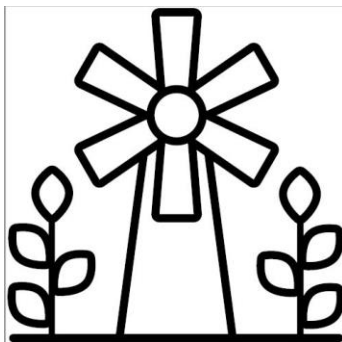


Sibsey Free School



Whole School Behaviour Policy (including suspensions and exclusions)

Approved by: Governing Body

Date: July 2023

Last reviewed on: December 2022

Next review due by: December 2023



Precursor to Behaviour Policy

The following behaviour policy is underpinned by the visions, value and school motto that the “Sibsey Family” (all stakeholders connected to the school) aim to adhere to. The pupils, staff, governors and parents have worked together to write the motto and all pupils have written the steps to success, which have been edited and endorsed by parents. These are on display in each classroom and around the school and should be used as a constant reminder of what children are aiming to achieve. It is a shared understanding that children can also be held to account on these steps to success if it is felt that they are not showing them due consideration or adhering to them.

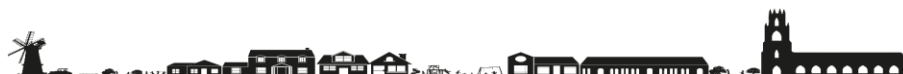


OUR STEPS TO BEING YOURSELF	OUR STEPS FOR BEING KIND
<ol style="list-style-type: none"> <li style="background-color: #800080; color: white; padding: 2px 5px;">1 <li style="background-color: #e6e6fa; padding: 2px 5px;">Believe in yourself. 	<ol style="list-style-type: none"> <li style="background-color: #800080; color: white; padding: 2px 5px;">1 <li style="background-color: #800080; color: white; padding: 2px 5px;">Treat people how you would like to be treated.
<ol style="list-style-type: none"> <li style="background-color: #800080; color: white; padding: 2px 5px;">2 <li style="background-color: #e6e6fa; padding: 2px 5px;">Knowing what makes us different is what makes us special. 	<ol style="list-style-type: none"> <li style="background-color: #800080; color: white; padding: 2px 5px;">2 <li style="background-color: #800080; color: white; padding: 2px 5px;">Nice words and nice actions are our responsibility.
<ol style="list-style-type: none"> <li style="background-color: #800080; color: white; padding: 2px 5px;">3 <li style="background-color: #e6e6fa; padding: 2px 5px;">Do your own thing if it brings you happiness. 	<ol style="list-style-type: none"> <li style="background-color: #800080; color: white; padding: 2px 5px;">3 <li style="background-color: #800080; color: white; padding: 2px 5px;">Have a caring heart and respect that we are all equal.
<ol style="list-style-type: none"> <li style="background-color: #800080; color: white; padding: 2px 5px;">4 <li style="background-color: #e6e6fa; padding: 2px 5px;">Aim high and follow your dreams. 	<ol style="list-style-type: none"> <li style="background-color: #800080; color: white; padding: 2px 5px;">4 <li style="background-color: #800080; color: white; padding: 2px 5px;">Help and support others, take turns and make sure people feel included.



OUR STEPS FOR BEING BRILLIANT	OUR STEPS FOR BEING HONEST	OUR STEPS FOR BEING BRAVE
<ol style="list-style-type: none"> <li style="background-color: #008000; color: white; padding: 2px 5px;">1 <li style="background-color: #008000; color: white; padding: 2px 5px;">Be the best that you can be. 	<ol style="list-style-type: none"> <li style="background-color: #add8e6; padding: 2px 5px;">1 <li style="background-color: #add8e6; padding: 2px 5px;">Tell the truth! 	<ol style="list-style-type: none"> <li style="background-color: #ffa500; padding: 2px 5px;">1 <li style="background-color: #ffa500; padding: 2px 5px;">Try to fight the feeling of fear. Don't be scared!
<ol style="list-style-type: none"> <li style="background-color: #008000; color: white; padding: 2px 5px;">2 <li style="background-color: #008000; color: white; padding: 2px 5px;">Be respectful and polite. 	<ol style="list-style-type: none"> <li style="background-color: #add8e6; padding: 2px 5px;">2 <li style="background-color: #add8e6; padding: 2px 5px;">Own up to our mistakes. 	<ol style="list-style-type: none"> <li style="background-color: #ffa500; padding: 2px 5px;">2 <li style="background-color: #ffa500; padding: 2px 5px;">Try new things and have a go!
<ol style="list-style-type: none"> <li style="background-color: #008000; color: white; padding: 2px 5px;">3 <li style="background-color: #008000; color: white; padding: 2px 5px;">Bring out the best in others. 	<ol style="list-style-type: none"> <li style="background-color: #add8e6; padding: 2px 5px;">3 <li style="background-color: #add8e6; padding: 2px 5px;">Tell people how we're feeling; be honest to ourselves. 	<ol style="list-style-type: none"> <li style="background-color: #ffa500; padding: 2px 5px;">3 <li style="background-color: #ffa500; padding: 2px 5px;">If at first you don't succeed, try, try, try again.
<ol style="list-style-type: none"> <li style="background-color: #008000; color: white; padding: 2px 5px;">4 <li style="background-color: #008000; color: white; padding: 2px 5px;">Make the Sibsey Family proud. 	<ol style="list-style-type: none"> <li style="background-color: #add8e6; padding: 2px 5px;">4 <li style="background-color: #add8e6; padding: 2px 5px;">See honesty as the key to success. 	<ol style="list-style-type: none"> <li style="background-color: #ffa500; padding: 2px 5px;">4 <li style="background-color: #ffa500; padding: 2px 5px;">Stand up to things that are wrong.





Inclusion Statement

Sibsey Free School is committed to enabling all children to reach their full potential, having full access to a broad, balanced and relevant education, to be fully included in the school community, and as a result, make a successful transition to secondary education and so into adulthood.

All pupils will learn best in a school where they are valued for who they are and for the unique contributions they make to the school community. This is part of the whole ethos of Sibsey Free School.

We promote the inclusion of all children and recognise the particular needs of those with SEND (Special Educational Needs or Disabilities), i.e. children with Specific Learning Difficulties (e.g. dyslexia), those with sensory or physical impairments, and those with speech and language difficulties.

Staff also recognise and understand the needs of children who demonstrate characteristics within the autistic spectrum, and those with Social, Emotional or Mental Health Difficulties.

The specific needs of those children with medical difficulties will also be met so far as we are able. There may be occasions where specific aspects of the following policy are not applicable or relevant to those pupils due to their needs and different, recommended, personalised and specific strategies have to be deployed instead.

We will endeavour to ensure that the needs of all children are understood and met as far as is possible, and this includes the needs of Looked After children and Previously Looked After Children.

Staff recognise that some children are more susceptible to bullying than others, particularly those with special educational needs, those with physical difficulties, and children who are on the Autistic Spectrum. We also recognise that children may be bullied as a result of their race, culture, ethnicity or gender. All staff and children will be made aware that bullying behaviour of any kind is not acceptable at Sibsey Free School. When dealing with incidents of unacceptable behaviour or bullying, staff will make reasonable adjustments when dealing with children with special educational needs. Staff will take into account their knowledge of the child(ren) concerned (including the effect that physical intervention can have upon some children with special education needs, especially those on the Autistic Spectrum).

Outline

This policy should be read in conjunction with other school policies relating to bullying and positive handling. The Governing Body (whose responsibility it is for School discipline) and Staff of the School accept this Policy and seek to create an environment in the School which encourages and reinforces positive behaviour. The Governing Body have a duty to ensure that arrangements relating to behaviour are carried out with a view to safeguarding and promoting the welfare of the children of the school. Furthermore, it is acknowledged that society expects good behaviour as an important outcome of the educational process. We set and expect very high standards of behaviour at Sibsey Free School and we stress the need for politeness and respect and tolerance for each other and respect for each other's property. We want all who work and play at Sibsey Free School to feel happy and valued members of the community.



