



# Behaviour policy

## Engayne Primary School

**Approved by:** Governing Body

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# Behaviour and Discipline Policy

“Teachers have the right to teach  
Pupils have the right to learn”

## Statement of Intent

At Engayne Primary School, we believe that in order to facilitate teaching and learning, acceptable behaviour must be demonstrated in all aspects of school life. The school is committed to:

- Ensuring everyone should be treated with respect and courtesy so there is equality and fair treatment for all.
- Promoting desired behaviour by discussing problems and avoiding conflict.
- Promoting self-esteem, self-discipline, proper regard for authority, and positive relationships based on mutual respect.
- Praising and rewarding good behaviour.
- Challenging and disciplining misbehaviour.
- Providing a safe environment free from disruption, violence, discrimination, bullying and any form of harassment.
- Developing positive relationships with pupils to enable early intervention.
- A shared approach which involves pupils in the implementation of the school’s policy and associated procedures.
- Promoting a culture of praise and encouragement in which all pupils can achieve.

These principles, underpin all the rules of behaviour and discipline within the school and on school trips. They apply to staff and pupils alike. Parents and other visitors to the school are also expected to abide by these principles. These principles are also reflected in the Engayne Values.

This policy is to be read in conjunction with Behaviour and Discipline in Schools. DfE publication January 2016

The school acknowledges that behaviour can sometimes be the result of educational needs, mental health issues, or other needs or vulnerabilities, and will address these needs via an individualised graduated response.

It is essential that we show respect for one another, in order that the school may progress and to foster feelings of self-worth and self-respect. Our school rules and expectations aim to give clear guidance to staff, pupils and parents as to acceptable and agreed behaviour in most situations including when using online sites and messaging apps. By following rules and acquiring habits of good behaviour pupils will develop self-discipline. Good behaviour and consideration for others will in turn attract praise and approval.

As children mature, we expect them to learn good habits and to develop a moral sense of what is right and what is wrong. We believe that our Behaviour and Discipline Policy encourages this development and sets a standard for everyone in the school community to meet.

To help reduce the likelihood of behavioural issues related to social, emotional or mental health (SEMH), the school aims to create a safe and calm environment in which positive mental health and wellbeing are promoted and pupils are taught to be resilient. The school aims to promote resilience as part of a whole-school approach using the following methods:

**Culture, ethos and environment** – the health and wellbeing of pupils and staff is promoted through the informal curriculum, including leadership practice, policies, values and attitudes, alongside the social and physical environment

**Teaching** – the curriculum is used to develop pupils’ knowledge about health and wellbeing

**Community engagement** – the school proactively engages with parents, outside agencies and the wider community to promote consistent support for pupils’ health and wellbeing

Where vulnerable pupils or groups are identified, provision will be made to support and promote their positive mental health.

*The Governing Body will periodically review these principles to help the headteacher determine the measures that make up the school’s behaviour policy. This duty cannot be delegated. The board must consult the headteacher, other appropriate members of staff, parents and all registered pupils before making or changing this statement of principles. The policy is published on the school’s website.*

## 1. Legal framework

This policy has due regard to all relevant legislation and statutory guidance including, but not limited to, the following:

- Education Act 1996
- Education Act 2002
- Equality Act 2010
- Education and Inspections Act 2006
- Health Act 2006
- Voyeurism (Offences) Act 2019
- The School Information (England) Regulations 2008
- DfE (2016) ‘Behaviour and discipline in schools’
- DfE (2021) ‘Keeping children safe in education 2021’
- DfE (2021) ‘Sexual violence and sexual harassment between children in schools and colleges’
- DfE (2018) ‘Mental health and behaviour in schools’
- DfE (2015) ‘Special educational needs and disability code of practice: 0 to 25 years’
- DfE (2013) ‘Use of reasonable force’
- DfE (2018) ‘Searching, screening and confiscation’

This policy operates in conjunction with the following school and LA policies:

- Complaints Procedures Policy
- Special Educational Needs (SEN) Policy
- Peer-on-Peer Abuse Policy
- Safeguarding and Child Protection Policy
- Smoke-Free Policy
- On-line Safety Policy
- Fixed Term and Permanent Exclusion Concordat for all havering Schools July 21

## **2 Behaviour Management Plan**

Pupils and staff have been involved in a consultation process to produce this Behaviour Management Plan.

