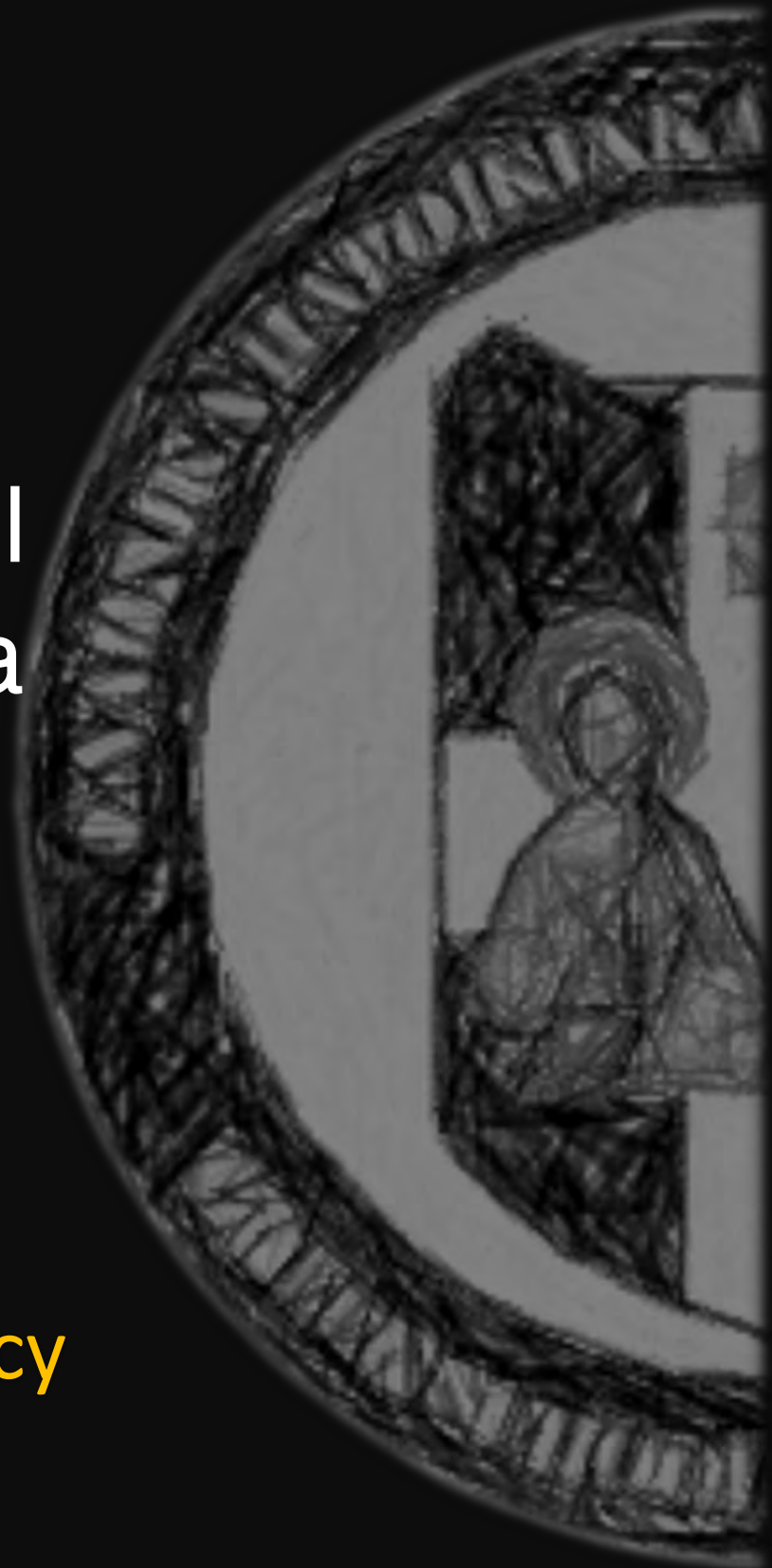


Greek School  
*of* Ayia Triada  
Birmingham

Behaviour Policy



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## **A. This Policy: 2024 Guidance**

According to the February 2024 Government Guidance on Behaviour at schools:

Ensuring good behaviour in schools is essential for providing a conducive environment where children can thrive academically and personally. Schools play a crucial role in managing behaviour effectively to maintain calm, safe, and supportive settings that promote learning and well-being.

Effective behaviour management not only prevents disruptions but also fosters positive relationships among pupils and staff, contributing to a culture of dignity and respect. Headteachers are pivotal in leading this culture, embedding it across all aspects of school life and ensuring consistency in its application.

Explicit teaching of expected behaviours equips pupils with the skills needed to succeed socially and academically. Additional support should be promptly provided to those requiring it, aimed at pre-empting misbehaviour and fostering a positive learning atmosphere.

When misbehaviour occurs, schools must respond promptly and predictably to maintain order and safety. This involves employing a range of strategies outlined in this guidance, including sanctions and pastoral interventions, to address and prevent recurrence of undesirable behaviour.

For persistent disruptive behaviour, schools are encouraged to consider appropriate interventions as outlined in the guidance, which may include suspension or exclusion in serious cases. Schools should refer to specific Department guidance on these measures to ensure they are applied effectively and proportionately.

By implementing these approaches consistently and fairly, schools can create environments where both pupils and staff thrive, ensuring that every child has the opportunity to achieve their potential in a supportive educational setting.

### **Creating and Maintaining high standards of behaviour**

Creating a culture of excellent behavior in schools hinges on a clear vision and consistent implementation. Schools must define permissible and prohibited behaviors, promote values, attitudes, and norms, and ensure a calm, safe, and supportive learning environment free from disruption. The behavior policy serves as the foundation for communicating this vision to pupils, staff, and parents/carers, fostering a positive culture where school values are reflected.

Headteachers bear responsibility for maintaining acceptable behavior standards, meeting national expectations:

- Establishing high conduct expectations understood by all.
- Supporting staff in behavior management consistently.
- Implementing interventions to improve behavior, accommodating pupils with disabilities.
- Minimizing disruptions to teaching and routines through proportional actions.
- Creating a safe, respectful environment intolerant of bullying or aggression.

Maintaining high behavior standards not only facilitates effective teaching but also upholds the school's duty to safeguard children. All staff must be well-versed in the behavior policy

to ensure its effective implementation, crucial for safeguarding as per statutory guidance. Alignment with legal obligations ensures a holistic approach to behavior and safeguarding, reinforcing each other.

In incidents threatening pupil or staff safety, schools must act promptly to eliminate risks and prevent recurrence, ensuring a secure learning environment for all.

## Our Behaviour Policy Framework

In a school setting, the behaviour of its members reflects its culture and values. Clear rules and high standards should align with these values, outlining expected behaviours and consequences for all. The school's behaviour policy plays a crucial role in detailing how staff will support pupils in meeting these expectations.

For GSAT the headteacher is responsible for:

- Fostering good behaviour and respect among pupils.
- Establishing acceptable behaviour standards and promoting self-discipline and respect for authority.
- Preventing all forms of bullying, including cyberbullying and discriminatory behavior, and ensuring completion of educational tasks.
- Regulating pupil conduct in accordance with the school's behavior principles and governing body guidance.