Policy for Dealing with Radicalisation and Extremism

Sibsey Free Primary School operates within the Child Protection and Safeguarding Policy for dealing with Radicalisation and Extremism, and aims to provide an inclusive, caring and stimulating environment which enables all children to enjoy learning and reach their full potential. We welcome all families, irrespective of their faith or if they have no faith. We will ensure that all children feel safe, and are treated with respect, whilst promoting the fundamental British values of democracy, the rule of law, individual liberty and mutual respect and tolerance for those with different faiths and beliefs. For further details, refer to the relevant school Policy.

Aims

To create an environment which encourages and reinforces good behaviour.

To define acceptable standards of behaviour.

To encourage consistency of response to both positive and negative behaviour. At Sibsey Free school we always work from the viewpoint of the positive.

To promote self-esteem, self-discipline and positive relationships.

To ensure that the school's expectations and strategies are widely known and understood.

To encourage the involvement of both home and school in the implementation of this policy.

Objectives

1. All members of the school will be guided and encouraged to act with due regard for their own and other's safety.
2. All members of the school should act sensitively to the feelings and needs of others, including understanding and respecting the needs of those children with special educational needs.
3. Pupils will be guided and encouraged to develop an understanding of their role and responsibility towards themselves and others.
4. Acceptable behaviour will be clearly defined and pupils will be reminded of what is acceptable behaviour.
5. All staff will set high standards of behaviour for the pupils to witness.
6. Pupils will be praised and encouraged whenever they exhibit good standards of behaviour and work to the best of their ability.
7. Guidance will always be available for pupils who need to share worries and gain additional support.



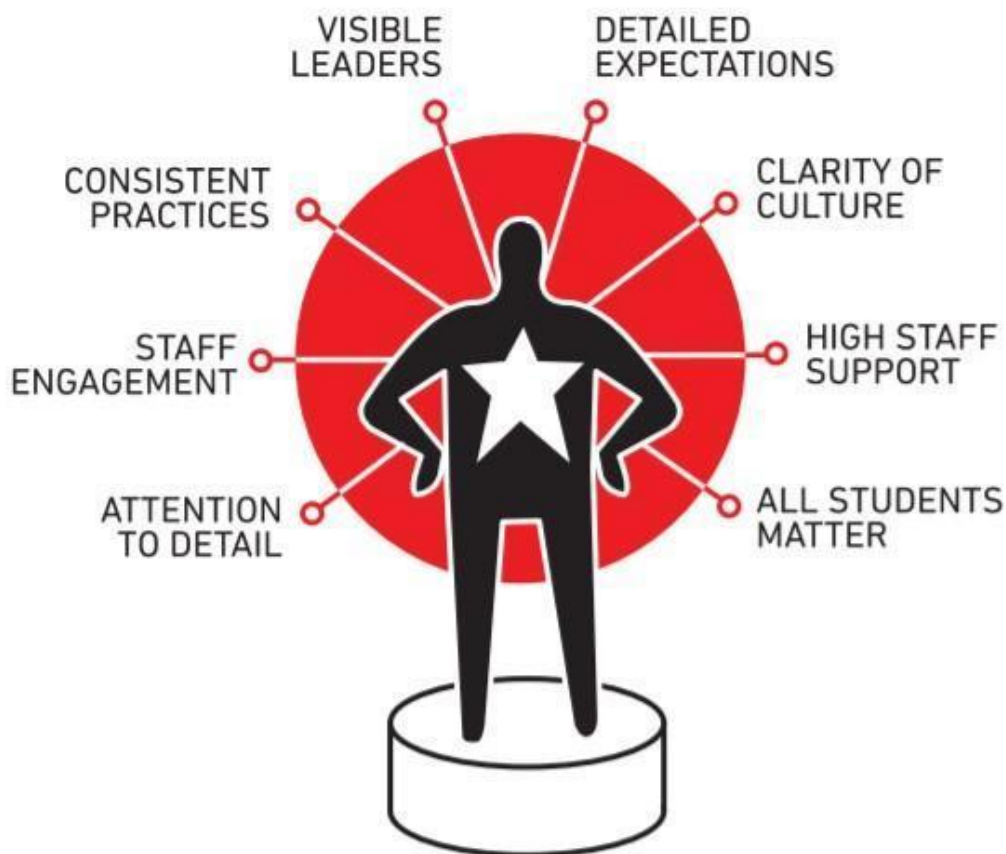
Standards of Behaviour

In seeking to define acceptable standards of behaviour, it is acknowledged that these are goals to be worked towards rather than expectations which are either fulfilled or not. Thus the school has a central role in the pupils' social and moral development just as it does in their academic development. Just as we measure academic achievement in terms of progress and development over time towards academic goals, so we measure standards of behaviour in terms of the pupils' developing ability to conform to our behavioural goals. This policy has been written using DfE documents “Behaviour and Discipline in Schools” and Charlie’s Checklist as a structure and guide.

The pupils bring to school a wide variety of behaviour patterns based on differences in home values, attitudes and parenting skills. At Sibsey Free Primary School we must work towards standards of behaviour based on the basic principles of honesty, respect, tolerance, consideration and responsibility. It follows that acceptable standards of behaviour are those which reflect these principles.

Sibsey Free Primary School Ethos

Commonly Found Features of the Most Successful Schools



Reference - Creating a Culture, how school leaders can optimise behaviour
Tom Bennett 2017



The adults encountered by the pupils at school have an important responsibility to model high standards of behaviour, both in their dealings with the pupils and with each other, as their example has an important influence on the pupils.

As adults we should aim to:

- create a positive climate with realistic expectations;
- emphasise the importance of being valued as an individual within the group;
- promote, through example, honesty and courtesy;
- provide a caring and effective Learning environment;
- encourage relationships based on kindness, respect, tolerance and understanding of the needs of others;
- ensure fair treatment for all regardless of age, gender, race, religion/belief, ability and disability; celebrate the success of achievements both in and out of school environment; show appreciation of the efforts and contribution of all.

The Curriculum and Learning

We believe that an appropriately structured curriculum and effective Learning contribute to good behaviour. Thorough planning for the needs of individual pupils, the active involvement of pupils in their own Learning, and structured feedback all help to avoid the alienation and disaffection which can lie at the root of poor behaviour.

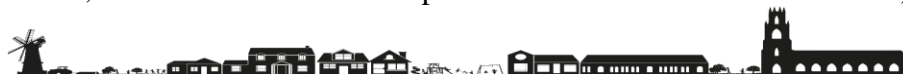
It follows that lessons should have clear objectives, be understood by the pupils, and differentiated to meet the needs of pupils of different abilities. Marking and record keeping can be used both as a supportive activity, providing feedback to the pupils on their progress and achievements, and as a signal that the pupils' efforts are valued and that progress matters; it should be designed to scaffold pupils' educational development and confidence.

Classroom Management

Classroom management and teaching methods have an important influence on pupils' behaviour. The classroom environment gives clear messages to the pupils about the extent to which they and their efforts are valued. Relationships between teacher and pupils, strategies for encouraging good behaviour, arrangements of furniture, access to resources and classroom displays all have a bearing on the way pupils behave.

Classrooms should be organised to develop independence and personal initiative. Furniture should be arranged to provide an environment conducive to on-task behaviour. Materials and resources should be arranged to aid accessibility and reduce uncertainty and disruption. Displays should help develop self-esteem through demonstrating the value of every individual's contribution, and overall the classroom should provide a welcoming environment.