The Behaviour Management Plan consists of three basic elements

- The rules which pupils must follow
- The rewards which pupils receive for following the rules
- The consequences which result from not following the rules

All children and staff must be aware of expectations throughout the school and these will, where appropriate, be displayed prominently.

There are rules, which apply to the whole school and specific areas such as the classroom and playground. Rules for online behaviour are taught to the children and are revisited at the beginning of any lessons which involve the use of a device that is connected to the internet.

School rules

1. Follow instructions the first time they are given.
2. Be ready to work hard and learn in each lesson.
3. Walk quietly and sensibly when moving around the school and classroom.
4. Speak politely, kindly and be honest, with only one person speaking at a time.
5. Show respect by listening carefully to others.
6. Keep hands, feet and objects to yourself.
7. Take responsibility for and look after all property.

Foundation Stage will have some flexibility when working towards these rules, especially in the Autumn Term. In addition, KS1 will use “Give Me 5” guidance for supporting pupils for rule 2.

It may well be that we will amend or change these rules from time to time in the light of experience, however rules will always be observable, applied consistently and let the pupils know how to behave.

Through our curriculum, we teach the children: Everyone has the right to feel safe and happy, wherever they are, whoever they are. We will promote a tolerant and sensitive attitude to the needs and feelings of others both by example and approaches such as circle time and IPP sessions. Children are encouraged to talk about their and others behaviour whether on a global, national or local level. Adults within the school take a restorative approach to conversations around behaviour with children to help them understand the behaviour and how it has affected themselves and others.

### **2.1 Online Acceptable Use Agreement**

Please refer to the acceptable use agreement. This is discussed with and signed by all children at the beginning of each academic year.

### **2.2 Rewards**

Praise needs to form an integral part of a learning environment. It creates positive attitudes and builds mutual respect.

Individual Positive Recognition

- Verbal praise and stickers
- Award of House Point
- Award teacher certificate when score reaches 10 (years 5/6) or 20 for all other year groups
- Third 'gold' certificate (from Head Teacher) to be presented in assembly (30 points for Years 5/6 and 60 for all other year groups)
- Two children from each class to be chosen weekly (Worker Of the Week and Star Writer) by class teacher in recognition of real effort/achievement. Name and nature of award to be recorded in a book displayed in school entrance hall and awarded badge in assembly.
- Phone call/note home for special effort/work

The House Point system will start from Reception, when pupils are given the colour relating to their House. Houses (or colours) will reflect a range of abilities and talents

The Foundation Stage will also use an intrinsic reward system in conjunction with House Points or colours.

Class Rewards

These are used to encourage whole class good behaviour inside and outside the classroom and include rewards for good lunchtime behaviour given by the MDS team and tidy classroom rewards. Individually agreed hierarchy of class rewards can be earned. These will be negotiated with the class and the Head Teacher.

### **2.3 Consequences**

Disruption will be dealt with calmly and quickly using the following hierarchy of consequences if the pupil chooses not to keep the rules.

1. Warning
2. Work away from others in class followed by a restorative conversation
3. Send to another class
4. Lose a playtime \* (This will be on the playground walking with an adult on duty)
5. Inform Parents (at an appropriate point considering the age of the child)
6. Send to Head Teacher/ member of the SLT

\*Consequence 4 may, in special circumstances be used sooner should the nature of the misdemeanour warrant it.

Teachers should inform parents at an early stage of their child's behaviour if consequences need to be used too frequently or forms a pattern. An individual behaviour plan may be put in place in the short term to help a child to learn behaviour expectations.

NB Severe misdemeanour clause such as those described in section 3 of this policy – send directly to Head Teacher. At which point the Head Teacher /SLT may decide to isolate the pupil from usual school activities with their class for a set period

Consequences will generally be carried out as soon as possible after the sanction has been given.

## **2.4 Recording Behaviour Incidents**

All staff are responsible for recording incidents of unacceptable behaviour in the appropriate place.

Class log- staff should keep a log of low-level unacceptable behaviour and include relevant incidents on their weekly round-up including consequences given.

Missed Play Book - The 'missed play' book is set out in year groups so it enables each class teacher to monitor the children carefully. The book is checked on a weekly basis by a senior leader. If a child has been entered into the book too frequently then parents are called and the child spoken to by a senior member of staff.

Lunchtime behaviour log – Year group logs are kept detailing the behaviour, pupils involved and consequences given. This is monitored by the class teacher and senior leaders. Each phase leader will monitor the book and be responsible for dealing with children who have misbehaved, this may be by just monitoring if time out has been used, speaking to the children directly or putting in place systems, such as mentoring, to help children regulate their behaviour.

