

Oxspring Primary School

Head Teacher: Mrs S. Irwin
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'Learn, Endeavour, Aspire, Respect, Nurture'

SCHOOL BEHAVIOUR POLICY



Oxspring Primary School

SCHOOL BEHAVIOUR POLICY

Our School's Mission: 'To be a learning community with a culture of ambition and achievement'

Our Vision: 'Embracing Learning - a school for all'

Our motto: 'Learn, Endeavour, Aspire, Respect, Nurture'

Our Values:



RATIONALE

This policy is needed to ensure that Oxspring Primary School is a happy, thriving community which is calm, purposeful and caring, based on mutual respect which keeps children, staff and visitors feeling safe in our school environment. It takes into account statutory requirements and guidance. **Appendix 1**

This policy sets out measures (as part of our legal duty) to:

- (1) Promote good behaviour, self-discipline and respect.
- (2) Prevent bullying.
- (3) Ensure that pupils complete assigned work.
- (4) Regulate pupils' conduct - Section 89 (1) of the Education and Inspections Act 2006.

When deciding what these measures are, the Headteacher has taken into account the Governing Body's statement of behaviour principles. The Headteacher has regard to any guidance or notification provided by the Governing Body which includes the following:

- Screening and searching pupils,
- The use of reasonable force,
- Disciplining pupils beyond the school gate,
- When to work with other local agencies to assess the needs of pupils who display
- Continuous disruptive behaviour,
- Pastoral care for staff accused of misconduct.

AIMS AND PRINCIPLES

At Oxspring School, good behaviour is seen as an essential element in quality teaching and learning. The encouragement of good behaviour through a range of means within the school is also seen as a major contributory factor in empowering each individual to take his/her rightful place within the community and world environment.

The policy is underpinned by the central aims of the school and values held by the staff and governors at the school.

PURPOSE OF THIS POLICY

- To ensure everyone in our school environment feels safe and is safe.
- To promote a positive self-image for everyone in school.
- To encourage children to care and have respect for the school environment and those people within it.

- To encourage children to be well-mannered to everyone.
- To foster a sense of responsibility for themselves and their own actions.
- To develop a positive approach to all aspects of school life.
- To set high expectations for everyone to achieve their best and to play an active part in the life of the school.

ABBREVIATIONS

RE	Religious Education
SEAL	Social and Emotional Aspects of Learning
PHSE	Personal, Health and Social Education
SEND	Special Educational Needs and Disability
DfE	Department for Education
KS	Key Stage
EYFS	Early Years Foundation Stage
SIMS	School Information Management System
ILP	Individual Learning Plan
PE	Physical Education

Roles and Responsibilities

Behaviour Management is the responsibility of **all** stakeholders at Oxspring Primary School. We are committed to encouraging good behaviour in an atmosphere of mutual respect. A clear school behaviour policy, consistently and fairly applied, underpins effective education. All stakeholders should be clear of the high standards of behaviour expected of all pupils at all times.

We wish to acknowledge the responsibility of all those in the school community – teaching and non-teaching staff, governors, parents and pupils in achieving this aim.

The Responsibilities of the Headteacher

- It is the responsibility of the Headteacher to implement the school behaviour policy consistently throughout the school, and to report to governors, when requested, on the effectiveness of the policy.
- The Headteacher supports the staff by implementing the policy, by setting high standards of behaviour, and by supporting staff in the implementation of the policy.
- The Headteacher supervises records of all reported serious incidents of misbehaviour.
- The Headteacher has the responsibility for giving fixed-term exclusions to individual children for serious acts of misbehaviour. For repeated or very serious acts of antisocial behaviour, the Headteacher may permanently exclude a child. Both these actions are only taken after the Governors have been notified.

The Role of the Governing Body

The Governing Body has the responsibility of setting down these general guidelines on standards of discipline and behaviour, and of reviewing their effectiveness. The Governors support the Headteacher in carrying out these guidelines. The Headteacher has the day to day authority to implement the school behaviour and discipline policy, but the Governors may give advice to the Headteacher about particular disciplinary issues. The Headteacher must take this into account when making decisions about matters of behaviour.

