



ST. NICHOLAS SCHOOL CHILD OKEFORD

A CHURCH OF ENGLAND VOLUNTARY AIDED PRIMARY SCHOOL

MISSION STATEMENT

Be the best you can be!

I can do all things through God who strengthens me.

Philippians 4:13

Every voice heard, every day a new chance, everyone exploring opportunities.

BEHAVIOUR AND DISCIPLINE POLICY

POLICY SUMMARY

This policy sets out measures which:

- *promote good behaviour, self-discipline and respect;*
- *prevent bullying;*
- *ensure that pupils complete assigned work; and*
- *regulate the conduct of pupils.*

It takes into account the Governing Body's behaviour principles (Appendix 1) and includes regards for:

- *screening and searching pupils;*
- *the power to use reasonable force;*
- *when to work with outside agencies to assess the needs of pupils who display continuously disruptive behaviour;*
- *pastoral care for staff accused of misconduct; and*
- *working in partnership with parents and carers.*

It sets out the standard of behaviour expected of pupils at Child Okeford School. It also determines the rules and sanctions for breaking rules and outlines the key learning behaviours and attitudes that we believe promote 'outstanding behaviour'. It relates to and should be read in conjunction with the following documents: Child Protection Policy, Anti-Bullying Policy, SEND policies and Home School Agreement.

DATE ADOPTED
March 2018

REVISION NUMBER
1

LAST REVIEW

NEXT REVIEW
March 2020

1. Introduction

- (1) At Child Okeford School, our core principle is to create a positive learning environment where all children receive positive reinforcement and are shown mutual respect and kindness from each other and staff.
- (2) This policy pays due regard to the Equality Act 2010 – including aspects of safeguarding and SEND. It relates directly to our Child Protection Policy, e-safety Policy and our School Charter, which applies to all members of our school community. It has been written with due regard for the ‘Ten key principles for improving the quality of pupil behaviour’ (DFE January 2016). This policy correlates directly to our Home School Agreement and Anti-Bullying Policy.

2. Aims of the policy

- (1) **Our Core Aim: to develop happy, well-rounded confident individuals who achieve their potential as a result of a wealth of experiences.**
- (2) In order to achieve this, we strive to develop a trusting and caring environment, based upon mutual respect and understanding of the Christian values of **Love, Hope and Trust**. The main aim of the Behaviour Policy is to maintain the highest levels of acceptable behaviour to ensure all children can achieve their potential.
- (3) Should there be issues, we aim to support the child to adjust their responses and behaviour in an atmosphere of trust, forgiveness and fairness.
- (4) We do this by:
 - (i) listening respectfully;
 - (ii) explaining the consequences of their actions, to develop their concept of justice;
 - (iii) ensuring that consequences are proportionate to the age and needs of the child; and
 - (iv) offering forgiveness.
- (5) The school will ensure that there is consistency, clarity and fairness when dealing with incidents of inappropriate behaviour. We will have the same high expectations of good behaviour for all members of our school community, noting that some children will need additional tools to help them to succeed.

3. Whole school approach

- (1) We believe that a child’s relationship with themselves, others and the curriculum directly impacts on their behaviour. We therefore strive to:
 - (i) develop **self confidence and belief** through promoting positive learning attitudes and attributes (Appendix 2 Learning to Learn);
 - (ii) promote **good relationships** within and beyond our school community; and
 - (iii) ensure that the **curriculum matches the needs of the children**, encourages high levels of engagement and develops effective learners.
- (2) In addition to this we have developed a **School Charter** which encourages adults and children alike to ‘**Get it RIGHT!**’
Respect and listen to others.
Independence - takes greater responsibility for their own learning and behaviour.
Go global-think beyond themselves and their own community, thus developing an understanding of ‘collective responsibility.’
Have high expectations of themselves and others.
Trust each other and take risks in order to develop positive attitudes and attributes that promote effective learning behaviours and **positive relationships**.
- (3) This Charter is displayed in each classroom. As part of our wish to promote and develop as a Rights Respecting School; rights and responsibilities are discussed on a

regular basis with the children, with a range of activities being carried out to extend their understanding.