Teaching methods should encourage enthusiasm and active participation for all. Lessons should aim to develop the skills, knowledge and understanding which will enable the pupils to work and play in cooperation with others. Praise should be used to encourage good behaviour as well as good work. Criticism should aim to be a private matter between teacher and pupil to avoid resentment. *'It is the duty of every adult to help create in students the habit of self-restraint or self-regulation. This must be mastered before students can consider themselves to be truly free'*. (Taken from *Creating a Culture, how school leaders can optimise behaviour* Tom Bennett 2017)



CPOMS – this system is used to record serious behaviour, or to keep a record of any ongoing behavioural issues, including communications with parents and carers. Actions and alerts are used accordingly to notify the relevant members of staff and show what actions have taken place.

Peer Mediation at Sibsey Free School

Peer Mediation is a process that is used in our school to support our behaviour strategies.

It is a process that involves the input of a small group of trained children who help to mediate in the event of minor disputes or ‘fall outs’ between children. It involves the children who are mediators acting as ‘go between’ when two or more children are finding it difficult to resolve conflicts.

The mediator’s role is to listen to both sides of the dispute; to not take sides but to try and help both parties recognise each other’s point of view. The role of the mediator is not to apportion blame but more to help the children to come to an amicable agreement without the conflict becoming more serious.

The children wishing to receive mediation make an appointment with a mediator (a rota of mediators is available for different days of the week) and the mediators have a set agenda which is followed for the course of the mediation process. The mediator has the responsibility of writing down the children’s names who are involved and their agreed methods of resolving the issue. If the mediation process is not working then adults are available to intervene and bring the matter to a conclusion.

All mediators have received in depth training and the children in school are aware of their responsibilities and how the process works.

Rules and Procedures

Rules and procedures should be designed to make clear to the pupils how they can achieve acceptable standards of behaviour. Each class will follow their own class rules with the promotion of respect being common in each classroom. The rules for the class should be displayed in every classroom and should be referred to on a regular basis.

Rules and procedures should:

- be kept to a necessary minimum;
- be positively stated, telling the pupils what to do rather than what not to do;
- actively encourage everyone involved to take part in their development;
- have a clear rationale, made explicit to all;
- be consistently applied and enforced by all adults in the school;
- Promote the idea that every member of the school has responsibilities towards the whole.

There are some basic school rules that all pupils and adults need to be aware of. These are to be displayed in all classrooms and regularly referred to as the “**Six Golden Rules**” (appendix 1)

1. Be the best that you can be in every lesson.
2. Walk through the school calmly and quietly.
3. Keep your hands and feet to yourself, make safe choices.
4. Take care of the school environment and people’s property.
5. Follow instructions from staff immediately.
6. Be polite - use good manners and kind words.



To support this, each class works on the same 4-tiered system. This will be a Traffic Light System visible in all classrooms. In Key Stage 2, there will be movement towards self-management of this system and therefore individual models will be kept by pupils in readiness for secondary school.

Tier	Colour	Description	Notes
Tier 4	Gold	Stand out – pupil has done something particularly noteworthy or represented one of the school values in a special way	Pupils may be awarded team points for being on gold.
Tier 3	Green	Every day – expected high quality behaviour, it is good to finish the day on green	Every day all pupils start at green, regardless of the previous day. Pupils can be awarded team points at green
Tier 2	Amber	Warning of loss of privilege, pupil has opportunity to restore to green	Pupil should be encouraged and given opportunity to fix the situation, make improvements to return to green. Restorative centered approach
Tier 1	Red	Sanction – loss of privilege	Depending on the situation, pupils may move more than one step at a time (e.g. a pupil may go from green to red in extreme circumstances). Children should be encouraged to work back towards amber and green.



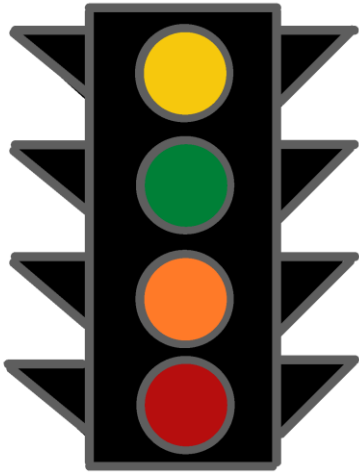
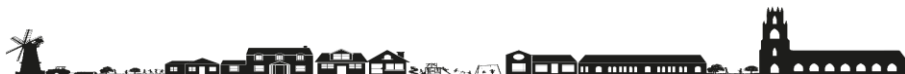


Image of 4 tier system – on display either as large class model or individual models depending on needs/age of pupil



Rewards

Our emphasis is for rewards to reinforce good behaviour, rather than on failure. We believe that rewards have a motivational role, helping pupils to see that good behaviour is valued. The most common reward is praise, informal and formal, public and private, to individuals and groups. It is earned by the maintenance of good standards as well as by particularly noteworthy achievements; this is as true for adults as for pupils. Staff will use their knowledge of individual children when considering the appropriateness of awards. It is recognised that for some children (particularly those with special educational needs) team points may not be seen as motivational and they may have individualised reward plans. Likewise, they may not respond positively to undertaking an action to please an adult. For such children careful consideration will be given to reducing the triggers that lead to negative behaviours, and appropriate rewards for positive behaviours – perhaps related to the child’s particular interests.

Good behaviour and acts of kindness will be praised and recognised.

1. Verbal expressions of approval by the class teacher for good behaviour and quality work.
2. The Headteacher will meet pupils to give praise and thanks for good behaviour and good work. Stickers, stamps, certificates, pencils and team points will be presented to the pupils.
3. Pupils will be praised in front of the class and school.
4. A team point system is in operation throughout the school as a reward for good behaviour and high quality work. This is consistently recorded in classrooms and given consistently throughout the year groups. 50 team points earns a bronze certificate, 100 earns a silver and 150 earns a gold certificate. There are intermittent stages for rewards within these milestones as described below:

Team Points	Reward
10	Box 1
25	Box 2
50	Bronze Certificate
75	Box 3 (including Shedquarters/Experience)
100	Silver Certificate
125	Box 4
150	Gold Certificate
200	Lunch with friends and Headteacher
250	Special badge

5. Pupils will receive praise for good behaviour and high quality work at our Celebration Collective Worships every Friday.
6. Good behaviour at lunchtime should be rewarded by each midday supervisor with their lunchtime reward stickers.
7. House Teams that earn the most team points will earn an additional afternoon playtime session and/or a small reward once per term. This is a task reviewed by the Pupil Voice

Particular Information



We believe that good behaviour and discipline in our school are essential to successful teaching and learning. We aim to promote conditions for pupil success and encourage our pupils to respect others.

We develop with our pupils an understanding of what is right and what is wrong with an emphasis on respect and tolerance for all, respect for property and the environment, honesty, trust, fairness, compassion and self-discipline. Respect for others includes respecting and understanding the needs of those children with special educational needs.

Politeness in speech and manner is very important in our school. Pupils are encouraged at all times to listen when being spoken to, not to interrupt, and to take turns. Suitable language is insisted upon at all times.

All pupils are encouraged to work and play with pupils of other age groups and to offer help and support when needed. A system is in place which encourages older pupils to support and help the younger pupils. This involves the use of Playground Leaders, Dinner Time Helpers, Peer Mediators, First Aiders and Sports Ambassadors.

All members of staff are available and responsible for ensuring the highest standards of behaviour.

‘Walkie-Talkies’ are used by staff to communicate with other areas/staff members of the school when required to support any issues that may arise.

We expect and effectively encourage good behaviour and discipline of pupils at all times, including activities taking place off the school site or outside normal school hours. Any unacceptable behaviour exhibited will be regulated within this School Behaviour Policy.

Sanctions

Although rewards are central to the encouragement of good behaviour, realistically there is a need for sanctions to register the disapproval of unacceptable behaviour and to protect the security and stability of the school community. In an environment where respect is central, loss of respect, or disapproval, is a powerful tool.

