact on minority groups
- Involvement of the DDA committee in the analysis of the results of parental feedback, questionnaires and meetings with the Parent Forum

- The behaviour policy will be adapted to meet the needs of the individual, children with disabilities or special needs will have the policy adapted through ISPs to ensure appropriate strategies are used. All reasonable adjustments will be made according to each individual child's needs.

- All strategies used must meet the school and LA Safeguarding Children policy.

This policy is implemented in conjunction with:

- Safeguarding Policy
- Equality and Diversity Policy
- Racial Equality Policy
- Equal Opportunities Policy
- SEND Policy
- Anti-Bullying Policy
- PSHE and Citizenship Policy
- Use of Reasonable Force

Overview of rewards

As a school we recognise that explicit and regular praise should be used for all types of achievements, including good behaviour. On a day to day basis, all staff are actively identifying and praising good behaviour. All adults in the school can give praise and rewards to children, according to the year group they are working with.

In addition to the information outlined in the policy, below is a summary of the systems used in each year group, appropriate to the age of the children. Teachers constantly evaluate the effectiveness of these and may change them according to the needs of each individual child or class.

Reception:

A cloud behaviour system is used where all children start on 'sunshine' every day. A warning and raincloud is used for bad behaviour. A rainbow is used for extra special behaviour. If a child reaches the rainbow, then they get awarded a team point.

The class are divided into 4 teams. Children can get a team point for following behaviours: good manners, kindness, good tidying, trying really hard and helping others. At end of each half term, winning team gets a treat!

Acorn Class also have kindness tree. If they do an act of kindness they it is recorded on a leaf, which is added to the tree along with a team point. Leaves are given for children when they display positive behaviours good friendships and that they have helped others.

Year 1

In Year 1 they have a marble jar and team points.

Year 2

In year 2 children have a marble jar and can earn stars for their rockets.

Year 3:

Marbles are given out to children when they display good learning behaviours, such as good listening, positive engagement with their learning and stickability. Each half term the children with the most marbles have a treat as a reward.

For poor behaviour, children are given a verbal warning, their name is written on the board and then minutes are missed from break time.

Year 4:

Raffle tickets are given out to children for exhibiting positive behaviour. These go into a jar and at the end of the week names are drawn and these children get to choose a small prize.

A behaviour board displays a rain cloud and smiley sun on. If children are showing positive behaviour their name is added to the sun and a ticket given.

For poor behaviour, children are given a verbal warning, their name is written on the board and then minutes are missed from break time.

Year 5:

Raffle tickets are given out to children for exhibiting positive behaviour. These go into a jar and at the end of the week names are drawn and these children get to choose a small prize. Golden willow leaves are also used when children display behaviour that has impressed the class teacher, for example their behaviour on a school trip.

For poor behaviour, children are given a verbal warning, their name is written on the board and then minutes are missed from break time.

Year 6:

Postcards are sent home to children in recognition of good behaviour and positive attitudes to their work. These are related to effort and achievement as good behaviour is the expectation for children in year 6.

For poor behaviour and lack of application to their work, children must finish their work at break time, they may be sent out of the classroom to work or the class teacher will contact parents to make them aware of concerns.

General/whole school

Children who have worked exceptionally hard, have completed high quality work, made an improvement in their work, reached a target for work and/or behaviour or who have a particular achievement (in or out of school) are often taken to the Headteacher for specific praise and receive a Headteacher Award sticker or certificate.

Raising concerns about behaviour or anything in this policy

Staff who have a concern about a pupil's behaviour should bring it to the attention of a member of the Senior Leadership Team as soon as possible. All staff should consistently follow the procedures in this policy, however, if you think the effectiveness of this policy could be improved, updated in anyway, or you feel uncomfortable about something in this policy, you should also report this to a member of the SLT.

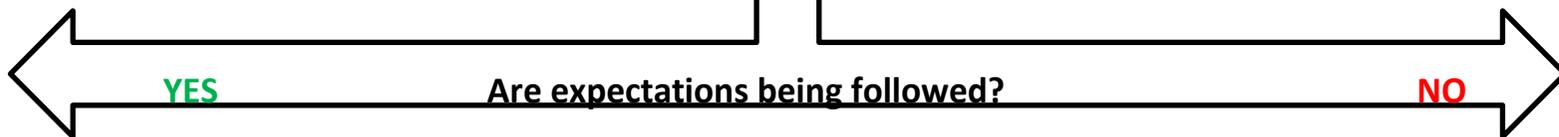
Behaviour Flowchart

Our positive approach:

- **Expectations**
- **Praise and Rewards**
- **Consequences**

Expectations

1. Follow instructions given by adults at all times.
2. Keep hands, feet, teeth and objects to yourself.
3. Look after your belongings and your school.
4. Behave sensibly and safely in school.
5. Be kind and show respect to each other.
6. Be polite and helpful to everyone.



Praise & Rewards

- Meaningful positive praise.
- Parents informed for exceptionally good behaviour.
- Headteacher's rewards and recognition
- Class reward systems – raffle tickets, marbles, team points, postcards, golden leaves
- Stickers, badges & certificates
- 100% Attendance award
- Being selected for special events
- A 'book of good things' for identified children to encourage positive behaviour and improved self esteem

Consequences

- Verbal warning.
- Name placed on rainclouds/ class boards.
- Moved to different part of classroom to work.
- Loss of some playtime.



Consequences

- Involvement of headteacher/ SLT
- Moved to another classroom to work
- Parents informed.
- Recording of all incidents, identifying triggers.
- Loss of playtime
- Note – Further Sanctions and parental contact will commence for continuous unacceptable behaviour.

