



Curiosity Compassion Courage

Partney Church of England School Behaviour Policies

Our small school community welcomes everyone and aspires to meet the needs of all through high expectations, Christian values and compassionate support. We create a firm foundation for all to fulfil their potential as future citizens of the world. Our challenging and exciting learning environment enables everyone to go forward as champions of compassion, curiosity and courage.

Review Date	By whom	Comments	Next Review
January 2014		Initiated New Behaviour Code with children, staff and parents.	
March 2014	Full Governing Body	Behaviour Policy Only	March 2015
June 2015	Pupils and Staffing Committee/Full Gov Body July 2015	SK - amalgamation of 4 Policies beneath and update of Control and Restraint, Behaviour Intervention and Exclusion Policies.	June 2016
June 2016	Pupils and Staffing Committee May 16	Slight changes to role of School Council	June 2018
November 2018	Pupils and Curriculum Committee	Update	Autumn 2020
March 2020	Pupils and Curriculum	To update, including Ladder of behaviour intervention and Early Intervention contract and protocol	Spring 2022
November 2022	Pupils and curriculum	Updated to reflect further work on restorative practice and SEND	Spring 2024

Contents

1. *Behaviour and Discipline Policy inc. Behaviour Code, Consequences and School Protocol.*
2. *Positive Handling Policy*
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4. *Pupil Supervision Policy*



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Behaviour and Discipline Policy

We believe this policy relates to the following legislation:

- School Standards and Framework Act 1998
- Education and Inspection Act 2006
- Apprenticeships, Skills, Children and Learning Act 2009
- Education Act 2011
- School Discipline (Pupil Exclusions and Reviews) (England) Regulations 2012
- [The Education \(Independent School Standards\) \(England\) \(Amendment\) Regulations 2014](#)

We have a duty under the School Standards and Framework Act 1998 to have in place a behaviour policy that is regularly reviewed, made available to all stakeholders and is consistent throughout the school.

We believe it is essential that this policy clearly identifies and outlines the roles and responsibilities of all those involved in the procedures and arrangements that is connected with this policy.

Our Mission Statement

Our small school community welcomes everyone and aspires to meet the needs of all through high expectations, Christian values and compassionate support. We create a firm foundation for all to fulfil their potential as future citizens of the world. Our challenging and exciting learning environment enables everyone to go forward as champions of compassion, curiosity and courage.

The Aims and Vision of Partney Church of England Primary School.

We aim to:

- Nurture an understanding of Christianity and respect for world faiths;
- Work **collaboratively** and in partnership with the local community, Church and external agencies;
- A **commitment** by all members of our school family to show **compassion** and respect, sharing responsibility for our School, our Church and the wider community;
- Provide a happy, secure and stimulating school, which encourages **curiosity**, positive attitudes to learning and independence;
- Develop a sense of personal worth, equality and inclusion, all of which are underpinned by **Christian Values**;
- Provide a broad, balanced and creative curriculum, linking together areas of learning.
- Develop enquiring minds and the ability and desire to become lifelong learners.



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- Instil a responsible attitude towards the environment and sustainability and **charity**.
- Promote wellbeing amongst our School Community, so that everyone feels valued, through **celebration** of success.

Aims of our Behaviour Policy

- To promote good behaviour by forging positive working relationships with everyone involved with the school.
- To develop self-awareness, self-regulation and understanding the consequences of one's actions on others.
- To prevent all forms of bullying among pupils by encouraging compassion and respect for others.
- To promote a framework of rights, **responsibilities** and rules. These three strands should work together to create a **caring Christian community** based on our Values: compassion, courage, curiosity.
- To work with other schools and the local authority to share good practice in order to improve this policy. E.g. Lincolnshire Ladder of Behaviour Intervention, Pupil Reintegration Team

Responsibility for the Policy and Procedure

Role of the Governing Body

The Governing Body has:

- the duty to set the framework of the school's policy on pupil discipline after consultation with the parents and pupils of the school where appropriate.
- responsibility to ensure that the school complies with this policy;
- delegated powers and responsibilities to the Headteacher to ensure that school personnel and pupils are aware of this policy;
- delegated powers and responsibilities to the Headteacher to ensure all visiting staff or regular volunteers to the school are aware of and comply with this policy;
- the duty to support the Headteacher and school personnel in maintaining high standards of behaviour;
- responsibility for ensuring that the school complies with all equalities legislation;
- nominated a designated Pupils and Curriculum committee to ensure that appropriate action will be taken to deal with all prejudice related incidents or incidents which are a breach of this policy;
- responsibility for ensuring funding is in place to support this policy;
- responsibility for ensuring this policy and all policies are maintained and updated regularly;
- responsibility for ensuring all policies are made available to parents;
- responsibility for the effective implementation, monitoring and evaluation of this policy

Role of the Headteacher

The Headteacher will:

- determine the detail of the standard of behaviour that is acceptable to the school;
- ensure all school personnel, pupils and parents are aware of and comply with this policy;
- work hard with everyone in the school community to create an ethos that makes everyone feel valued and **respected**;
- **ensure the value of compassion is promoted within the Behaviour Code**;
- promote good behaviour by forging positive working relationships with everyone involved with the school;



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- encourage a high standard of behaviour, compassion and respect for others, in order to prevent all forms of bullying among pupils;
- ensure the health, safety and welfare of all children in the school;
- decide when it is appropriate to access the Lincolnshire Ladder of Intervention
- provide leadership and vision in respect of equality;
- provide guidance, support and training to all staff;
- monitor the effectiveness of this policy by analysing:
 - pupil attitudes to school and learning
 - the views of pupils, parents, school personnel and governors
 - the number of fixed-period and permanent exclusions
 - incident logs
 - the number of reported cases of bullying
 - strategies to improve positive behaviour
 - make effective use of relevant research, training and information to improve this policy;
- regularly report to the Governing Body on the success and development of this policy.