The use of sanctions should be characterised by certain features:

- It must be clear why the sanction is being applied
- It must be made clear what changes in behaviour are required to aim to avoid future sanctions
- Wherever possible, Group sanctions should be avoided as this can breed resentment
- There should be a clear distinction between minor and major offences
- It should be the behaviour rather than the person that is sanctioned

Some pupils may need Individual Behaviour Plans/Pastoral Support Plans and the support of the parents, additional support services (Emotional Behavioural Support (‘Pathways’), Child and Adolescent Mental Health Service, Healthy Minds, MHST, Family Services Directory), and teachers to achieve these goals.

Sanctions range from expressions of disapproval, through withdrawal of privileges and/or playtimes, referral to the Headteacher, letters to parents, a managed move to another school and, ultimately and in the last resort, suspensions or permanent exclusions.



Most instances of poor behaviour are relatively minor and can be adequately dealt with through minor sanctions, i.e. time out, loss of break time. It is important that the sanction is not out of proportion to the offence.

Where anti-social, disruptive or aggressive behaviour is frequent, sanctions alone may be ineffective. In such cases, careful evaluation of the curriculum on offer, classroom organisation and management, and whole school procedures should take place to eliminate these as contributory factors. Additional specialist help and advice from the Educational Psychologist or Emotional Behavioural Support ('Pathways') may be necessary; this possibility should be discussed with the Headteacher/SENCO.

Depending upon the nature of the unacceptable behaviour and the needs of the individual pupil concerned, it may be necessary to develop a Pupil Strategy Plan or a Pastoral Support Programme (PSP). These are school-based interventions to help pupils to manage their behaviour. A Pupil Strategy Plan will identify precise and realistic targets for the pupil to work towards; it will be short, practical and agreed with parents. A Pastoral Support Plan is particularly useful for pupils whose behaviour is deteriorating rapidly and who are in danger of permanent exclusion. The PSP will identify precise and realistic targets for the pupil to work towards; it will be short, practical and agreed with parents. The LA will be informed and other agencies involved. In some circumstances it may also be appropriate for us to offer a parenting contract alongside the PSP. Good pastoral support is not just about addressing behaviour, but will also be concerned with academic attainment and developing a pupil's ability to become a good citizen.

Operation of Sanctions

All staff will apply sanctions towards inappropriate behaviour in a consistent and measured way. The power to discipline a pupil rests with all paid members of staff, and this includes Teaching Assistants and Midday Supervisors. However, only the Headteacher has the power to exclude a pupil. Every effort will be made to ensure that the pupil is kept in school and only in extreme circumstances will exclusion (either suspension or permanent exclusion) be considered as an option. Staff can discipline pupils at any time whilst at school, or elsewhere, e.g. on school visits.

If a pupil's behaviour falls below the standard which is expected of them by e.g. misbehaving, breaking a school rule or fails to follow a reasonable request, then a sanction can be imposed. The decision to impose a sanction must be made by a paid member of staff, must be made on the school premises, or whilst pupil is under the charge of the member of staff. Any sanction imposed must take into account the following information: e.g., pupil's age, any disability, SEND need, Race or other equalities or human rights, and must be reasonable in the circumstances.

Staff should consider whether the behaviour under review gives cause to suspect that the pupil is suffering, or is likely to suffer, significant harm. Where this may be the case, staff will follow the school's Child Protection/Safeguarding Policy.

SANCTION LADDER



	Description of behaviour	Consequence	Responsibility	Comments
1.	Low level disruptive behaviour	Verbal warnings, moving down on the traffic light or time away from an activity offered.	Class Teacher (CT) but can also be any paid member of staff witnessing unwanted behaviour	Use of classroom management techniques Not normally CPOMS for behaviour (unless specifically required)
2.	Persistent inappropriate behaviour	Loss of part/all of a playtime or other privileges Could also include exclusion from certain areas of the school premises	CT TA if PPA/cover	Loss of playtime generally starts at 5 minutes with additional intervals added. In classroom OR outside with supervision of staff member. Consider fresh air needed for pupils. Only CPOMS if required as part of evidence building. Apology expected to those affected
3.	Unacceptable behaviour continues	Child spoken to 1:1 by CT to inform them they will be going on a support card (respect) Appendix 2.	CT If Sibsey Pre Pastoral Support Plan (SPPSP) (appendix 3) introduced: AS, LC or PE to complete	CT to inform parents that this will be for one week and feedback to be given. Consider implementation of SPPSP if appropriate.
4.	Unacceptable behaviour continues	Time out – CT asks child to stay outside the class for five minutes.	CT TA if PPA/cover	Parent contacted by phone to inform them of situation.
	Description of behaviour	Consequence	Responsibility	Comments
5.	Unacceptable behaviour persists	INTERNAL SUSPENSION DECISION (A/B/C) 5a – return to class 5b – exclusion for agreed time 5c – CT uses green card to enforce immediate internal suspension KS Leader involved and speaks to pupil. KSL and CT decide whether pupil should return to class or spend a period of time in internal suspension. HT notified	CT TA if PPA/cover Key Stage Leader (KSL)	5a. Decision is that child returns to class and CT to inform parent by end of the day to arrange meeting ASAP. 5b. Internal exclusion agreed – time by CT and KSL. Work pack to be provided by CT (pre-made). Child should not get individual positive attention. Meeting arranged with CT and parent/carer to discuss issue, future behaviour and strategies. #6 may be discussed at this point. It may be appropriate to use Hoeft Hall or R Room if supervision is available. 5c. Teacher hands green card to KSL with pupil and work. Green card to display how long pupil should remain with KSL. If pupil refuses to leave the classroom, a decision is made to remove other pupils. If disorder persists, it may be appropriate to use team teach techniques. Escalation may require the Headteacher involvement in the case of leading to suspension.
	Description of behaviour	Consequence	Responsibility	Comments
6.	Following stages 1 – 5 (including internal suspension) unwanted behaviour continues	Child placed on behaviour report card. Emphasis on the focused behaviour not being followed (which golden rule/s)	<ul style="list-style-type: none"> ● Green – any member of staff ● Amber – KSL ● Red - HT 	Report card must be signed off each day (by agreed substitute if staff member not available) and taken home to be signed. Meeting with parents after 1 week to agree progress and next steps.



				Headteacher must be made aware if any pupil is on report card.
7.	Behaviour continues to be unacceptable	Consultation between relevant staff to decide upon the next course of action. This could involve the pupil being involved in a 'Pathways' referral or other agency involvement and/or a suspension.	CT, TA, Assistant SENCo, Pastoral Support Team	Parent/s will be consulted before any action is taken. A plan (IEP) may be put in place to help the pupil and staff address the challenges.
8.	Persistent unacceptable behaviour continues despite the involvement of outside agencies.	Additional/alternative pathways and support will be sought. It may be appropriate to permanently exclude the pupil.	Headteacher, class teacher, Assistant SENCo, parents/carers	Panel meetings and exclusion pathway would be followed (see exclusions section below).
Behaviour which involves serious and deliberate levels of violence will necessitate an immediate referral to the pupil's parents/carers. The procedure for such behaviour may result in a suspension or if serious enough, a permanent exclusion. (See exclusions section below for details)				
Our Governing Body has the power to require pupils to attend provision outside of school premises for the purpose of improving their behaviour. This sanction would only be used in extreme circumstances. If this sanction is to be used, the Governing Body will provide the parents/carers with written notice at least two days before the educational provision is due to start. A review meeting will be held within 30 days of the pupil being directed off site, and at least every 30 days thereafter. If the pupil has an Education, Health and Care Plan, a representative from the LA will be invited to attend such review meetings.				

Out of school

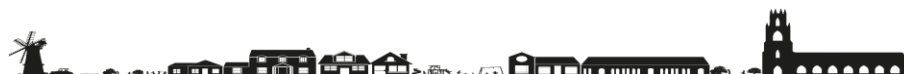
If a member of staff witnesses a pupil displaying non-criminal behaviour or bullying anywhere off the school premises which could have repercussions for the orderly running of the school, or poses a threat to another pupil or member of the public, or could adversely affect the reputation of the school, then this should be reported to the Headteacher who will decide upon the appropriate course of action.