IN PRACTICE

The school, pupils and parents are all jointly responsible for ensuring a positive climate for learning in school. Their rights and responsibilities can be found in **Appendix 2**.

CLASS MISSION STATEMENTS

As part of our work towards Investors in Pupils, each class develops and agrees to a mission statement which includes class principles for behaviour. These are displayed in each classroom and are used along with our school values palette in whole school assemblies.



SCHOOL ORGANISATION AND ROUTINES

- It is essential that staff develop and maintain good relationships with children and each other by showing and expecting respect; by encouraging children to be polite, by setting good examples and by being approachable.
- At the beginning and end of the school day the children enter and leave the school in an orderly fashion.
- Children enter and leave the hall for assembly quietly and show respect for each other, staff and visitors.
- Throughout the day, children are expected to move around all areas of school in a calm, safe, respectful and responsible manner. In the corridors, children walk (and use the steps) safely. Staff supervise orderly movement around school at all times
- At play times and dinner time the children are directed to the appropriate area (dining hall, playground, classroom etc.) by staff. Children are encouraged to use playground facilities and games. Supervising staff follow the 'good to be green' system when dealing with inappropriate behaviour.

- To gain the attention of children, we use a signal, a raised arm, clapping, bells, music etc. (indoors) or a bell (outdoors) and wherever possible we avoid shouting.
- Children are constantly encouraged and expected to adhere to their agreed mission statements and values.
- We use proximal praise where children following the rules are brought to the attention of other children and used as role models.
- Around the school, staff and other adults insist on a reasonable noise level and intervene when necessary.
- Children are not left unsupervised in any area of the school at any time.

'GOOD TO BE GREEN' SYSTEM



Our philosophy is to notice good behaviour and give attention to children making right choices. This is very effective in encouraging children whose inclination might be to misbehave, to be noticed for doing the right thing! We have a very positive attitude towards discipline, awarding children individual, class or whole school stickers for good effort and attitude. These are treasured

rewards that encourage children to behave well.

Another incentive for good behaviour is our Oxspring University on a Friday where children are able to select activities as a reward. Children who have made wrong choices during the week will lose time from this.



'Good to be Green' Behaviour Scheme

The 'Good to be Green' scheme is an effective way of promoting positive behaviour, rewarding those pupils who consistently behave appropriately, and is a means of being able to track those pupils who find it harder to meet the school's expected code of behaviour within this policy.

The scheme is very visual, with child friendly resources, which allow our pupils to easily see how they are doing in class. We believe that it is important to promote a positive message regarding behaviour management at all times; 'Good to be Green' is a means of promoting our high expectations of positive behaviour. If a child has not had a positive day, they can start afresh the following day.

Every child starts their day on a positive note with a green card displayed in their pocket of the Class Chart. The card says, 'It's Good to be Green!' and the children soon learn to associate being on green with a feeling of having made the right choices. If, during the day, in lessons, or at break times, a child has to be warned of inappropriate behaviour, or has broken a school rule, they will be given a verbal warning. If this continues, they will be issued with an orange warning card which will be displayed over the top of the green card. The warning gives

the child the opportunity to reflect, consider and review their behaviour. An orange card would equate to 5 minutes off playtime.

If a child is already on an orange warning card, and they have to be told again of inappropriate behaviour, then they are moved onto a red consequence card.

Sometimes, just a reminder that a child will move onto a red card is enough to encourage them to behave appropriately. However, if necessary, the child's orange warning card will be moved to the back of the pocket and the red consequence card will be displayed. A red card would then have a consequence of loss of playtime / lunchtime and 5 minutes off University time. Parents will be informed if a child receives a red card. Persistent red card behaviour could result in a temporary/ permanent exclusion.

HOW DO WE PROMOTE GOOD BEHAVIOUR?



