



Our Lady's Catholic Primary School

POSITIVE BEHAVIOUR POLICY

Head teacher Miss S Cahill

Chair of Governors Mrs E. Maroney Barnett

Date of Agreement January 2024

Date for Review January 2026

Gospel Values	<p>Eloquent and truthful in what they say of themselves, the relations between people, and the world.</p> <p>Compassionate towards others near and far, especially the less fortunate and loving in their just actions and words.</p>
UNICEF Articles	<p>Article 3: All adults should do what is best for you. When adults make decisions, they should think about how their decisions will affect children.</p> <p>Article 4: Your rights must be protected and school must help your family to protect your rights and create an environment where you can grow and reach your potential.</p> <p>ARTICLE 29: Your education should help you use and develop your talents and abilities/ It should also help you learn to live peacefully, protect the environment and respect other people.</p> <p>Article 37: No one is allowed to punish you in a cruel or harmful way.</p>
Skills Builder	

Our Lady's Catholic Primary School is a community whose mission is to know God, to love God and to serve God. It is a community created for love and endeavours to do this through following our dreams using the guiding light of Jesus. All our policies and procedures seek to reflect our mission within the life of the Catholic Church and her teaching.

Policy for Positive Behaviour and Restorative Practices

Introduction

At Our Lady's RC Primary School we believe that every member of our school community should have an equal opportunity to achieve his or her full potential regardless of race, colour, gender, disability, special educational needs or socio-economic background. We like to work alongside parents/carers to encourage children to develop as fully as possible. We want to help our children to grow socially, personally and academically and this policy is concerned with promoting positive attitudes to behaviour.

We consider that it is the right of all our pupils to be educated in an environment free from disruption or upset by others.

This policy sets out the framework for the behaviour, responsibilities, values and attitudes expected of our community members within a Restorative Practices philosophy. Restorative Practices aims to build the Our Lady's RC community and to repair and strengthen relationships within this community.

The school embraces Restorative Practices (RP) as a means of empowering teachers to be successful and effective practitioners within their classroom, raising standards and achievement across the school and developing aspirational, motivated and responsible pupils.

We believe that good behaviour needs to be carefully developed. We think young children learn best when they are clear about what it is that they need to do. This policy sets out:

- What we mean by good behaviour.
- What we think are the benefits of good behaviour.
- How we encourage good behaviour in school.

Policy Aims

- To embed the use of Restorative Practices in all aspects of school life.
- To develop frameworks within which initiative, responsibility and sound relationships can flourish
- To enable children to develop a sense of self-worth and a respect and tolerance for others
- To maintain a consistently orderly environment in which adults and children feel safe, secure and respected, both inside and outside of the classroom, which will enable everyone to work and learn
- To create a consistent environment that encourages and reinforces good behaviour
- To define acceptable standards and the principles of good behaviour
- To reward students for attitude, courtesy, achievement, completing and returning homework, being equipped for school and behaving and applying themselves well in lessons.

- To ensure Every Child Matters agenda is firmly embedded into all aspects of school life.

Our Lady's RC Primary Restorative Practice Statement

Our Lady's RC Primary is a community that nurtures and supports every child; that values everyone's unique worth and contribution; that empowers every member to achieve their fullest potential; that opens up a world of opportunities.

It is a place of safety where firm boundaries guide and support; where high expectations lead to lifelong learning; where care and respect build self-esteem and self-belief.

It is a gateway to limitless possibilities; to soaring aspirations; to brighter futures.

In broad terms, restorative practices constitute an innovative approach to offending and inappropriate behaviour, which puts repairing harm done to relationships and people over and above the need for assigning blame and dispensing punishment (Wright 1999). Simply, it is about getting the offender together with the victim to understand the harm that the offender's behaviour has caused to the victim(s).

Effective Restorative Practices foster awareness of how others have been affected by inappropriate behaviour. This is done by actively engaging participants in a process which separates the deed from the doer and rejects the act not the actor, allowing participants to make amends for the harm caused. Restorative Practices acknowledges the intrinsic worth of the person and their potential contribution to the school community.

Restorative practice is a strategy that is used to resolve incidents that occur in our school.