In this document you will find all required by the 2024 Guidance on Behaviour Management Policy at schools

## Defining Good Behaviour

We believe that good behaviour means that everyone in school is;

- Careful and kind
- Polite and friendly
- Helpful to each other
- Quiet and hardworking
- Respectful and tolerant

## B. Purpose of this Policy & Aims

At the Greek School of Ayia Triada Birmingham, our behaviour policy serves as a foundational framework to foster a positive learning environment where every student can thrive academically, socially, and emotionally. Our policy is designed to:

1. **Promote Respect and Responsibility:** Instill values of respect, kindness, and responsibility among students towards themselves, their peers, teachers, and the school community.
2. **Ensure Safety and Well-being:** Create a safe and secure environment where all students feel physically and emotionally safe, enabling them to focus on their studies without fear of intimidation or harm.

3. **Support Learning and Achievement:** Maintain a calm and orderly atmosphere conducive to effective teaching and learning, minimizing disruptions that can hinder educational progress.
4. **Address Behavioural Challenges:** Provide clear expectations and guidelines for appropriate behaviour, along with strategies to address any behavioural challenges that may arise.
5. **Encourage Positive Relationships:** Foster positive relationships between students, teachers, parents, and the wider community through open communication, collaboration, and mutual respect.
6. **Promote Equal Opportunities:** Ensure fairness and equity in the application of our behaviour policy, supporting all students in reaching their full potential regardless of background or circumstances.
7. **Compliance with Regulations:** Align with statutory requirements and guidelines set forth by educational authorities to safeguard the welfare and rights of all individuals within our school community.

This behaviour policy reflects our commitment to maintaining high standards of conduct and creating a supportive environment where every student can flourish academically and personally. It guides our approach to nurturing positive behaviours, managing challenges effectively, and promoting a culture of respect and achievement throughout the Greek School of Ayia Triada Birmingham.

## Aims

This policy provides guidance for the entire school community on the daily practice and management of behaviour and discipline. As a Greek Orthodox Supplementary School, we strive to maintain an atmosphere of positive behaviour and orderliness at all times, encouraging children to respect the school building, its equipment, and its staff. Also our Christian values, such as honesty, trust, respect, and perseverance, underpin the school's culture and learning environment. The aims that underpin this policy:

1. **Whole School Approach:** Develop a unified approach to behaviour that is supported and followed by the entire school community—including parents, staff, children, and the Management Board—based on a sense of community and shared values.
2. **Respect and Responsibility:** Teach children to respect themselves and others, and to take responsibility for their actions and behaviour.
3. **Self-Esteem and Self-Discipline:** Promote self-esteem, self-discipline, proper regard for authority, and positive relationships based on mutual respect.
4. **Culture of Praise and Encouragement:** Foster a culture of praise and encouragement where all pupils can achieve their potential.
5. **Clear Distinctions and Sanctions:** Clearly communicate to children the distinction between minor and serious misbehaviour and the corresponding range of sanctions.
6. **Caring and Sympathetic Response:** Address behavioural problems in a caring and sympathetic manner to achieve improvement.

7. **Positive Ethos:** Create a positive ethos, as a Greek Orthodox school, by promoting and encouraging children's spiritual, moral, social, and cultural development.
8. **Safe and Attractive Environment:** Provide a safe, welcoming, happy, and secure environment, free from disruption, violence, bullying, and harassment.

## C. Code of Good Behaviour

Our Golden Rules apply for all children and adults at Ayia Triada Birmingham at all times and have been decided by the whole school community. They apply to areas outside of the classroom and outside school. (see Appendix 4)

At Greek School of Ayia Triada we expect everyone to follow our *Golden Rules*:

- **Try your best**
- **Be fair**
- **Be honest**
- **Treat everyone equally**
- **Zero tolerance to bullying of any form or kind (verbal, physical, written).**
- **No throwing of things under no circumstances**

Our rules are based on shared Values:

- **Hard work**
- **Teamwork**
- **Helpfulness**
- **Kindness**
- **Friendship**
- **Respect**
- **Trust**
- **Fairness**

## D. School Systems and Procedures

The commitment of staff, pupils, and parents is essential to developing a positive whole-school ethos. Below are the expectations for each group within the school community:

### 1. Expectations of Pupils About Their Teachers

#### 1.1. Pupils may expect staff and other adults in the school to:

- Arrive at lessons on time.

- Be enthusiastic and develop positive relationships.
- Celebrate pupil success.
- Encourage all pupils to participate.
- Communicate with parents about progress and concerns.
- Maintain an organized and safe classroom.
- Provide timely feedback and appropriate homework.
- Treat pupils fairly.
- Use cues to manage behaviour and listen to pupils.
- Address bullying or inappropriate behaviour.
- Display pupils' work.
- Set high expectations and clear rules.
- Use rewards and sanctions consistently.
- Model desired behaviours.

## **1.2. Expectations of Teachers About Their Pupils**

Staff may expect pupils to:

- Arrive on time and enter quietly.
- Sit where instructed and bring necessary materials.
- Follow rules, instructions, and avoid disruptions.
- Listen attentively and raise hands to speak.
- Use appropriate language and cooperate with others.
- Care for the classroom, resources, and others' property.
- Respect and value others' contributions.
- Set a good example and take responsibility for their behaviour.
- Report bullying and behave appropriately outside school.

## **1. 3. Expectations of Parents About Their Children in School**

Parents can help by:

- Supporting a close partnership with the school.
- Discussing and enforcing school rules with their child.
- Attending school events and developing informal contacts with the school.
- Understanding the need for a well-ordered environment.
- Trusting staff to handle behaviour issues positively.
- Supporting school sanctions and avoiding negative comments about the school.
- Treating all school community members with respect.
- Reporting bullying promptly.
- Ensuring punctual and regular attendance.
- Encouraging their child to do their best and uphold high behaviour standards.
- Supporting school policies and guidelines.
- Helping their child accept responsibility for their behaviour.
- Informing the school of any concerns.
- Supporting homework and home-based learning activities.
- Discussing concerns calmly with staff.



## 1.4. What Parents Can Expect from Staff and Other Adults in the School

Parents may expect staff and other adults working in the school to:

- Treat all adults with respect.
- Set high standards for work and behaviour.
- Encourage children to do their best.
- Address bullying incidents promptly.
- Apply sanctions consistently.
- Promote and reward positive behaviour.
- Clearly explain consequences of misbehaviour.
- Provide a balanced curriculum.
- Keep parents informed about school matters and their child's progress.
- Notify parents of any concerns about their child's work, attendance, or behaviour.
- Support homework and home-based learning activities.