All positive behaviour - achievement, hard work, politeness, consideration, being responsible, helpful, staying on the green traffic light etc. are rewarded at Oxspring Primary School. We consider that praise is the best way to improve self-esteem and behaviour and so we work hard to **'catch children being good.'**

Children are given clear guidelines of the appropriate behaviour and expectations in all areas based on our values which all staff expect the pupils to abide by.

The policy is applied equally before school activities, playtimes, lunchtimes, lesson times, school trips and clubs that happen after school and during holidays, as well as at our out of school club.

The behaviour policy is supported through a variety of different strategies which include our:

- planned curriculum work
- learning for life curriculum (Social and Emotional Aspects of Learning)
- whole school and class assemblies
- teaching and learning styles
- well organised school routines
- high expectations and consistency from all staff
- specific support for those experiencing difficulty

REWARDS FOR GOOD BEHAVIOUR

The staff at Oxspring School feel it is very important to stress that good behaviour is beneficial to all and is a reward in itself. It is expected of all pupils regardless of personal gain. However, staff recognise the motivating effects of certain rewards and privileges and the importance of developing self-esteem. It is essential that what is being rewarded is made clear to the individual child; this will also ensure that the correct signals are sent to the other children. This in turn will motivate other children to succeed or achieve. Rewards are applied fairly and consistently - every child is entitled to a reward at some time.

The rewards we give include:

- verbal praise for individuals
- verbal praise in front of large groups
- special privileges or responsibilities within a class depending on the age and ability of a child or a group
- the awarding of 'Chance cards' for any child who consistently behaves very well or who demonstrates very caring attitudes, respectful behaviour and exemplary manners
- regular excellent learning assemblies are held to highlight good behaviour and good work
- the awarding of house points for good work and half termly house point assemblies
- Use of the 'Good To Be Green' system for behaviour (as outlined above)
An age appropriate 'rainbow and cloud' is used in Class 1
- Oxspring University on Fridays.
- Headteacher awards and special mentions

UNACCEPTABLE BEHAVIOUR

THERE IS NO PLACE FOR RACISM, VIOLENCE, VANDALISM, RUDENESS, BAD LANGUAGE OR BULLYING IN OUR SCHOOL.

EVERYONE KNOWS THAT HURTING ANYONE (PHYSICALLY OR EMOTIONALLY) IS WRONG AND THAT BULLYING IS WRONG AND UNACCEPTABLE AT OXSPRING PRIMARY SCHOOL.

(See also Oxspring Primary School's Anti Bullying policy)

At Oxspring Primary School we wish to promote racial equality and eradicate all forms of bullying. Racial harassment and bullying will not be tolerated. Adults are expected to follow reporting procedures as outlined in our Race Equality policy.

When sanctions are used staff must always be conscious of maintaining a child's self-esteem.

IT IS THE BEHAVIOUR THAT IS UNACCEPTABLE NOT THE CHILD.

- Staff to use therapeutic language to set limits around behaviour in a non-shaming way.
- Check the child understands how she/he has misbehaved by talking to them
- Establish she/he knows that the behaviour is unacceptable.

- Focus on the effect the behaviour has on others.
- Discuss how the behaviour can be avoided in the future.
- Encourage the child to think of alternative strategies.

SANCTIONS FOR UNACCEPTABLE BEHAVIOUR

Staff will remind children of the golden rules / expectations to allow self correction. Restrictions to any part of the school curriculum are not acceptable e.g. PE. Class work e.g. Maths, Writing etc. will never be given as a sanction as this gives a negative image to these activities. Earned rewards will not be withdrawn for inappropriate behaviour. The majority of incidents will be dealt with by the adult responsible at the time to maintain equality of status for all adults working in school. Sanctions where possible will be immediate and of short duration. It is necessary to have an escalating scale of sanctions for different kinds of incidents. Sanctions are related to breaking the Golden Rules.

The sanctions we use include:

- non verbal e.g. shaking head
- ignoring attention-seeking behaviour
- a quiet word
- repeating a task if necessary
- a verbal warning
- warning - 5 minutes time out – is to give children time to think about their behaviour. This can be standing for a short time against the wall at playtimes and lunchtimes. Time out can also be applied in the classroom e.g. child sitting by herself/himself if necessary.
- 'Good to be Green' card system - orange and red cards issued (see above)
- as a last resort or for a serious breach of school rules a child may be excluded initially for a fixed period of time but the school reserves the right to exclude permanently.