4. **Learning behaviours**

- (1) At Child Okeford School we believe **outstanding behaviour** is not simply about following a set of rules and guidelines. It is about creating an ethos that directly involves our pupils in creating a safe, happy and engaging learning environment that promotes high expectations and develops individual and collective responsibility. We therefore, encourage everyone in our community to '**respectfully challenge**' each other and actively seek to develop the following key learning attributes: RESILIENCE, REFLECTION, RESOURCEFULNESS, RISK TAKING and above all positive RELATIONSHIPS. By doing so we believe that individuals can realise their potential and thus strengthen the learning power of our community as a whole (Appendix 2). www.childokeford.dorset.sch.uk
- (2) We know that teaching children about these skills increases their ability to deal with their own behaviours and gives them tools for talking about the way they make choices in school. It also supports those who have difficulty in managing their behaviour. It exemplifies what outstanding learning behaviour looks like, when all those skills are in place.

5. **Strong school leadership**

- (1) At Child Okeford School the Governing Body is committed to supporting high standards of behaviour. The children will be able to voice their opinions about behaviour in school and help to create school policy. The Headteacher will have a high profile amongst the children and develop positive relationships which will enable a more personal approach to dealing with unacceptable behaviour. The Headteacher will support all staff in maintaining good discipline and will keep staff, parents and governors up to date with Department for Education (Dfe) and local guidance relating to behaviour in schools.
- (2) Unacceptable behaviour will be dealt with promptly and effectively to ensure that learning is not disrupted and that children's and staff's emotional wellbeing is not compromised. Our approach to behaviour will have due regard to the Equality Act, Special Educational Needs and safeguarding procedures. Behaviour is tracked daily on our internal tracking systems. Class teachers are supported by senior leaders to provide solutions for persistent low level misbehaviour or more concerning issues. More detailed reports for individual incidents are also recorded and discussed with parents.

6. **Classroom management**

Good classroom management is **key** to promoting good behaviour. At Child Okeford School we expect all classrooms to have:

- (i) a positive classroom tone;
- (ii) the School Charter displayed;
- (iii) Key Learning behaviours displayed (Relationships, Reflection, Resourceful, Risk Taking and Reflection);
- (iv) clear expectations about work and work that is set at an appropriate level for the child;
- (v) a visual timetable so children know what is planned for the day;
- (vi) an attractive, tidy, well-cared for environment;
- (vii) a well-planned environment so that children can move easily, can find resources, property respected etc.;

- (viii) a time out area for children to ‘cool down’. In classroom and by arrangement with colleague.
- (ix) Class lists and details of pupils (with due regard to information sharing principles) who are being supported with their behaviour available for cover/ supply teachers so that consistency can be maintained (medical and behaviour file); and
- (x) strategic seating arrangements for children when working on the carpet or at a table.

7. **Rewards and sanctions**

- (1) Rewards are used to support class and team working, as well as providing ideal means of rewarding notably good behaviour. Within the established positive learning environment at Child Okeford School, children should expect to receive regular praise from all they come in to contact with. Class teachers are encouraged to agree rules with their new classes and use a range of personally favoured strategies as incentives for the pupils to behave well.
- (2) Classroom strategies can include:
 - (i) verbal praise and encouragement;
 - (ii) non-verbal praise and encouragement;
 - (iii) stickers/ badges/ certificates;
 - (iv) special seats;
 - (v) sharing work with other classes and staff;
 - (vi) notes homes/ texts home;
 - (vii) taking examples of work home;
 - (viii) inviting a parent in to see work;
 - (ix) student of the day;
 - (x) carrying out special jobs; and
 - (xi) class time/ helping in other classes.
- (3) Whole school strategies can include:
 - (i) Class cup and certificates linked to learning behaviour /attitudes and Christian values;
 - (ii) attendance rewards- weekly and termly;
 - (iii) letters home;
 - (iv) work displayed;
 - (v) Endeavour cups;
 - (vi) Table of the week (Lunchtime) and
 - (vii) Playground Charter.
- (4) Monitoring: behaviour is closely monitored:
 - (i) Children causing concern are discussed at weekly staff meetings and this is shared with Teaching Assistants and Lunchtime Supervisors.
 - (ii) The Headteacher and teachers log incidents in their ‘Causing Concern Logs’ and bullying and racist incidents are also logged on our agreed proforma and parents informed. A file is kept in the school office.
 - (iii) Behaviours relating to safeguarding are recorded on our Statement of Concern Form and discussed immediately with the DSL or Deputy DSL. These documents are stored in a secure cabinet in the Headteacher’s office.
 - (iv) Where necessary outside support (Behaviour Support; Educational Psychologist etc) will be sought for children who have difficulty and a programme of support implemented.
 - (v) We annually seek the views of parents and children and review our strategies and procedures accordingly.
- (5) Sanctions:

- (i) When a pupil's behaviour falls below an acceptable standard, sanctions using our stepped approach will be enforced. Through working closely and openly with pupils and their families, it is our aim at Child Okeford School, to resolve behavioural issues at the earliest possible stage. Behavioural concerns are logged by class teachers and monitored regularly by the Head Teacher and SENCO.
- (ii) The purpose of a sanction is:
 - (a) to remind the children of what acceptable behaviour at St Nicholas is;
 - (b) to ensure that children understand when their behaviour has been unacceptable; and
 - (c) to show that action has been taken where another child, or children, has been hurt or upset as the result of another child's behaviour.
- (iii) Whatever the sanction issued, the behaviour will be discussed with the child so that they understand why the behaviour is unacceptable. It will also give the child an opportunity to explain what went wrong.
- (iv) It is important that we communicate with parents and carers when behaviour has fallen into the more serious category. A class teacher or senior member of staff will contact the parent to inform and gather any background information. A further meeting can be held at the end of the school day. This is to avoid any surprises or difficulties for the parent and to demonstrate partnership with the family.
- (v) It is essential that the sanction be proportional to the behaviour. For some children, a more individual behaviour plan is necessary. However, for the majority of children, the stepped approach is taken. The eight steps are a graduated approach, which allows the children to be reminded. We always comment upon the behaviours and do not speak negatively of the child.

STEP 1	I will receive a reminder (<i>phrased positively – “show me good listening”, “how should you be sitting?”</i>).
STEP 2	I will receive a warning (<i>teacher writes child's name on board/ child moves name</i>).
STEP 3	I will be moved (<i>e.g. to sit at another desk, sit on the carpet</i>).
STEP 4	I will miss something I like (<i>e.g. playtime, lunchtime, Class Time (not lessons)</i>) and my parents may be informed by my class teacher.
STEP 5	I will have time out in another teacher's class and my parents will be informed by my class teacher.
STEP 6	I will have time out with the Key Stage Leader and my parents will be informed again by my class teacher.
STEP 7	I will report to the Headteacher and receive a target card and my parents will be informed of my poor behaviour by letter.
STEP 8	I will report to the Headteacher and receive a target card and my parents will be informed of my continued poor behaviour by letter.

- (vi) The table below sets out the range of sanctions we have to deal with unacceptable behaviours and the stepped approach:

More serious behaviours	Step	Actions taken
Biting	7	Contact with parent/ carer immediately after incident
Spitting	6	
Swearing	5	
Wilfully damaging property	5	

Racist incidents	7	Report to County
Bringing knives/ objects that could cause harm to others	Fixed term exclusion	Report to County
Deliberate physical assault to staff /Pupil	Fixed term exclusion	Report to County

8. **Continual behavioural issues**

(1) The SENCO and Headteacher will assist with any persistent challenging behaviour in any context. An assessment of the child’s needs is undertaken and a meeting with school staff and parents is initiated. At this meeting the following will be discussed:

Action	Purpose	Possible strategies
Placing the child on the SEN register Creating a pastoral support plan or Individual Behaviour Plan	Focus on strategies which may provide a change in the child’s behaviour	Time out (either in class or out) this must be a safe space agreed with the Individual Behaviour Plan, also called Pastoral Support Plan. The child also has input and, when developing their plan, can include earning ‘points’ towards a negotiated reward. Nurture group support
Refer for ELSA support Contact with the child’s GP For a referral of support if SEMH (Social , Emotional, Mental Health) need	Camhs referral ELSA referral Bereavement counselling	Support for mental health needs such as anxiety, depression, self-esteem issues, self-harm, anger management
Referral to behaviour support	This could also include other outside agencies or offering families support from our Family Support Worker	Provide additional strategies and support to school and family beyond our expertise
Implementing a more focused monitoring process	Records must be kept to gather a picture of the behaviour, including when things are going right.	Lunch/ playtime book, log of aggressive incidents.