## 1.5. Training

All members of staff and volunteers are receiving regular training with regards to behaviour management

## 2. Celebrating Success

At our school, we regularly celebrate the success of all pupils in various ways, recognizing that focusing on achievements and positive outcomes is essential for fostering a positive culture and ethos. The methods we use to celebrate success include:

- Verbal praise in class
- Written praise in marked work
- Sharing and celebrating success during lessons
- Highlighting achievements in newsletters
- Head Teacher's Award for outstanding achievement, progress, improvement, or representing the school
- End of Year's Celebration AWARDS:
  - Outstanding Record of the Year
  - 100% Attendance
  - Continuous Effort of the Year
  - Amazing Progress of the Year

These methods will be reviewed by pupils, parents, and staff throughout the academic year to ensure their effectiveness.

## 3. Sanctions and Consequences

While our school prioritizes emphasizing positive behaviour, there are unfortunate instances where cases of pupils demonstrate unacceptable conduct and challenging behaviour that affects themselves, the school, and others. We encourage pupils to take responsibility for

their behaviour through restorative justice approaches, allowing them to reflect on their actions and make amends. However, it's important to note that this process does not replace consequences.

Consistency is crucial at our school to ensure pupils understand expectations clearly and to avoid any confusion. It is imperative for children to recognize that there are consequences for poor and unacceptable behaviour, which can undermine the positive atmosphere of our school community.

### **3.1. Sanctions and Levels of Action**

Each disciplinary case is approached individually, emphasizing children's responsibility for their actions and the potential consequences of their behaviour. Minor breaches of discipline are typically handled by the class teacher in a caring, supportive, and equitable manner, with consideration for the child's age. Initial responses to inappropriate behaviour may include:

- Discussion on 1:1 with the child to understand the situation or address any issues with their work.
- Reinforcement of expected behaviour through reminders.
- Verbal reprimand to highlight the seriousness of the behaviour.
- Temporary isolation within the classroom, particularly for behaviours that disrupt lessons and others' learning.
- Temporary relocation to another class.
- Warning of 'time out' during break-time, typically one minute per year of the child's age.
- Warning of issuing any of the blue or red forms

We acknowledge the importance of employing a variety of behavior management strategies and disciplinary measures to ensure a calm, safe, and conducive learning environment for all students. Depending on the age and individual needs of the child, one or a combination of the following approaches may be utilized:

- Redirecting the child to another activity.
- Providing a warning to the child regarding undesirable behaviour and clearly stating expected good behaviour.
- Writing the child's name on the board as a visual reminder, minimizing disruption to other students' learning.
- Moving the child from a group to work independently.
- Temporarily relocating the child to another class for a period (10-20 minutes) to complete work before returning to their original class.
- Escorting the child to the Headteacher or another staff member if necessary, ensuring continuous supervision.
- Sending a letter home to parents if a child's name appears in the Class
- Addressing the situation with the entire class, a group of students, or the entire school as deemed appropriate.

- Implementing a time-out for the child, typically one minute per year of their age, during break time or after school with prior parental notification.
- Teachers consulting with the Headteacher during break time to discuss any classroom issues.
- Involving parents in addressing and resolving behavioral concerns.
- Report to the Headteacher for two consecutive weeks
- No member of staff must in anyway physically chastise a child.

**\*\* All behaviour incidences whether minor or serious, whether blue or red forms are issued, are recorded and we maintain a record at the school (See Appendix 1 & 2)**

## Level One

**leading to Warning if behaviour continues (first time incident)**

- Low level disruption in class
- Calling out
- Consistently off-task
- Chewing/eating in class despite asking repeatedly not to
- Passing notes/ throwing stuff in class
- Damage school equipment
- Scribbling on books, equipment or furniture
- Out of school uniform
- No or incorrect equipment
- Littering
- Use of mobile phone in class – item will be kept in School Office

## Level Two – Blue Forms

**Leading to Blue forms and parental involvement**

- Persistent concerns over 'Level 1' behaviours.
- Repeated refusal to follow instructions
- Repeated disruption to learning
- Use of inappropriate language
- Undermining/personal/discriminatory comments directed at staff
- Repeated personal or discriminatory comments directed at other pupils
- Inappropriate and dangerous behaviour in and outside classroom or school premises during school time
- Inappropriate behaviour outside of school which brings the school into disrepute or reflects badly on the school image and values

Each of these forms will reflect on time after school (on the same day that the incident happens). Also depending on the seriousness of incident a child may receive a red form from the first occurrence of an incident (*see Appendix*)

- **1st time -Blue Form- reflection time after school time for 20-minutes with the class teacher**
- **2nd time-Blue Form-reflection time after school time for 30-minutes with the class teacher**
- **3rd time- RED form-reflection time after school for 1 hour- with the headteacher**

# Level Three -Red Form

## Leading to Red Forms and Exclusion

- Direct swearing or being rude at a member of staff
- Violence or intimidation directed at any member of the school community or the wider community
- Out of control behaviour (throwing things etc chairs, kicking doors, kicking other people)
- Bullying or intimidation directed at any member of the school community regardless of whether this takes place during or out of school hours
- Misuse of substances e.g. alcohol or drugs anywhere on school premises

*\* All behaviour incidences whether minor or serious, whether blue or red forms are issued, are recorded and we maintain a record at the school*

**\*\*3rd time- RED form-reflection time after school for 1 hour- with the headteacher**

## 3.2 Restorative Justice/Reflection on Actions

Restorative justice is a process aimed at repairing relationships following conflicts or issues. It provides an opportunity for all parties involved to discuss what occurred and collaborate on finding a resolution. A trained mediator facilitates these discussions, posing three key questions:

- What happened?
- Who else has been affected by this?
- What can be done to prevent this from happening again?

These questions encourage participants to understand each other's perspectives and consider the broader impact on others, particularly fellow students and their learning environment. By engaging in this process and finding solutions together, it promotes accountability for one's actions and raises awareness of how behavior influences others.

Restorative justice is particularly effective in addressing recurring issues between students and staff, offering a platform to address grievances, empathize with each other's feelings, and move forward constructively to prevent future conflicts. It also proves beneficial in resolving conflicts between students, allowing them to acknowledge the consequences of their actions, offer apologies when necessary, and resolve disagreements.

Meetings occur in a neutral setting with a staff member serving as mediator to ensure a respectful and constructive dialogue. Reflection on actions plays a crucial role, prompting individuals to contemplate their behavior, recognize its impact, and consider alternative approaches for similar situations in the future. Typically, students are asked to document their reflections, outlining reasons behind their behavior and proposing strategies for improvement or alternative actions.

### **3.3 Sanctions and Disciplinary Action**

There is a clearly defined process for issuing sanctions in our school. Where possible pupils are issued with a warning to enable them to rectify their behaviour though there are times when the nature of the behaviour does not warrant a warning as it is so serious. The school uses a wide range of consequences for poor behaviour which are outlined in more detail below.

#### **Pupil Behaviour Logs**

Staff record poor or inappropriate behaviour in the school Behaviour Diary and also have copies of *Behaviour Alert Notes*. Where the pupil does not respond to warnings, they are issued with a Behaviour Alert Note which is sent home. This will enable parents to support the school.

#### **Screening, Searching and Confiscation**

The school strictly adheres to Government guidelines on the confiscation of items from pupils as outlined in the document "Screening, Searching and Confiscation – Advice for Headteachers, Staff and Governing Bodies – February 2014" (available upon request or downloadable from the Gov.uk website).