Harassment

Harassment is any unwanted conduct which violates a child's dignity or creates an intimidating, hostile, degrading, humiliating or offensive environment for them on any grounds. Any forms of harassment will not be tolerated.

Sexual violence and sexual harassment – Taking an “It could happen here” approach

Sexual harassment means unwanted conduct of a sexual nature – sexual comments, jokes or taunting, physical behaviour like interfering with clothes or online harassment such as sexting. Sexual violence includes sexual assault (intentional sexual touching). Victims are encouraged to report issues, no matter how small they feel they are and that they will be supported and listened to. The terms alleged perpetrator and perpetrator are used alongside the victim whilst any incident is being investigated. A case-by-case approach is taken, although no level of sexual violence or harassment is tolerated at Sibsey Free Primary School. A specific category is set up on CPOMS for reporting any incidents which will then be followed up by senior leaders and/or DSL. Any incident will involve a follow up investigation, with witnesses if applicable. The sanction for the perpetrator will depend on the seriousness of the incident and will follow the school behaviour policy's sanctions. In addition, there may be case for



internal pastoral teaching, or referral to early help/involvement of social services or the police depending on the severity of the situation. The victim must also receive support, including apologies and any follow up pastoral support that may be needed.

In the school's curriculum, we follow the RSHE and PSHE curriculum for teaching children to respect each other's space and learning about appropriate behaviours. We also take part in campaigns such as the NSPCC Stay Safe Campaign. As part of the safeguarding training for staff, all staff undertake training linked to understanding sexual violence and harassment.

Malicious Accusation against a Member of Staff

Any allegation made by a pupil against a member of staff will be taken seriously and will be dealt with in a fair and consistent manner to all concerned. If a pupil makes a malicious accusation against a member of staff, the Governors of the school, in consultation with the Headteacher, will consider the appropriate disciplinary action that will be taken against such pupil.

Power to Search

The school has the power to use confiscation as a disciplinary sanction. This includes seizure and retention and disposal of certain items. Confiscation will be applied in a reasonable manner. Property may be confiscated to maintain an environment conducive to learning, and one which safeguards the rights of other pupils to be educated. Staff can search pupils with their consent for any item which is banned by school rules. Headteachers and any member of staff authorised by the Headteacher can search a pupil or their possessions without their consent where there is reasonable grounds to suspect that the pupil has weapons, alcohol, illegal drugs or a stolen item. If such a search takes place, the search of the pupil will be undertaken by a member of staff of the same sex as the pupil, and will be witnessed by another member of staff (who does not have to be of the same sex). Any search of a pupil's possessions will be carried out by two members of staff. Schools are not required to inform parents before carrying out a search of a pupil or their possessions or to seek their consent.

Power to Use Reasonable Force

Members of staff have the power to use reasonable force to prevent pupils committing an offence, injuring themselves or others, or damaging property, and to maintain good order and discipline in the classroom. Further details are contained the School's Positive Handling Policy.

Communication and Parental Partnership

We give high priority to clear communication within the school and to a positive partnership with parents, since these are crucial in promoting and maintaining high standards of behaviour.

Where the behaviour of a pupil is giving cause for concern, it is important that all those working with the pupil in school are aware of those concerns, and of the steps which are being taken in response. It may be suitable for a "problem solving circle" method to be deployed with staff members.

A positive partnership with parents is crucial to building trust and developing a common approach to behaviour expectations and strategies for dealing with problems. Parental participation in many aspects of school life is encouraged. This participation assists the development of positive



relationships in which parents are more likely to be responsive if the school requires their support in dealing with difficult issues of unacceptable behaviour.

The school will communicate policy and expectations to parents. Where behaviour is causing concern, parents will be informed at an early stage and given an opportunity to discuss the situation. Parental support will be sought in devising a plan of action within this policy, and further disciplinary action will be discussed with the parents.

Suspensions and exclusions

Contact Points

The school follows DfE guidance - *Exclusion from maintained schools, academies and pupil referral units in England* and Local Authority templates/guidance issued when considering and enforcing exclusions.

If the possibility of a permanent exclusion occurs at this school the Headteacher will immediately inform the Chairman of Governors and the Pupil Services Section (telephone numbers 01522/553318 and 01522/553241) at County Offices, Lincoln.

Introduction

A decision to exclude a pupil will be taken on disciplinary grounds. A decision to exclude is a serious step and, in most cases, will be the last resort after a range of measures have been tried to improve the pupil's behaviour. In our School a range of strategies are in place to address the unacceptable behaviour which may lead to exclusion. If we have a pupil at risk of exclusion other agencies and provision would be explored and involved in order to meet their individual needs. If other agencies are involved our School will continue to be responsible for the pupil throughout the involvement.

When considering exclusion, the School will ensure that they do not discriminate against any pupil on the grounds of race, disability, gender, religion/belief or sexual orientation or age. The School will also take into account any SEN the child may have. The decision to exclude a child with an EHCP will be considered very carefully before any decision is made.

Alternatives to exclusion

A number of different alternatives are available to the Headteacher in response to a serious breach of behaviour policy:

a. Restorative Approach

This enables the offender to redress the harm that has been done to a victim and enables all parties with a stake in the outcome to participate fully in the process. All professionals involved in the process will be thoroughly involved. Restorative justice can only work with the consent of all parties. Restorative justice is not a suitable response for all discipline issues, e.g. in situations where the wrong-doer denies responsibility or has no remorse, is unable to accept responsibility, or the offence is such that meeting the victim would be unwise or unhelpful. Instead of focusing on the disciplinary issue, restorative approaches allow what has occurred to be viewed from the negative impact it has had on others, with the emphasis being placed on feelings, and with the goal being reconciliation and repair.



b. Mediation

This is carried out through a third party usually a trained mediator who mediates between the victim and the offender e.g. a pupil and teacher, or two pupils.

c. Internal Seclusion (Internal suspension)

This can be used to diffuse situations that occur in School that requires a pupil to be removed from class, but may not require removal from the School premises. The seclusion could be to a designated area within the School with appropriate support and supervision or to another class on a temporary basis and may continue during break periods. This would not take place for extended periods of time.

d. Managed Move

This is a move to another School in order for the pupil to have a fresh start in a new School. The Headteacher may ask another Headteacher to admit the pupil. This would only be done with the full knowledge and cooperation of all the parties involved, including the parents, Governors and the LA, and in circumstances where it is in the best interests of the pupil concerned.

There are two types of exclusion:

Fixed Period Exclusion (Suspension) – where a pupil is excluded for a fixed number of days and is given a date for return. Fixed period exclusions can be for up to 45 days in a School year. Fixed Period Exclusions will be used where the unacceptable behaviour is not serious enough to warrant a Permanent Exclusion, and where lesser sanctions have already been tried but are no longer consider appropriate. Fixed Period Exclusions will be for the shortest time necessary, bearing in mind the longer the exclusion, the more difficult it may be for the pupil to reintegrate into School afterwards. A pupil can be excluded for one or more fixed periods which when added together do not exceed a total of 45 School days in any School year. A pupil’s exclusion record should be passed to the new School if a pupil transfers.

Permanent Exclusion – when the Headteacher deems it appropriate for the pupil not to return to the School. The decision to exclude a pupil permanently is a serious one and one that will only be taken where basic facts have been proved on the balance of probabilities. 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. There are exceptions to this detailed later herein.

In exceptional circumstances, Fixed Period Exclusions may be converted into a Permanent Exclusion if circumstances warrant such action.

Action Points

• **Power to exclude**

Only the Headteacher (or acting Headteacher) can exclude a pupil from School.