(2) An example of a target card can be found in Appendix 3.

9. **Exclusion**

- (1) Fixed term and permanent exclusions: as part of our positive behaviour strategy and depending upon the severity of a misdemeanour, the school expects to use supervised internal exclusions as much as possible before moving to the formal terms of our ‘out of school’.
- (2) Exclusions procedure: a **fixed term exclusion** of a few days or less can be used and the local authority informed. The school believes in a graduated response and will seek the advice of all professionals in making its decision.
- (3) Where a child’s behaviour causes significant concern and the range of strategies outlined above has failed, there will be a referral of the issue to the Chair of Governors who acts on behalf of the Governing Body to agree whether or not it is

appropriate to move him/ her on to the terms of the Exclusions Procedure(Appendix 4).

10. **Behaviour strategies and teaching of good behaviour (including anti-bullying)**

- (1) Strategies are put in place to tackle low level distraction in class which are matched to the child's particular circumstances. These are usually short-term, positive strategies which take into account the child's point of view. Through our PSHE curriculum and assemblies, children have the opportunity to discuss issues and voice concerns. Stories, images and songs are shared which children are encouraged to reflect upon.
- (2) The school believes that nobody has the right to hurt other people by hitting or kicking them, calling names, spreading rumours about them or by doing anything else which is intended to be upsetting. All children have a right to learn in a supportive, caring and safe environment without fear of being bullied. The school has a clear policy on the promotion of positive behaviour. Bullying is wrong and it will not be tolerated at Child Okeford School.
- (3) To support this principle, all children are taught regularly, through class PSHE lessons and assemblies, that bullying may be verbal, physical or through the use of technology and will not be tolerated by the school in any form whatsoever. They are made aware that any repetitions or patterns of unkind behaviour will be treated as bullying and significantly, that speaking out is essential. Children are taught that being safe is the most important thing and that every child has the right to feel safe in our school.
- (4) We have a 'No blame' approach to bullying. This Support Group approach which rests upon 'no blame', although where there is indisputable evidence that bullying has taken place, sanctions will be agreed alongside the strategy. Parents will always be notified and involved.
- (5) Please refer to our **Anti – Bullying Policy** that can be found on our website: www.childokeford.dorset.sch.uk See also: *Preventing and tackling bullying. Advice for Headteachers, staff and governing bodies July 2017* www.gov.uk/government/.../Preventing_and_tackling_bullying_advice.pdf

11. **Playtimes**

Behaviour during morning and afternoon break times is monitored by the staff on duty – this is our Teaching Assistants and Teachers. Playground leaders (children) zone the playground area and set out the toys. Any incidents are dealt with by the staff on duty and shared with the class teacher. Play leaders and buddies support the staff in this. Children who have 1:1 support are monitored by their Teaching Assistant (TA). Any serious incidents are drawn to the attention of senior staff immediately, for example, physical assaults or verbal abuse (including swearing). Children can miss their playtimes as a sanction, using the steps. On rare occasions, children could be asked to stay in and complete tasks that remain incomplete, if required.

12. **Lunchtimes**

Lunch times are the immediate responsibility of the lunchtime supervisor assistants (LSAs). The playground is zoned for different activities. We aim to reduce playground problems by ensuring staff are trained in playground games and positive behavioural management. Pupils have access to school based approaches such as stickers. At lunchtimes the LSAs report major problems to the senior LSA who, in turn may choose to report to the Senior Leadership Team (SLT). Minor incidents are reported directly to the class teacher by the class LSA. A notebook of the incident can be shared by the LSA.