If the school has to use reasonable sanctions to punish a child, parents would be expected to support the actions of the school. If parents have any concerns about the way that their child has been treated, they should initially contact the class teacher. If the concern remains, they should contact the Assistant Headteacher. If these discussions cannot resolve the problem, then the Headteacher should be informed. Any parent or carer can appeal against a sanction that they believe has been applied unreasonably. A formal grievance or appeal process can be implemented through the Governors, in line with the processes outlined in the Complaints Policy (available on the school website or via the school office).

CONFISCATION

The sanction of confiscation must be applied in a reasonable and proportionate way. The aim pursued in confiscating property is maintaining an environment conducive to learning - one which safeguards the rights of other pupils to be

educated with regard to health and safety, threats to good order and the ethos of the school.

At Oxspring Primary School, all adults have the authority to take or dispose of the following items; *chewing gum, paper ball, paper clip, blu-tack etc.*

All adults have the right to take but *not* dispose of the following items:

toy, mobile phone, MP3 player etc. Such items will be returned at the *end of the school day.*

Exceptions to the above include material that it is inappropriate or illegal for a child to have such as a cigarette lighter, penknife, adult literature. This material will be referred to the Headteacher, who will decide on the most appropriate action to take, followed by a letter to parents / carers confirming the reasons for such action. The material may need to be stored safely until a responsible family adult can come to retrieve it if appropriate.

Items prohibited or banned from school

The following items are prohibited or banned from school:

- fire lighting equipment (matches, lighters, etc.)
- knives, including pen knives and craft knives
- firearms and any other weapons
- alcohol and solvents
- illegal drugs
- stolen items
- tobacco and cigarette papers
- fireworks
- offensive material (pornographic, racist images etc.)
- any article that has been or is likely to be used to commit an offence, cause personal injury or damage to property
- any other item that is considered harmful or detrimental to school discipline

A pupil might reasonably be asked to turn out their pockets or to hand over an item that is causing disruption. Staff will note however that the legal power to search pupils currently only extends to weapons and to authorised adults only (the Headteacher and Assistant Headteacher). Automatic consideration of a permanent exclusion will be given to serious incidents, including bringing a weapon on to school premises, carrying out an incident of serious violence or supplying an illegal drug.

TAKING ACCOUNT OF INDIVIDUAL PUPIL NEEDS (SEN, DISABILITY, VULNERABILITY, RACE, RELIGION, CULTURE)

At Oxspring Primary School we strive to ensure that we do not discriminate through the application of the behaviour policy against pupils whose apparent inappropriate behaviour may be a function of their SEN, disability, racial and/or cultural background.

Therefore, when intervening with apparent inappropriate behaviour, all adults must accept that there will be circumstances in which some pupils may be treated differently from others, and are expected to take account of those individual pupil needs when applying sanctions.

(See DfE guidance and other relevant policies on race equality, SEND, disability, etc)

THE USE OF REASONABLE FORCE

In order to maintain the safety and welfare of our pupils, it may sometimes be necessary to use reasonable force on a pupil, as permitted by law. 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. This is only to be used when all possible options for giving the child time/space to regain self-control have been exhausted.

What is reasonable force?

From the DfE guidance 'Use of Reasonable Force' July 2013 (https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/444051/Use_of_reasonable_force_advice_Reviewed_July_2015.pdf) the term 'reasonable force' covers the broad range of actions used by most teachers at some point in their career that involve a degree of physical contact with pupils. Force is usually used either to control or restrain. This can range from guiding a pupil to safety by the arm through to more extreme circumstances such as breaking up a fight or where a student needs to be restrained to prevent violence or injury. 'Reasonable' in the circumstances' means using no more force than is needed.

