



# THE DISTRICT

CE PRIMARY SCHOOL

## Behaviour Policy

<b>Chair of Governors</b>	Mr J Mitchell
<b>Headteacher</b>	Mrs L Shelford
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*The caring path to achievement, reflecting the values of Christ.*

# Behaviour Policy

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## **1. Mission Statement**

At The District CE Primary School we expect the highest standards of behaviour. As a caring school we treat all our pupils with respect and we expect this in return from our pupils. Our school is dedicated to achievement for all. Any behaviour that disrupts learning, prevents achievement for all, or shows a lack of respect for staff, pupils or the school environment, is unacceptable and will not be tolerated.

All our pupils are expected to behave in a manner which does not bring the name of our school into disrepute or threaten the health and safety of other pupils, staff or members of the public. This includes the journey to and from school and any school visits.

We always strive to listen to the views of our pupils and act upon them. As a school we all work hard to make sure that behaviour does not get in the way of learning and the school has a variety of highly effective intervention strategies in place to make sure this remains the case.

Detailed information on all our strategies and procedures relating to behaviour, including uniform, rewards, sanctions, exclusion and government guidelines relating to confiscation, right to search and use of force are outlined in detail in our Behaviour Policy. Copies of the policy are available in or from the school upon request and can be found on the school website. Just as we strive to listen to the views of our pupils we also value the opinions of our parents. If you would like to discuss any of our practices or if you have any suggestions of your own as to how we can make our school a better place we would welcome your input.

Our pupils tell us that our school is a safe and happy place where they enjoy their lessons and where staff want them to do well. Our staff tell us it is a place they enjoy working. The very fact that you entrust us with the education, care and welfare of your child/children reassures us that you are confident with the school and the direction in which we are moving. We intend, with your support, to continue to do all that we can to make sure this remains the case.

## **2. Introduction**

Behaviour management underpins every aspect of school life and therefore all members of the school community were invited to be involved in contributing to this process. Our School Council meet regularly to consult on the school expectations. These expectations are displayed around school. During transition to their new classes each year, class teachers talk to their class about the behaviour principles and gather any views to develop a class charter which every pupil signs. Parent questionnaires and discussions are a regular feature of school processes and these views are considered when reviewing this policy.

## **3. Aim**

The school has high expectations of its pupils, teachers and other members of the school community to ensure achievement for all. Our Behaviour Policy aims to contribute to the achievement of this.

Objectives:

- To ensure that all members of the school community are aware of the aims and expectations of the school in terms of behaviour and consistency.
- To encourage good orderly behaviour and self-respect as well as respect for others, equipment and the environment.
- To provide consistent and effective support for staff and pupils.
- To provide clear guidelines to colleagues on the consistent use of rewards and sanctions.
- To promote a positive attitude to learning and provide a learning environment that enables pupils to realise their potential.
- To support pupils in achieving success and encourage patterns of good behaviour through a range of rewards.
- To deal with incidents of unacceptable behaviour with appropriate sanctions.
- To ensure that all pupils are treated equally and fairly with regards to rewards and sanctions.
- To ensure that pupils, parents and carers are aware of the rewards and disciplinary referral routes.

## **4. Behaviour Expectations and Support**

At The District CE Primary School we expect the highest standards of behaviour. Our school is dedicated to achievement for all and we firmly believe in our core Christian Values.

As a caring school we treat all our pupils with respect and we expect this in return from our pupils. Any behaviour that disrupts learning or prevents achievement for all is unacceptable and will not be tolerated. All our pupils are expected to behave in a manner which does not bring the name of our school into disrepute or threaten the health and safety of other pupils, staff or members of the public. This includes the journey to and from school and any school visits.

## **5. Basic School rules:**

- We are respectful and gentle.
- We are kind, polite and helpful.
- We are honest.
- We look after school property and personal belongings.
- We work hard.
- We listen to people.
- We walk around school sensibly.

*Guidance for staff and school response to pupils who do not follow the school rules:*

When misbehaviour becomes a problem and children are discussed in a more formal way it is recommended to consider whether the pupil fits into one of the identified categories below and approaches to deal with the issue tailored accordingly.

