



WOODFIELD SCHOOLS

BEHAVIOUR POLICY

This Policy is reviewed annually to ensure that:

- It is understood by all members of staff
- Practise continues to reflect school policy

COMPILED BY: MS S PATEL: EXECUTIVE HEAD TEACHER with HEADS OF SCHOOL		
POLICY DATE: SEPTEMBER 2013		APPROVED BY:
REVIEW DATE AUTUMN 2014	REVISION NO:	



WOODFIELD SCHOOLS Behaviour Management Policy

RATIONALE & PHILOSOPHY

“Only if teachers can work in a climate of co-operation and discipline can they offer to their pupils the quality of relationships to which they are entitled.” (OFSTED)

At the Woodfield Schools, we believe effective teaching and learning cannot take place without good behaviour. Children need a calm and purposeful atmosphere in order to learn and experience success.

We recognise that children bring to school a wide variety of behaviour patterns based on differences in home values, attitudes and parenting skills. At school we work towards standards of behaviour based on the basic principles of honesty, respect, consideration and responsibility. It follows that acceptable standards of behaviour are those which reflect these principles.

The behaviour policy will aim to promote and maintain a positive school climate and ethos so that all children feel safe and secure. It will detail our strategies for managing behaviour effectively and enable us to succeed in the core purpose of our work – teaching and learning to reach the highest standards for our children. We also believe it is very important to include parents in what we do at school to encourage and foster good behaviour and attitudes.

AIMS

- To positively encourage and recognise acts of respect and consideration to others.
- To establish a set of rules, agreed and followed by all.
- To implement necessary school rules fairly & consistently in order to foster good behaviour in a positive way.
- To achieve a healthy balance between rewards & punishments: rewarding good behaviour & attitudes to work & having strategies & approaches in place to deal with unacceptable behaviour.
- To create an atmosphere of hard work, commitment & responsibility, that will develop self-discipline.
- To ensure equal access to the curriculum for all regardless of gender, ethnicity, socio-economic background or special educational needs.

TO ACHIEVE THESE AIMS WE WILL

- Develop a whole school approach to deal with unacceptable behaviour, where we reward good work and behaviour and impose sanctions on those pupils who choose not to keep to the school rules.
- Adopt fully the principles outlined in the equal opportunities policy, anti-racist policy and policy to combat bullying to ensure equal access to a broad educational experience for all.
- Keep parents informed of our school rules and our rewards and punishments.
- Communicate to parents when pupils are behaving and working well and when there is a cause for concern.
- Teach our pupils that their actions have consequences.
- Raise awareness of school rules and issues relating to behaviour towards others in acts of collective worship.

OUR APPROACH: POLICY AND PRACTICE

Our policy and practice at the Woodfield Schools follows essentially the principles of assertive discipline where **teachers have a right to teach and pupils have a right to learn**.

Our policy and practice is also underpinned by our belief that good behaviour has a great deal to do with a pupil's motivation. We believe that motivation can be increased or decreased by curriculum content and methods. Hence a prerequisite to achieving good standards of behaviour is the need for teachers to exercise good classroom management in terms of:

- Preparing lessons well
- Differentiating work to levels that are appropriate for and meet the children's needs
- Organising materials and equipment so they are easily accessible
- Creating a stimulating learning environment with displays that will encourage and support learning
- Using positive reinforcement and praise frequently
- Recognising all achievements and progress, however small
- Respecting linguistic, cultural and ethnic knowledge and experiences that children bring to school
- Embedding consistent routines and procedures that are understood by the children

Our approach to managing behaviour is based first and foremost on recognising and rewarding appropriate behaviour because positive attitudes and responses enable us to create a safe, secure and calm environment for all members of the school community. A well-defined, structured approach that is clear to all members of the school community and which is **CONSISTENTLY** applied, operates for incidences of inappropriate behaviour but also rewards those children that are consistently good