Role of Teachers

The Teachers will:

- lead the development of this policy throughout the school in classrooms, corridors and outside areas.
- work closely with the Headteacher and the Pupils and Curriculum committee
- provide guidance and support for support staff and students
- have a responsibility to ensure that children understand the value of compassion and that the Behaviour Code starts afresh every day.
- keep up to date with new developments and resources through own research and training provided by the School.
- identify any professional development needs and communicate these to the Head Teacher.
- provide well planned, interesting and demanding lessons which will contribute to maintaining good discipline;
- work with Pupil voice groups;
- monitor school support systems e.g. interventions, Pastoral Support Plans, Education and Health Care plans;
- undertake classroom monitoring;
- track pupils' progression in behaviour through support plans;
- create links with parents;
- deal with external agencies;
- review and monitor plans
- Contribute to the development of this policy.

Role of the Pupils and Curriculum Committee

The Pupils and Curriculum Committee will:

- work closely with the Headteacher;
- ensure this policy and other linked policies are up to date;
- ensure that everyone connected with the school is aware of this policy;
- attend any training related to this policy;
- annually report to the Governing Body on the success and development of this policy



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Role of School Personnel

School personnel (Teachers and Support Staff) are expected to:

- comply with all aspects of this policy
- encourage good behaviour, compassion and respect for others in pupils;
- encourage and develop self-regulation in pupils;
- discuss and communicate pupil behaviour and discipline regularly to key teachers and Head Teacher and at staff meetings;
- attend training on behaviour support and restorative approach support the children, staff colleagues and this policy.
- ensure the health and safety of the pupils in their care;
- Support the children to understand their behaviours and the consequences of their actions
- Support the children to develop strategies for social communication to achieve positive social outcomes.
- implement the school's equalities policy and schemes;
- challenge incidents of discrimination through restorative approach or the curriculum.
- log any serious incidents of discrimination against members of the school community that share protected characteristics.
- report any concerns they have on any aspect of the school community
- maintain communication between colleagues to support strategies for key individuals and groups.

Role of Pupils

Pupils will be encouraged to:

- follow the Behaviour Code at an age appropriate level (See Appendix 1)
- to learn strategies for self-regulation.
- develop strategies for social communication to achieve positive social outcomes.
- treat others, their work and equipment with compassion and respect;
- liaise with Pupil Voice groups make suggestions about improving school behaviour;
- take part in questionnaires and surveys

Role of Parents/Carers

As parents and Carers you are encouraged to:

- support this policy;
- have good, open relations with the school e.g. to communicate any information that may impact on your child's behaviour
- support and recognise good behaviour;
- sign the school's 'Home-School Agreement';
- work with the school to help your children develop self-regulation and an understanding of consequences of their actions;
- take part in periodic surveys conducted by the school;

If you are concerned about any behaviour, you should:

- Arrange to speak to the class teacher in the first instance.
- Arrange an appointment with the Head Teacher if you think the matter is continuing or has not been resolved successfully.
- Follow the School's complaints procedure if you feel the matter has not been resolved effectively after this.

Consequences



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Consequences have been devised:

- by the Governing Body;
- not to be degrading or humiliating to any pupil
- **will be known as consequences (See appendix 1)**

Exclusion

The Governing Body has decided that in **exceptional** circumstances that exclusion will be used as a consequence either as a:

- fixed term or
- permanent exclusion

Examples of Pupil Support and interventions

ELSA: Emotional Literacy Support Assistant sessions are in place in order to tackle the causes of unusually bad or disruptive behaviour.

LEGO therapy: supporting social communication.

SEND support plan: See our Send offer. Setting achievable targets on a termly basis agreed with family and young person.

TAC: 'Team around the Child' to support children in a wider context including home life.

Early Intervention Contract: An informal school level situation where pupil, parents and school come together to agree on acceptable behaviour and small steps adjustments; If appropriate before a PSP.

Pastoral Support Plan: Where disruptive or harmful behaviours persist and support has been given as above, but further targets are needed, following the Lincolnshire Ladder of Behaviour Intervention, leading to external support from BOSS.

Recognition of Good Behaviour

Good behaviour is on a daily basis. Regular recognition and encouragement is part of the school ethos. Each class has a board related to our school values that is used to recognise effort and achievement in small things and big things.

Outside Agencies

We have support for pupils who demonstrate persistent disruptive or harmful behaviours from the:

- Pupil reintegration team;
- BOSS (Behavioural Outreach Service)
- Social Services (through TAC)
- Working Together Team, through the SEND process



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In the case of incidents of disruptive or harmful behaviour, persistent or single incidents

- A **restorative approach** will be adopted from the outset, unless the safety of pupils or staff is at risk, whereupon our Positive handling policy will be put into practice.
- All incidents of disruptive or harmful behaviour are logged on Integris and My Concern.
- For all serious physical incidents, a member of staff will be asked to make a detailed 'statement' for the Head teacher to describe the circumstances and children involved.
- Where age appropriate a 'statement' may be made by the child/children involved, or some who have witnessed the incident (restorative based – what happened – what were you thinking at the time . . . etc.)
- The Head Teacher will contact the parents or carers of the children involved as soon as possible.
- The Head Teacher may invite parents or carers to a meeting to discuss what has happened and how the parents/carers can support their child and the school to help develop further self-regulation, through an Early Intervention Meeting see Appendix.
- An Early Intervention Contract should be reviewed after no longer than three school weeks.
- If the disruptive or harmful behaviour persists, the following can happen as appropriate:
 - The school may assess the child for any additional needs (See SEND offer and Policy) and/or refer to medical outside agencies.
 - The school may suggest that an Early Help Assessment be completed and a 'Team Around the Child' set up.
 - The school may suggest that a Pastoral Support Plan is appropriate, which will be reviewed every 6-8 weeks.
 - If a PSP plan is in place and disruptive or harmful behaviour persists, a referral may be made to BOSS (Behavioural Outreach Service)

Children with Additional Needs

The Behaviour Policy applies to children with additional needs, however staff may use some discretion and judgement in how many initial 'reminders' are given.