- a) Pupils who do not have the necessary understanding or skills (will require a teaching approach)
- b) Pupils who can behave but choose not to (will require a discipline based approach)
- c) Pupils who have the necessary skills but are experiencing trauma (will require an emotional and therapeutic approach)

## 6. Key Members of Staff:

Headteacher	Lavern Shelford
Deputy Headteacher	Julie Clewes
Head of Safeguarding and Extended Services	Sue Swift
Assistant Headteacher	Tracey Seaman
Assistant Headteacher	Cath Clark

## Pastoral Team:

Donna Barker	Karen Knox
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## 7. Basic Staff Protocols

In order that we achieve the high levels of behaviour for learning that we expect all staff are required to implement the following protocols:

- All staff to be on time (and ideally early) to meet and greet pupils as they arrive at the classroom at the beginning of the school day and after breaks and lunchtime.
- School expectations to be displayed in all classrooms in the form of class charters.
- Pupils should enter the classroom quietly and follow the adult's instructions. Work that pupils can complete independently to be set out for them to begin.
- Pupils should not be allowed out of lessons except with a **valid** reason.
- Classrooms to be kept clean and tidy.
- Minor disruptions to be dealt with by the class teacher and classroom support assistants.
- If a pupil persistently causes disruption, staff will follow the escalated intervention approaches flowchart set out in section 8.

## 8. Rewards

It has long been established that rewards are more effective than punishment in motivating pupils. By praising and rewarding positive behaviour, others will be encouraged to act similarly. The Elton Report recommended a rewards/sanctions ratio of at least 5:1 and The Learning Behaviour Report (paragraphs 37-39) similarly recommended that all schools should have a wide range of rewards and sanctions which are applied fairly and consistently. Although there are agreed sanctions for children who misbehave it is the encouragement of good behaviour which is far more important than punishment. Staff should praise children who demonstrate the expected behaviours and follow the agreed rules and expectations.

Good behaviour and positive attitudes should be discussed in general teaching and PSHE lessons. Praise and rewards may be for an individual pupil, group, whole class, year group or whole school.

### Good practice

- Rewards systems should be displayed in all classrooms.
- Do not rely too heavily on either rewards or sanctions. Instead expect and demand the highest standards of work, attitude and behaviour.
- Hold high expectations and communicate those to pupils.
- Genuine, meaningful praise is the best reward.

Each class and department should also have a range of rewards for pupils linked to effort and attitude on a daily, weekly, half-termly and termly basis. These **could** include:

- Quiet word, smile, and acknowledgement.
- Written comment on children's work.
- Prizes.
- Stickers and/or stamps.
- Individual reward charts.
- Praise in front of class group/peers.
- Visit to another member of staff /subject leader.
- Certificates.
- Rewarding pupils as 'Star of the Day' / 'Star of the Week'.
- Special privileges e.g. KS2 Friday afternoon break.
- Work displayed around school.
- Being chosen as a monitor.
- Awarding pupils with medals/certificates from interests outside of school during Friday worship.
- Publishing pupils work or their successes in the school newsletter.
- Invitation to the Headteacher's tea party.
- Informally speaking to parents at the end of the day to praise their child (or through a telephone call or text message)
- Termly postcards home from the Headteacher for pupils who have made significant effort or progress in their learning or behaviour.
- Termly attendance certificates.
- The Headteacher, Deputy Headteacher and Assistant Headteachers award special stickers to pupils either for their consistent good work or behaviour, or to acknowledge outstanding effort or acts of kindness in school.

### **Whole School Strategies: Parent Partnership**

Parents and carers act in partnership with the school to have a responsibility for their child's behaviour inside and outside school, which they discharge by the standards they set and the way they encourage good behaviour at home. To make this partnership clear on their enrolment parents/carers and pupils are asked to sign a Home School Agreement outlining the rules and expected behaviour.

### **Whole School Reward System: Proud Points**

As well as the rewards listed previously the school has designed and adopted a consistent approach for rewarding and encouraging good behaviour, good attitudes towards learning and best effort and manners, based on the collection of Dojos. Dojos may be awarded for any actions, deeds or attitudes which are deemed noteworthy and may include:

- Demonstration of appropriate attitudes and values e.g. respect, resilience and independence.
- Particularly good work/effort.
- Displaying good manners.
- Displaying caring attitudes to others.
- Staying on task.

When awarding the Dojo the member of staff should reinforce the good behaviour/attitude e.g. 'You can have a Dojo for waiting so patiently'.