• **Decision to exclude**

Exclusion will not be decided in the heat of the moment unless there is an immediate risk to the safety of others in the School or the pupil concerned. A decision to exclude will



be taken only in response to serious breaches of the School's discipline policy and only after a range of alternative strategies to resolve issues have been tried and proven to have failed, and if allowing the pupil to remain in School would be seriously detrimental to the education or welfare of other pupils, or the pupil themselves.

Any exclusion must be: lawful, rational, reasonable, fair and proportionate.

A pupil can be excluded as a result of persistent disruptive/defiant misbehaviour including bullying (including racist or homophobic bullying).

The behaviour of pupils outside school can be considered as grounds for exclusion.

The Headteacher may withdraw an exclusion that has not been reviewed by the Governing Body.

There will be exceptional circumstances where, in the Headteacher's judgement, it is appropriate to permanently exclude a pupil for a first or 'one off' offence. These might include:

1. Serious actual or threatened violence against another pupil or a member of staff
2. Sexual abuse or assault
3. Possessing, supplying or using an illegal drug on School premises
4. Carrying an offensive weapon

In making a decision on whether or not to exclude for a drug-related offence, the Headteacher will have regard to the School's published policy on drugs and drug related incidents.

Consideration will be given by the School on whether or not to inform the police where a criminal offence has taken place, and whether to inform other outside agencies as appropriate.

Pupils whose behaviour at lunchtime is disruptive, may be excluded from the premises for the lunch time period but this would be judged a fixed term exclusion. A lunchtime exclusion is counted as one half day exclusion.

Before reaching a decision, the Headteacher will: -

1. Ensure that a thorough investigation takes place.
2. Consider all the relevant facts and firm evidence to support the allegations made and take into account the School's policy on Equality and Diversity, Race Equality and the Equality Act 2010. If there is doubt that the pupil actually did what is alleged, the Headteacher will not exclude.



3. Allow and encourage the pupil to give their version of events.
4. Check whether an incident appeared to be provoked e.g. by bullying, racial or sexual harassment.
5. If necessary, consult others, being careful not to involve anyone who may later take part in the statutory review of their decision, e.g. member of the Discipline Committee.
6. Keep a written record of actions taken (and copies of written records made by other members of staff), including any interview with the pupil concerned. Witness statements must be dated and should be signed, wherever possible.

The standard of proof to be applied is the balance of probabilities, i.e. if it is more probable than not that the pupil did what he or she is alleged to have done, the Headteacher may exclude the pupil.

Although the Headteacher must protect the interests of the School, he must also balance those interests against the interests of the pupil. A decision to exclude must only be taken if there is really no other alternative and allowing the pupil to remain would be detrimental to other pupils and would impact on the School in a highly negative way.

- **Exclusion is not appropriate for: -**

- Minor incidents such as failure to do homework.
- Poor academic performance.
- Lateness or truancy.
- Pregnancy.
- Breaching School uniform policy, including jewellery or hairstyle.
- Punishing pupils for the behaviour of Parents/Carers.
- Protecting victims by sending them home.

- **Unofficial Exclusions**

If the Headteacher is satisfied that, on the balance of probabilities, a pupil has committed a disciplinary offence, and the pupil is being removed from the School site for that reason, formal exclusion is the only legal method of removal. Informal or unofficial exclusions are illegal regardless of whether they are done with the agreement of parents and carers.

- **Exceptional Circumstances**

There may be exceptional circumstances in which the Headteacher needs to remove pupils from the School site when exclusion would be illegal. An example would be where a pupil is accused of committing a serious criminal offence which took place outside the Headteacher's jurisdiction and/or there is insufficient evidence to warrant exclusion. The Headteacher would be unable to exclude a pupil in this situation. However, there may be compelling reasons for removing a pupil from the School premises pending the outcome of a police investigation. In such circumstances, a Headteacher can authorize leave of absence



for a fixed period, with the parents/carers agreement, or arrangements may be made for the pupil to be educated elsewhere (without parental consent if deemed necessary, although parents/carers would be notified). The School would still remain responsible for the pupil. Such arrangements would not amount to a formal exclusion from the School and would be kept under periodic review. The School will be responsible for providing a full programme of education for the duration of the leave of absence.

- **Removal of Pupils on Medical Grounds**

The Headteacher may send a pupil home after consultation with that pupil's parents/carers and a health professional (e.g. a School nurse) where, because of a diagnosed illness (e.g. a notifiable disease) he or she poses an immediate and serious risk to the health and safety of other pupils and staff. This is not exclusion and should be for the shortest possible time. Remote education will be set up immediately where appropriate.

- **Education Off-site**

The Headteacher has the power to direct a pupil off-site for education to improve his/her behaviour. A pupil can also transfer to another school – see section on 'Managed Move' herein.

- **Behaviour Outside School**

Pupils' behaviour outside School on School business, e.g. School trips, away sports fixtures, is subject to the School's behaviour policy. Unacceptable behaviour in such circumstances should be dealt with as if it had taken place in School. For behaviour outside School, but not on School business, a Headteacher may exclude a pupil if there is a clear link between that behaviour and maintaining good behaviour and discipline among the pupil body as a whole. This will be a matter of judgement for the Headteacher. Pupils' behaviour in the immediate vicinity of the School, or on a journey to or from School, can be grounds for exclusion.

- **Children in the care of the Local Authority**

If a pupil who is in the care of the Local Authority is excluded, anyone who is legally defined as a parent will have the right to make representations and to appeal.

- **Notification**

Parents/Carers will be notified immediately of a pupil's exclusion, ideally by telephone.

The telephone call will be followed by a letter within one School day.

An exclusion will normally begin on the next School day.

The letter notifying a fixed period exclusion or a permanent exclusion will explain: -

- For a fixed period suspension, the precise period of exclusion.
- For a permanent exclusion, the fact that it is a permanent exclusion.
- The reasons for the exclusion.



- The parent/carers right to make representations about the exclusion to the Governing Body.
- The person who the parents/carers should contact if they wish to make such representations. (Clerk to the Governors)
- Advise the parents/carers of the days on which they will be responsible for ensuring that the pupil is not found in a public place without justification. (During the initial period of up to five School days of any exclusion, the parents must ensure that the pupil is not present in a public place during normal School hours without reasonable justification. This requirement applies whether or not the pupil is in the company of the parent. Failure to comply with this requirement is an offence and, in accordance with the Governing Body's adoption of Penalty Notices, the parent may incur a £50 penalty notice.)

The letter will also include:

- The arrangements for enabling the pupil to continue their education, including setting and marking the pupil's work. It is the Parents'/Carers' responsibility to ensure that work sent home is completed and returned.
- What could be done to help the pupil address the problems that have caused the exclusion and how the School and parents/carers will work together towards these aims.
- If the exclusion is for a fixed period, the length of the exclusion and the date and time the pupil should return to School.
- The Parents'/Carers' right to see the pupil's School record.
- The latest date the Parents/Carers can put a written statement to the Discipline Committee.
- If the exclusion is permanent, the date the permanent exclusion takes effect and details of any relevant previous warnings, fixed period exclusions or other disciplinary measures taken before the present incident.
- In the case of fixed term and permanent exclusion, details of suitable full-time education which will be available from the sixth day of exclusion (or earlier).
- The latest date by which the Pupil Discipline Committee must meet to consider the circumstances in which the pupil was excluded, in the case of exclusions of more than five days in one term or where the parent has requested such a meeting or the exclusion will result in a pupil missing a public examination.
- The date of the reintegration interview.



- The name and telephone number of a contact at the LA who can provide advice on the exclusions process and the telephone number of the Advisory Centre for Education helpline (02077049822).

All correspondence will be in plain English, and avoid unnecessary jargon. Exclusion cases will be treated in the strictest confidence.

Within five school days the Headteacher will inform the Governing Body and the LA. If the exclusion is permanent, or if it is for more than five days, or has resulted in the pupil being excluded for a total of more than five days in any one term, or will deny a pupil the chance to take a public examination, then the Governing Body's Pupil Discipline Committee and the LA will be informed. The LA and the Governing Body will also be informed of all exclusions totalling 15 or fewer school days in any one term.