ROLES AND RESPONSIBILITIES

- Overall responsibility for behaviour and discipline rests with the Governors and on a daily basis with the Executive Head teacher and Heads of School supported by the staff. The school has a Head of Inclusion who oversees the work of the key people involved in managing behaviour.
- Responsibility for behaviour and discipline within the school environment rests with ALL staff who have a collective responsibility to intervene when inappropriate behaviour is observed but also to recognise and reward appropriate behaviour when it is observed
- The responsibility for behaviour management within the classroom context rests with the class teacher/person in charge of the class

SPECIFIC EXPECTATIONS

The Role of the Governors

The governing body has the responsibility of setting down these general guidelines on standards of discipline and behaviour, and of reviewing their effectiveness. The governors support the 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 Role of Head Teacher

- It is the responsibility of the Head Teacher, under the School Standards and Framework Act 1998, 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, setting the standards of behaviour.
- The Head Teacher keeps records of all reported incidents of serious misbehaviour
- The Head Teacher has responsibility for giving fixed term exclusions to individual children for acts of serious misbehaviour. For repeated or very serious acts on major misbehaviour the Head

Teacher can permanently exclude a child. Both of these actions will only be taken after Governors have been notified (See Appendix E)

The Role of Parents

By accepting the principles of the Home –School Agreement, Parents agree to:

- Work collaboratively with the school, providing firm and effective guidance at home so children receive consistent messages about how to behave both at home and at school.
- Read the school rules and support them.
- Support their child’s learning, and co-operate with the school, as set out in the home–school agreement. We try to build a supportive dialogue between the home and the school, and we inform parents immediately if we have concerns about their child’s welfare or behaviour.
- Support the actions of the school, where the school has to use reasonable sanctions to punish a child. If parents have any concern about the way that their child has been treated, they should initially contact the class teacher. If the concern remains, they should contact the Head Teacher. If these discussions cannot resolve the problem, a formal complaint or appeal process can be implemented.

The Role of the Class Teacher

It is the responsibility of the class teacher

- To ensure that the school rules are enforced in their class, and that their class behaves in a responsible manner during lesson time.
- To treat each child fairly and enforce the classroom code consistently.

The Role of All Staff

- *To follow the principles and practices of the school behaviour policy at all times*
- *To provide good role models for the children by being polite, caring and understanding and by setting high standards in all aspects of self-conduct, dress and interpersonal relationships*
- *To inform parents of the school behaviour policy and its application*

The Role of Pupils

By accepting the principles of the Home-School Agreement, pupils agree to:

- accept responsibility for their own behaviour
- use the school council to express their views and concerns

EXCEPTION CLAUSE

At the Woodfield Schools, we do recognise that there are times when children may behave inappropriately due to factors outside of the control of the school such as:

- Home circumstances
- Medical conditions
- Learning difficulties

We will endeavour to manage these situations with sensitivity but not to the detriment of the learning of the other children in the class or school.

We feel it will be necessary to operate fairly but flexibly in these cases when applying sanctions, in order to address individual circumstances. Children with such behaviour needs should have Individual Behaviour Plans (see appendix D) in place and these will be shared with class teachers and with other key staff that may work in close contact with the child/children, as well as parents/carers

ROUTINES & PROCEDURES: OUR SYSTEMS & PROCESSES (See Appendices)

At the Woodfield Schools, we have clear systems and procedures for managing behaviour at various points in the day and when children are in different places in the school. These are outlined clearly in the appendices. Our systems and processes are consistent across the schools and are consistently applied by all staff, so children can learn them well and are fully aware of the expectations at all times.