### **Once awarded the Dojo can never be taken away.**

Dojos are intended to help staff focus on positive rather than negative behaviour. If a child is continuing to stay on task when a partner is trying to distract him/her, staff may choose to reward the child on task rather than apply a sanction to the child who is not.

The reward system is graded as follows:-

Any note-worthy behaviour	1 Dojo recorded on the interactive Class Dojo reward system.
15+ Dojos per week	Class Dojo Certificate
3 Class Dojo Certificates	Bronze Award
6 Class Dojo Certificates	Silver Award
9 Class Dojo certificates	Gold Award

Dojos accumulate over time and children receive recognition for each milestone they reach. When a child achieves a Gold Award a text message is also sent to parents in recognition of this award. Class Dojo Certificates are presented in class. Certificates for Bronze, Silver and Gold awards are presented in Key Stage Worship on Fridays.

At the end of each half term the child with the highest number of Dojo points in each class will be invited to attend an afternoon tea party with the Headteacher. Afternoon tea invitations will also be sent out to the child's parent/family member. Six Special Guest VIP (gold) tickets will also be awarded to children who demonstrate the expected standard of attitude and behaviour consistently over time.

## 9. Sanctions

Sanctions must be reasonable and proportionate to the circumstances of the case and account taken of the pupil's age, any special educational needs, any disability and any religious requirements affecting the pupil. Sanctions should not be used where low-level interventions, such as giving a non-verbal signal or reminding a pupil of a rule, are all that is needed. It should not normally be necessary to raise your voice unless the attention of the whole group is required.

Disciplinary penalties have three main purposes, namely to:

- Impress on the perpetrator that what he or she has done is unacceptable.
- Deter the pupil from repeating that behaviour.
- Signal to other pupils that the behaviour is unacceptable and deter them from doing it.

When implementing the school's behaviour policy staff will:

- Avoid early escalation to severe sanctions, reserving them for the most serious or persistent misbehaviour.
- Avoid whole group sanctions that punish the innocent as well as the guilty.
- Wherever possible use sanctions that are a logical consequence of the pupil's inappropriate Behaviour, e.g. if work is not finished in class the teacher might make the pupil stay behind at break time to finish it off.
- Use sanctions to help the pupil and others to learn from mistakes and recognise how they can improve their behaviour.
- Use sanctions in a calm and controlled manner.
- Ensure that sanctions are seen as inevitable and consistent - pupils should know that a sanction, when mentioned, will be used.

It is essential that children are approached justly and fairly. Staff will never issue a sanction that is humiliating or degrading as this is illegal under the UNCRC. Corporal punishment is illegal in all circumstances.

## Good Practice

- Sanctions systems should be displayed in all classrooms.
- *Deal with issues yourself and don't just pass them on.*
- Be tenacious. Chase issues up. Pupils will soon realise that you are consistent and they are not going to get away with it.
- It is not the severity of the sanction but the certainty that it will happen. Pupils learn very quickly which members of staff are determined enough to impose sanctions themselves and those who do not.

## Behaviour Intervention Approaches Sanctions and Actions

### Level 1 Teacher Intervention Guidance:

- Shouting out
- Unsafe movement around school
- Not following instructions
- Not on task
- Interrupting the teacher
- Attention seeking, being cheeky, answering back
- Lying, telling tales
- Hindering others from working.
- In trouble at playtimes



### Level 1 Sanction Guidance:

Tactical ignoring whilst encouraging on task  
behaviour – praise of others  
Use of non-verbal message, eye contact, body language  
Name/ Pause technique  
Whispering a firm reminder of expected behaviour  
Giving choices leaving the pupil with responsibility for the consequences



### Level 1 – Teacher Intervention

Teachers deal with the incident in class.  
Teacher may discuss behaviour with a parent/carer  
Teacher to record incident within the behaviour management section in SIMS as appropriate  
**Persistent level 1 behaviours will escalate to level 2**

### Level 2 MLT/ Pastoral Team Intervention Guidance:

- Bad language
- Refusal to work
- Threatening behaviour
- Defiance
- Disrupting learning
- Disrespecting adults



### Level 2 Sanction Guidance:

Warning and reminder of expected behaviour  
Seat somewhere separate from class group  
Remedying behaviour offer options (choose to keep the rule or receive a sanction)  
Loss of break times to repay behaviour e.g. completing work  
Restorative activity e.g. letter of apology