The following items, termed as 'Prohibited Items', if found on school premises or in possession of any pupil, will result in severe sanctions and consequences:

- Knives
- Firearms/weapons
- Illegal drugs
- Alcohol
- Fireworks
- Tobacco and cigarette papers
- Pornographic or unsuitable images
- Stolen items

Additionally, any article reasonably suspected by staff or authorized personnel to have been or likely to be used: i) to commit an offence, ii) to cause personal injury or damage to property,

may also be confiscated.

The school reserves the right to confiscate any electronic items used inappropriately on the premises, such as mobile phones and digital media devices. Pupils are permitted to bring these items to school under the condition that they remain switched off and stored in bags during lessons and designated times.

Staff are authorized to confiscate, search, and potentially delete any media suspected of being used for bullying or causing harm to individuals. Depending on the severity, information may also be reported to the police.

In cases of persistent rule violations, pupils may be required to surrender items at the beginning of each day to minimize disruption. Uncollected items will be disposed of at the end of each term. Prohibited items will not be returned to pupils and will be disposed of in accordance with DfE guidance.

Pupils are strictly prohibited from bringing any of the listed items onto school premises. The school has the authority to automatically confiscate prohibited items and conduct searches of pupils without consent. Violations may result in severe penalties, including potential permanent exclusion from the school.

### **3.4. Removal from Class**

When a pupil persistently fails to respond to warnings and reminders regarding disruptive behaviour that affects others' learning, they may be removed from class and directed to the Head teacher or another class. In such cases, the pupil will automatically receive a time-out during playtime. More serious misconduct, such as aggressive behaviour, bullying, self-harm, or actions likely to cause harm, may result in immediate removal from class without prior warnings.

Additional disciplinary actions may include:

- Verbal warnings
- Seat relocation to sit near an adult or work independently
- Missing playtime or a time-out period equivalent to one minute per year of the child's age
- Temporary relocation to another class to complete work
- Assignment to work in the Head's Office
- Fixed-term exclusion

Exclusion from school is considered a last resort. A decision to implement a fixed-term exclusion is made only in response to severe breaches of the school's Whole School Behaviour Policy, including persistent disruptive behaviour where lesser sanctions like detention are deemed inadequate.

### **3.5. Permanent Exclusion**

A decision to permanently exclude a pupil will be made under any of the following circumstances:

- In response to serious breaches of the school's Whole School Behaviour Policy and procedures.
- If allowing the pupil to remain in school would significantly harm the education or welfare of the pupil or others in the school.
- Where all other means of supporting the child and changing behaviour have been reached unsuccessfully
- Where the behaviour record of this pupil is repeatedly showing same incidences or worst of challenging behaviour

- Where all actions have been initiated unsuccessfully
- Where the duty of care for other children is impacted and compromised

Permanent exclusion is a serious measure that will only be considered when the facts have been clearly established based on the balance of probabilities, taking into account all circumstances and available evidence. It is a decision that balances the interests of the pupil against those of the entire school community. Permanent exclusion is typically the final step in a disciplinary process following the exhaustion of other strategies that have been attempted unsuccessfully. It signifies that the school has utilized all available measures to address the pupil's behavior and is usually considered as a last resort.

The Headteacher has the authority to decide on permanent exclusion without the approval of the Management Board if:

- All stages of the school's disciplinary policy have been exhausted.
- Multiple formal cautions have been issued without improvement in behaviour.
- Behaviour has not improved even after temporary exclusion.
- The welfare of other children at the school is significantly compromised by the pupil's behaviour.

**However, there may be exceptional circumstances where, in the Headteacher's judgment, it is appropriate to permanently exclude a pupil for a first or isolated offense.** For this to happen an urgent call of MB can be utilised and full report of incident and the reasons underlining the permanent exclusion

### **3.5.1. Exclusions - The Right of Appeal and Legal Duties**

Parents have the right to make representations to the Educational Team of the Management Board of Ayia Triada Greek School or directly to the Management Board within 15 working days following an exclusion. For permanent exclusions, parents also have the right to appeal to an independent panel at the Cyprus Educational Mission in London (22 Stuart Crescent, N22 5NN, London). The school may uphold its decision if the Management Board and Headteacher are not convinced by the parents' representations, which requires a two-thirds majority (10 out of 15 members).

Automatic triggers for permanent exclusion include multiple formal cautions and Management Board discussion. Exclusions may apply to one branch or all branches of the school. Parents appealing an exclusion from one branch may request reconsideration or propose transferring the child to another branch in writing. Reconsidered exclusions typically involve a probationary period to assess behavior and determine continued attendance.

Upon receiving a parental appeal, the Management Board discusses the case and votes for reconsideration, with decisions communicated to parents within 15 working days. The school may also suggest alternative educational arrangements, though acceptance at a suggested branch is not guaranteed.

### **3.6. Lunchtime Supervision**

At lunchtime, supervision is the responsibility of the Teaching Staff and Teaching Support Staff as well as Members of the MB who are on Rota either Saturdays or Midweek; and who are expected to:

- maintain order by reminding children of the standards of behaviour expected
- maintain the safety of all children
- encourage the children to play together co-operatively and sensibly.

Children who consistently misbehave will be sent to their class teacher or Headteacher. Parents will be informed by the class teacher or Headteacher (through sending home Poor Behaviour Note) for any case of poor behaviour during lunchtime. In extreme cases, it may be necessary to exclude the child from the school site during the lunch break.

### **3.7. Attendance and Punctuality**

Refer to our Attendance Policy

## **4. Homework**

Students will receive weekly homework slip across all year groups at our school, with consistent guidelines followed by all teachers. Each week, the homework note will be typed and attached to the page of the students' current reading books. This note includes space for parents to provide feedback and comments, facilitating communication with the class teacher. Parents are encouraged to contact the school promptly if they notice any issues with homework not being assigned.

All homework must be completed by the specified deadline. To support students, it's recommended they plan their homework to spread it out over the week, making smaller, regular sessions more manageable and effective than trying to complete it all at once with a stressed parent.

Homework should be dated and presented neatly. If completed within the recommended time, students can also use the opportunity for additional reading and revision. It's important to note that failing to complete homework may cause students to fall behind in their learning, as these assignments reinforce fundamental skills such as reading, spelling, and times tables.

Parents can utilize the Homework Feedback Space to provide explanations if a child was unable to complete their homework for valid reasons. It's beneficial for parents to inform the teacher before or at the beginning of the lesson if such circumstances arise.

#### **4.1. Homework Logs**

All teachers keep lesson log where they record all the times that children are coming to school without completing or without doing their homework. This log is kept for the cases where concerns are raised about learning progress and behaviour. Teachers can mention their findings concerning homework in the progress reports every term.



## 4. Pupil Challenging Behaviour and misconduct inside and outside school

### 5.1 Statutory Powers and Behaviour Regulation

Teachers possess statutory authority under Section 89(5) of the Education and Inspections Act 2006 to discipline pupils for misbehaviour outside school premises to a reasonable extent. This includes:

- Misbehaviour during school-organised activities, travel to/from school, or any event where the pupil represents the school.
- Misbehaviour at any time that may disrupt school order, pose a threat to others, or harm the school's reputation.