Core Values

Gratitude & Generosity
Attentive Discernment
Compassionate Love
Faith-filled Hopefulness
Eloquent Truthfulness
Wisdom through Learning
Active Curiosity
Intentional Integrity

Our Lady's RC Code

- ❖ Listen and follow instructions
- ❖ Speak respectfully to everyone
- ❖ Take responsibility for property and equipment
- ❖ Do not say or do unkind things to anyone

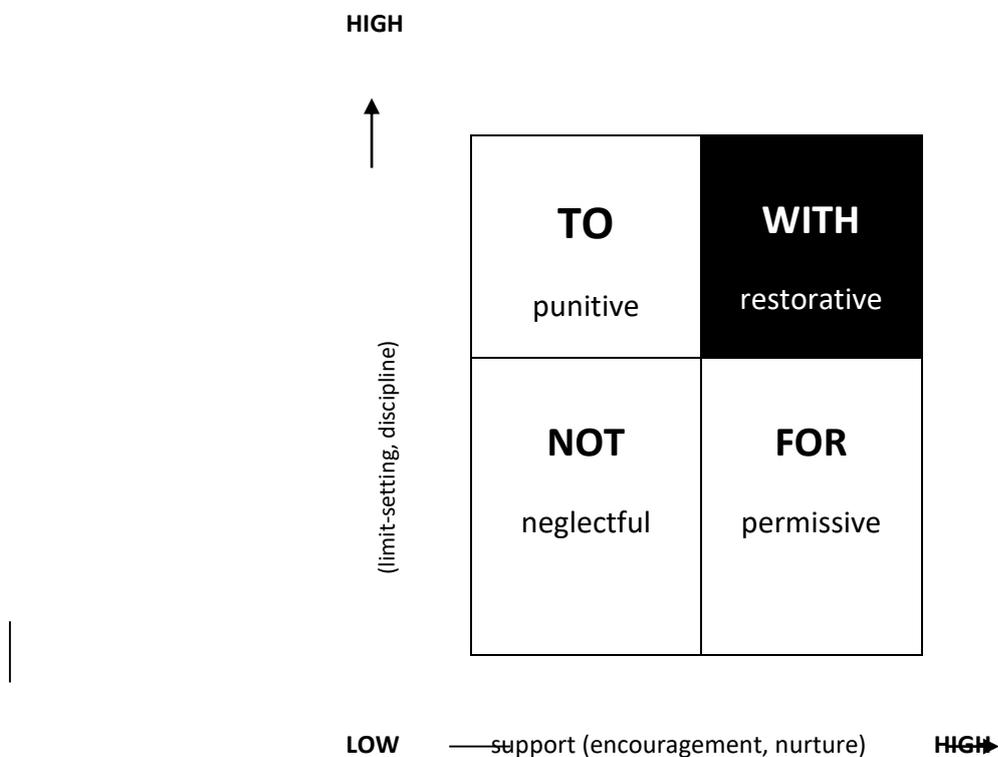
Restorative Practices framework will:

- Improve behaviour and attitudes;
- Provide explicit tools within a defined framework to challenge unacceptable behaviour, resolve conflict and repair harm;
- Improve relationships; establish rights, accountabilities and responsibilities to the community.
- Provide a safe, philosophical basis for staff, pupils and parents to share ideas and discuss issues.

There are four key elements of Restorative Practices. These are:

- Social Discipline Window.
- Fair Process.
- Restorative Questions.
- Free Expression of Emotions.

Social Discipline Window (Framework for working with ...)



Wherever possible we should try to work in the 'with box', offering high support, nurturing and encouragement in conjunction with consistently setting clear boundaries and expectations of behaviour. Staff should always, within their professional conduct, be positive and respectful role models to their pupils.

The three principles of Fair Process

1. Engagement – involving all participants in the process.
2. Explanation – shared understanding.
3. Expectation Clarity – clear vision for the future.

When an incident has occurred set questions are asked by the teacher to the offender and then to the victim, to resolve a situation:

Restorative Questions

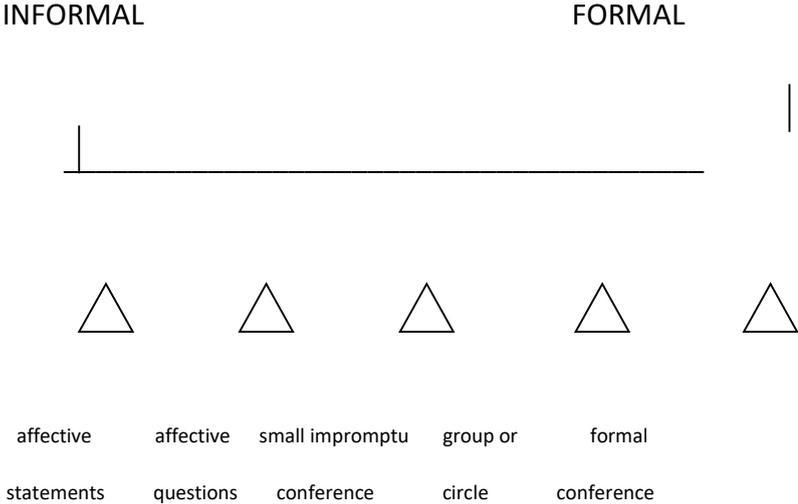
1. To respond to challenging behaviour
 - What happened?
 - What were you thinking about at the time?
 - Who has been affected by what you did and how?
 - How do you think (the victim) felt when you did that?
 - What do you think you need to do to make things right?
 - What have you learnt to help you make the right choices next time?
2. To help those harmed by others actions:
 - What did you think when you realised what had happened?
 - What have your thoughts been since?
 - How has this affected you and others?
 - What has been the hardest thing for you?
 - What do you think needs to happen to make things right?

The questions are asked as part of an informal or formal conference. In using this approach the emphasis is on developing relationships through the perpetrator accepting responsibility for what they have done and making decisions about more appropriate future actions using a problem-solving approach. It also enables the victim to sense closure and that the perpetrator has faced up to their actions.

The teacher acts as facilitator. It is the children themselves, who come up with the solutions.

Restorative Practices Continuum

At Our Lady’s RC Primary School we believe it is best to do things WITH PEOPLE. Wherever possible you should use fair process and our responses to challenging and/or inappropriate behaviour should involve building relationships and repairing harm. It is our aim that our community follows this Restorative Practices framework.



Much of the work carried out to address challenging behaviour should be accomplished by working within the informal end of the spectrum.

Our Lady’s RC Primary School Code of Conduct

Pupils have a right to learn and teachers have a right to teach in a classroom free from disruptive behaviour.

School Core Values

- Gratitude & Generosity
- Attentive Discernment
- Compassionate Love
- Faith-filled Hopefulness
- Eloquent Truthfulness
- Wisdom through Learning
- Active Curiosity
- Intentional Integrity

These core values underpin the school's ethos and should be followed by all who are part of the Our Lady's RC community.

It is important that staff deal with situations to establish and develop their own relationships. Aim to separate the deed from the doer and the act from the actor as integral to Restorative Practice philosophy.

The following information is communicated to parents via the school website.

Pupils' learning is enhanced by a positive relationship between home and school.

Parents can contribute in the following ways:

- Being interested in their child's learning.
- Understanding and supporting school procedures and rules.
- Being willing to support activities related to school.
- Being aware of their child's role within the community.
- Supporting the school's use of Restorative Practice.

By ensuring their child is ready for the school day by:

- Being punctual.
- Being alert and ready to learn.
- Wearing correct school uniform.
- Having correct equipment and appropriate school bag.
- Communicating with staff.

By communicating effectively with staff by:

- Reading and responding appropriately to school letters.
- Making appointments to see staff about concerns where necessary.
- Providing up to date emergency contact numbers.
- Attending parents' evenings and school meetings.
- Informing the school of absence by telephoning on the first day

Listed below are some examples of affective statements and questions which all staff can use with pupils:

Statements

I was very disappointed when you did that to (insert victim's name).

I am upset and angry by what has just happened.

I feel that all the work I have done has been wasted through your actions.

I feel that (describe action) was very disrespectful.

I feel disrespected and angry when you ignore me.

I am sorry that I misunderstood the situation ...

I felt really proud of you when I heard ...

I feel really pleased and encouraged that you made the right choice.

I respected your honesty and thank you.

I want to thank you for your cooperation.

Compliments (Friday afternoon 1 x child per week)

Each Friday afternoon 1 child from each class is selected for all members of the class to express their compliments. Compliments are recorded by the CT/TA for the child to take home and share/discuss with their parents.

All aspects of restorative practices are aimed at developing relationships within the school community. Through positive relationships appropriate and good behaviour are modelled for the children to witness and experience.

What do we mean by good behaviour?