### Level 2-MLT/ Pastoral Team Intervention

Key stage manager will be involved providing advice and guidance, the APDR will be initiated at this level. The APDR will be used if a referral is needed to the SLT team.  
Teacher will always discuss the incident with parent/carer.  
Teacher will continue to record behaviour incidences using SIMS as appropriate

### Level 3 SLT/ Pastoral Team Intervention Guidance:

- Persistent bad language/verbal abuse
- Violence against another child or adult
- Threatening behaviour against staff/parents or other children
- Vandalism of the school building
- Persistent bullying
- Theft
- Refusal to follow instruction
- Major disruption of classroom activity
- Racist behaviour
- Smoking/drug/alcohol related incident



### Level 3 Sanction Guidance:

Loss of break times/ lunchtimes  
Formal record of racist incident  
Internal exclusion/isolation  
Withdrawal from next trip / event  
Lunchtime exclusion  
Fixed term exclusion



### Level 3 SLT/ Pastoral Team Intervention

SLT involved  
A meeting with parents/carers will be held to explain the seriousness of the behaviour and the consequences of continued level 3 behaviour.  
Restorative actions agreed and implemented.  
Initiation of Family Action meetings L2 support a multi-agency support plan will be offered to the family.  
Referrals to outside agencies as appropriate  
**Persistent level 3 behaviours may result in exclusion.**

## **10.Exclusion**

In cases of persistent unacceptable behaviour, extreme isolated incidents and/or where the other sanctions/strategies listed above have been exhausted exclusion may occur. Initially, any exclusion will be for a temporary fixed term (normally a period of up to five days), but if necessary permanent exclusion may be considered (in consultation with the Governing Body). School will follow the current Government guidance whenever exclusion is being considered.

## **11.Damage to Property**

Damage to school property through misbehaviour, whether it be to the fabric of the building or to such items as books which are defaced or damaged, will be reported to parents and, where appropriate, a request for a voluntary contribution towards the cost of repair or replacement will be made.

## **12.Power to use reasonable force**

The legal provisions on school discipline provide members of staff with the power to use reasonable force to prevent pupils committing an offence, injuring themselves or others or damaging property, and to maintain good order and discipline in the classroom.

The term 'reasonable force' covers the broad range of actions used by most teachers at some point in their career that involve a degree of physical contact with pupils. Staff will use as much force as is 'Reasonable in the circumstances' which means we will use no more force than is needed.

Reasonable force can be used to prevent pupils from hurting themselves or others, from damaging property or from causing disruption or disorder. Force is usually used either to control or restrain. This can range from guiding a pupil to safety by the arm through to more extreme circumstances such as breaking up a fight or where a pupil needs to be restrained to prevent violence or injury.

"Restraint" means to hold back physically or to bring a pupil under control. It is typically used in more extreme circumstances, for example when two pupils are fighting and refuse to separate without physical intervention.

School staff will always try to avoid acting in a way that might cause injury, but in extreme cases it may not always be possible to avoid injuring the pupil. All members of school staff have a legal power to use reasonable force. The decision on whether or not to physically intervene is down to the professional judgement of the individual staff member concerned and should always depend on the individual circumstances. We do not have a 'no contact' policy as there is a real risk that such a policy might place a member of staff in breach of their duty of care towards a pupil, or prevent them taking action needed to prevent a pupil causing harm.

### **Some examples of when staff can use reasonable force:**

- 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.
- Restrain a pupil at risk of harming themselves through physical outbursts.

### **Staff will never use force as a punishment – it is always unlawful to use force as a punishment.**

It is not illegal to touch a pupil. There are occasions when physical contact, other than reasonable force, with a pupil is proper and necessary, e.g. when comforting a distressed pupil, demonstrating how to use a musical instrument, demonstrating exercises or techniques during PE lessons or sports coaching and during the administration of first aid.

When using reasonable force staff will make reasonable adjustments for disabled children and children with special educational needs (SEN). We do not require parental consent to use reasonable force on a pupil; however, we will always try to pre-empt the use of reasonable force through early intervention and prevention. If we perceive that we may need to use reasonable force with a child we will meet with parents/carers to develop a positive handling plan in the first instance.