Any physical incidents will be dealt with as described above.

If the child has an EHC Plan, the school must arrange for an early review to take place before considering any further consequences e.g. exclusion.

Monitoring the Effectiveness of the Policy

The practical application of this policy will be reviewed annually or when the need arises by the Headteacher and the Pupils and Curriculum Committee.

A statement of the policy's effectiveness and the necessary recommendations for improvement will be presented to the Governing Body for further discussion and endorsement. (See Policy Evaluation)

Linked Policies

▪ Safeguarding & Child Protection	▪ Health & Safety
▪ Supervision of Pupils	▪ Anti-Bullying



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▪ Pupil Exclusion	▪ Positive Handling (Restraint of Pupils)
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Appendix 1

Golden Rules

Golden Rules:

We

- Keep hands and feet (and other objects) to yourself.
- Listen to and follow instructions the first time.
- Have the right equipment at the right time in the right place!
- Talk calmly and politely to pupils and staff
- Talk when it's your turn.
- Walk in School.

We don't:

- Kick, hit, push or harm other people or equipment.
- Shout and scream at other people.
- Talk, when we need to listen.

Recognition

- Recognition and a Gold sticker in our Golden Assembly
- Photos of you or your work for your class board
- Your class's own recognition as agreed with your class teacher!

Consequences (within one day)

Stage 1: Reminders of the rule, chances for calming down, chance for repairing relationships.

Stage 2: Quiet Reflection time (of appropriate length, timed and supervised)

Stage 3: HT to contact parents/carers by phone, email or letter.

Start afresh the next day!



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Appendix 2 - School Procedures and Protocol

To help the school run smoothly on a daily basis, the following procedures are agreed with staff and are constantly reviewed in the event of any changes to personnel or buildings. They are also outlined in the school Handbook.

Before School

- Late pupils to arrive via Main Entrance and be entered in the late book by a member of staff and a reason supplied.
- A member of staff to be on duty to greet children and parents at 8.45 am.

Collective Worship

- Children to enter and leave the hall quietly.
- To sit down when asked by the Head teacher or class teacher.
- Sit quietly and/or as still as possible, taking into account a child's physical and emotional needs.
- Teachers to sit angled from the front to assist with encouraging good behaviour.
- Collective Worship to start at 2.30pm
- Staff to be a good role model for behaviour in Collective Worship.

Breaks/Playground

- Two members of staff on duty at break and lunchtimes.
- Children to be visible to staff on duty at all times.
- Behaviour Policy applies outside. Please inform class teacher of any harmful behaviour; e.g. any fighting, physical violence should automatically be referred to Head Teacher and a statement made.
- Children are not to go into Class One garden or on the grass unless Teacher or TA on duty has given permission.
- Children must not sit or climb on fences or tables.
- Children must never leave the playground without permission.
- On first whistle children gather quietly on the playground then on second whistle they enter school one year group/class at a time, or in groups that minimise crowding in corridors or cloakrooms.
- The staff car park, and shed are all out of bounds unless supervised by a member of staff. Please inform HT.
- Shoes must be kept on at all times.
- If children are staying inside school to do a job supervised by Teacher/TA at lunchtime the Midday Supervisor must be informed.

Behaviour Around School

- Please follow the Golden Rules throughout the school at all times and in all places including toilets. The rules and consequences apply to before and after school clubs too.
- Children should be reminded and encouraged to walk quietly around school.



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- Children should be escorted by a teacher or TA when moving from class to class in groups.
- Children must never let adults into the school even if they know the adult. (Green door buttons)

At the End of the School Day

- All children leave by their class doors and must be given to parents and/or authorised collectors.
- If not collected the child will be supervised at the Home2 School club at 3.15 pm.
- All club children will be collected by the club leader and delivered back after clubs at 4.15 pm or the arranged finishing time .
- Home2School pupils are to be collected from the office entrance.

Trips and Sports Tournaments

- Our Golden Rules should be routinely reinforced on School Trips
- Safety and behaviour talk must be carried out by a Teacher beforehand in conjunction with the completed risk assessment.



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Appendix 3

Early Intervention Meeting

Partney Church of England Primary School Early Intervention Meeting

Name of Child:	
Date of Meeting:	
Present at the Meeting:	
What has happened to trigger this meeting?	
What has the impact of this behaviour been?	
What are the views of the child?	
What are the views of the parents/carers?	



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What is the view of the school?

In the Next three weeks:

What the child will do:

What the parents/carers will do:

What the school will do:

Review meeting will be held on:



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Positive Handling (Restraint of Pupils)

We believe this policy relates to the following legislation:

- Education and Inspections Act 2006
- Equality Act 2010
- Special Educational Needs and Disability (Detained Persons) Regulations 2015

The following documentation is also related to this policy:

- Equality Act 2010: Advice for Schools (DfE)
- Special Educational Needs and Disability Code of Practice: 0 to 25 Years. Statutory Guidance for Organisations Who Work With and Support Children and Young People with Special Educational Needs and Disabilities (DfE) and (DoH)
- Use of Reasonable force in Schools: a summary for Headteachers, Staff and Governing Bodies (DfE)

We work hard to maintain a positive school ethos where all members of the school community work well alongside each other developing positive working relationships.

We are fully committed to every child receiving the very best education and ensuring that all pupils reach their full potential in a safe, secure, welcoming and nurturing school environment where everyone is valued equally and where the use of positive handling is minimised.

We want pupils to come to school to enjoy the meaningful experiences that we offer and where they feel valued and respected. We want them to be well behaved and to have a sense of pride in themselves and their school.