MyConcern – Incidents of serious unacceptable behaviour will be logged separately for both the perpetrator and the victim.

## **2.5 Lunchtimes**

The school rules continue to apply at lunch time alongside the playground code of conduct.

Playground Code of Conduct

1. Play in agreed areas.
2. Play gently and kindly
3. Continue to follow the school rules

A 'Good to be Green' scheme is in place to continue to create positive attitudes and build on mutual respect whilst the children are in a less structured environment. Classes stay on green for behaving appropriately at key points in the lunchtime. See Annex D

Rewards are given by MDA to individual children and to the class by the class teacher/senior leaders.

Consequences – mirror those in the classroom

1. Warning
2. Time spent with MDA – restorative conversation
3. Time out will be used to allow children to have a chance to reflect on their behaviour and how it has impacted on others at the time the incident has occurred.
4. Lose part of lunchtime (this may be inside or outside in a restorative area)
5. Inform Parents (at an appropriate point considering the age of the child)
6. Send to Head Teacher/ member of the SLT

As with rewards, consequences may be put in place for individuals or groups of children depending on the situation.

## **3. Managing Behaviour**

Instances of more serious unacceptable behaviour are taken seriously and dealt with immediately.

Senior leaders and SENCo will monitor the record of all reported incidents to help identify pupils whose behaviour may indicate potential mental health problems.

Serious misdemeanours such as fighting and swearing or defiant/deliberate behaviour will result in the child missing all or part of lunchtime play. This must be recorded in the incident book and on MyConcern.

The senior leader in charge of behaviour and safety will track this and be supported by the Senco. Individual behaviour plans will be put in place where necessary and this may include a parents being asked to take their child home for lunch.

Where deemed necessary, parents will be informed and invited to discuss the incident.

Where a child's behaviour becomes frequent or begins to form a pattern then a behaviour contract or individual behaviour plan will be put in place. If a pupil frequently reaches the higher stages of this discipline hierarchy, the Head Teacher/ Senco will consider whether it is necessary to place the pupil's name on the school's special educational needs (SEN) register and an action plan be drawn up. Where necessary, assistance may be sought from LA support services and other outside agencies.

The school will ensure that all discipline is reasonable in all circumstances, and will consider the pupil's age, religious requirements, SEMH needs, any SEND, and any other relevant information.

In exceptional cases, where positive attempts to address the pupil's problems do not produce any improvement in the situation, an Early Intervention Meeting will be called. This may involve an education welfare officer and a member of the Behaviour Support Service, or an educational psychologist. Where a referral has been accepted by the Child and Family Consultation Service, they will also be invited to attend. A social worker from the Adolescent Team will also be invited so that any Social Services input to the child, or family, is integrated with the school support.

### **3.1 Early Intervention Meeting**

The purpose of an Early Intervention Meeting is to

- Outline clearly the nature and extent of the child's behaviour difficulties and how it is affecting the child and the life of the school
- Try to identify the circumstances that might be causing the behaviour
- Agree any action that may be required by those present
- Make clear the consequences if the child's behaviour does not improve

When all these steps have been taken, and the pupil's behaviour has not improved, then it will be necessary for the Headteacher to consider exclusion for a fixed period or permanent exclusion.

## **4. Prevention strategies and sanctions for unacceptable behaviour**

This section outlines the school's strategies for preventing unacceptable behaviour, minimising the severity of incidents, and using sanctions effectively and appropriately to improve pupils' behaviour in the future.

### **4.1 Positive teacher-pupil relationships**

Positive teacher-pupil relationships are key to combatting unacceptable behaviour. The school focusses heavily on forming these relationships to allow teachers to understand their pupils and create a strong foundation from which behavioural change can take place.

### **4.2 De-escalation strategies**

Where negative behaviour is present, staff members will implement de-escalation strategies to diffuse the situation. This includes:

- Appearing calm and using a modulated, low tone of voice
- Using simple, direct language.
- Avoiding being defensive, e.g. if comments or insults are directed at the staff member.
- Providing adequate personal space and not blocking a pupil's escape route.
- Showing open, accepting body language, e.g. not standing with their arms crossed.
- Reassuring the pupil and creating an outcome goal.
- Identifying any points of agreement to build a rapport.
- Offering the pupil a face-saving route out of confrontation, e.g. that if they stop the behaviour, then the consequences will be lessened.
- Rephrasing requests made up of negative words with positive phrases, e.g. "if you don't return to your seat, I won't help you with your work" becomes "if you return to your seat, I can help you with your work".