The Headteacher and authorised school staff may also use such force as is reasonable given the circumstances when conducting a search without consent for knives or weapons, alcohol, illegal drugs, stolen items, tobacco and cigarette papers, fireworks, pornographic images or articles that have been or could be used to commit an offence or cause harm.

Reasonable force will be used only when immediately necessary and for the minimum time necessary to achieve the desired result and in order to prevent a pupil from doing or continuing to do any of the following:

- committing a criminal offence
- injuring themselves or others
- causing damage to property, including their own
- engaging in any behaviour prejudicial to good order and discipline at the school or among any of its pupils, whether that behaviour occurs in a classroom or elsewhere.

Force will never be used as a punishment. Whether it is reasonable to use force and to what degree, also depends on the age and understanding of the pupil and whether they have special educational needs or disabilities. Medical and specialist advice will always be sought about the safest way to hold pupils with specific health needs, special educational needs and disabilities.

MIDDAY SUPERVISION

A half termly meeting is held with the Assistant Headteacher and the midday supervisors to discuss any issues which arise. However, informal meetings are held on a day-to-day basis depending upon events. In the playground and the dining hall the dinner staff are expected to interact in a positive manner with the children. They have their own rewards system which includes lunchtime stickers and notes which they may use to reward children. They also have an orange card (in line with the 'Good to be Green' system) which they use to signal to children. In addition they inform the class teacher if a child is given a red card. The class teacher then logs the behaviour and the child receives sanctions in line with the 'Good to Be Green' system. The sanctions are the same as at any other time of the day.

Any serious problems are reported directly to the class teacher, Assistant Headteacher or Headteacher as appropriate.

PARENTS

The home is the most influential factor in a child's life, forming each child's attitudes, values and behaviour. All parents want their children to succeed and achieve their best throughout their school life. Upon entry to school and at the start of each academic year all pupils will be given a home-school agreement, a contract to be signed by parents and child, Chair of Governors and Headteacher. The home-school agreement clearly states the responsibilities of pupils, parents and school to work together to ensure the needs of individuals are met, support learning and encourage good behaviour.

Co-operation between parents and staff is essential. If a pattern of unacceptable behaviour appears to be developing, parents will be contacted to work together with the school in solving the problem. A home-school book or a behaviour contract may be appropriate.

Parents can support school by helping us with the following:

- praising their child's good behaviour and achievements in school. Parents who focus on the positive will encourage their child to feel good about school.
- making sure children arrive and are collected in time.
- making sure children are not left unsupervised in the playground before school starts.

Liaison with Parents and Other Agencies

All staff, in liaison with the safeguarding leaders are here to support children and their families by helping them to identify and remove any barriers to learning, whether in a personal or academic role. We will provide interventions for pupils whose behaviour is, or potentially could become, a concern. The aim of these interventions is to provide a pro-active, rather than reactive, level of support. During staff and pupil progress meetings, allocated time is spent for staff to discuss pupils for whom there are concerns or those whose behaviour is causing concern. In response to these discussions we ensure that these pupils have appropriate support and interventions. We will work closely with all staff, governors, outside agencies, pupils and their families.

At Oxspring Primary School, we actively support any individual who is experiencing behavioural difficulties. Our internal support and pastoral systems are complemented by additional assistance from services including:

- CAMHS- Children's and Adolescent Mental Health Service
- Local Early Help Teams
- Educational Psychologist
- School Health professionals.

When a child presents with challenging behaviour, staff will consider whether the behaviour under review gives cause to suspect that a child is suffering, or is likely to suffer, significant harm. Where this may be the case, school staff will follow the schools' safeguarding policy. They will also consider whether continuing disruptive behaviour might be the result of unmet educational or other needs. At this point, the school may also consider whether a multi-agency assessment is necessary. Referrals are made on a needs basis and are linked directly to priorities identified on individual pupil profiles.

CURRICULUM

One of our main aims in school is to encourage children to develop an interest in the curriculum as well as the motivation and perseverance to work effectively and independently.