At Our Lady's RC Primary, we have clear expectations so that the children know what is expected of them at a given time. Our belief system for appropriate behaviour is supported by charters which are developed with the children and prominently displayed in all classrooms. Consequences are awarded as a result of unwanted behaviour.

Throughout school, children are actively encouraged to consider the consequences of their behaviour and to take responsibility for their own actions. We believe that positive reinforcement is the best way to achieve good behaviour, to reward good behaviour and to help those who need support to make the right choices with their behaviour.

What do we mean by discipline?

Discipline is **not** control of children – many children are not easily controlled. When children's lives and behaviour are too regulated by others, they feel no need to control themselves, since others do it for them. An important long-term goal is to facilitate the development self-discipline. We believe that discipline is about leading by example, guiding and encouraging children within a framework of rights and responsibilities to consistently think about what they do and make good choices. These should work together to create a caring community atmosphere.

We have many approaches with our school to accomplish our aims, but the intended outcomes are exactly the same, irrespective of the age or ability of the child, in order to highlight positive behaviour and raise children's self-esteem.

We believe that the ethos of our school and the planning of the broad curriculum, promote the attitudes and values necessary for individual children to contribute positively to their own personal development and to the development of the school. These attitudes and values are encouraged and promoted by members of staff at all times.

- Teachers have a statutory authority to discipline pupils whose behaviour is unacceptable, who break the school rules or who fail to follow reasonable instruction.
- The power to discipline also applies to all paid staff with responsibility for pupils such as teaching assistants.
- Teachers can discipline pupils at any time in or outside of school.
- Teachers can confiscate pupil's property.
- Head teacher and governing body must ensure that there is a strong behaviour policy to support staff in managing behaviour, including the use of rewards and sanctions.
- The Governing Body have a duty under section 175 of the Education Act 2002 which requires them to make arrangements to ensure that their functions are carried out with a view to safeguarding and promoting the welfare of children.

Circle Time is used in each classroom as and when required. This is a forum for the class to discuss issues that are causing them concern. This might include bullying; exclusion; friendships; playground disagreement; feelings of isolation; exclusions etc.

Each class establishes its own charter negotiated during the first weeks of the academic year. The Class Charters are displayed in each classroom. Class Charters are underpinned by every child's rights to an education in a safe, secure environment.

Each person in our school community has the right to:

- feel safe
- learn
- respect and fair treatment

‘You OWN your OWN behaviour’ is what we teach the children to encourage them to take full responsibility for their actions and also think about the consequences if they make the incorrect choice.

Benefits of good social behaviour

By encouraging good behaviour, we know we will be supporting our ethos at Our Lady’s RC Primary, one that aims to foster a very positive attitude to life. We aim to promote self-image and respect for the attitudes and values of others.

We encourage children to play an active role in their education and to develop their self-confidence. We aim to create an environment in which children can achieve their full potential and do as well as possible in their learning. We want them to have a sense of identity with their school and show a high degree of self-motivation.

As a school, we aim to meet the needs of all pupils and good behaviour helps to facilitate this, enabling effective learning and teaching to take place, and our children are free to realise their potential.

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 feed-back all help to avoid the alienation and disaffection which can lie at the root of poor behaviour.

It follows that lessons should have clear intentions, understood by the children and differentiated to meet the needs of children of different abilities. Marking and record keeping can be used both as a supportive activity, providing feed-back to the children on their progress and achievements and as a signal that the children's efforts are valued and that progress matters.

Classroom management

Classroom management and teaching and learning approaches have an important influence on children's behaviour. The classroom environment gives clear messages to the children about the extent to which they and their efforts are valued. Relationships between teacher and children, strategies for encouraging good behaviour, arrangements of furniture, access to resources and classroom displays all have a bearing on the way children 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 and labelled to aid accessibility and reduce uncertainty and disruption.

Displays should exemplify expectations of standards and provide prompts to aid learning and to help develop self-esteem through demonstrating the value of every individual's contribution. 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 children to work and play in co-operation with others. Praise should be used to encourage good behaviour as well as excellent work. Situations should be handled sensitively and dealt with in a way appropriate to the situation.

Reward Systems

There are times when we feel it is appropriate to acknowledge good behaviour in a special way.

Individual class teachers will use different rewards, but the whole school reward system is based on achieving '**Golden Stamps**'.