SCHOOL RULES & ROUTINES:

Children need to understand why rules exist and the consequences for them if those rules are overstepped. There are agreed rules & routines for

- The classroom (See Appendix A & B)
- Movement around school (See Appendix B)
- Playtime & Lunchtime Behaviour (See Appendix B)
- Assembly Times (See Appendix B)

All children have the opportunity for being rewarded for appropriate behaviour and sanctions are in place for those who do not

REWARDS (See appendix C)

Rewards positively recognise and reinforce good behaviour. They motivate children to behave appropriately and reflect the positive ethos of the school. Children need to know why they are being 'rewarded' and they should know what those rewards are. Rewards need to be shared regularly with children so they have a good understanding of them. At the Woodfield Schools we operate **GOLDEN TIME** along with a range of other reward systems for the various routines and procedures of the day (see appendix A, B & C)

SANCTIONS (See also appendix C)

Children need to be aware that if they CHOOSE not to follow the school rules/boundaries then there will be consequences. They need to know what those consequences are. Curriculum activities must not be used as punishment (but work that has not been completed as a result of poor behaviour must be finished at some point). At the Woodfield Schools sanctions are linked to the severity of the misbehaviour and different procedures are in place for the different parts and routines of the day as detailed throughout this policy and in the appendices A, B & C

AT THE WOODFIELD SCHOOLS WE BELIEVE THAT SARCASM, FREQUENT CRITICISM, LOUD REPRIMANDS & THREATS MUST BE AVOIDED. THEY ARE INEFFECTIVE, DAMAGE THE LEARNING ENVIRONMENT, ARE NOT IN KEEPING WITH THE ETHOS OF THE SCHOOL AND CAN ALLOW CHILDREN TO GAIN PEER STATUS BY CHALLENGING AUTHORITY

MONITORING OF UNACCEPTABLE BEHAVIOUR

The school keeps a variety of records of incidences of misbehaviour.

- Classroom: In KS1 & KS2 there is a 'Red Book' for recording incidences of class misbehaviour that results in children losing Golden Time. The Red Book is then monitored by the Head Teacher/Heads of School. If pupils exhibit a 'major' misbehaviour in class time their name is also recorded in a Phase Leader behaviour log as major misbehaviours lead to children being sent directly to the phase leader
- Playground: Playtime and Lunchtime behaviour logs are used and monitored daily by phase leaders. If pupils have exhibited unacceptable behaviour at playtime/lunchtime their names are entered into the appropriate book with the incident recorded. **A 'Good Behaviour' book also exists for lunchtimes**- this strategy has been taken at our school to encourage lunchtime supervisors in particular, to adopt a positive approach to managing young children's behaviour.
- If a pupil's name appears three times in any of the books they will have a letter sent home/parents will be notified and additional strategies to encourage the appropriate behaviours will be considered

The head teacher/heads of school will keep a record of any pupil who is suspended for a fixed-term, or who is permanently excluded. It is the responsibility of the governing body to monitor the rate of suspensions and exclusions, and to ensure that the school policy is administered fairly and consistently

WORRY BOXES

- We operate 'Worry Boxes' also, where children enter their names if they have a worry about anything and a member of the SLG/WLT follows this up by having a 1:1 chat with the child. The Worry boxes are checked daily. Worry boxes are located in various places around the school accessible to the children

BULLYING

The school does not tolerate bullying of any kind. If we discover that an act of bullying or intimidation has taken place, we act immediately to stop any further occurrences of such behaviour. While it may be very difficult to eradicate bullying, we do everything in our power to ensure that all children attend school free from fear. (See Anti Bullying Policy).

RESTRAINT

All members of staff are aware of the regulations regarding the use of force by teachers, as set out in DfEE Circular 10/98, relating to section 550A of the Education Act 1996: The Use of Force to Control or Restrain Pupils. Teachers in our school do not hit, push or slap children. Staff only intervene physically to restrain children or to prevent injury to a child, or if a child is in danger of hurting him/herself. The actions that we take are in line with government guidelines on the restraint of children. (See Physical Intervention & Restraint Policy).

MONITORING OF THIS POLICY

The Executive Head Teacher monitors the effectiveness of this policy on a regular basis. S/he also reports to the Governing body on the effectiveness of the policy and if necessary, makes recommendations for further improvements.