Good behaviour is essential to this. Consequently the Social and Emotional Aspects of Learning (SEAL) will be addressed throughout the curriculum including RE, assemblies and circle time as well as the use of the SEAL

programme within PSHE and citizenship. The five social and emotional aspects are:

- Self awareness
- Managing feelings
- Motivation
- Empathy
- Social skills

We will also seek outside advice, support and training where necessary and target the use of Pupil Premium funding to break down individual barriers to learning.

CIRCLE TIME

This activity will take place when necessary. Children form a circle and take turns to speak. The adult structures circle time to provide an opportunity for all children to express their opinions with regard to matters directly affecting them. circle time invites comment from others and promotes positive outcomes, which will benefit group as well as individual behaviour.

EXPECTATIONS FOR POSITIVE BEHAVIOUR OFF THE SCHOOL SITE

At Oxspring Primary School we have high expectations of the behaviour of our pupils when off school premises. This includes behaviour during activities arranged by the school, such as educational visits and sporting events; behaviour on the way to and from school; and behaviour when wearing school uniform in a public place.

Educational visits

Attendance on educational visits and outings is a privilege and not an automatic right. If a pupil's behaviour before a visit is consistently unacceptable they may not be allowed to join their class for that experience.

The school also reserves the right at any time to withdraw any pupil from an educational visit if they are involved in any serious breach of school rules.

ALLEGATIONS OF MISCONDUCT AGAINST MEMBERS OF STAFF

All allegations will be dealt with in line with Barnsley BMBC policy.

Staff Development and Support

All staff have access to on-going CPD to support with behaviour management. This CPD is targeted to their specific roles, responsibilities and individual training

needs identified via school self-evaluation and appraisal. Staff are provided with regular professional development opportunities linked to behaviour management and support through staff inset, staff meetings, coaching and modelling. They are supported by the Safeguarding leaders and Senior Leadership Team when managing behaviour, identifying solutions and implementing these. All staff are given advice on the de-escalation and behaviour management techniques and are told that only appropriately trained staff can restrain pupils. Staff may request to attend additional behaviour management training should they wish to do so.

MONITORING AND EVALUATION

At Oxspring Primary School we wish to know if this policy is working fairly. Information gathered and analysed will reinforce good news stories about school improvement; contribute to school evaluation and inform discussions with staff, governors, pupils (including through the school council), parents and multi-agency staff about patterns of poor behaviour and steps taken to tackle it.

Evaluation of data takes place each year and an analysis of the data will be provided to the Governing Board. The audit outcomes will inform our School Improvement Plan and look to address any priorities arising.

Appendix 1

Education and Inspections Act 2006 – Key Points

Following the enactment of the Education and Inspections Act 2006 there have been significant changes to the power of schools to discipline pupils:

Key Points

Power to discipline

- Schools have a statutory power to discipline pupils for breaches of school rules, failure to follow instructions or other unacceptable conduct.
- All teachers and other staff in charge of pupils have the power to discipline.
- The Headteacher may limit the power to apply particular sanctions to certain staff and/or extend the power to discipline to adult volunteers.

Outside school premises

- Schools have a statutory power to regulate the behaviour of pupils when off school premises and not supervised by school staff.
- Regulation must be reasonable. Schools should be clear about the factors they take into account in deciding whether a rule or sanction is reasonable.

Confiscation

- Schools can include confiscation of pupils' property as a disciplinary sanction in their behaviour policy.
- To be lawful, confiscation must be a reasonable sanction in the circumstances of the particular case.
- Decisions about retention and disposal of confiscated property must also be reasonable in the circumstances of the particular case.
- The Education and Inspections Act 2006 includes a specific statutory defence for school staff who have reasonably confiscated pupils' property.

Detention

- School staff have a statutory power to put pupils aged under 18 in detention after school sessions and on some weekend and non-teaching days.
- Detentions are lawful if:
 - pupils and parents have been informed that the school uses detentions as a sanction; and
 - the school gives parents 24 hours' notice of detentions outside school sessions.

Appendix 2

The rights and responsibilities of schools, pupils and parents in ensuring an orderly climate for learning.