- Referral to Behaviour Support Service and /or external agencies for support and advice.
- Behaviour Support Plan in place with triggers and sanctions identified
- Regular liaison with parents
- Exclusion may be considered in extreme cases where behaviours continue to escalate and become unsafe for the child, other children and adults

Have behaviours escalated and become unsafe?

Our Assembly Rules

- Enter quietly, look 👁️👁️ and listen. 🦻
- No talking or whispering while assembly is taking place.
- Enjoy the joining in times, remember to stop at the hand signal.
- Keep your hands and feet to yourself
- Recognise achievements by clapping 😊
- No whooping and cheering. 😞

Dining Hall Rules

- We line up quietly while we wait our turn
- We talk quietly in the dining hall – use our indoor voices
- We carefully lift our chairs in and out
- We move safely and quietly in the dining hall
- We make sure food does not drop onto the floor
- We use a knife and fork
- We finish what we are eating before we speak
- We stay in our seat whilst eating
- We raise our hand when we need to speak to an adult
- We remember our manners and say 'please' and 'thank you'
- We face forwards at all times

We respect ALL the lunchtime staff and helpers

All Saints' CEVC Primary School - Home School Agreement

Ethos of the School

Our school is a community where adults and pupils learn, play and work together. There is a high standard of behaviour, marked by respect and responsibility. Everyone is expected to contribute to good personal relationships.

Our school provides an exciting, safe and nurturing working environment where children play an active role in their learning. Teachers and parents work together, supporting and encouraging children, so that each child will reach his/her full potential.

For the Child

I will try to keep to these rules:

- To respect others.
- To be polite and kind.
- To control my temper.
- To be honest.
- To be careful.
- To be a good listener.
- To keep my hands and feet to myself.

I will also:

- Bring any equipment I need.
- Be tidy in appearance.
- Do all my class work and homework as well as I can.
- Keep the school neat and tidy.
- Tell an adult if something is upsetting or worrying me.

Child's Name

For the Parents / Guardians

For the Parents / Guardians

I / We will

- Ensure my child attends school regularly, arrives on time and let the school know of any reason for absence.
- Make the school aware of any concerns or problems that might affect my child's work or behaviour.
- Ensure my child has the correct clothing and equipment (all marked with the child's name).
- Uphold the ethos and rules of the school
- Support the school's policies and guidelines for behaviour.
- Support my child in homework and other opportunities for home learning.
- Encourage my child in his/her work and attend parents' evenings.
- Read school newsletters and correspondence.
- Not bring the name of the school, staff, parents or pupils into disrepute in public forums such as social networking sites (e.g. Facebook)

Parent's / Guardian's signatureDate

For the School

We will

- Care for your child's safety and happiness.
- Aim for your child to reach his/her full potential.
- Endeavour to achieve high standards of work.
- Endeavour to achieve high standards of behaviour.
- Keep you informed about your child's progress and about general school matters.
- Welcome you into school.
- Investigate problems and aim to resolve them promptly.

Headteacher's signature

For Us All

We will work together in partnership and listen to each other's ideas.

Appendix to behaviour and Discipline Policy - Procedure for dealing with absconding pupils

To abscond is to 'leave without permission'.

Under Section 3 of the Health and Safety at Work Act, 1974 and in Common Law, schools and other education settings owe a duty of care towards their pupils. This duty of care requires that all reasonable steps are taken to ensure that pupils are safe and remain within the care of the school at all times throughout the school day and during school led activities.

Where a pupil (present at formal registration) is found to be missing from school without authorisation the following procedures should be followed:

1. Member of staff to inform Headteacher or member of SLT, and main office - on standby ready to phone police should child not be found and considered at risk.
2. Headteacher or member of SLT organises search of buildings and known places that the pupil may have gone to. If the pupil is not found or within vision, then all available staff to complete a thorough sweep of the school and check the perimeter of the grounds.
3. Consideration will be given to whether the search should be extended beyond the school perimeter. This decision will be based on staff's knowledge of the child and on the levels of risk, and on what action is in the child's best interests.
4. The SLT lead may direct additional staff to join the search in a vehicle, taking a mobile phone to contact school.
5. If decision made not to pursue then police are phoned.
6. If a pupil is seen to be leaving the school premises without authorisation, either via the front school entrance or via perimeter fences/gates, staff should follow the pupil at a safe distance and try to persuade the pupil to stay in school where possible.
7. At all times staff must be aware that 'chasing after' a pupil may encourage the pupil to leave the immediate vicinity of the school and may also cause the pupil to panic, possibly putting him or herself at risk by running onto a busy road, for example. Therefore, staff should follow at a distance, monitoring the ongoing risk.
8. Should the child put themselves in danger then immediate physical intervention may be required to prevent risk of serious injury.
9. If the searching staff lose sight of the student, they must contact the school office giving details of their location and the clothes which the student is wearing.
10. Any members of staff who leave school grounds should take mobile phone if feasible, to keep contact with school. Staff at school maintain contact and phone police if necessary.
11. School office to contact parents/carers and inform them of the situation.
12. Once a pupil has been found then the lead SLT member will use their professional judgement to outline the response towards the pupil and the support the pupil will need in the future.
13. A written report will be filed on the incident.
14. Member of SLT to brief police and parents.
15. Parent and pupil (where appropriate) discuss matter with Headteacher
16. Risk assessments for the pupil would be reviewed, once all information gathered.