Reward systems include:

- Golden stamps/MarvellousMe Stickers
- 'Recognition boards'
- Traffic light system
- Gifts From God assembly is used to highlight individual achievements made by pupils in class during that week. 'Pupils of the week' are nominated by each class teacher.
- *Lunch-time supervisors will also be involved in the whole school reward system by positive reports to class teachers.*

Consequences

We feel it is important to have consistency for helping children who have difficulty with making the right behaviour choices. There is no place for unacceptable behaviour and consequences exist to protect individuals from negative forms of behaviour in the classroom and in other areas of school life. Where choices of inappropriate behaviour are made, we have a system of consequences, which, we feel, deals effectively with the inappropriate behaviour.

Low Priority behaviours	Medium Priority behaviours	High Priority behaviours
<ul style="list-style-type: none"> • Name calling/ deliberately unkind e.g. put downs • Misuse of school property • Messing about/ preventing self and others 	<ul style="list-style-type: none"> • Persistent repetition of low-level behaviours • Purposeful defiance • Deliberate throwing of objects e.g. rubber, pencils & papers (exercising poor judgement) 	<ul style="list-style-type: none"> • Persistent repetition of medium level behaviours • Absolute defiance • Wilfully damaging property or damaging property as a result of a more serious misdemeanour

<p>from working - fiddling/ distracting</p> <ul style="list-style-type: none"> • Poor participation in class activities - not paying attention • Delay tactics such as wandering around the classroom or needlessly visiting the toilet • Swinging/ rocking on chair (repeatedly) • Lying - dependant on context e.g. in defence • Not responding to adult when called. 	<ul style="list-style-type: none"> • Rough play - pinching and pushing • Misbehaviour in toilets • Lying - dependant on context e.g. in defiance • Ignoring instructions • Misbehaviour in the dining hall • Non directed swearing • Climbing on school furniture • Cruel name calling with intent to belittle e.g. friendship issues that can be resolved with intervention • Responding inappropriately/ rudely to correction of behaviour from adult 	<ul style="list-style-type: none"> • Throwing dangerous objects with the intention to hurt • Swearing at member of staff • Arguing with a member of staff • Refusal to cooperate with requests • Removing themselves from close supervision i.e. running out of the class without permission/ running away from a member of staff • Racist comments • Extremely aggressive behaviour towards others • Biting • Hitting a member of staff
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The following tables outline the undesired behaviours and the resulting consequences

	Action to/ for the child	Other - for staff
Stage 1 – in class	<p>1) Positive reinforcement of desired behaviour</p> <p>2) Visual signal from staff that the behaviour is unacceptable</p> <p>3) Reminded of class charter and expectations</p> <p>4) Warned that if behaviour continues, they may lose minutes from enrichment.</p> <p>This could also result in 'Time Out' in designated area in classroom (moving to another table/ chair, probably away from peers) for 5 – 10 minutes, if deemed necessary by class teacher</p> <p>5) Informal restorative conference is undertaken when appropriate in terms of timing</p> <p>6) Loses some minutes of enrichment time</p>	<p>- if further investigation for purposes of clarity is needed, ask those involved to remain behind at end of session.</p> <p>- Class teacher to seek support from other colleagues</p> <p>- Class teacher to keep log of informal notes - type/ frequency of behaviour</p> <p>Also see 'Additional actions/ consequences that may be taken'</p>

	Action to/ for the child	Other - for staff
End of stage 1 - progressing to stage 2		If worrying pattern is identified, the member of staff needs to provide documented evidence.

Through the conference children should be made to understand what they did, why it was wrong and what the consequences are for themselves and others.

	Action to/ for the child	Other - for staff
Stage 2 – excluded from class	<p>1) Child sent to senior member of staff for remainder of the session and child receives consequence e.g. misses 5 minutes of following playtime (<i>outside staff room/hall</i>)</p> <p>2) Responsible pupil follows with description of misdemeanour (<i>on label - initialled please</i>) & work.</p> <p>3) Child completes 'Think Sheet'</p> <p>4) A formal conference is held by the senior member of staff, involving class teacher also</p> <p>5) Should a child refuse to cooperate: - a responsible pupil is sent to nominated senior members of staff</p> <p>If these types of behaviour are repeated and persist parents are involved, and the child then moves to stage 3.</p>	<p>Involve SENCo & parents.</p> <p>Guidance may be sought from other agencies and the SENCo who might provide support for the child</p> <p>- Staff must log record of formal conference</p> <p>Child placed on SEN list and IEP/ Behaviour Plan drawn up based on pattern of behaviour. A home school diary may be set up following discussions with parents.</p>