REVIEW OF THIS POLICY

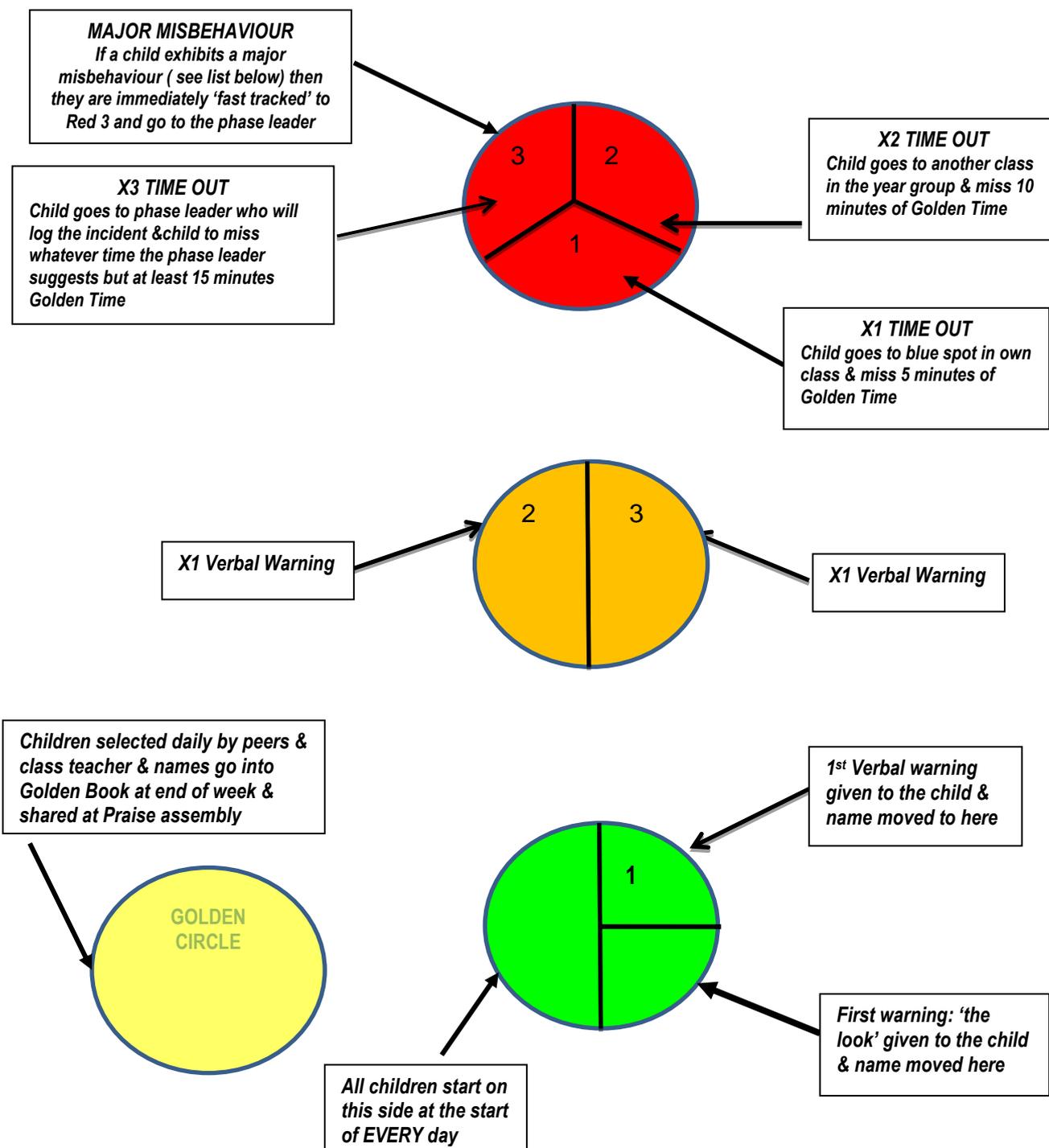
The governing body reviews this policy every two years in consultation with staff. The governors may, however, review the policy earlier than this, if the government introduces new regulations, or if the governing body receives recommendations on how the policy might be improved