### 5.2 Expectations for Off-site Behaviour

Our school expects pupils to uphold positive behaviour standards off-site, serving as exemplary representatives. This includes:

- Maintaining good order during transport, educational visits, and school-related events.
- Ensuring behaviour that does not endanger the safety or welfare of pupils, staff, volunteers, or the public.

### 5.3 Sanctions for Off-site Behaviour

Sanctions may be applied for off-site misbehaviour that undermines these expectations, irrespective of supervision by school staff. Possible sanctions include removal from activities, parental collection, fixed-term exclusion, or in severe cases, permanent exclusion. Factors considered in sanctioning include:

- Severity of misbehaviour.
- Impact on the school's reputation and orderly conduct.
- Potential threat posed to others within the school community.

### 5.4 Support for Pupils

We are committed to supporting all pupils to ensure their success at our school. Strategies include:

- Monitoring report cards with achievable targets.
- Enhanced home-school communication and collaboration.
- Individual Learning and Care Plans for diagnosed cases.
- Small group or one-on-one support sessions.
- Additional literacy support as needed.
- Alternative curriculum provisions or reduced timetables when necessary.

## 6. The Use of Reasonable Force

### Legislation and Guidelines

The relevant legislation in the UK regarding the use of reasonable force in schools is found primarily in the Education and Inspections Act 2006 and most recently in the Use of Reasonable force in Schools Document (Gov, 2013: [https://assets.publishing.service.gov.uk/media/5a819959ed915d74e6233224/Use\\_of\\_reasonable\\_force\\_advice\\_Reviewed\\_July\\_2015.pdf](https://assets.publishing.service.gov.uk/media/5a819959ed915d74e6233224/Use_of_reasonable_force_advice_Reviewed_July_2015.pdf) ) and the Department for Education (DfE) guidance document titled "Use of reasonable force: Advice for headteachers, staff and governing bodies" (last updated in July 2015).

The Education and Inspections Act 2006, under section 93, provides headteachers and staff with statutory powers to use reasonable force to maintain discipline and ensure safety. The key points regarding the use of reasonable force in schools include:

- a. **Statutory Power:** Headteachers and staff have a legal right to use reasonable force to prevent pupils from hurting themselves or others, from damaging property, or from causing disorder.
- b. **Purpose of Force:** Force can be used for the purpose of maintaining good order and discipline in schools, as well as for ensuring the safety and well-being of pupils and staff.
- c. **Guidance and Training:** Schools are encouraged to have clear policies and procedures in place regarding the use of force, which should be communicated to staff and reviewed regularly. Staff should also receive appropriate training on when and how to use reasonable force.
- d. **Proportionality and Reasonableness:** Any use of force must be proportionate to the circumstances of the incident and considered reasonable based on the threat or behavior being addressed. It should also be used as a last resort.
- e. **Recording and Reporting:** Schools are required to record incidents where reasonable force has been used and to inform parents or guardians if a pupil has been subjected to such action.

It's important for schools to adhere to this legislation and guidance to ensure that the use of force is applied judiciously and within the legal framework to maintain a safe and disciplined learning environment.

For the most current information, I recommend checking the UK government's official resources or consulting legal advice to ensure compliance with any recent updates or changes to the law regarding the use of reasonable force in schools.

**Force will never be used as a punishment.**

Whether it is reasonable to use force and to what degree, also depends on the age and understanding of the pupil and whether they have Special Educational Needs or disabilities. Medical advice will always be sought about the safest way to hold pupils with specific health needs, special educational needs and disabilities.

**View online:**

[https://www.gov.uk/government/uploads/system/uploads/attachment\\_data/file/444051/Use\\_of\\_reasonable\\_force\\_advice\\_Reviewed\\_July\\_2015.pdf](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/444051/Use_of_reasonable_force_advice_Reviewed_July_2015.pdf)

[Use of reasonable force in schools - GOV.UK \(www.gov.uk\)](http://www.gov.uk)

**Schools can use reasonable force to:**

- remove disruptive children from the classroom where they have refused to follow an instruction to do so;
- prevent a pupil behaving in a way that disrupts a school event or a school trip or visit;
- prevent a pupil leaving the classroom where allowing the pupil to leave would risk their safety or lead to behaviour that disrupts the behaviour of others;
- prevent a pupil from attacking a member of staff or another pupil, or to stop a fight in the playground; and
- restrain a pupil at risk of harming themselves through physical outbursts.

## 6.1 Action as a result of Self-defence or in an Emergency

All staff members, including teaching staff, teaching assistants, lunchtime supervisors, and the Management Board, have the right to protect themselves from attack, provided that they use a proportionate degree of force in self-defence. In emergency situations, such as when a pupil is in immediate danger of causing harm to themselves or others, any staff member is authorized to intervene.

Volunteers assisting in the school are not expected to handle situations involving physical restraint for children identified in their Behaviour Management Plan.

It is essential that all staff, including teaching assistants and long-term supply staff, are knowledgeable about the behavioural and medical needs of students. A Medical Alert Booklet should be maintained in the school to document individual learning difficulties, medical conditions, and other pertinent information.

## 6.2 Circumstances in which reasonable force might be used

Circumstances in which reasonable force might be used include the following:

- Pupils found fighting will be physically separated.
- Pupils who refuse to leave a room when instructed to do so may be physically removed.
- Pupils who behave in a way which disrupts a school event or a school trip or visit may be physically removed from the situation.
- Restraint may be used to prevent a pupil leaving a classroom where allowing him or her to do so would risk their safety or lead to disruptive behaviour. This may also include leading a pupil by the arm out of a classroom.
- Pupils at Risk of harming themselves or others through physical outbursts will be physically restrained.

In order to prevent a pupil from attacking a member of staff or another pupil.

To prevent a pupil causing injury or damage by accident, by rough play, or by misuse of dangerous materials or an object.

## **6.3 Power to Use Reasonable Force when Searching Without Consent**

In addition to the general power to use reasonable force, the Head teacher and authorised staff can use such force as is reasonable given the circumstances to conduct a search for 'prohibited items'. See Section 3.2 above.

## **6.4 Unreasonable Force**

The type of force which will never be acceptable in our school includes:

- holding round the neck or any other hold that might restrict breathing;
- kicking, slapping or punching;
- forcing limbs against joints (e.g. arm locks);
- tripping or holding by the hair or ear;
- holding face down on the ground.

## **6.5 Staff training**

Two members of staff will receive training (Positive Behaviour Management Training Level 1 and Level 2) about the use of reasonable force appropriate to their role to enable them to carry out their responsibilities. This will include training on any restraint techniques which must not be used because they are known to present an unacceptable risk when used on children and young people. Some staff will receive additional training on the appropriate techniques which may be used to physically restrain pupils. The training will be to an approved nationally acceptable level and will be regularly refreshed.