Stage 1/ 2: Additional actions/ consequences that may be taken are:

- Planned ignore
- Child may be required to write an account of what happened
- Child may be reprimanded
- Child may need to apologise, either verbally or in writing
- Child may be required to do jobs in their own time
- Position in class changed to prevent recurrence and / or remove temptation

- Be separated from others for a specific period
- Loss of part or all break time (this must be supervised)
- Catch up with the work missed in lesson time, during their leisure / play time
- Loss of enrichment time
- Loss of privilege
- Tidying up mess made
- Restorative activity
- Pupils may have their behaviour monitored over a period of time and then reviewed
- Where property is damaged, parents are informed and asked to attend a meeting to discuss a way forward

The consequence must always be appropriate for the behaviour.

If little progress is being made to improve behaviour identified as targets within the time frame agreed, or if other misbehaviours of concern occur, in addition to the previous steps, a member of the leadership team will become involved. A behaviour plan will be issued and behaviour recorded. The Head teacher will be informed if they are not the member of the leadership team dealing with the matter.

Stage 3	1) Child may be placed on an internal exclusion (sent to work in another class for half a day plus) 2) Pupils may be excluded from the school at lunch time 3) Pupils may receive a fixed - term exclusion. 4) Pupils may be permanently excluded	Head teacher, SENCo & Class teacher meeting with parents Review meetings set
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Fresh Start: although persistent or serious misbehaviour needs recording, every child must feel that every day is a fresh start.

Fixed Term Exclusion

- If an incident is deemed serious enough to involve a fixed term exclusion, the Head Teacher will endeavour to contact the parents on the day of the incident.
- A letter will be sent home within 24 hours outlining the reasons for the exclusion and the measures parents can take in relation to them.
- Work will be provided for the length of the exclusion. It is expected that this is returned to be marked.
- Parents must meet with the Head Teacher or Deputy on the day that the child returns to school to ensure such events do not reoccur.
- Procedures to appeal against a decision are also clearly outlined in the letter.

Our Lady's Catholic Primary school follows guidelines set out in the Department for Education's document

'Exclusion from Maintained Schools (2017)'

Use of reasonable force.

Please refer to our separate Positive Handling policy.

Confiscation of items.

What the law allows:

1. The general power to discipline enables a member of staff to confiscate, retain or dispose of pupil's property, as a punishment, and protects them from liability for damage to (or loss of) any confiscated items.
2. Power to search without consent for 'prohibited items' including:
 - Knives
 - Alcohol
 - Stolen items
 - Any article that has been or is likely to be used to commit an offence, cause injury or damage of property.

Our Lady's Catholic Primary school follows the legal guidance stated above.

Playtime/ Lunch time behaviour management

- Positive reinforcement of appropriate behaviour.
- Use of restorative questions
- Time out (max 5 minutes) in a quiet area in the playground (or dining hall if eating lunch) **time out must always be supervised**
- A further incident of inappropriate behaviour will result in the class teacher being informed (the class teacher will follow up using the restorative questions, possibly with the midday supervisor)
- A further incident of inappropriate behaviour will result in the head teacher or a senior member of staff being called for to remove the child from the playground and follow up the incident (the head teacher will follow up using the restorative questions, possibly with the midday supervisor)
- A serious incident of inappropriate behaviour will result in a formal restorative conference and the evoking of consequences and may result in parents/carers being contacted and/or included in the conference
- Several incidents involving the class teacher or head teacher in a short space of time, or repeated incidents over a longer period of time will result in the child's parents/carers being contacted to arrange a meeting to discuss the situation

Special Educational Needs

In exceptional circumstances, where a pupil with Special Educational Needs is unable to understand or comply with this policy because of the nature of their difficulties, a different range of strategies, rewards and sanctions will be used.

Roles

The Role of School Council

The School Council meets regularly. The School Council consists of children from across the school. All classes from Year 2 have two elected members on the School Council. School Councillors have their photographs on the School Council board so that they can be identified throughout the school.

As part of their duties the School Council discusses behaviour across the school and their implementation. They also play a major part in modeling good behaviour and deciding on activities that spread a positive message around the school.

The Role of Parents

Parents have a vital role to play in their children's education. It is very important that parents support their child's learning and co-operate with the school. We are very conscious of the importance of having strong links with parents and good communication between home and school. Thus, the school works collaboratively with parents, so children receive consistent messages about how to behave at home and at school.