At Oxspring Primary School we recognise that promoting positive behaviour is the responsibility of the school community as a whole. For our policy to be implemented comprehensively, we acknowledge that there are specific roles and responsibilities for stakeholders:

SCHOOL	
Rights	Responsibilities
<ul style="list-style-type: none"> • <i>To make clear the school's statutory power to discipline pupils and that pupils and parents will need to respect this.</i> • <i>To enforce their school behaviour policy – including rules and disciplinary measures.</i> • <i>To expect pupils and parents' cooperation in maintaining an orderly climate for learning.</i> • <i>To expect pupils to respect the rights of other pupils and adults in the school.</i> • <i>Not to tolerate violence, threatening behaviour or abuse by pupils or parents. If a parent does not conduct himself/herself properly, a school may ban them from the school premises and, if the parent continues to cause nuisance or disturbance, they may be liable to prosecution.</i> 	<ul style="list-style-type: none"> • <i>To ensure the whole school community is consulted about the principles of the school behaviour policy.</i> • <i>To ensure that there is due recognition of the enhanced roles of support staff and not all responsibilities are focused on teachers.</i> • <i>To ensure staff are clear about the extent of their disciplinary authority and receive necessary professional development on behaviour strategies.</i> • <i>To support, praise and as appropriate reward pupils' good behaviour.</i> • <i>To apply sanctions fairly, consistently, proportionately and reasonably – taking account of SEN, disability and the needs of vulnerable children and offering support as appropriate.</i> • <i>To take all reasonable measures to protect the safety and well-being of staff and pupils, including preventing all forms of bullying and dealing effectively with reports and complaints about bullying.</i> • <i>To ensure staff model good behaviour.</i> • <i>To promote positive behaviour through active development of pupils' social, emotional and behavioural skills.</i> • <i>To keep parents informed of their child's behaviour – good as well as bad.</i>

PUPILS	
Rights	Responsibilities
<ul style="list-style-type: none"> •To contribute to the development of the school behaviour policy, with every pupil involved in the consultation process. •To be taught in environments that are safe, conducive to learning and free from disruption. •To expect appropriate action from the school to tackle any incidents of violence, threatening behaviour, abuse, discrimination or harassment. •To appeal to the Head Teacher / governors, and beyond that to the Secretary of State, if they believe the school has exercised its disciplinary authority unreasonably. 	<ul style="list-style-type: none"> •To follow reasonable instructions by school staff, obey school rules and accept sanctions in an appropriate way. •To act as positive ambassadors for the school when off school premises. •Not to bring inappropriate or unlawful items to school. •To show respect to school staff, fellow pupils, school property and the school environment. •Never to denigrate, harm or bully other pupils. •To cooperate with and abide by any arrangements put in place to support their behaviour such as Pastoral Support Programmes or Parenting Contracts.
PARENTS	
Rights	Responsibilities
<ul style="list-style-type: none"> •To contribute to the development of the school behaviour policy. •To be kept informed about their child's progress, including issues relating to their behaviour. •To expect their children to be safe, secure and respected in school. •To have any complaint they make about their child being bullied taken seriously by the school and investigated / resolved as necessary. •To appeal to the Head Teacher / governors, and beyond that to the Secretary of State, if they believe the school has exercised its disciplinary authority unreasonably. •To appeal against a decision to exclude their child, first to the governing board of the school and then – in cases of permanent exclusion – to an independent appeal panel. 	<ul style="list-style-type: none"> •To respect the school's behaviour policy and the disciplinary authority of school staff. •To help ensure that their child follows reasonable instructions by school staff and adheres to school rules. •To send their child to school each day punctually, suitably clothed, fed, rested, and equipped and ready to learn. •To ensure school staff are aware of any SEN-related or other personal factors which may result in their child displaying behaviours outside the norm. •To be prepared to work with the school to support their child's positive behaviour. •To attend meetings with the head teacher or other school staff, if requested, to discuss their child's behaviour. •To adhere to the terms of any Parenting Contract or Order relating to their child's behaviour.