APPENDIX A
CLASSROOM BEHAVIOUR MANAGEMENT APPROACH

We feel that many of the misbehaviours that occur in the classroom are what we define as 'MINOR' incidences and as such must be managed WITHIN the classroom, by the class teacher (snatching/not sharing, name calling, telling tales/lies, running indoors, talking at inappropriate times/calling out, fidgeting, distracting others)

The following system is adopted across the school

- Every class will have a visual traffic light system (red, amber, green) in a visible place in the classroom as below and every class will also have a 'time out' area designated by a blue spot
- The traffic light system will operate as follows & illustrated below:



- All children start on green every day
 - the look x1 (on green x1)
 - verbal warning x3 (on greenx1 and on amber x2)
 - time out x3 (on red- x1 in class, x2 in phase class, x3 to phase leader)
- Children to move own names up and down the traffic light so taking responsibility for own behaviour
- During sets, children to go into their own classroom and change the name on the traffic light!
- Each class has a reflective time at the end of the day- to see who is on which colour and why. At this time the class selects the 'Golden' children and their names go onto the Golden Circle. At the end of the week 'Golden Children' have their names entered into the Golden Book and are congratulated in Praise Assembly. After the third entry a special sticker will be given by the HOS. After the fifth entry into the Golden Book, a letter, certificate will be posted home as a surprise by the Head Teacher
- The timings for the time out area: 1min for nursery, 3mins for Reception, 5mins for KS1, 10mins for KS2
- Sand timers are to be used in the time out area/blue spot
- Phase leaders to log incidents in a book when a child is sent to them
- When a child is sent to a phase leader x3 & it is in the phase leader's log book x3, then phase leader will inform parents and give them a letter
- After x3 in phase leader log book, then the child goes to the Head Teacher and Head Teacher will see parents formally and set up behaviour report card system and possibly discuss other strategies/measures. The Head may delegate this to the Phase Leaders or Head of School
- All children must have a fresh start every day when all the children start again on the green circle
- Children can move up or down the 'traffic lights' in each session, so if put on amber in session 1 but then been great in session 2 then goes back to green etc
- When all the children's names are on the green side the marble jar can be used- when the jar is full, the children choose a suitable treat
- In KS1 & KS2 golden time will run alongside the traffic light system as the reward/sanction and so when a child goes onto time out area they will lose 5mins of golden time and this will need to be done straight away on the golden time chart
- Children missing Golden Time to have names go into Red book. These children to go to SLG member on during Golden Time!
- Red and Gold books will be shared at weekly Praise assembly

MAJOR MISBEHAVIOURS

The following behaviours have been identified as those which will lead to a child going straight to red 3 on the chart and being sent to a member of the SLG immediately, so by-passing the steps of the system described above

TYPE OF MAJOR MISBEHAVIOUR	FIRST POINT OF CONTACT	ACTIONS
<ul style="list-style-type: none"> • Offensive Language: Racist • Remarks, Swearing etc • Disrespect • Fighting, Punching, Pushing • Biting • Deliberately damaging property/throwing things 	Phase Leader	<ul style="list-style-type: none"> • Log incident and inform parents personally. • Apply SLG sanctions (see below) • Inform Head Teacher • Repeat of major misbehaviour- Head Teacher sanctions apply <hr/> <p><u>SLG SANCTIONS</u></p> <ul style="list-style-type: none"> • <i>To take decision on exclusion from trips/treats/visits</i> • <i>Removal of playtime for a period of time</i> • <i>Child on behaviour report/chart</i> • <i>Loss of all Golden Time in extreme cases</i> • <i>Request for parents to come into school and observe child's behaviour</i> <p><u>HEAD TEACHER SANCTIONS</u></p> <ul style="list-style-type: none"> • <i>Head teacher request to meet parents</i> • <i>Decision to implement IBP</i> • <i>Exclusion – 'cooling off', fixed term, permanent</i> • <i>Referral to outside agencies: Behaviour Support etc</i>
Bullying & Threatening Behaviour	Phase Leader	<ul style="list-style-type: none"> • Get overview of situation & follow anti-bullying policy procedures • Inform Head Teacher