The School, working closely with the LA and appropriate outside agencies e.g. BOSS will plan the educational arrangements to best support the pupil's reintegration at the end of the exclusion. This will include a reintegration meeting with the parents to discuss arrangements to support the pupil.

- **Provision of suitable full-time education to excluded pupils**

The School must provide suitable full-time education to excluded pupils from the sixth School day of any fixed term exclusion. If the exclusion is permanent, then this responsibility is that of the LA. The School or LA may, if they wish, provide education earlier than day six.

The School may use a range of different types of provision for excluded pupils, e.g. facilities at other Schools in the area, pupil referral units (in conjunction with LA), and, with appropriate supervision, ICT provision.

- **Extension of Exclusion**

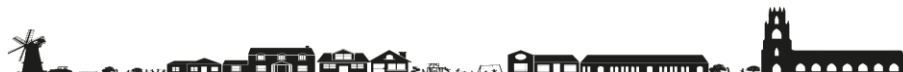
If the Headteacher extends a fixed period suspension or, exceptionally, converts a fixed period exclusion into a permanent exclusion, a further letter will be sent to the Parents/Carers explaining the reasons and making the points as listed above. When an exclusion is extended, there is a new right for Parents/Carers to state their case to the Discipline Committee.

- **At the end of a Fixed Term Suspension**

At the end of a Fixed Term Suspension period, a reintegration meeting will be arranged with the parents/carers to discuss arrangements to support the pupil – although if parents do not attend, this is not a reason to extend the exclusion period.

A Parenting Contract may be suggested that places a focus on the action the LA and School can take to increase support to parents. (Further details about Parenting Contracts is given below.)

- **Reintegration Interview**



A reintegration interview will be arranged by the Headteacher following the expiry of any fixed term suspension, and must take place during the period beginning with the first School day to which the suspension relates and ending with the fifteenth School day following the day on which the pupil returns to School. The pupil should normally attend all or part of the interview which will be conducted by the Headteacher. The purpose is to assist the reintegration of the pupil and promote the improvement of the pupil's behaviour. It provides an opportunity to emphasise the importance of parents working with the School to take joint responsibility for their pupil's behaviour; discuss how behaviour problems can be addressed, explore wider issues and any other circumstances that may be affecting the pupil's behaviour, reach agreement on how the pupil's education should continue, how best they can be reintegrated, what measures can be put in place to prevent further unacceptable behaviour and create a useful forum to consider with parents the possibility of a parenting contract.

- **Parenting Contracts**

If the School or the LA considers that parental influence could be brought to bear in improving the behaviour of a pupil, a parenting contract may be offered. It may help parents take responsibility for their child and strengthen their ability to do so. A parenting contract is a written voluntary agreement between the School Governing Body or the LA and the parent, under which the parent agrees to comply with certain requirements and the School or LA agrees to provide or help the parents to access the support they need. A parent cannot be compelled to enter into a Parenting Contract.

If the suspension is not the first period for misbehaviour and parents are unwilling to engage to bring about improvements, then the LA may consider applying to the courts for a Parenting Order.

- **Documentation**

The documentation listed below will be sent to the Pupil Services Section at LA: -

- Form EP/EXC1 – Notification to LA of fixed period suspensions (together with copy of letter to Parents/Carers).
- Form EP/EXC3 – Notification of Permanent Exclusion (together with copy of letter to Parents/Carers).

- **Support Agencies**

Where a pupil's behaviour is giving cause for concern and there has been a risk of exclusion, one or more of the support agencies will be involved and the School may set up a Pastoral Support Plan. If the fixed suspension is for 6 days or more, a Re-Integration Plan may be required. This will be done with the knowledge of the Parents/Carers.

Disruptive behaviour can be an indication of unmet needs. Where we have concerns about a pupil's behaviour we will try to identify whether there are any casual factors and intervene early in order to reduce the need for a subsequent suspension. In this situation we will give consideration to a multi-agency assessment that goes beyond the pupil's educational needs. We may consider initiating a Team Around the Child (TAC) or other appropriate support services.



Working with the support of identified agencies, it may be agreed that a referral to a Pupil Referral Unit may be appropriate.

- **Pupils with Special Educational Needs**

If the pupil is on the School's Special Needs List, they may have an Individual Education Plan (IEP) and/or a Pastoral Support Plan. If an issue of concern is behaviour, then targets on the IEP will address this. The Headteacher will utilize every means to maintain the placement of pupils with special educational needs, including seeking the advice of the LA and other professional advice as appropriate. Where this process has been exhausted, the School will liaise with the LA. The Headteacher will make every effort to avoid excluding a pupil part way through an assessment process. Every effort will also be made to avoid excluding a pupil with an Education, Health and Care Plan.

- **Trial Admissions**

The Headteacher will not admit pupils on a trial basis or refuse admissions on the grounds that the pupil may disrupt the education of other pupils. If the pupil is seriously disruptive, the proper procedures will be followed as for any other pupil.

- **'Voluntary' Withdrawal**

Pressure on Parents/Carers to secure a 'voluntary' withdrawal of a pupil is not acceptable, and the proper procedures will be followed.

- **Removal of Pupils from School in exceptional circumstances**

When the Headteacher has removed a pupil from the school under section 29 (3) of the Education Act, that removal will be for the shortest time possible, and the school will be responsible for providing a full time programme of education.

- **Independent Review Panels**

Parents/Carers have no right of appeal against a fixed period suspension that has been upheld by the Governors' Disciplinary Committee.

In the case of permanent exclusions, Parents/Carers have a right to appeal to an Independent Review Panel. The Panel is convened by the Legal Office (01522 552579) and consists of three members who are independent of the LA, the School and its Governors.

The Panel may:

- a) Uphold the decision to permanently exclude the pupil;
- b) Recommend that the Governing Body reconsider its decision;
- c) Direct the Governing Body to consider readmitting the pupil.

A direction to consider readmitting will be limited to circumstances where a panel decides that the School has acted illegally, irrationally or where there are significant flaws in procedure.

The decision reached by the Review Panel (a, b, or c above) will be binding on the School.



Where a parent alleges discrimination (under the Equality Act 2010) in respect of a fixed period or permanent exclusion, they will be able to make a claim to the First-tier Tribunal (for disability discrimination) or a County Court (for other forms of discrimination).

- **Continued Education**

If the Independent Review Panel upholds the permanent exclusions, arrangements will need to be made for the continued education of the pupil. The LA will be informed and a Named Officer will contact the Parents/Carers to discuss a new educational placement for the pupil.

In exceptional circumstances, where the Review Panel does not uphold the exclusion decision, but considers that it is not in the best interests of all concerned for the pupil to return to the same School, then a Named Officer will contact the Parents/Carers regarding suitable educational placement.

Related Policies

This Behaviour Policy should be read in conjunction with the following: Anti-Bullying Policy, Positive Handling Policy, Drugs and Drug Related Policy, E-Safety Policy, Child Protection/Safeguarding Policy; Banned Items Policy, Complaints Policy, Equality and Diversity Policy, SEN Policy, Disability and Accessibility Plan, Inclusion Policy, Public Sector Equality Duty.

REVIEW

The Headteacher, Staff and Governors will review this policy annually.