### **4.3 Physical intervention**

**Trained members of staff** (all staff in exceptional circumstances) have the legal right to use reasonable force to prevent pupils from committing an offence, injuring themselves or others, or damaging school property, and to maintain good order and discipline in the classroom.

Physical restraint will only be used as a last resort and as a method of restraint. Staff members will use their professional judgement of the incident to decide whether physical intervention is necessary. The situations in which physical is necessary staff will use positive handling strategies from 'Team – Teach' and will have attended the certificated course run by the Behaviour Support Service. A list of these staff is available from the school office.

Wherever possible, staff will ensure that a second member of staff is present to witness the physical intervention used. All incidents where reasonable force has been necessary to restrain pupils will be clearly recorded in a bound and numbered book. The pupil's parent/carer will be informed when it has been necessary to use reasonable force to control or restrain a pupil.

Any violent or threatening behaviour will not be tolerated by the school and may result in a fixed-term exclusion in the first instance. It is at the discretion of the headteacher as to what behaviour constitutes for an exclusion. When using reasonable force in response to risks presented by incidents involving pupils with SEND or medical conditions, the school will recognise and consider the vulnerability of these groups.

Please see Safeguarding and Child protection July 2021

#### **4.4 Working Away from Class**

The school may decide to move pupils to a separate room away from other pupils for a limited period. The school will only move pupils to be by themselves where absolutely necessary. The school will ensure that pupils' health and safety is not compromised during their time on their own, and that any additional requirements, such as SEND needs, are met.

The amount of time that a pupil spends working away from their class will be up to the school to decide. This could be for more than one school day. The school will ensure that the pupil is not kept away from other any longer than necessary.

The staff member in charge and supervising the pupil will decide what the pupil may and may not do during this time. The headteacher will request that the pupil's class teachers set them appropriate work to complete.

Pupils are permitted to eat during the allocated times of the school day and may use the toilet as required.

### **5. Definitions**

For the purposes of this policy, the school defines "serious unacceptable behaviour" as any behaviour which may cause harm to oneself or others, damage the reputation of the school within the wider community, and/or any illegal behaviour. This includes, but is not limited to, the following:

- **Discrimination** – not giving equal respect to an individual on the basis of age, disability, gender identity, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex and sexual orientation.
- **Harassment** – behaviour towards others which is unwanted, offensive and affects the dignity of the individual or group of individuals
- **Vexatious behaviour** – deliberately acting in a manner so as to cause annoyance or irritation
- **Bullying** – a type of harassment which involves personal abuse or persistent actions which humiliate, intimidate, frighten or demean the individual being bullied
- **Cyberbullying** – the use of electronic communication to bully a person, typically by sending messages of an intimidating or threatening nature
- Possession of legal or illegal drugs, alcohol or tobacco
- Possession of banned items
- Truancy and running away from school
- Refusing to comply with disciplinary sanctions
- Theft
- Verbal abuse, including swearing, racist remarks and threatening language
- Fighting and aggression
- Persistent disobedience or destructive behaviour
- Extreme behaviour, such as violence and serious vandalism
- Any behaviour that threatens safety or presents a serious danger
- Any behaviour that seriously inhibits the learning of pupils
- Any behaviour that requires the immediate attention of a staff member

## **6. Peer on Peer Abuse**

Peer abuse is behaviour by an individual or group, intending to physically, sexually or emotionally hurt others. All staff should be aware of safeguarding issues from peer abuse including:

- Bullying (including online bullying)
- Gender based violence
- Sexual violence and harassment
- Sharing nude or indecent images
- Induction/hazing
- Prejudiced behaviour

This abuse can:

- Be motivated by perceived differences e.g. on grounds of race, religion, gender, sexual orientation, disability or other differences
- Result in significant, long lasting and traumatic isolation, intimidation or violence to the victim; vulnerable adults are at particular risk of harm

Encouraging/ inciting others to do any of these things will also be judged as behaving in an inappropriate manner.

Refer to Schools Safeguarding and Child Protection July 2021 (9.0 Peer-on-peer abuse)

For further reading please see Preventing and Tackling Bullying Advice issued by the DfE July 17.