13. **Staff development**
Part of the process of annually reviewing this policy involves all staff being reminded about practice and principles of promoting good behaviour, whilst being able to contribute ideas to improving practice. The Headteacher will ensure that staff is kept up to date with Dfe publications and guidance. The school will provide training for staff around the specific needs of pupils with continual behaviour problems. This will form part of our ‘package’ for support and intervention for that child usually organised by our SENCO.
14. **Staff support**
It is the Governors and Headteacher’s responsibility to support staff, particularly when there is a child with challenging behaviour in their class. This can be done through offering advice, ensuring support with sanctions and paying due regard to staff health and wellbeing. Where a member of staff has been accused of misconduct pending an investigation, employers should not automatically suspend that member of staff. The Governing Body should instruct the Headteacher to draw on the advice in the Dfe ‘Dealing with Allegations of Abuse against Teachers and Other Staff’ guidance when setting out the pastoral support school staff can expect to receive if they are accused of misusing their powers.
15. **Pupil support systems**
(1) At Child Okeford Primary School, we understand that how a child behaves can be a sign of an underlying issue. Staff are trained to look out for changes in behaviour which could include:
(i) a child who is withdrawn and unable to make friends;
(ii) a child who is unable to concentrate on class work; and/ or
(iii) a child who may become disruptive and/ or aggressive in class.
(2) In such cases any emotional/ behavioural difficulties should be determined. Pupils will be given the opportunity to express their thoughts and feelings with a chosen adult either individually or within a nurture group. We may also take the decision to refer to an outside agency for additional emotional support.
16. **Liaison with parents and other agencies**
(1) Working with parents is an important part of supporting children with their behaviour. At Child Okeford School we make sure that parents/ carers are informed of incidents involving their child, especially where this behaviour has been of a serious or of a continuous low-level nature.
(2) Parents are actively encouraged to be involved in their children’s education at all times. They have a major influence on the development of their child’s personality and behaviour. The school acknowledges the importance of home school partnerships. This is strongly promoted through the schools’ home school agreement whereby parents are encouraged to sign to show a commitment to the ethos and work of the school.
(3) We have a number of agencies which are available to support children and families with behaviour either at home, at school or both. Many of these agencies are commissioned by our Local Authority and are targeted specifically at the needs of our families.
(4) Any parent can liaise with our Emotional Literacy Support Assistant (ELSA) staff or chose to drop in for an informal chat with a senior member of staff. Class teachers should always be the initial contact point. We also run termly Family Support Days, to help parents with behaviour and emotional issues.

17. **Managing pupil transition**
- (1) Entering Reception: we work closely with our pre-school providers and gather information from conversations and observations. Where necessary we will add in extra visits to a child's induction if we feel this will help establish relationships with staff and make the transition into school a positive start for the child and parents (home visits and further pre-school visits, pre-school children have up to 3 sessions in school during the summer term.)
 - (2) Mid-year joiners: if pupils join Child Okeford School mid-year, the Headteacher or class teacher will meet with the child and parents and share our approach and expectations of behaviour. We ask parents to be honest about any behaviour or friendship issues their child may have experienced.
 - (3) Moving to the Secondary School: as part of our transition work we ensure that relevant information is passed onto the Year 7 team and where necessary the Headteacher. The Year 6 teacher works closely throughout the summer term (earlier if needed for some individuals) to ensure that established strategies, rewards and sanctions are continued as far as possible as children move into the secondary school.
18. **Organisation and facilities**
- (1) Any spaces used for behaviour management must be seen as a safe place for it to have a positive impact on helping calm the child or bringing them back to a more rational state.
 - (2) Spaces include:
 - (i) the SENCO's room;
 - (ii) the library;
 - (iii) the playground;
 - (iv) a time out space within class and out of class; or
 - (v) the Headteacher's Office or outside the office.
19. **Physical intervention and the use of reasonable force**
- Any physical intervention strategies comply with guidance detailed in the 'Use of Reasonable force' DfE 2013. A risk assessment will be drawn up should physical intervention become a likely need. At this point, support from outside agencies will also be commissioned, if it is not already in place. (Appendix 5- use of reasonable force).
20. **Screening and searching**
- Our policy regarding screening, searching and confiscation is to follow the advice as set out by the DfE: Screening, searching and confiscation – Advice for Headteachers, Staff and Governing Bodies, 2012. (www.education.gov.uk) (Appendix 5).
21. **Cyber bullying**
- (1) E-Safety is an important element of our core and extended curriculum. However, occasionally issues surrounding cyber-bullying do come to our attention and as the majority of these take place out of school, the school takes a supportive rather than a punitive approach to managing such concerns. At Child Okeford School, when incidents of cyber and text bullying are brought to the school's attention, the following steps are put in place:
 - (i) evidence is presented to the Headteacher or member of the Senior Leadership Team (SLT);
 - (ii) the parents of all children involved are informed;
 - (iii) Headteacher speaks to the victim(s) and perpetrator(s) individually or grouped as is appropriate. Key messages reinforced;