**Note: If no training is in place and up to date training, teachers may not exercise their “Use of Reasonable Force Right”.**

## **6.6 HECP and Behaviour Management Plans**

A pupil with a known challenging behaviour, a medical condition which affects behaviour patterns or who has special educational needs may be the subject of a Behaviour Management Plan- HECP with reference to behaviour support. Both these documents are official documents and set out specific ways in which the behaviour is managed and the pupil is supported whilst on school premises and during any off-site visit. It may also include details on managing the pupil's behaviour whilst travelling to school on organised home-school transport. In such circumstances, parents will always be made aware of their child's Behaviour Management Plan and HECP and will be asked to contribute to the content and control measures implemented in an attempt to apply consistency of sanctions and rewards both in school and at home.

## **6.7 Informing Parents when Reasonable Force has been used**

In accordance with current good practice, the school will speak to parents about serious incidents involving the use of force and will record such serious incidents.

In making a decision about informing parents, the following will be taken into account:

- the pupil's behaviour and level of risk presented at the time of the incident;

- the degree of force used;
- the effect on the pupil or member of staff concerned; and
- the child's age.

All incidents when 'physical restraint' as opposed to 'physical control' is used will be recorded as soon as possible and details passed on to the Head teacher who will follow up the incident where necessary. The following must be recorded:

- all incidents where unreasonable use of force is used;
- any incident where substantial force has been used e.g. physically pushing a pupil out of a room;
- use of restraint;
- an incident where a pupil is distressed though clearly not overreacting.

The following criteria will be used when considering the need for recording:

- Did the incident cause injury or distress to a member of staff or pupil?
- Even though there was no apparent injury or distress, was the incident sufficiently serious in its own right? Any use of restrictive holds, for example, fall into this category;
- Did the incident justify force? This is particularly relevant where the judgement is finely balanced;
- Does recording it help to identify and analyse patterns of pupil behaviour?
- If the answer to any of the questions is 'yes', a written record should be made and held in a secure central location or recorded in the bound Record of Physical Intervention book (blue) and all other notes taken at the time are to be kept.

In all instances of the use of physical restraint, parents will be informed the same day, by phone and in writing, and invited into the school to discuss the incident.

All injuries will be reported and recorded in accordance with school procedures.

## **6.8 Post Incident Support**

Serious incidents can be distressing for all involved. Following the incident, it is crucial to provide immediate first aid to any staff or pupils who have sustained injuries, and to offer emotional support as needed. If injuries require medical attention beyond basic first aid, arrangements will be made promptly.

- The school will then decide on the appropriate timing and method to inform and involve the parents of the pupil in discussing the incident and outlining subsequent actions. After the incident, the Head teacher or designated staff will:
- Ensure that a comprehensive record of the incident is documented;
- Determine whether the involvement of multi-agency partners is necessary, and identify which partners should be engaged;
- Hold the pupil accountable, facilitating their understanding of the harm caused or potentially caused. This may involve opportunities for the pupil to repair relationships with affected staff and peers, and could result in disciplinary actions, including possible exclusion. Refer to Section 3.2 above for further details.
- Assist the pupil in developing strategies to prevent similar incidents in the future, and communicate these strategies to relevant staff along with their roles in supporting their implementation;

- Provide ongoing support to staff and pupils affected by the incident, addressing physical consequences, emotional distress or reduced confidence, and facilitating analysis and reflection on the incident as needed.

## 6.9 Follow up

In many cases there will be a follow-up meeting of key personnel to discuss the restraint incident and review the Behaviour Management Plan or other plans for pupils. It might also be appropriate to review the Whole School Behaviour Policy and/or supporting procedures.

## 6.10 Other Physical Contact with Pupils

*This school does not operate a 'No touch Policy'. There are occasions when physical contact, other than reasonable force, with a pupil is proper and necessary.*

- Holding the hand of the child at the front/back of the line when going to assembly or when walking together around the school.
- When comforting a distressed pupil. When a pupil is being congratulated or praised.
- To demonstrate how to use a musical instrument.
- To demonstrate exercises or techniques during PE lessons or sports coaching.
- To administer first aid.
- To apply sunscreen to the arms, face or lower legs of very young pupils or those with special educational needs who might struggle to apply it appropriately themselves

# 7. Allegations of Abuse against Staff and Other Adults Working in the School

## 7.1 General

The Education Act 2022 places paramount importance on safeguarding the well-being of all children and adults within educational settings. It mandates that schools prioritize the protection of children from harm and ensure a safe learning environment conducive to their development.

Under the provisions of the Education Act 2022, the Management Board of our school holds a statutory responsibility to establish and uphold robust safeguarding policies and procedures. These policies are designed to promptly identify and address any concerns regarding child welfare. The Act emphasizes collaboration with relevant authorities and organizations to safeguard children effectively.

School staff play a crucial role as frontline observers, capable of identifying signs of abuse or behavioral changes that may indicate safeguarding issues. However, the Act also recognizes the vulnerability of staff to allegations of abuse, which can sometimes be unfounded, misplaced, or malicious. Therefore, our school maintains comprehensive procedures for handling allegations of abuse involving staff, volunteers, and students. These procedures ensure that all allegations are handled fairly, transparently, and promptly, prioritizing the welfare of the child while providing support to all parties involved.

In instances where a staff member prefers not to report an allegation directly or has concerns about misconduct within the school, our Whistleblowing procedures offer an alternative avenue to address such matters confidentially and responsibly.

Our safeguarding procedures are fully aligned with the statutory guidance provided in 'Keeping Children Safe in Education,' issued by the Department for Education (DfE) under the Education Act 2022. This guidance sets out the framework for effectively managing allegations of abuse against individuals working with children, reinforcing our commitment to maintaining a safe and nurturing educational environment for all.

## **7.2 Action in the Event of a Malicious Allegation**

In cases where a pupil makes an allegation against a member of staff, and it is found to be deliberately invented or malicious, the school will take disciplinary action in accordance with our policy. Similarly, if a pupil alleges sexual violence or harassment against another pupil, and this allegation is determined to be deliberately invented or malicious, appropriate disciplinary measures will be applied.

When an allegation is found to be unsubstantiated, unfounded, false, or malicious, the school, in consultation with the local authority designated officer where applicable, will assess whether the pupil making the allegation requires support, as it may indicate an underlying need or distress. In such cases, a referral to children's social care may be considered.

Additionally, the school will address the pastoral needs of both staff and pupils who have been accused of misconduct. For more detailed information on how we respond to allegations of abuse against staff or pupils, please refer to our child protection and safeguarding policy."

This version maintains clarity and professionalism while ensuring compliance with GSAT guidelines.

### **.Additionally,**

In schools, handling allegations of harassment or abuse is guided by robust safeguarding policies mandated by educational law. Key aspects include:

1. **Safeguarding Policies:** Schools must maintain clear policies for handling allegations seriously, conducting thorough investigations, and ensuring fairness for all parties involved.
2. **Fairness and Due Process:** Allegations are addressed impartially, ensuring both the accuser and accused have opportunities to respond and that investigations are conducted transparently and justly.
3. **Whistleblowing Procedures:** Procedures are in place for reporting concerns about harassment or abuse, protecting whistleblowers, and ensuring prompt resolution of issues.
4. **Legal Considerations:** False allegations made with malicious intent may lead to legal consequences such as defamation or perjury charges, depending on the circumstances and jurisdiction.
5. **Support Mechanisms:** Schools provide support to victims, the accused, and witnesses involved in allegations, offering counseling and guidance as needed.