We acknowledge that Section 93 of the Education and Inspections Act 2006 allows school personnel to use reasonable force to restrain a pupil from doing, or continuing to do, any of the following:

- committing any offence (or, for a pupil under the age of criminal responsibility, what would be an offence for an older pupil);
- causing personal injury to, or damage to the property of, any person (including the pupil himself);
or
- prejudicing the maintenance of good order and discipline at the school or among any pupils receiving education at the school, whether during a teaching session or otherwise

(Department for Education – Use of reasonable force)

We understand that there is no legal definition when reasonable force can be used. 'That will always depend on the precise circumstances of individual circumstances of individual cases. To be judged lawful, the force used would need to be in proportion to the consequences it is intended to prevent. The degree of force used should be the minimum needed to achieve the desired result. Use of force could not be justified to prevent trivial misbehaviour'. (Department for Education – Use of reasonable force)



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We understand that unpaid school volunteers or parents accompanying pupils on an educational visit who have been put in temporary charge of pupils by the Headteacher may use reasonable force if need be.

We do not support the use of force as a form of punishment under any circumstance.

We wish to work closely with the pupils and to hear their views and opinions as we acknowledge and support Article 12 of the United Nations Convention on the Rights of the Child that children should be encouraged to form and to express their views.

We as a school community have a commitment to promote equality. Therefore, an equality impact assessment has been undertaken and we believe this policy is in line with the Equality Act 2010.

We believe it is essential that this policy clearly identifies and outlines the roles and responsibilities of all those involved in the procedures and arrangements that is connected with this policy.

Aims

- To maintain a positive school ethos where all members of the school community work well alongside each other developing positive working relationships.
- To make school personnel aware that they can use reasonable force to restrain a pupil only in extreme circumstances.
- To ensure compliance with all relevant legislation connected to this policy.
- To work with other schools and the local authority to share good practice in order to improve this policy.

Responsibility for the Policy and Procedure

Role of the Governing Body

The Governing Body has:

- delegated powers and responsibilities to the Headteacher to ensure all school personnel are aware that they can use reasonable force to control or restrain pupils in certain circumstances;
- delegated powers and responsibilities to the Headteacher to ensure all school personnel and visiting staff and regular volunteers to the school are aware of and comply with this policy;
- the responsibility to reassure all school personnel that they will not be automatically suspended if they are accused of using excessive force;
- the responsibility to reassure all school personnel that they will be supported if they use excessive force;
- responsibility for ensuring that the school complies with all equalities legislation;
- the Pupils and Curriculum committee to ensure that appropriate action will be taken to deal with all prejudice related incidents or incidents which are a breach of this policy;
- responsibility for ensuring funding is in place to support this policy;
- responsibility for ensuring this policy and all policies are maintained and updated regularly;
- make effective use of relevant research and information to improve this policy;
- responsibility for ensuring all policies are made available to parents;
- responsibility for the effective implementation, monitoring and evaluation of this policy.



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Role of the Headteacher

The Headteacher will:

- ensure all school personnel, pupils and parents are aware of and comply with this policy;
- ensure that parents are aware that the school does not need the consent of parents to use reasonable force;
- provide guidance and support to all staff;
- provide training for all staff when the need arises;
- ensure that all school personnel are aware that they have a legal duty to 'make reasonable adjustments for disabled children and children with special educational needs';
- make effective use of relevant research and information to improve this policy;
- keep up to date with new developments and resources;
- provide leadership and vision in respect of equality;
- monitor the effectiveness of this policy by speaking with pupils, school personnel, parents and governors;
- annually report to the Governing Body on the success and development of this policy.

Role of the Pupils and Curriculum committee

The committee will:

- work closely with the Headteacher;
- ensure this policy and other linked policies are up to date;
- ensure that everyone connected with the school is aware of this policy;
- annually report to the Governing Body on the success and development of this policy.

Role of School Personnel

School personnel (Teachers and Support Staff and regular volunteers) will:

- comply with all aspects of this policy;
- take part in training in positive handling techniques on a regular basis.
- be aware of their responsibility in assessing risks in particular circumstances;
- make judgements when the use of force is necessary and how much force is to be used;
- report to the Headteacher all incidents of restraint and record all incidents on the appropriate report form;
- be aware of all other linked policies;
- maintain high standards of ethics and behaviour within and outside school and not to undermine fundamental British values;
- work in partnership parents and carers keeping them up to date with their child's progress and behaviour at school;
- implement the school's equalities policy and schemes;
- report and deal with all incidents of discrimination;
- attend appropriate training sessions on equality;
- report any concerns they have on any aspect of the school community.

Role of Pupils

Pupils will promote a positive image of the school and themselves by:

- trying to follow the Golden rules of the school's behaviour code as outlined in the Behaviour Policy
- taking part in questionnaires and surveys.



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Role of Parents/Carers

Parents/carers will:

- support this policy;
- be asked to take part periodic surveys conducted by the school;
- support the school Parental Code of Conduct and guidance necessary to ensure smooth running of the school.

Minimising the need to use force

We have the following in place in order to reduce the likelihood of any member of staff using force:

- A strong sense of Christian values.
- A calm, orderly, supportive and restorative school ethos.
- Strong and effective relationships between pupils and staff.
- An effective staff development programme that develops the skills of positive behaviour management and supporting development of self-regulation.
- Pre-empting when an incident is going to happen.
- Using effective strategies to manage all incidents that occur.
- In the last resort, after all other strategies have been exhausted, informing a pupil that force may be used before using it.

School Personnel authorised to use force

All school personnel whose job involves supervising pupils may use force to restrain a pupil but only in extreme circumstances e.g. when there is a high risk of physical harm to themselves or others and/or all other strategies have been exhausted.

All staff will receive periodic training in pupil restraint.