- (iv) Class teacher further reinforces key messages with class/ year group that week;
 - (v) agreement with victim(s) that this has been an unintentional one-off situation effectively dealt with; and
 - (vi) victim(s) and perpetrator(s) moved to support group anti-bullying strategy- see Anti-bullying policy.
- (2) When such incidents occur, the subsequent newsletter re-issues parental advice regarding supervision of internet use. Literature from the Dorset Safer Schools Team is regularly uploaded onto our website: www.childokeford.dorset.sch.uk. See also: Preventing and tackling bullying. Advice for Headteachers, staff and governing bodies July 2017 www.gov.uk/government/.../Preventing_and_tackling_bullying_advice.pdf Behaviour and discipline in schools January 2016 - www.gov.uk/government/publications/behaviour-and-discipline-in-schools

Appendix 1 - St Nicholas CE VA Primary School -Statement of behaviour principles 2016

These **principles** reflects the shared aspirations and beliefs of governors, staff and parents for the children in the school, as well as taking full account of law and guidance on behaviour matters.

DfE publications ‘Behaviour and Discipline in Schools: a guide for Head teachers and school staff’ (January 2016) and ‘Mental Health and Behaviour in schools’ (March 2016).

Statement of behaviour principles

- Every child has the right to learn but no child has the right to disrupt the learning of others.
- Everyone has a right to be listened to, to be valued, to feel and be safe. Everyone must be protected from disruption or abuse.
- Child Okeford School is an inclusive school; all members of the school community should be free from discrimination, harassment, victimisation and any other conduct that is prohibited by or under the Equality Act 2010.
- It is expected that all adults – staff, volunteers and governors – will set excellent examples to the children at all times.
- We seek to give every child a sense of personal responsibility for his/ her own actions.
- We aim to foster in children a respect for themselves, for other people and their property.
- The school’s Behaviour and Discipline Policy will ensure that there are measures to encourage good behaviour, self-discipline and respect, and prevent all forms of bullying amongst pupils; it also provides guidance on use of reasonable force.
- Where there are significant concerns over a pupil’s behaviour, the school will work with parents to strive for common strategies between home and school.
- The school will seek advice and support from appropriate outside agencies where concerns arise over a child’s behaviour.
- The school’s Behaviour and Discipline Policy will clearly reflect the school’s approach to exclusions.
- The school’s Behaviour and Discipline Policy will set out the disciplinary action that will be taken against pupils who are found to have made malicious accusations against school staff.
- The school will fulfil its’ legal duties under the Equality Act 2010 in respect of safeguarding, children with special educational needs and all vulnerable children.
- The school will keep abreast of current issues and initiatives with regard to Health and Safety at Work Act 1974 and related regulations.

Appendix 2 - Learning to learn!

Developing key learning behaviours and attitudes

At Child Okeford School we encourage everyone in our community to be: RESILIENT, REFLECTIVE, RESOURCEFUL LEARNERS who are confident to take RISKS and who develop positive RELATIONSHIPS to support their own and others learning. By doing so, we believe that individuals can realise their potential and thus strengthen the learning power of our community as a whole.

RELATIONSHIPS: being able to learn alone or with others. Learners who can relate to others:

- Know right from wrong and make good choices
- Think ahead
- Empathise
- Imitates good rolemodels
- Knows when to work alone or with others
- Takes responsibility for their own behaviour and learning

REFLECTIVE: being able to think about our experiences and learning. Reflective learners:

- Plan their learning
- Evaluate and adapt if needed
- Can decide what is important to learn
- Can apply their learning to new situations
- Know how they learn best – by observing , doing , listening etc

RESILIENCE: means sticking at it, especially when things get difficult. Resilient learners:

- have a positive attitude
- set targets
- keep practising –persevere
- learn from their mistakes
- Manage distractions

RESOURCEFUL: being able to make use of available resources and adapt to situations. Resourceful learners:

- Ask questions of themselves and others ‘What if...?’
- Make connections and identify patterns
- Use their imagination and create new ideas
- Apply logic and organise their thoughts systematically
- Make the most of what is available to them

RISK TAKERS: being prepared to have a go even when there is a possibility of failure. We encourage children and adults to step outside their comfort zone, try new things. This compliments the other attributes, encouraging resilience, relationships, reflection and resourcefulness. Failure is friend not foe and we cannot truly challenge individuals unless we provide opportunities for failure. Learners who are risk takers:

- Take reasoned decisions – consider the pros and cons
- Explain their thinking
- Can empathise and communicate
- Reflect on their learning and apply this learning to new situations

These learning attitudes and attributes thread through our curriculum and are developed and encouraged on a daily basis, in a variety of contexts.

