



Theale C of E Primary School

Positive behaviour policy including anti-bullying and Exclusions policies

At Theale CE Primary School the children come first. They are central to every decision made in school. We will ensure that our children are happy and successful. They will grow to be ambitious and resilient and their talents will be nurtured so they become highly skilled. Our children will be courageous and always behave with integrity.

“And you shall love the LORD your God with all your heart, with all your soul, with all your mind, and with all your strength.’ This *is* the first commandment. And the second, like *it*, is this: ‘You shall love your neighbour as yourself.’ There is no other commandment greater than these.” *Mark 12: v 30-31*

“I have come that they may have life and that they may have it more abundantly.”
John 10:10

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“It is better to be patient than powerful; it is better to have self-control than to conquer a city.”
Proverbs 16:32

“A person without self-control is as defenceless as a city with broken-down walls” Proverbs 25:28

“Teach your children to choose the right path, and when they are older, they will remain upon it.”
Proverbs 22:6

Rationale

It is the primary aim of Theale Church of England Primary School that every member of the school community feels valued and respected and that each person is treated well and fairly. We are a caring community, whose values are built on a Christian Vision, mutual trust and respect for all. The school behaviour policy is, therefore, designed to support the way in which all members of the school can live and work together in a supportive way. It aims to promote an environment where everyone feels happy, safe and secure.

The primary aim of the behaviour policy is not to establish a system to enforce rules. It is a means of promoting good relationships, so that everyone can work together with a common purpose of everyone learning.

The school expects every member of the school community to behave in a considerate way towards others.

We treat everyone fairly and apply this positive behaviour policy in a consistent way.

We also recognise that within a climate of inclusion there will be children who need a personalised approach to their specific behavioural needs. In some cases this will mean that the sanctions, stages and celebrations are not the most appropriate means of dealing with their behaviour and other programmes of intervention and support may be used in conjunction with external agencies.

Aims

This policy aims to help children grow in a safe and secure environment and to become positive, responsible and increasingly independent members of the school community.

The school expects good behaviour and celebrates it. This is because we believe that this will develop an ethos of kindness and cooperation. This policy is designed to promote good behaviour, rather than merely deter anti-social behaviour.

- Every member of the school community should feel valued and respected.
- The policy sets out acceptable standards of behaviour and discipline in our school, so that they are easily understood by pupils, parents and staff and encourages good behaviour and respect for others.
- There is an opportunity at each stage for children to make amends and make a situation better.
- Parents are involved at an early stage.
- There is a shared understanding of what will happen if...
- Children are fully involved in this policy and encouraged to take responsibility for their actions.
- Discussions take place with children in circle time, PHSE and class time about the need for rules and the responsibilities we each have to one another.
- There is a readiness to be flexible and look for a variety of strategies in those cases where children cannot conform to the normally expected patterns of behaviour.

- We use of a multi-agency approach wherever appropriate.

Rights and responsibilities

The Rights and Responsibilities of all are discussed at the beginning of each academic year and the children review the school and class rules. This is all done during the first 3 days of the school year in class time, where children have the opportunity to share their thoughts, ideas and feelings about how Theale CE Primary School is a happy and safe place to learn.

- Everyone has the right to be safe.
- Everyone has the right to learn and no child has the right to intentionally disrupt the work of others.
- Everyone is accepted as an individual and their rights, values and beliefs respect.
- We foster and promote positive relationships and a sense of belonging to the school community.
- We provide a well-ordered environment in which everyone is fully aware of behavioural expectations.
- We offer equality of opportunity in all aspects of school life and recognising and celebrating our differences.
- We encourage, praise and positively reinforce good relationships, behaviour and work.
- The school does not tolerate bullying of any kind (see anti-bullying section on pages 10-12).
- We care for, and take pride in, the physical environment of the school.

Celebrating children's work and behaviour

As a school, we are particularly concerned that our focus should be on celebrating the achievements and positive behaviour that children display. To that end, we employ a wide range of strategies to recognise and celebrate both individual children and whole class's attitude and behaviour. These strategies include:

On-going recognition of individual children's contribution

Our school "Gems" should be awarded to individuals and groups of children to praise the learning behaviours we want to see. These are for:

- high achievement and attainment (diamond awarded),
- excellent effort (sapphire awarded),
- being kind (emerald awarded),
- excellent behaviour (ruby awarded).