Deciding whether to use force

We believe that the use of force and what force to use must always depend on the circumstances of each incident.

We acknowledge that when faced with an incident there is very little time for school personnel to think before making a quick but effective decision.

However, school personnel must be aware of and consider the following:

- Assessing the seriousness of the incident that if force is not used then it could result in injury, damage or disorder.
- After considering and trying strategies for dealing with the situation, force is the only justifiable way of achieving a positive result.
- Assessing the number of risks connected with using force compared with using other strategies.

Types of Incidents

School personnel will have to make decisions when dealing with any of the following incidents:

- **Fighting** - pupils fighting.
- **Attack** - a pupil attacks an adult or another pupil.
- **Damage to property** – a pupil deliberately damages property or is about to.
- **Injury or damage** – a pupil causes or is about to cause injury or damage.



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- **Abducting** – when a pupil tries to leave school which could put his/her own safety at risk, the safety of others or the damage to property.
- **Defying an instruction** – when a pupil persistently refuses to follow an instruction that will lead to harm of self or others.
- **Disruption of lessons** – when a pupil's behaviour seriously disrupts a lesson.
- **Disrupting a school event** – when a pupil's behaviour seriously disrupts a school event.

Using Force

When faced with an incident and before force is used, school personnel must:

- act in a calm and measured manner;
- show no anger or frustration;
- tell the pupil to stop misbehaving or restraint will be used but will stop when the pupil behaves
- ask another pupil to alert another member of staff, if no other adults present.

School personnel may use the following types of force:

- **passive physical contact** by standing between pupils or by blocking a pupil's path;
- **active physical contact** by using restrictive holds, leading a pupil by the arm or hand or ushering a pupil away by placing a hand in the centre of the back

School personnel must make every effort not to harm a pupil or restrain a pupil that could be interpreted as sexually inappropriate conduct.

Risk Assessments

Risk assessments are in place for:

- a variety of potential incidents
- individual pupils

School Personnel Training

School personnel will be trained by an accredited trainer in the techniques of restraint every three years.

All school personnel:

- have equal chances of training, career development and promotion
- receive training on induction which specifically covers:
 - All aspects of this policy
 - Safeguarding and Child Protection
 - Health and Safety
 - Supervision of Pupils
 - Pupil Behaviour and Discipline
 - Equal opportunities
 - Inclusion
- receive periodic training so that they are kept up to date with new information
- receive equal opportunities training on induction in order to improve their understanding of the Equality Act 2010 and its implications.

Recording Incidents



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Records will be kept of all incidents on the appropriate incident record sheet.

Reporting Incidents

All incidents will be recorded and reported to the Headteacher who will inform parents by telephone and then by letter of the incident.

Post-incident Support

After an incident has occurred the following procedure will take place:

- First aid if necessary
- Medical help if necessary
- Emotional support to pupils and school personnel
- Discussions with parents

Complaints and Allegations

All complaints will be dealt thoroughly, speedily and will be appropriately investigated by using the procedures as stated in the school Complaints Policy.

Monitoring the Effectiveness of the Policy

The practical application of this policy will be reviewed annually or after an incident has arisen by the Headteacher and the pupils and curriculum committee.

A statement of the policy's effectiveness and the necessary recommendations for improvement will be presented to the Governing Body for further discussion and endorsement. (See Policy Evaluation)

Linked Policies

▪ Safeguarding and Child Protection	▪ Health and Safety
▪	



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Pupil Exclusion

We believe this policy relates to the following legislation:

- Education Act 2002
- Education and Inspections Act 2006
- Education (Provision of Full-Time Education for Excluded Pupils) (England) Regulations 2007
- Education Act 2011
- School Discipline (Pupil Exclusions and Reviews) (England) Regulations 2012

The following documentation is also related to this policy:

- Exclusion from Maintained Schools, Academies and pupil Referral Units in England (DfE)
- Special Educational Needs and Disability Code of Practice: 0 to 25 Years. Statutory Guidance for Organisations Who Work With and Support Children and Young People with Special Educational Needs and Disabilities (DfE) and (DoH)

We believe that we promote good behaviour by creating a happy caring school environment where everyone feels valued, respected, secure and free from all forms of anti-social behaviour.

We encourage pupils to achieve in a learning environment where self-discipline is promoted and good behaviour is the norm. Any form of misbehaviour during lessons is not accepted as we believe pupils will achieve their full potential in a happy, stimulating and ordered school environment.

Our Behaviour Code and consequences are rooted in the Christian Values of compassion.

However, in the event of serious or persistent bad behaviour the Headteacher may after considering all options decide to exclude a pupil.

We believe pupil exclusion is best defined as when a pupil is not allowed to attend school for either a fixed term or permanently. Pupil exclusion is a sanction that will be used only as a last resort, except when an immediate exclusion is the only appropriate action to take.

We acknowledge that a pupil will only be excluded following serious breaches of discipline or if the safety of pupils and school personnel would be harmed if the pupil remained in the school. We are aware that it is unlawful to exclude a pupil for a non-disciplinary reason. Parents will be informed immediately in writing about a fixed period exclusion.

The Headteacher at all times will take into account his/her 'legal duty of care to a pupil when taking a decision to send a pupil home, following an exclusion.'

Before a pupil is excluded a whole range of strategies such as early intervention and pupil support plans will be implemented in order to improve the behaviour of the pupil.

All exclusions will follow the correct procedures as outlined in 'The Department for Education guidance Exclusion from Maintained Schools, Academies and pupil Referral Units in England (2015)'. We are aware that it is illegal to unofficially or informally exclude by just sending a pupil home for disciplinary reasons. At all times the correct procedures will be followed.

We will try to ensure that other than in the most exceptional circumstances we will not exclude any pupil who has a statement for SEN, or an education, health and care plan (EHC) or is receiving SEND support.