DEFIANCE:

When a child blatantly refuses to do something and will not move, a red card will be sent to a member of SLG by another child or support staff who will 'remove' child or apply 'physical restraint' if necessary
If SLG not in school then red card to go to Year Group Leader (YGL)

APPENDIX B

AGREED SCHOOL RULES & ROUTINES

Classroom Rules

At the start of each school year, teachers will draw up and display class boundaries with the children, following the guidance below

The agreed class rules are:

- We take our turn as speakers and listeners
- We do not hurt others
- We look after our environment and property
- We speak politely to everyone and call each other by their given names
- We always try our best

Classroom Rules must be

- Discussed by the children and teacher
- Clearly displayed and referred to regularly with references to the practice of Golden Time
- Framed in positive terms and in keeping with the general ethos of the school

The procedure in Appendix A is then followed to implement these rules

Movement Around School Rules

Staff have agreed a set of school rules with the children, through the School Council for behavioural expectations when moving around the school These are:

- Walk carefully and quietly around the school, keeping to the left
- Look after our school – inside and outside – by keeping it clean and tidy
- Be kind and thoughtful to someone today
- If you see someone without a smile, give them ones of yours
- Be respectful to all adults that work with us
- Enter and leave assemblies in a quiet manner

Assembly Rules & Routines

- Music to be playing at start of each assembly
- Rules for assembly to be drawn up at start of year with children and displayed in hall by SLG
- Children to be taught to be quiet from entry point not when they get into the hall!
- Children to sit and wait quietly/copy actions of lead person until the assembly begins – maintain appropriate behaviour during assembly – to stand up or to be moved if not behaving appropriately
- The music that is played must be on very low and should be of a 'soothing' nature to create a sense of calm and reflection. If the noise levels get too high then person leading the assembly is to switch music off, stop everyone and alert them as to why –not just carry on amidst the noise!
- Children to leave the assembly hall quietly – class by class when directed by lead person – not all together as this is when they begin to create the noise again!
- Remind children of expectations throughout the year until they become more embedded
- All staff to reinforce expectations when children are 'not doing what they should be!'
- All staff to role model the expectations set for the children

Play & Lunchtime Rules

A set of playground boundaries has been agreed between the children, through the School Council and teachers, for behavioural expectations at playtimes:

- We allow others to get on with their own games
- We play together and look after each other
- We will be kind and caring to each other
- We will stop and stand still when the bell rings
- We will walk sensibly to our line and our classroom

Play & Lunchtime Routines

- Teachers, teaching assistants & dinner supervisors must supervise children to and from the playground
- The staff on duty must be in the playground ready for the start of play. They should make arrangements for the supervision of their class or group if necessary
- Staff not on duty must be on the playground just before the 'bell' is due to be rung, so the children can be supervised and sessions can start promptly
- Children must stand still and quietly at the first 'bell'. They must go to their lines on the second 'bell'.
- Lining up tickets are given to the best classes for lining up promptly

Playground 'Major' & 'Minor' Misbehaviours

At the Woodfield Schools, the following have been classified as 'major' and 'minor' playground misbehaviours and will be dealt with according to the procedures set out below. These apply to both playtimes and lunchtimes