We expect parents to behave in a reasonable and civilised manner towards all school staff. Incidents of verbal or physical aggression to staff by parents/carers of children in the school will be reported immediately to the head teacher who will take appropriate action which may include reporting incidents to the police and / or the relevant health and safety personnel in the LA who will take appropriate action. Staff may choose to consult their union representatives for legal advice and / or representation.

If the school has to use reasonable consequences to correct a child's behaviour, parents should support the actions of the school. When children receive consistent messages regarding behaviour and associated expectations this assists the child in understanding exactly what is expected of him / her.

If parents have any concern about the way that their child has been treated, they should initially contact the class teacher. The head teacher may then be involved and, if the concern remains, they should contact the chairman of the school governors. If these discussions cannot resolve the problem, a formal complaint or appeal process can be implemented.

We feel that all the above is most effectively achieved when we work in **partnership** with parents.

If parents are at all concerned with any issues regarding behaviour, the person to speak to first is the child's class teacher. The school's aim is to promptly address these issues to a satisfactory conclusion.

Parents can be assured that their children will receive support when they need it and, above all, they can feel welcome in the school to discuss their children's progress in a positive atmosphere.

The Role of Non-teaching Staff

All school staff have a responsibility to uphold the Positive Behaviour and Restorative Practices Policy.

Non-teaching staff should ensure that children move sensibly and quietly through the school at all times helping to ensure a calm atmosphere in the corridors, classrooms and other school areas.

Children should be made aware that rough play and potentially dangerous behaviour in the playground is unacceptable.

Lunchtime Supervisors need to stay in close touch with the class teachers and communicate with them about appropriate behaviour and incidents of unacceptable behaviour at lunchtime.

The Role of the Class Teacher

We are aware that good classroom organisation and the provision of a high-quality curriculum through interesting and challenging activities influences behaviour.

Teachers at Our Lady's RC Primary School are positive, enthusiastic and have high expectations of both learning and behaviour. They foster a sense of self-esteem in all children, linked with an understanding of the needs of others. They encourage a calm and responsive atmosphere, avoiding shouting.

Teachers deal with parental concerns in a timely, respectful, sympathetic and professional manner, involving senior staff as appropriate. Teachers expect that parents will behave in a reasonable manner towards them as professionals, and that issues will be dealt in an atmosphere of trust and mutual respect.

It is the responsibility of the class teacher to ensure that expectations outlined in class charters are enforced in lessons and that the children in their classes behave responsibly during lesson time and to maintain records of all reported serious incidents of misbehaviour.

Role of the Governors

The governing body has the responsibility of setting down general guidelines on standards of discipline and behaviour, and of reviewing their effectiveness. The governors support the head teacher in carrying out these guidelines.

The head teacher has the day-to-day authority to implement the school behaviour and discipline policy, but governors may give advice to the head teacher about particular disciplinary issues. The head teacher must take this into account when making decisions about matters of behaviour.

Role of the Head teacher

It is the responsibility of the head teacher to implement the school behaviour policy consistently throughout the school, and to report to governors, when requested, on the effectiveness of the policy. It is also the responsibility of the head teacher to ensure the health, safety and welfare of all children in the school.

The head teacher supports the staff by implementing the policy, by setting the standards of behaviour, and by supporting staff in the implementation of the policy.

The head teacher has the responsibility for giving fixed-term exclusions to individual children for serious acts of misbehaviour. For repeated or very serious acts of anti-social behaviour, the head teacher may permanently exclude a child.

Monitoring and review

The monitoring of this policy is the responsibilities of the SENCo/**Inclusion Lead** and head teacher. The work of the SENCo/**Inclusion Lead and Pastoral Manager** also involves supporting colleagues in this area, being informed about current developments and providing strategic direction.

'A life in your hands'

If children live with criticism, they learn to condemn,

If children live with hostility, they learn to fight,

If children live with ridicule, they learn to be shy,

If children live with shame, they learn to feel guilty,

If children live with tolerance, they learn to be patient,

If children live with confidence, they learn confidence,

If children live with praise, they learn to appreciate,

If children live with fairness, they learn justice,

If children live with security, they learn to have faith,

If children live with approval, they learn to like themselves

If children live with acceptance and friendship, they learn to find love in the world.

Dorothy Law Holte