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Parents will be made aware of their rights that they can appeal against an exclusion to the Governing Body. An independent review panel will deal with all appeals.

We wish to work closely with Pupil Voice Groups and to hear their views and opinions as we acknowledge and support Article 12 of the United Nations Convention on the Rights of the Child that children should be encouraged to form and to express their views.

We as a school community have a commitment to promote equality. Therefore, an equality impact assessment has been undertaken and we believe this policy is in line with the Equality Act 2010.

We believe it is essential that this policy clearly identifies and outlines the roles and responsibilities of all those involved in the procedures and arrangements connected with this policy.

Aims

- To promote good behaviour by creating a happy caring school environment.
- To encourage pupils to achieve in a learning environment where self-regulation is promoted and good behaviour is the norm.
- To only use exclusion as a last resort except when an immediate exclusion is appropriate.
- To have in place early intervention systems and support to deal with bad behaviour.
- To maintain full-time provision for permanently excluded pupils.
- To have in place systems to reinstate excluded pupils as soon as possible.
- To establish good working relations with parents of pupils who have been excluded.
- To work with other schools and the local authority to share good practice in order to improve this policy.

Responsibility for the Policy and Procedure

Role of the Governing Body

The Governing Body has:

- delegated powers and responsibilities to the Headteacher to ensure all school personnel and stakeholders are aware of and comply with this policy;
- responsibility for ensuring that the school complies with all equalities legislation;
- nominated the pupils and curriculum committee to ensure that appropriate action will be taken to deal with all prejudice related incidents or incidents which are a breach of this policy;
- responsibility for ensuring funding is in place to support this policy;
- responsibility for ensuring this policy and all policies are maintained and updated regularly;
- responsibility for ensuring all policies are made available to parents;
- make effective use of relevant research and information to improve this policy;
- responsibility for the effective implementation, monitoring and evaluation of this policy

Role of the Headteacher and Senior Leadership Team

The Headteacher and the Senior Leadership Team will:

- ensure all school personnel, pupils and parents are aware of and comply with this policy;
- provide leadership and vision in respect of equality;
- make effective use of relevant research and information to improve this policy;
- provide guidance, support and training to all staff;
- monitor the effectiveness of this policy;
- annually report to the Governing Body on the success and development of this policy

When making the decision to exclude a pupil the Headteacher will:



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- ensure all exclusions are lawful and that no pupil will be sent home to 'cool off' as this is deemed unlawful;
- be confident in using exclusion where they believe it to be lawful, reasonable and a fair sanction;
- formally record all exclusions;
- be aware that a pupil may be excluded for one or more fixed periods (up to a maximum of 45 school days in a single academic year) or permanently;
- be aware that it is unlawful to impose a fixed period exclusion for an indefinite period of time;
- be aware that lunchtime exclusions are regarded as half a school day;
- undertake a thorough investigation into the alleged incident by looking at all the evidence that is available;
- from the outset keep a written record of all the stages of the investigation plus signed witness statements;
- listen to the pupil's version of what happened;
- check whether the alleged incident was provoked by racial or sexual harassment and to take into account any breach of the school's equal opportunities policy;
- if he/she thinks it is necessary, the Headteacher will consult with other relevant people other than those who might be later involved in reviewing this incident;
- comply with the Equality Act;
- ensure that work is set and marked for pupils during the first five days of an exclusion;
- look at alternatives other than exclusion such as:
 - internal exclusion by removal to another class or supervised room
 - restorative practice
 - mediation
 - a managed move
- decide on the length of the exclusion:
 - fixed or
 - permanent
- inform parents (in writing) immediately of:
 - the reasons for exclusion
 - the period of exclusion
 - the days that their child must not be present in a public place at any time during school hours
 - any alternative educational provision being arranged for their child during the exclusion
 - arrangements in order for the pupil to continue his/her education before any alternative educational provision begins
 - their rights of appeal to the governing body
 - how the pupil may be involved in this appeal
 - how they can appeal
 - how they can attend any meeting where is a legal requirement for the governing body to consider the exclusion
 - all free and impartial information about pupil exclusion such as:
 - ❖ www.gov.uk/government/publications/school-exclusion
 - ❖ www.childrenslegalcentre.com
 - ❖ www.iassnetwork.org.uk
- Report the exclusion to the:
 - Disciplinary Committee
 - Local Authority Inclusion and Attendance Team
 - Local Authority where the pupil resides



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- have in place a strategy (including a behaviour plan) to reintegrate pupils back into school following a fixed period exclusion

Role of the Pupil and Curriculum Committee

The Committee will:

- work closely with the Headteacher;
- ensure this policy and other linked policies are up to date;
- ensure that everyone connected with the school is aware of this policy;
- attend training related to this policy;

Role of Teaching and Support Staff

School personnel will:

- comply with all aspects of this policy;
- implement the school's equalities policy and schemes;
- report and deal with all incidents of discrimination;
- report all incidents of serious violence, assault, sexual abuse, the use of illegal drugs, possession of offensive weapons and bullying;
- attend appropriate training sessions on equality;
- report any concerns they have on any aspect of the school community

Role of Pupils

Pupils will:

- support the School Behaviour Code and guidance necessary to ensure the smooth running of the school;
- take part in questionnaires and surveys

Role of Parents/Carers

Parents/carers will:

- be aware of and comply with this policy;
- be made aware of their rights of appeal against an exclusion;
- be asked to take part periodic surveys conducted by the school;
- support the school Behaviour Code and guidance necessary to ensure smooth running of the school

Fixed Term Exclusion

In any one school year the Headteacher is allowed to exclude a pupil for one or more fixed term periods but not exceeding 45 school days.

During this period of exclusion the school will continue to provide education for the pupil and plan for the pupil to be reinstated after the exclusion period has ended.

Once a decision has been made parents will be informed by telephone and then by letter.