MAJOR PLAYGROUND MISBEHAVIOUR	MINOR PLAYGROUND MISBEHAVIOUR
<ul style="list-style-type: none"> • Disrespecting dinner supervisors and other adults – eg. verbal abuse • Fighting • Bullying and threatening behaviour • Hitting, kicking, biting • Spitting at others • Damaging other people's property • Swearing directed at people 	<ul style="list-style-type: none"> • Squabbling over play equipment • 'Incidental' swearing – to self as opposed to directed at others • Entering school premises without permission • Name calling/Teasing • Refusing to allow others to join in games/play • Not apologising when accidents happen
<ul style="list-style-type: none"> • Child removed from playground immediately (take to craft area) and SLG member informed • Incident logged in phase leader behaviour log and SLG sanctions applied • If child regularly appears in phase leader log for major playground misbehaviours, then Head Teacher sanctions will be applied 	<ul style="list-style-type: none"> • Name of child entered into playtime or lunchtime book and 'time out' applied (up to 10 minutes maximum) • If child's names appears regularly in the books, SLG sanctions will apply
<p><u>HEAD TEACHER/HEAD OF SCHOOL SANCTIONS</u></p> <ul style="list-style-type: none"> • <i>Notify parents</i> • <i>Request to meet parents formally</i> • <i>Decision to implement IBP</i> • <i>Exclusion – 'cooling off', fixed term, permanent exclusion</i> • <i>Referral to outside agencies: Behaviour Support etc</i> 	<p><u>SLG/WLT SANCTIONS</u></p> <ul style="list-style-type: none"> • <i>Removal of playtime for a period of time</i> • <i>Reduced time on the playground</i> • <i>Child on behaviour report/chart</i> • <i>Loss of Golden Time in extreme cases</i>

APPENDIX C

REWARDS & SANCTIONS

REWARDS

CLASSROOM REWARDS

- Marble Jar
- Star of the Week
- Name in Golden Book: Special sticker after x3 in book and 'Surprise' sent home after x3 in HOS book plus mention in Praise Assembly each time name is in HOS book
- Golden Time

MOVEMENT AROUND SCHOOL REWARDS

- Smiley face chart
- Behaviour Tickets
- Marbles for the class jar
- Best Class of the Week award

ASSEMBLY TIME REWARDS

- Smiley Face
- Behaviour Ticket
- Marbles for class jar

PLAYTIME REWARDS

- Verbal praise
- Lining up tickets
- Weekly class lining up award in assembly

LUNCHTIME REWARDS

- Top Table: Year 1
- Names in Jar (Half term treat to Quest): Year 2
- Names in box (Half term treat of children's chossing) Years 3,4,5,6

SANCTIONS

Loss/Removal of any of the above is generally the approach taken when sanctions are applied

CLASSROOM SANCTIONS

- Losing Golden Time: At actual golden time, the children who are missing Golden Time go to a member of the SLG

PLAYGROUND SANCTIONS

- For 'minor' misbehaviour, children to have 'Time Out' from the activity they were involved in –e.g. children to sit at 'time out spot' or to accompany the member of staff on duty for short time or for the duration of playtime. The child's name to be entered into the playground book which is monitored by the phase leader daily. Phase Leader will decide sanctions which may include some time of missing playtime if the child's name appears regularly in the books for minor misbehaviours. Children are removed from the playground for 'major' misbehaviour' and SLG sanctions apply (see appendix B above for details) and logged in phase leader log for both
- Staff on duty to also inform the class teacher of a child's misbehaviour

REWARDS

WHOLE SCHOOL REWARDS INCLUDE;

Smiley Faces

Smiley Faces are awarded onto the chart for the class and reminds children that they are responsible as individuals and can each make a contribution towards the class' achievements. Smiley faces can be awarded by any member of staff not just the class teacher. The class with the most smiley faces each week is celebrated during weekly Praise Assembly

Behaviour Tickets

Behaviour tickets are awarded to individual children who are 'caught' following the school rules. The tickets are kept in class and brought to weekly Praise Assembly where they are counted up and the class with the most behaviour tickets earns an extra smiley face on the Smiley Face Chart

Marble jars

Each class has a marble jar. Marbles are put in as a class reward and this develops class unity. This reminds children that they are responsible as individuals and can each make a contribution towards the class' achievements. Marbles can be awarded by any member of staff not just the class teacher. The class teacher organises a suitable reward for the children once the marble jar is full.