### **Telling parents when force has been used on their child**

We will discuss any incidents with parents/carers involving the use of force in order to work together to prevent future incidents unless there is a valid reason not to, such as if the child may be put at risk of harm. School will keep a record of any incident in which reasonable force has been utilised. Parents will sign the record.

### **Confiscation of inappropriate items**

What the law allows:

There are two sets of legal provisions which enable school staff to confiscate items from pupils:

- 1) The general power to discipline enables a member of staff to confiscate, retain or dispose of a pupil's property as a punishment and protects them from liability for damage to, or loss of, any confiscated items.
- 2) Power to search without consent for "prohibited items".

The Headteacher and authorised staff can use such force as is reasonable given the circumstances to conduct a search for "prohibited items":

- Knives and weapons.
- Alcohol.
- Illegal drugs.
- Stolen items.
- Tobacco and cigarette papers.
- Fireworks.
- Pornographic images.
- Any article that has been or is likely to be used to commit an offence, cause personal injury or damage to property.
- Any item banned by the school rules which has been identified in the rules as an item which may be searched for.

### **Returning confiscated property.**

Weapons and knives and other legally prohibited materials must always be handed over to the police, otherwise it is for the Headteacher to decide if and when to return a confiscated item.

### **13. Malicious Allegations**

The District CE Primary School will not tolerate malicious allegations against staff or pupils. Should a pupil make malicious allegations against a member of the school that investigations find to be unfounded then appropriate sanctions will be agreed with the Governing Body. Parents should also be aware that it is prohibited to make public allegations about members of staff (including publishing, reporting or any form of social networking) that could lead to the member of staff being identified. In such an instance parents/members of the public would be in breach of the reporting restrictions and as a result there could be a range of legal consequences.

### **14. Uniform and Standards of Appearance**

We expect all pupils to wear their uniform with pride, whether they are in school or outside in the community as they travel to and from school. We expect pupils to be smart in appearance at all times. Pupils must be in **full uniform** at all times. Pupils not in school uniform or in breach of rules regarding hair style, make up or jewellery may be removed from lessons and parents contacted to resolve the matter.

## **15. Mobile Phones/ Electrical Equipment**

- Pupils are not allowed a mobile phone or other electrical equipment in school.
- Children who require mobile phone for use before and after school should hand it to the school office at the start of the day for safekeeping until home time.
- Pupils should expect the mobile phone or electrical equipment to be confiscated by a member of staff if it is seen.
- Any incident involving recording, photographing or videoing will be treated very seriously and will be dealt with promptly. This will usually involve confiscation of the phone/equipment and discussions with parents. It could also result in Police involvement.

## **16. Bullying**

### ***Statement of Intent***

We are committed to providing a caring, friendly and safe environment for all of our pupils so they can learn in a relaxed and secure atmosphere. Bullying of any kind is unacceptable at our school. If bullying does occur all pupils should be able to tell and know that incidents will be dealt with promptly and effectively. We are a *TELLING* school. This means that *anyone* who knows that bullying is happening is expected to tell the staff.

### **Objectives of this Policy**

All governors, teaching and non-teaching staff, pupils and parents should have an understanding of what bullying is, know what the school policy is on bullying and follow it when bullying is reported. Pupils and parents should be assured that they will be supported when bullying is reported.

### **What Is Bullying?**

Bullying is the use of aggression with the intention of hurting another person. Bullying results in pain and distress to the victim.

- It is the wilful desire to hurt, threaten or frighten someone. (Tattum and Herbert. 1990)
- Bullying is deliberate harassment or an aggressive act which causes hurt to another. The hurt can either be physical or psychological; inflicted by one child or a group (NSPCC).
- It is deliberately hurtful behaviour, repeated often over a period of time and difficult for those being bullied to stop the process (George Robinson. 1995).

Bullying can be:

- Emotional - being unfriendly, excluding, tormenting, e.g. hiding books, threatening gestures, etc.
- Physical - pushing, kicking, hitting, punching or any use of violence.
- Racist - racial taunts, graffiti, gestures.
- Sexual - unwanted physical contact or sexually abusive comments.
- Homophobic - because of, or focussing on the issue of sexuality.
- Verbal - name-calling, sarcasm, spreading rumours, teasing.
- Cyber - all areas of internet, such as email and internet chat room misuse, mobile threats by text messaging and calls, misuse of associated technology, e.g. camera and video facilities.