Informing the Discipline Committee and the Local Authority

Within one school day the Headteacher will inform the Discipline Committee and the Local Authority of a pupil's exclusion.



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The Role of the Discipline Committee

The Discipline Committee will:

- Review all exclusions.
- Consider any representations from parents.
- Take the following into account when making a decision about exclusion:-
 - special educational needs
 - disabilities
 - gender
 - cultural differences

Liaison with Parents

Every effort will be made to seek parental co-operation at all stages.

Permanent Exclusion

A pupil may be permanently excluded if:

- All other strategies have failed.
- The offence was a serious one-off offence such as:
 - serious, actual or threatened, violence against a pupil or a member of the school personnel;
 - sexual abuse or assault;
 - supplying an illegal drug;
 - carrying an offensive weapon;
 - or any other serious offence

Reporting

Annually the Headteacher will report the following to the Governing Body:

- The number of exclusions
- The type of exclusions
- The outcome of each exclusion
- The rates of exclusion from different groups such as SEND, free school meals, looked after children and ethnic groups

Monitoring the Effectiveness of the Policy

The practical application of this policy will be reviewed annually or when the need arises by the coordinator, the Headteacher and the nominated governor.

A statement of the policy's effectiveness and the necessary recommendations for improvement will be presented to the Governing Body for further discussion and endorsement. (See Policy Evaluation)

Linked Policies

▪ Attendance	Complaints
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▪ Home-School Agreement	Child Protection and Safeguarding
▪ Special Educational Needs & Disabilities	



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Supervision of Pupils

We believe this policy relates to the following legislation:

- Health and Safety at Work Act 1974
- Education Act 1996
- School Standards and Framework Act 1998
- Management of Health and Safety at Work Regulations 1999
- Education and Inspection Act 2006
- Safeguarding Vulnerable Groups Act 2006
- Equality Act 2010
- Education Act 2011
- School Discipline (Pupil Exclusions and Reviews) (England) Regulations 2012
- Special Educational Needs and Disability (Detained Persons) Regulations 2015

The following documentation is also related to this policy:

- Dealing with Allegations of Abuse against Teachers and other Staff: Guidance for Local Authorities, Headteachers, School Staff, Governing Bodies and Proprietors of Independent Schools (DfE)
- Equality Act 2010: Advice for Schools (DfE)
- Keeping Children Safe in Education: Statutory Guidance for Schools and Colleges (DfE)
- Special Educational Needs and Disability Code of Practice: 0 to 25 Years. Statutory Guidance for Organisations Who Work With and Support Children and Young People with Special Educational Needs and Disabilities (DfE) and (DoH)
- Working Together to Safeguard Children: A Guide to Inter-agency Working to Safeguard and Promote the Welfare of Children

We have a legal duty of care to all our pupils and the responsibility to ensure that we have in place safeguarding procedures for supervising pupils throughout the school day in order to ensure their health, safety, welfare and good conduct.

We are aware that our responsibility of supervising pupils begins when they arrive at school. Therefore, we will ensure that all parents are informed of the time that school starts (8.40am) and that children should not arrive until at least 10 minutes before that time when school personnel will be on duty.

We believe we have a duty of care to all school personnel and adult volunteers. Therefore, we strongly advise that they should avoid supervising any pupil alone at all times. If a one to one situation is unavoidable then school personnel should take the necessary precautions beforehand.

We wish to work closely with the School Council and to hear their views and opinions as we acknowledge and support Article 12 of the United Nations Convention on the Rights of the Child that children should be encouraged to form and to express their views.

We as a school community have a commitment to promote equality. Therefore, an equality impact assessment has been undertaken and we believe this policy is in line with the Equality Act 2010.

We believe it is essential that this policy clearly identifies and outlines the roles and responsibilities of all those involved in the procedures and arrangements that is connected with this policy.

Aims



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- To outline the safeguarding procedures in order to ensure full and appropriate supervision of all pupils throughout the school day.
- To ensure compliance with all relevant legislation connected to this policy.
- To work with other schools and the local authority to share good practice in order to improve this policy.

Responsibility for the Policy and Procedure

Role of the Governing Body

The Governing Body has:

- a legal duty of care for all pupils and to provide adequate supervision of pupils throughout the school day;
- delegated powers and responsibilities to the Headteacher to ensure that high standards of pupil behaviour and discipline are maintained throughout the school day whether it is on or off the school site;
- responsibility for ensuring that the school complies with all equalities legislation;
- nominated a designated Equalities governor to ensure that appropriate action will be taken to deal with all prejudice related incidents or incidents which are a breach of this policy;
- responsibility for ensuring funding is in place to support this policy;
- responsibility for ensuring this policy and all policies are maintained and updated regularly;
- make effective use of relevant research and information to improve this policy;
- responsibility for ensuring all policies are made available to parents;
- the responsibility of involving the School Council in the development, approval, implementation and review of this policy;
- responsibility for the effective implementation, monitoring and evaluation of this policy.

Role of the Headteacher

The Headteacher will:

- be responsible for the internal organisation, management and control of the school;
- ensure the maintenance of good order and discipline at all times during the school day when pupils are present on the school premises or on educational visits;
- ensure all school personnel are aware and comply with this policy;
- ensure that all school personnel are aware of their supervisory roles and responsibilities with pupils during the school day;
- organise appropriate training for school personnel;
- provide leadership and vision in respect of equality;
- make effective use of relevant research and information to improve this policy;
- provide guidance, support and training to all staff;
- monitor the effectiveness of this policy by speaking with pupils, school personnel, parents and governors;
- regularly report to the Governing Body on the success and development of this policy.