## **8. Roles and Responsibilities**

### **8.1 Pupils are responsible for**

- Their own behaviour both inside school and out in the wider community.
- Reporting any unacceptable behaviour to a member of staff.

Pupils must

- Remember that unacceptable behaviour towards them is not their fault and that is not normal or acceptable.
- Avoid reacting to a perpetrator in a violent manner or responding back online.
- Keep calm and report the incident as soon as possible
- If the bullying is online, seek to keep any evidence by screenshotting or printing

### **8.2 Staff are responsible for**

All members of staff, including teaching and support staff, and volunteers are responsible for supporting and encouraging pupils to follow the above expectations. They are also responsible for:

- Adhering to this policy.
- Supporting pupils in adhering to this policy.
- Promoting a supportive and high-quality learning environment.
- Modelling high levels of behaviour.
- Being aware of the signs of behavioural difficulties.
- Setting high expectations for every pupil.
- Being aware of the needs, outcomes sought, and support provided to any pupils with specific behavioural needs.
- Keeping the relevant figures of authority up-to-date with any changes in behaviour. The relevant figures of authority include:
  - SENCO.
  - Headteacher.
  - Senior Leaders

They must:

- Be aware of situations that could reflect instances of peer on peer abuse/bullying/discrimination/harassment for example pupils who appear tense or upset
- Be aware of children who are being isolated in class or from friendship groups
- Completed on MyConcern when necessary.
- Remember that adults can be victims too
- Show that problems can be solved by negotiation
- Always take complaints seriously and deal with problems calmly
- Deal with incidents promptly and record what is said.
- Use age appropriate language.

### **8.3 Parents/Carers are responsible for**

The role of parents/carer is vital in supporting and reinforcing our school policy and we expect them to provide a suitable role model for their children in these situations.

Parents should encourage their children to:

- Follow the school's values and rules.
- Report incidents of a serious nature, whether face to face or online.
- Informing the school of any changes in circumstances which may affect their child's behaviour.

Parents should

- Report any concerns about peer on peer abuse/bullying/discrimination/harassment/prejudice, whether face to face or online, to the school promptly.
- Behave in an appropriate manner in and around school. School staff, pupils and visitors have the right to expect their school to be a safe place to work and learn. If a parent/carer has concerns we will always listen to them and seek to address them.
- Let the school deal with the problem, never approaching alleged offenders or their parents themselves.
- Behave in an appropriate way at all times including discussing matters in a calm, non-aggressive manner.
- Come back to the school immediately if they have any further concerns or they believe that the problem appears to be resurfacing or is continuing.

Please also see DFE advice to parents and carers on cyberbullying.

Parents/ carers are asked to sign a Home School Agreement that outlines the responsibilities of the parent and the school; including those around behaviour and attendance.

However, abusive, threatening or violent behaviour will not be tolerated. If such behaviour occurs, we will follow the procedures outlined in the London Borough of Havering's guidance – 'Keeping Schools Safe' and within the schools own policies.

Parents have a clear role in making sure their child is well behaved at school. If they do not, the school or local authority may ask them to sign a parenting contract or may apply for a court-imposed parenting order.

Please see a copy of the home school agreement and posters displayed around the school outlining the expected behaviour for visitor. Appendix A and B of this document.

### **9 Procedures for dealing with serious behaviour incidents**

These guidelines must be followed by all staff, teaching and non-teaching, who are aware of, or suspect, an instance of peer on peer abuse/ bullying/discrimination/harassment/prejudice. Staff should be sensitive towards the difference between unwitting and deliberate acts bearing in mind the age and understanding of the children.

1. Assess needs of victim and perpetrator and provide support as quickly as possible
2. Incidents of micro-aggression, discrimination and harassment should be picked up immediately and made clear that this is unacceptable. In cases this will be explained, calmly and quietly, why this may give offence and be discouraged
3. The Head Teacher must ensure that the incident is followed up as quickly as possible making sure that written statements are taken from the children concerned where it is deemed necessary.
4. The Head Teacher will, if the situation is serious enough, or if it is repeated, inform both sets of parents of the incident and of the action the school has taken. The parents may be asked to come to the school to discuss the situation
5. Counselling of the offender and the victim, by appropriate staff may take place and a record made. It may be appropriate to involve outside agencies.

6. The pupil who harasses/bullied others and that pupil's parents will be made aware of the school's view of bullying, discrimination and/or harassment, the sanctions that will be imposed and of the range of sanctions that may be imposed should there be a repeat.