Appendix 3- Target card

Behaviour Target Card

Name:

Class:

















































Start Date:

Target:

Rewards:

Make sure that you fill in the chart each session. Please check it with your class teacher.

At the end of the week please sign and return to the head teacher

	8.50-10.30 Play	10.30 – 12.00/12:15	12.00/12:15-1.15 lunch & play	1.15- 2.15	2.15 – 3.15
Monday	 	 	 	 	 
Tuesday	 	 	 	 	 
Wednesday	 	 	 	 	 
Thursday	 	 	 	 	 
Friday	 	 	 		

Pupil:
Headteacher

Class Teacher:

Parent:

Appendix 4- Exclusions procedure

1. At all times we work to the framework of national government guidance which can be found online: DfE 'Exclusion from Maintained Schools, Academies and Pupil Referral Units in England – A guide for those with legal responsibilities in relation to exclusion'. 2015
2. A decision to exclude a pupil will be taken only:
 - (i) in response to a serious breach or persistent breaches of the school's behaviour policy; and
 - (ii) if allowing the pupil to remain in school would seriously harm the education or welfare of the pupil or others in the school.
3. Only the Headteacher, (or, in the absence of the Headteacher or teacher in charge, the acting Headteacher or teacher in charge) can exclude a pupil, and whenever a Headteacher excludes a pupil they must, without delay, notify parents of the period of the exclusion and the reasons for it.
4. A decision to exclude a child permanently is a serious one. It will usually be the final step in a process for dealing with disciplinary offences following a wide range of other strategies, which have been tried without success. It is an acknowledgement by the school that it has exhausted all available strategies for dealing with the child and will be used as a last resort.
5. The regulations allow Headteachers to exclude a pupil for one or more fixed periods not exceeding 45 school days in any one school year. The limit of 45 school days applies to the pupil and not to the institution. Therefore, any days of fixed period exclusion served by the pupil in any school alternative provision in the same school year will count towards the total.
6. It is important therefore that, when a pupil transfers to a new school during the academic year, records of the fixed period exclusions a pupil has received so far during the current academic year are also transferred promptly to the new school. However, individual fixed period exclusions should be for the shortest time necessary, bearing in mind that exclusions of more than a day or two make it more difficult for the pupil to reintegrate into the school.
7. Ofsted inspection evidence suggests that 1-3 days is often long enough to secure the benefits of exclusion without adverse educational consequences. Exclusions may not be given for an unspecified period, for example until a meeting can be arranged. Such a practice amounts to an indefinite exclusion for which no legal arrangements exist.
8. Lunch time Exclusions: pupils, whose behaviour at lunch time is disruptive, may be excluded from the school premises for the duration of the lunchtime period. Lunch time exclusion is a fixed period exclusion, deemed to be equivalent to one half of a school day, and should be treated as such. The legal requirements in relation to exclusion, such as the Headteacher's duty to notify parents, still apply.
9. The role of Governors and the Local Authority Governing bodies must review all permanent exclusions from their school, and all fixed period exclusions that would result in a pupil being excluded for more than 5 school days in any one term, or missing a public examination/ national curriculum test.
10. Procedures set out in Parts 4.3 – 6.3 of the guidance document: DfE Exclusion from Maintained Schools, Academies and Pupil Referral Units in England – A guide for those with legal responsibilities in relation to exclusion 2015 (www.education.gov.uk) are followed at all times. The role of the local authority is also clearly laid out in this document.
11. A guide for parents, outlining information and support, will be provided for any and every exclusion.