Role of School Personnel

School personnel (Teachers and Support Staff) will:

- be aware of and comply with this policy;
- maintain good order and discipline among all pupils safeguarding their health and safety when they are authorised to be on the school site and during educational visits;
- ensure that no class of pupils should be left unsupervised;
- ensure they take the necessary precautions before undertaking any one to one supervision;
- record and report any incident or accident that could be considered a breach of supervision;



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- be aware of all other linked policies;
- maintain high standards of ethics and behaviour within and outside school and not to undermine fundamental British values;
- work in partnership with parents and carers, keeping them up to date with their child's progress and behaviour at school;
- implement the school's equalities policy and schemes;
- report and deal with all incidents of discrimination;
- attend appropriate training sessions on equality;
- report any concerns they have on any aspect of the school community.

Role of the Pupils and Staffing Committee

The Pupils and Staffing committee will

- work closely with the Headteacher
- ensure this policy and other linked policies are up to date;
- ensure that everyone connected with the school is aware of this policy;
- attend training related to this policy;
- report to the Governing Body every term;
- report to the Governing Body on the success and development of this policy.

Role of Pupils

Pupils will:

- comply with this policy
- be reminded of staying safe during all break times;
- listen carefully to all instructions given by the teacher;
- ask for further help if they do not understand;
- support the school Behaviour Code and guidance necessary to ensure the smooth running of the school;
- take part in questionnaires and surveys.

Role of Parents

Parents are asked to ensure that:

- they report their child's absence because of illness or for any other reason;
- be asked to take part periodic surveys conducted by the school;
- support the school Behaviour Code and guidance necessary to ensure smooth running of the school

Supervision before School Starts

School personnel will:

- receive children through reception and go to Breakfast club where a member of staff will supervise them or
- be welcomed at the classroom outer doors by a teacher or TA from 8.45 am (KS2) or 8.55 am (EYFS and KS1)



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Supervision at Break Times

The Headteacher will:

- ensure duty rotas are in place so that there is adequate supervision for both indoors and outdoors;
- ensure procedures and duties are clearly understood by all involved with pupil supervision;
- ensure duty teachers begin supervision promptly;
- act as line manager at break times when teachers and support staff are on duty;
- ensure good lines of communication are in place to ensure the overall safety of the pupils at these times;
- ensure procedures for dealing with accidents are in place;
- ensure all accidents are recorded in the appropriate accidents books;
- ensure parents are notified of any accident especially head injuries;
- ensure school personnel are trained in emergency first aid.

Supervision during Wet Weather

During wet weather pupils will be:

- supervised in the classrooms or the school hall during wet break times
- supervised in their classrooms at lunchtime by midday supervisors.

Midday Supervision

We have a legal duty of care for all pupils during lunchtime with supervision being undertaken by a three midday supervisors.

At lunchtime pupils who go home are:

- the responsibility of their parents;
- not expected back for the afternoon session until 10 minutes before school starts.

Supervision after School

At the end of the school day school personnel will ensure:

- the safe exit of all pupils from the school site through the classroom outer doors.
- uncollected children remain in school (Home2School club) until they are collected by their parent/carer or named person;
- parents are contacted if children are not collected;
- all pupils who travel by school bus or taxi are safely escorted to and handed over to the appropriate drivers and travel escorts.

Supervision during Extra-Curricular Activities

School personnel will:

- supervise the pupils after the activity;
- ensure the safe exit of all pupils from the school site;
- ensure all uncollected children remain in school (Home2School club) until they are collected by their parent/carer or named person;

Supervision during Travel to and from School



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We are not responsible for the supervision of pupils who travel by bus or taxi but we are responsible for ensuring their safe transition from bus to school at the beginning of the day and to the bus/taxi at the end of the day.

Supervision during Off-site Visits

The party leader will make all appropriate arrangements for supervision as outlined in the 'School Trips' policy.

Supervision of Curriculum Activities

See 'Health and Safety' policy.

Supervision of Changing Rooms

When pupils are changing or showering school personnel will:

- respect the privacy of children;
- ensure bullying or teasing does not take place;
- avoid any physical contact;
- avoid any visually intrusive behaviour;
- announce when they are entering the changing room;
- avoid remaining in the room for any length of time;
- not change in the same room as the children;
- not shower with the children;
- report all incidents to the Headteacher or a member of the Senior Leadership Team



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Raising Awareness of these Policies

We will raise awareness of these policies via:

- the school website
- the Staff Handbook
- meetings with parents such as introductory, transition, parent-teacher consultations and periodic curriculum workshops
- meetings with school personnel
- communications with home such as weekly newsletters and of end of half term newsletters
- Headteacher reports to the Governing Body

Training

All school personnel:

- have equal chances of training, career development and promotion
- receive training when necessary which specifically covers:
 - All aspects of these Policies
 - Safeguarding and Child Protection
 - Health and Safety
 - Pupil Behaviour and Discipline
 - Equal opportunities
 - Inclusion
- receive periodic training so that they are kept up to date with new information
- receive equal opportunities training on induction in order to improve their understanding of the Equality Act 2010 and its implications.

Equality Impact Assessment

Under the Equality Act 2010 we have a duty not to discriminate against people on the basis of their age, disability, gender, gender identity, pregnancy or maternity, race, religion or belief and sexual orientation.

This policy has been equality impact assessed and we believe that it is in line with the Equality Act 2010 as it is fair, it does not prioritise or disadvantage any pupil and it helps to promote equality at this school.

Monitoring the Effectiveness of the Policies

The practical application of this policy will be reviewed annually or when the need arises the Headteacher and the Pupils and Curriculum Committee.

A statement of the policy's effectiveness and the necessary recommendations for improvement will be presented to the Governing Body for further discussion and endorsement. (See Policy Evaluation)

Linked Policies

▪ Safeguarding and Child Protection	▪ Health and Safety	▪ Pupil Behaviour
▪ Positive Handling (Restraint) Policy	▪	▪



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Headteacher:		Date:	
Chair of Governing Body:		Date:	