Praise Assembly

A weekly praise assembly takes place, when the following successes are shared;

- Star of the Week-individual children's behaviour/achievements are celebrated by class based staff
- Lining up ticket winners
- Best Class around School Award
- Lunchtime awards-Top Table Award/'Treat' Jar
- Cup of Kindness Award
- Golden Books-names of Golden Children in the classroom are entered by class based staff

Golden time

Golden time is a PRIVILEGE TIME used to emphasise with all the children the importance of keeping to/within the school boundaries. Children can have the privilege of golden time if they adhere to the class boundaries. Golden Time operates as follows:

- Golden time takes place every Friday afternoon from 2.00-2.30pm in KS1
- Activity clubs based on the children's interests are held across KS1. They are led by teachers and KS1 support staff and are changed on a termly basis
- Children can choose to attend any club across the key stage and so have the chance to socialise with friends in other classes/year groups too
- Golden time takes place in KS2 also- On Thursdays for Year 6 and Fridays for Year 5

APPENDIX D

INDIVIDUAL BEHAVIOUR PLANS (IBPs)

IBPs are implemented to support children's learning and allow teachers to teach

Some children need additional support to the class procedures to enable them to manage their behaviour. For these children an IBP is written by the SENCo and class teacher and external agencies where applicable (children and parents are notified). The IBPs may include additional support such as small group work or involvement of external agencies such as the BAHMS workers. IBPs are reviewed on a termly basis with all those involved

IBPs are written for children:

- When they have had a major incident in class (ie fighting, swearing at staff) logged THREE times in a HALF TERM
- At the discretion of the Senior Leadership Team
- In response to parental requests for behaviour support for their child

Reviews

IBP reviews need to be conducted in the same way as SEN Reviews

Targets need to be reviewed AT LEAST once a term.

One of the following decisions is to be taken after the review...

- Child no longer needs support of IBP *ie if no major incident has occurred whilst on an IBP-child's efforts need to be acknowledged and congratulated.*
- Child still needs IBP targets
- School needs to seek advice from other agencies for more support *as child may be at risk of exclusion.*

Records

A record of any child with an IBP will be kept on the SEN register by the inclusion manager/SENCo.

APPENDIX E

FIXED-TERM AND PERMANENT EXCLUSIONS

Only the Head Teacher (or the acting Head Teacher) has the power to exclude a pupil from school. The Head Teacher may exclude a pupil for one or more fixed periods, for up to 45 days in any one school year. The Head Teacher may also exclude a pupil permanently. It is also possible for the head teacher

- To convert a fixed-term exclusion into a permanent exclusion, if the circumstances warrant this
- If the Head Teacher excludes a pupil, s/he informs the parents immediately, giving reasons for the exclusion. At the same time, the Head Teacher makes it clear to the parents that they can, if they wish, appeal against the decision to the governing body. The school informs the parents how to make any such appeal. The Head Teacher informs the Local Authority and the governing body about any permanent exclusion, and about any fixed-term exclusions beyond five days in any one term.
- The governing body itself cannot either exclude a pupil or extend the exclusion period made by the Head Teacher.
- The governing body has a discipline committee which is made up of between three and five members. This committee considers any exclusion appeals on behalf of the governors.
- When an appeals panel meets to consider an exclusion, they consider the circumstances in which the pupil was excluded, consider any representation by parents and the Local Authority, and consider whether the pupil should be reinstated.
- If the governors' appeals panel decides that a pupil should be reinstated, the Head Teacher must comply with this ruling