***Refer to the Anti-bullying policy for additional information and procedures to address bullying.***

## **17. Taking account of SEN, disability and the circumstances of other vulnerable pupils**

- We will make reasonable adjustments in the application of our behaviour policy to disabled pupils.
- We will make special educational provision for pupils whose behaviour-related learning difficulties call for it to be made.
- We will be alert to the potentially disproportionate impact of the school's disciplinary framework on vulnerable pupils.

- We will plan proactively how the school's disciplinary framework should be applied for each of these pupils.
- We will try to identify at-risk pupils in advance.
- We will ensure that all those in contact with the pupil know what has been agreed.
- We will make sure that every vulnerable pupil has a key person in school who knows them well, has good links with the home, and can act as a reference point for staff when they are unsure about how to apply the disciplinary framework.
- We will ensure that all staff are aware of appropriate referral procedures.

### **Definition of Disability**

Disabled pupils are those who have a physical or mental impairment which has a substantial and long-term adverse effect on their ability to carry out normal day-to-day activities. This broad definition includes hidden disabilities such as dyslexia, autism and speech and language impairments; sensory and physical impairments; and medical conditions such as diabetes, epilepsy or disfigurement.

Some pupils with more complex behavioural, emotional or social difficulties (SEMH) may also fall under the definition of disabled. The definition of disability includes conduct disorders such as oppositional defiance disorder (ODD), hyperkinetic disorders such as attention deficit disorder or attention deficit hyperactivity disorder (ADD/ADHD) and syndromes such as Tourette's and other mental health disorders. Such disorders do not have to have been officially diagnosed in order for a pupil to be classified as disabled - the impairment simply needs to exist.

### **18. Taking account of race, religion and culture**

- We will avoid discriminating against particular racial groups in the application of their behaviour policies.
- We will monitor and assess the impact of their behaviour policy on pupils, staff and parents of different racial groups.
- We will ensure staff are well informed about cultural differences in behaviour and their implications.
- We will support newly arrived pupils in understanding and following the behaviour policy.
- We will take appropriate account of cultural and/or religious needs when developing or reviewing rules related to school uniform and appearance.

### **19. Liaison with parents and other agencies;**

- Parents will be made aware of the school Behaviour and Anti-Bullying Policy at least once a year.
- Parental consultation will be sought to agree a strategy for the support of any child considered to need it.
- Pastoral support will be initiated in consultation and agreement with parents.
- Referrals will be made to appropriately identify outside agencies following discussions and agreement with parents.
- Temporary or permanent exclusion from school will remain an option as a last resort.
- Staff should consult with a member of the SLT when behaviour causes concern (Headteacher, Deputy Headteacher/SENCO, Safeguarding Lead).
- The Headteacher, Deputy Headteacher/SENCO and Head of Safeguarding reserves the right to inform parents of unacceptable behaviour, which may in future lead to exclusion.

### **20. Complaints Procedure**

If a parent is concerned about anything to do with the education that we are providing at our school, they should, in the first instance, discuss the matter with their child's class teacher. In our experience, most matters of concern can be resolved positively in this way. Where parents or carers feel that a situation has not been resolved through contact with the class teacher, or that their concern is of a sufficiently serious nature, they should make an appointment to discuss it with the

Headteacher or Deputy Headteacher who will investigate each case thoroughly and follow the school complaint's procedure which is available on the school website, or via the school office.

**Other Relevant Documentation:**

- Safeguarding Policy
- Inclusion Policy
- Attendance Policy
- Home/School Agreement
- Anti-Bullying Policy

Behaviour and discipline in schools. DfE, January 2016

[https://www.gov.uk/government/uploads/system/uploads/attachment\\_data/file/488034/Behaviour and Discipline in Schools - A guide for headteachers and School Staff.pdf](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/488034/Behaviour_and_Discipline_in_Schools_-_A_guide_for_headteachers_and_School_Staff.pdf)

Use of Reasonable Force in Schools. DfE. July 2013

[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)

Exclusion from maintained schools, academies and pupil referral units in England

Statutory guidance. DfE. September 2017

[https://www.gov.uk/government/uploads/system/uploads/attachment\\_data/file/641418/20170831\\_Exclusion\\_Stat\\_guidance\\_Web\\_version.pdf](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/641418/20170831_Exclusion_Stat_guidance_Web_version.pdf)

Signed: ..... (Chair of Governors)

..... (Headteacher)