Staying informed about current legislation and best practices is essential for schools to maintain a safe and supportive environment for all stakeholders.

## 8. Bullying

### 8.1 What is Bullying?

According to the DfE document 'Preventing and Tackling Bullying – Advice for Head teachers, staff and Governing Bodies, bullying may be defined as:

*“Behaviour by an individual or group, repeated over time, that intentionally hurts another individual or group either physically or emotionally”.*

*Our Anti-bullying policy details all our bullying related incidences and related school action-Please refer to our antibullying policy*

## 9. Drugs and Drug-Related Incidents

### 9.1 Overview

A drug alters how the body functions and affects emotions and perceptions. This policy addresses various substances including medicines, tobacco, alcohol, solvents, novel psychoactive substances ('legal highs'), volatile substances, and illegal drugs. Except for prescribed medicines, all listed items are prohibited, as detailed in Section 3.2.

### 9.2 Responsibilities



The Head teacher oversees the implementation of drug-related procedures. Linda Fletcher is designated as the senior staff member responsible for drug-related matters at Crosscrake CE Primary. Drug prevention is a collective responsibility, and all school staff are trained on these procedures to handle drug-related incidents effectively.

The site manager conducts routine checks to ensure a drug-free environment. Any substances found are reported to the Head teacher and Senior Leadership Team for appropriate action.

### **9.3 Dealing with Drug-Related Incidents**

The school addresses drug use as potentially symptomatic of deeper issues, involving referral to relevant services when necessary. Specific guidelines cover the possession or use of drugs, alcohol, and tobacco on school premises:

- **Medicines:** Prescribed medicines are managed individually, adhering to national safety guidelines.
- **Tobacco:** The school enforces a strict 'No Smoking' policy indoors and on school grounds, including e-cigarettes.
- **Alcohol:** Consumption is prohibited during school hours unless authorized by the Management Board for specific events.
- **Solvents:** Hazardous substances are stored safely, and their use is supervised to minimize risks.
- **Illegal Substances:** Prohibited from being brought to or used on school premises.

### **9.4 Discovery of a Drug or Suspected Illegal Substance**

1. Securely collect and label any found substance, promptly notifying the Head teacher or Educational Advisors.
2. Document the discovery with witness verification, storing securely.
3. Involve the community liaison police officer in suspected drug cases.
4. Handle hypodermic needles cautiously, avoiding direct contact and securing in a sharps container for safe disposal.

### **9.5 Discovery of a Pupil in Possession of Drugs or Paraphernalia**

1. Request immediate surrender of the article(s) from the pupil.
2. Follow the procedures outlined above upon obtaining possession, ensuring careful handling of hypodermic needles.
3. **Extreme Caution with Hypodermic Needles:** If a pupil refuses to surrender items, a search may be necessary under current DfE guidelines, ensuring proper witness presence and same-sex procedure adherence.

### **9.6 Dealing with a Pupil Suspected of Being Under the Influence**

- Keep the pupil in a calm environment and seek guidance from the school's first aider.

- Inform the Head teacher or Senior Leadership Team promptly for further action.
- Ensure any suspected substances are transported with the pupil if they require medical treatment.

### **9.7 Police Contact and Disciplinary Measures**

- Contact the police immediately upon discovering controlled drugs.
- Disciplinary actions consider police advice and may lead to exclusion for severe cases.
- Dispose of alcohol and tobacco, following legal guidelines for controlled substances.

### **9.8 Incidents Involving Adults**

Examples involving adults under the influence:

- Adult presence under the influence on school premises.
- Attempted removal of a child under the influence.
- Aggressive behavior towards staff or pupils.
- Suspected involvement in drug supply to pupils.

In each case, the Head teacher prioritizes the safety of the school community, involving appropriate authorities as needed.

## **10. Useful Links**

- 1. Behaviour at schools. Government Advice 2024**  
[https://assets.publishing.service.gov.uk/media/65ce3721e1bdec001a3221fe/Behaviour\\_in\\_schools\\_-\\_advice\\_for\\_headteachers\\_and\\_school\\_staff\\_Feb\\_2024.pdf](https://assets.publishing.service.gov.uk/media/65ce3721e1bdec001a3221fe/Behaviour_in_schools_-_advice_for_headteachers_and_school_staff_Feb_2024.pdf)
- 2. Working together to safeguard children in Education:**  
[https://assets.publishing.service.gov.uk/media/65cb4349a7ded0000c79e4e1/Working\\_together\\_to\\_safeguard\\_children\\_2023\\_-\\_statutory\\_guidance.pdf](https://assets.publishing.service.gov.uk/media/65cb4349a7ded0000c79e4e1/Working_together_to_safeguard_children_2023_-_statutory_guidance.pdf)

### 3. Bullying and Antibullying Regulations

#### Preventing and tackling bullying 2017 government documents

[https://assets.publishing.service.gov.uk/media/625ee64cd3bf7f6004339db8/Preventing\\_and\\_tackling\\_bullying\\_advice.pdf](https://assets.publishing.service.gov.uk/media/625ee64cd3bf7f6004339db8/Preventing_and_tackling_bullying_advice.pdf)

### 4. Use of Reasonable force Government document 2013:

[https://assets.publishing.service.gov.uk/media/5a819959ed915d74e6233224/Use\\_of\\_reasonable\\_force\\_advice\\_Reviewed\\_July\\_2015.pdf](https://assets.publishing.service.gov.uk/media/5a819959ed915d74e6233224/Use_of_reasonable_force_advice_Reviewed_July_2015.pdf)

### 5. Understanding and dealing with issues relating to parental responsibility Gov 2023

<https://www.gov.uk/government/publications/dealing-with-issues-relating-to-parental-responsibility/understanding-and-dealing-with-issues-relating-to-parental-responsibility>

#### Version Control of this Policy

Version Name	Date	Reason for Update
Draft Behaviour Policy (1 <sup>st</sup> version)	01/12/2007	Not in place, needed to Create Behaviour Policy. Feedback Dr Riaz Farooq –Birmingham City Council-Local Supplementary School Officer
Draft Behaviour Policy (2 <sup>nd</sup> Version)	October 2009	More amendments agreement in School Committee to change the Behaviour Policy and make it more comprehensive
Draft Behaviour Policy	17/11/2010	Feedback from Karen Gardiner
Updated Behaviour Policy	10/09/2013	Ratified by Management Board Signed by the Management Board