Updated: Nov 2021



Sibsey Primary School

Our 6 Golden Rules

1 Be the best that you can be in every lesson.

2 Walk through the school calmly and quietly.

3 Keep your hands and feet to yourself, make safe choices.

4 Take care of the school environment and people's property.

5 Follow instructions from staff immediately.

6 Be polite. Use good manners and kind words.



Appendix 2 – Support Card

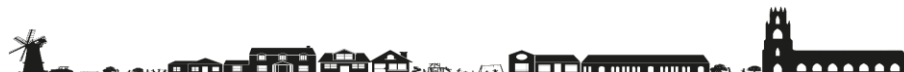


SUPPORT CARD

Name:	STARTING THE DAY	SESSION 1	MORNING BREAK	SESSION 2	LUNCH	SESSION 3	SESSION 4
Date Started:							
MONDAY							
TUESDAY							
WEDNESDAY							
THURSDAY							
FRIDAY							

1. Respect for yourself	2. Respect for others	3. Responsibility for your own actions
<ul style="list-style-type: none"> Be the best that you can be every lesson. 	<ul style="list-style-type: none"> Walk through the school calmly and quietly Use kind words and keep your hands and feet to yourself Take care of the school environment and people's property Be polite and use good manners 	<ul style="list-style-type: none"> Follow instructions from staff immediately

	Monday	Tuesday	Wednesday	Thursday	Friday
Child signature					
Parent/Carer signature					
School signature					

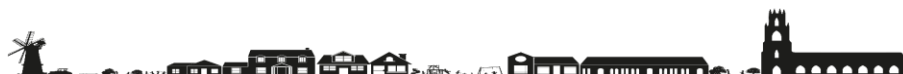


Appendix 3 – Sibsey Pre-Pastoral Support Plan

My Strengths - what am I good at:	
Things I struggle with – What things do I need help with:	
6 Golden Rules	Comment
Be the best that you can be every lesson.	
Walk through the school calmly and quietly.	
Use kind words and keep your hands and feet to yourself.	
Take care of the school environment and people's property.	
Follow instructions from staff immediately.	
Be polite and use good manners.	
Other:	
Things I like about myself:	

Good things I notice about others:						
What would I like help with – my targets:						
What I could do to help myself reach my targets:						
Who will help me in school and who can I talk to if I need help, and what they will do:						
How I will know I am doing well in reaching my targets:						
This plan has been agreed with:						
<table border="0" style="width: 100%;"> <tr> <td style="width: 33%;">Pupil's Name:</td> <td style="width: 33%;">Pupil's Signature:</td> <td style="width: 33%;">Date:</td> </tr> <tr> <td>Staff's Name:</td> <td>Staff's Signature:</td> <td>Date:</td> </tr> </table>	Pupil's Name:	Pupil's Signature:	Date:	Staff's Name:	Staff's Signature:	Date:
Pupil's Name:	Pupil's Signature:	Date:				
Staff's Name:	Staff's Signature:	Date:				

Appendix 4 – 3 levels of target cards

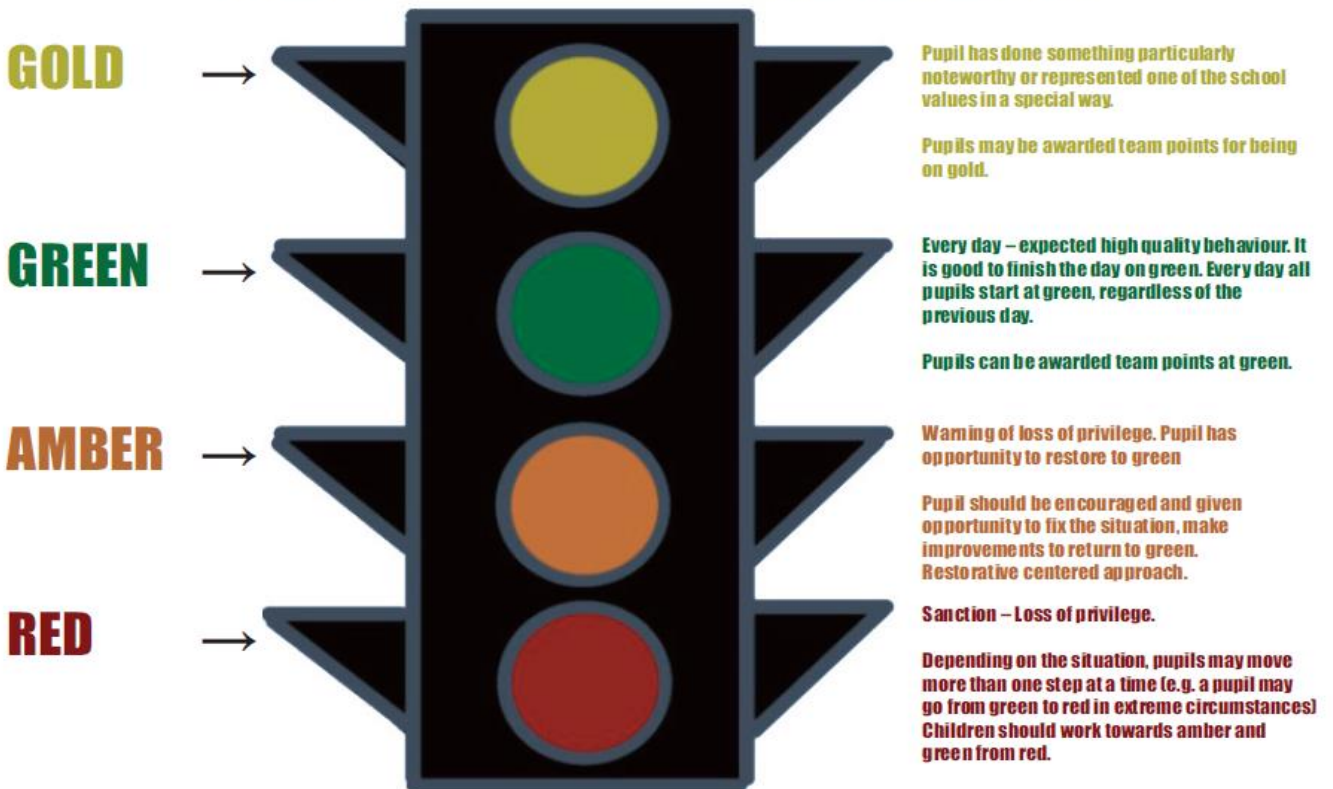




Appendix 5 – Parent Voice Posters

These have been created by The Parent Voice and are to be shared with parents. The intention is that it acts as a quick “pick-up guide” to behaviour at Sibsey.

THIS IS OUR TRAFFIC LIGHT SYSTEM



WE FOLLOW THESE RULES SO THAT OUR BEHAVIOUR CAN BE THE BEST THAT IT CAN BE

SIBSEY PRIMARY SCHOOL - OUR 6 GOLDEN RULES

1	Be the best that you can be in every lesson.	2	Walk through the school calmly and quietly.
3	Keep your hands and feet to yourself, make safe choices.	4	Take care of the school environment.
5	Follow instructions from staff immediately.	6	Be polite. Use good manners and kind words.

WE RECEIVE TEAM POINTS FOR GOOD BEHAVIOUR AND KINDNESS

TEAM POINTS	REWARD
10	BOX 1
25	BOX 2
50	BRONZE CERTIFICATE
75	BOX 3 (INCLUDES SHEDQUARTERS/EXPERIENCE)
100	SILVER CERTIFICATE
125	BOX 4
150	GOLD CERTIFICATE



WHAT HAPPENS IF WE DON'T FOLLOW THE 6 GOLDEN RULES?

- **USE OF CLASSROOM MANAGEMENT TECHNIQUES**
- **WARNING! MOVING DOWN THE TRAFFIC LIGHT**
- **LOSS OF PART OF PLAYTIME (ADDITIONAL INTERVALS ADDED)**
 - **SUPPORT CARD FOR BEHAVIOUR**
 - **TIME OUT**
 - **INTERNAL EXCLUSION**
 - **REPORT CARD - GREEN, AMBER & RED**
 - **EXTERNAL AGENCY INVOLVEMENT**
 - **SUSPENSION**

**CONTACT WITH PARENTS WOULD BE MADE AS AND WHEN NECESSARY,
BUT ALWAYS FROM POINT 4 AND BEYOND.**