## **10. Searching Pupils and Confiscation**

School staff can search pupils with their consent for any item which is banned by the school rules.

Head teachers and staff authorised by the head teacher have the power to search pupils, their possessions, or any mobile devices they may have in school, without consent where they suspect the pupil has weapons, alcohol, illegal drugs, stolen items or been involved in online bullying.

Where the person conducting the search finds an electronic device that is prohibited by the school rules or that they reasonably suspects has been, or is likely to be, used to commit an offence or cause personal injury or damage to property, **they may examine any data or files on the device where there is a good reason to do so. They may also delete data or files if they think there is a good reason to do so, unless they are going to give the device to the police.** This power applies to all schools and **there is no need to have parental consent to search through a young person's mobile phone if it has been seized in a lawful 'without consent' search** and is prohibited by the school rules or is reasonably suspected of being, or being likely to be, used to commit an offence or cause personal injury or damage to property.

The member of staff must have regard to the following guidance issued by the Secretary of State when determining what is a "good reason" for examining or erasing the contents of an electronic device:

In determining a 'good reason' to examine or erase the data or files the staff member should reasonably suspect that the data or file on the device in question has been, or could be, used to cause harm, to disrupt teaching or break the school rules.

Please refer to Searching, screening and confiscation at school (DfE, January 2018)

<https://www.gov.uk/government/publications/searching-screening-and-confiscation>

## **11. Allegations of abuse against staff**

Allegations of abuse against staff will be dealt with quickly and in a fair and consistent way that provides effective protection for the child and supports the person who is subject of the allegation. The following policies must be referred to: Disciplinary Policy, Safeguarding and Child Protection July 2021 section 12.2, Whistle Blowing and Managing Allegations July 2021 and Working Together 2018

The Headteacher on all such occasions will discuss, on the same day the content with the LADO before taking further action. Every effort must be made to maintain confidentiality and guard against unwanted publicity while an allegation is being investigated. Suspension must not be used as an automatic response when an allegation has been reported.

If a pupil has made a malicious accusation against a member of school staff they will be subject to disciplinary action. This may include, depending on the nature of the incident, exclusion.

A leaflet outlining the school's safeguarding procedures and who to speak to, to raise concerns will be given to visitors to the school and be available for parents from the reception area.

## **12.-Exclusion**

Please refer to:

- Exclusion from maintained schools, academies and pupil referral units in England DfE guidance Sept 2017
- Fixed Term and Permanent Exclusion Concordat 2020/21 for All of Havering Schools July 2021
- Managed Move Policy 2021/22

The head teacher decides whether to exclude a pupil, for a fixed term or permanently, taking into account all the circumstances, the evidence available and the need to balance the interests of the pupil against those of the whole school community.

Depending on the type of exclusion, in most cases parents have the right to make representations to the governing body (or discipline committee). In all cases of permanent exclusion parents have the additional right to appeal to an independent review panel.

Parents must take responsibility for their child, if excluded, and ensure that they are not in a public place without good reason during school hours within the first five school days of any exclusion. If they do not, the school or local authority may issue a fixed penalty notice or be prosecuted if they fail to do so.

This policy will be reviewed annually by the Assistant Head teacher and, together with the leadership team and Governors, make amendments where necessary.

Jill Mackintosh Assistant Headteacher  
February 2022

## Annex D –Lunchtime Good to be Green

A ‘Good to be Green’ scheme is in place to continue to create positive attitudes and build on mutual respect whilst the children are in a less structured environment. Classes stay on green for behaving appropriately at key points in the lunchtime.

### Expectations

- Lining up alphabetically one behind the other in a sensible way.
- Classroom voices and using please and thank you

**Green** for good, point given. **Amber** if children need a lot of reminding and are not doing as told first time, no point given. **Red** – teacher needs to be informed as behaviour of the class is poor.

If one child is letting the class down they should stand with the adult and go in the behaviour book rather than stopping the whole class being green.

### KS1 Points for

- Lining up in playground to be counted
- Lining up in the hall
- Behaviour on class tables
- Bonus point

### KS2 Points for

- Lining up in playground to be counted
- Lining up in/outside the hall
- Playing with the equipment
- Behaviour in KS1 dinner hall particularly lining up for lunch
- Bonus point

Rewards are earned for classes staying on green the majority of the lunchtimes.

Consequences are given to classes if red cards have to be issued. The consequences are determined by the class teacher

Incidents that occur during the lunch time are recorded in the incident book.