Updated	01/09/2014	Reviewed and agreed and signed
Updated	01/09/2016	Ratified by Management Board and agreed for next review in two years time
Updated	03/05/2017	A new modified Behaviour policy is created, with a lot more details added to the 2014 version. The 2017 Version is issued following a major incident involving parents complaining concerning a child being removed from the classroom to another classroom due to throwing a pencil. This new version of the policy has been given to all members of management board who have read and approved. Additional amendments on the Permanent Exclusion Section as well as on the Right to Appeal Section have been made
Reviewed	01/09/2018	Reviewed and Approved by Manag. Board No further changes
Reviewed	01/09/19	Reviewed and Approved by Manag. Board No further changes
Reviewed	01/09/21	Reviewed and Approved by Manag. Board No further changes
Reviewed	20/09/2022	Reviewed and Approved by Manag. Board No further changes
Reviewed	July 2024	Many sections updated to match the February 2024 Guidance and several other government documents -links on section 10

## Appendix 1

At GSAT, we firmly believe in promoting a culture of kindness, inclusivity, and empathy and we will continue to reinforce these values and strive towards creating a safe and nurturing environment for all our students to thrive academically, emotionally, and socially. For this reason and due to reviewing our former behaviour management policy and behaviour notes that used to be sent home notifying parents if a child did not have a good day, we are now introducing NEW forms. These will be BLUE FORMS and RED FORMS:

Each of these forms will reflect on time after school (on the same day that the incident happens). Also depending on the seriousness of incident a child may receive a red form from the first occurrence of an incident

- **1st time -Blue Form-** reflection time after school time for 7 minutes with the class teacher
- **2nd time-Blue Form-**reflection time after school time for 30 minutes with the class teacher
- **3rd time- RED form-**reflection time after school for 1 hour with the headteacher

Dear Parent Carer

Your child, has spent some time today in our 'cool down' area due to:

.....

.....

We appreciate your support in this matter and would ask that you discuss with your child their behaviour and the school's expectation. If you would like to discuss the matter further, please do not hesitate to contact the school.

Please tick as appropriate:  1st Note- 7 mins at the end of day  2nd Note- 30 minutes at the end of day  3rd Note- further action by the MB

Please sign the slip below and return to school to acknowledge your receipt of this information

Teacher on Duty: ..... Date: .....

I/We have read the above letter and will discuss the contents of it with my child.

Signed: ..... Print Name: ..... Date: .....

Dear Parent Carer

Your child, has spent some time today in our 'cool down' area due to:

.....

.....

We appreciate your support in this matter and would ask that you discuss with your child their behaviour and the school's expectation. If you would like to discuss the matter further, please do not hesitate to contact the school.

Please tick as appropriate:  1st Note -20 mins at the end of day  2nd Note- 30 minutes at the end of day  3rd Note- further action by the MB

Please sign the slip below and return to school to acknowledge your receipt of this information

Teacher on Duty: ..... Date: .....

I/We have read the above letter and will discuss the contents of it with my child.

Signed: ..... Print Name: ..... Date: .....

App

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is

kept with all cases:



## BEHAVIOUR MANAGEMENT RECORD

All behaviour incidences happening inside the classroom, during the morning assembly, during school rehearsals, toilets, school trips or school visits.

Record must be updated on the same day of the incident with as much detail as possible.

1. Name and Surname of Child: \*

Enter your answer

2. Teacher on Duty/ Class Form

Enter your answer

Year Group

### Appendix 3

**Sample of Report sent to parents where appropriate**

**Date:** .....

To: The Parent or Guardian of .....

Subject: Behaviour related Caution/ Incident for School Records

Dear .....

It was brought to our attention by the Class Teacher/ TA of ..... and the School Rep ..... of the Stoke on Trent branch of our school a series of behaviour incidences in class which is of concern to us. .... presented for .....consecutive weeks (*also according to our Behaviour Incidences Record, serious incidences of challenging behaviour have been recorded during the first term and the previous school year*), behaviour choices which **are not** appropriate and unacceptable according to the Behaviour Policy of our School. Please find here below further details on this matter as described on the following Behaviour Record Sheet /and which occurred on DD/MM/YYYY, DD/MM/YYYY, DD/MM/YYYY, DD/MM/YYYY.

Tick  the most appropriate or relevant to this letter behaviour and add a comment to the right column:

<input checked="" type="checkbox"/>	Categories	Class Teacher / TA Comment
	Attitude to class teacher or members of staff	
	Attitude to homework	
	Verbal Behaviour Directed at class teacher or members of staff	
	Verbal Behaviour Directed at pupils	
	Aggressive Behaviour	
	Dangerous Behaviour in the class <small>(Behaviour that can potentially set at risk the child or children in class as well as adults, e.g. being aggressive towards other children or adults, leaving class without permission, hitting other children, violating personal space of others, physically attack other children or adults)</small>	
	Behaviour Likely to cause Safety Concerns <small>(Throwing objects such as rubbers, pencils, books, chairs, leaving his/her seat without permission..)</small>	
	Lack of Work <small>(hasn't presented any completed homework for two consecutive weeks, refuses to work on his activities during lesson)</small>	
	Poor Quality Classwork	
	Refusing to Follow Instructions	
	Other (please use space below to describe behaviour of a child)	

Tick  the most appropriate actions taken by the class teacher.

<input type="checkbox"/>	Verbal warning given by the teacher/ Behaviour chart changes (green to red)	<input type="checkbox"/>	Parents asked to meet with the Headteacher
<input type="checkbox"/>	Additional work given for homework	<input type="checkbox"/>	Spend the remaining of the school day in the headteacher's office
<input type="checkbox"/>	30 minutes detention	<input type="checkbox"/>	Attending a meeting in presence of parents, teacher and headteacher
<input type="checkbox"/>	Talked with the headteacher	<input type="checkbox"/>	Temporary Exclusion from School
<input type="checkbox"/>	Withdrawal to a different classroom	<input type="checkbox"/>	Permanent Exclusion

Tick  as appropriate. Authorised by:  Headteacher  Chair of Man. Board

Educational Advisors Man. Board  Other

:

Use this space to provide further details **only** in relation to the specific incident:

We feel it is important that you are aware of this and also that this behaviour is not accepted in our school.

If this behaviour continues.....may be permanently excluded from school in accordance with our *Teaching and Learning* and *Behaviour Policy* procedures.

**Please note** that this matter has been discussed with the School Rep Mrs M. Antoniou, the Headteacher, members of the Educat. Advisory Team of the Management Board and the Chair of Man. Further meeting will be initiated on ..... with the child Evangelos Kyriakou and his parents. We will continue to work together to resolve any behaviour issues with the school in the future. Please sign the slip below and return it to school and see the School Rep

**Yours sincerely,**

..... Dr. S. Tryfonos Mrs K. Jordanou  
School Rep Stoke on Trent Headteacher Chair Management Board Date: .....

-----

**Formal Caution**

I have discussed this matter with ..... and noted the warning of suspension.

Signed .....

Name: ..... Date: ..... Return to: .....

.....

## Appendix 4

Posters Across school





Do not Copy



## Levels of Action

*positive attitude the beginning of all we do...*

Do not Copy

## Appendix 5

Bullying and harassment posters



Do not Copy



# TYPES OF BULLYING

Do not Copy

# Bullying!



Bullying is...

Do not Copy



**ZERO  
TOLERANCE**

Do not Copy