Appendix 5 - Use of Force

1. The Governing Body has notified the Headteacher that it expects the school behaviour policy to include the power to use reasonable force.
2. At Child Okeford School, we work to the framework of national government guidance Use of Reasonable Force; Advice for head teachers, staff and governing bodies Dfe 2013. This guidance is the framework for current LA policy development and links to their communication to all schools.
3. All school staff members have a legal power to use reasonable force to prevent pupils committing a criminal offence, injuring themselves or others or damaging property, and to maintain good order and discipline. If the force used is reasonable, all staff will have a robust defence against any accusations. This guidance is intended to help staff feel more confident about using force when they think it is right and necessary, and to clarify our policy to the parents and carers of our pupils. Whether the force used is reasonable will always depend on the particular circumstances of the case and the test is whether the force used is proportionate to the consequences it is intended to prevent. This means the degree of force used should be the minimum needed to achieve the desired result. In schools, force is generally used for two different purposes – to control pupils and to restrain them.
4. Control can mean either passive physical contact (e.g. standing between pupils or blocking a pupil's path) or active physical contact (e.g. leading a pupil by the hand or arm, or ushering a pupil away by placing a hand in the centre of the back).
5. When members of staff use restraint they physically prevent a pupil from continuing what they were doing after they have been told to stop. The use of restraint techniques is usually used in more extreme circumstances, such as when two pupils are involved in a fight and physical intervention is needed to separate them.
6. Some examples of situations where reasonable force might be used are:
 - (i) to prevent a pupil from attacking a member of staff, or another pupil, or to stop a fight between two or more pupils;
 - (ii) to prevent a pupil causing deliberate damage to property;
 - (iii) to prevent a pupil causing injury or damage by accident, by rough play, or by misuse of dangerous materials or object;
 - (iv) to ensure that a pupil leaves a classroom where the pupil persistently refuses to follow an instruction to do so;
 - (v) to prevent a pupil behaving in a way that seriously disrupts a lesson;
 - (vi) to prevent a pupil behaving in a way that seriously disrupts a school sporting event or school visit. The power may be used where pupils (including those from another school) are on school premises or elsewhere under the lawful control or charge of the staff member (for example on a school visit).
7. The power to use force helps ensure pupil and school safety and the risk with a no-contact policy is that it might place a member of staff in breach of their duty of care towards a pupil, or prevent them taking an action needed to prevent a pupil causing injury to others. However, because the use of force should only be a last resort, at Child Okeford School, we seek to minimise the possibility of force being needed by creating a calm, orderly and supportive school climate that lessens the risk and threat of violence of any kind. It is central to our ethos that de-escalation strategies should be used at all times so that all behavioural incidents can be managed calmly and swiftly and to minimise upset and anxiety amongst other children and staff.
8. The judgement on whether to use force and what force to use will always depend on the circumstances of each case and – crucially in the case of pupils with SEN or disabilities – information about the individual concerned. Individual risk assessments are set up where it is known that force is more likely to be necessary to restrain a particular pupil, such as a pupil who's SEN and/ or disability is associated with extreme behaviour.

9. A procedure is in place for recording each significant incident in which a member of staff uses force on a pupil, and for reporting these incidents to the pupil's parents as soon as practicable after the incident. This is to ensure that parents are kept informed of serious events at school concerning their child.(If reporting the incident to a parent would be likely to result in significant harm to the pupil, then the incident will be reported to the local authority where the pupil normally lives.)
10. Whether an incident is significant will vary on a case by case basis, but in determining whether it is, factors such as the pupil's behaviour and the level of risk presented at the time, the degree of force used and whether it was proportionate in relation to the behaviour together with the effect on the pupil or member of staff, will be considered.
11. It should be noted that members of staff are asked not to put themselves at risk, so an individual would not be seen to be failing in their duty of care by not using force to prevent injury, if doing so threatened their own safety. Use force **WILL NEVER** be used as a punishment, because it would fall within the definition of corporal punishment, which is illegal. The Local Authority recommends commissioning specialist staff training for schools, in behaviour management.
12. Power to search pupils without consent: in addition to the general power to use reasonable force described above, the Headteacher and authorised staff can use such force as is reasonable given the circumstances to conduct a search for the following "prohibited items":
 - (i) knives and weapons;
 - (ii) alcohol;
 - (iii) illegal drugs;
 - (iv) stolen items;
 - (v) tobacco and cigarette papers;
 - (vi) fireworks;
 - (vii) pornographic images; or
 - (viii) any article that has been or is likely to be used to commit an offence, cause personal injury or damage to property.
13. Force cannot be used to search for items banned under the school rules.