This system must be adopted by every adult in school across all areas of school life. They can also be awarded by year 6 children who are monitors.

A sticker or word of praise, a 'bead' are all further examples of how we celebrate achievement. Children can go and "show" particularly pleasing work to another teacher.

Our SENCO has a 'Goody Jar' where children with particular difficulties in this area can be rewarded.

Particular achievements are rewarded by visiting the headteacher and receiving praise or a sticker, exceptional achievement may be celebrated by choosing from the treasure box.

Whole class awards

Special achievements by the whole class can be rewarded by staff with Golden Time or a class treat.

Weekly awards

Certificates are made at celebration assembly each week to at children from either Key Stage. Children can receive an award for academic effort and or behaviour (e.g. special act of friendship).

Lunchtime Carers also recognise a child in each key stage for an outstanding contribution to lunchtime behaviour through our Gems.

Teachers keep a register to ensure all children receive at least one award each year.

Each week a class may be nominated by the headteacher as 'Class of the week'. They may be given an extra 5 minutes play time on Monday morning.

Termly awards

Attendance is celebrated with 100% certificates each term.

Positive behaviour is promoted in a variety of other ways

Display

- The maintenance of wall displays demonstrating work of which children are proud.
- Publicity photos, school event photos are displayed for parents and children to see on a regular basis.
- DVD s show children performing.
- Recordings of children's music playing.

Letters to Parents

- Particular achievements we are proud of (e.g. a choir public performance or a match played by a school team).

End of year

- A special service to celebrate the achievements of the Year 6 pupils leaving school. This includes distribution of record of achievement certificates which summarise all the children's achievements during the year.
- Performances by children of snapshots of their work during the year.
- Children sharing their reflections of Theale CE Primary School.

Other opportunities to celebrate include:

- musical evenings and concerts – where children can demonstrate their talents,
- Monday morning assemblies – where trophies and certificates received outside of school can be acknowledged.

Our School Vision

The importance of an individual child's education should never be underestimated. His/her education is the major factor in creating life opportunities.

Michael Oakshott: The Engagement and its Frustrations.

“It is through education, and only education, that the individual has the chance to achieve his humanity; and, looking to the future, it is upon education that the continued existence of that humanity depends.”

Theale is a church school, part of a wider community which is proud of it and happy to care for it. All that we do is based on the Christian principles of love and mutual respect.

“And you shall love the Lord your God with all your heart, with all your soul, with all your mind, with all your strength.” “You shall love your neighbour as yourself. There is no other commandment greater than these.” Mark 12 vs 30-31

The Vision Statement

The children come first.

Theale C of E Primary School will provide the best academic, creative, spiritual and emotional education that a child can receive. We will strive for excellence in all that we do.

“I have come that they may have life and that they may have it more abundantly.” John 10.10

Our school is a place where the children are central to every decision we make. We will ensure our children are safe and successful; they will grow during their time with us to be ambitious and resilient. We are proud that our children are learning to be courageously outspoken, but behave with integrity. The staff and school will be highly effective, well-organised, efficient, and well-resourced. We will provide an exciting and stimulating learning environment and our talented, well-informed teachers will inspire and motivate children, encouraging scholarship, intellectual curiosity, independent thought and effective learning habits. Children will be encouraged to celebrate Britain as a diverse society, have an understanding of social justice, fight against discrimination, provide service for others, and show respectful and well-informed views about their own community and the wider world.

We are a church school, proud to be part of a wider, caring community and our values of love, faith, joy, hope, peace, trust, respect, and integrity underpin all that we do. These values are rooted in our Christian vision, which is implemented through our specially designed curriculum, our worship, our reflection and prayer spaces and learning ethos and environment. Together this supports us as we help our children to learn key knowledge and skills so they will be able to rise to the challenges, opportunities and responsibilities that future life will bring.

The relationship between children, teachers and families is the cornerstone for security and success for each and every child. The years that the children spend in our school are formative years, when they discover themselves; develop their character, their individuality, their abilities and talents, their interests and their strengths. Through our inspiring and innovative curriculum we will ensure our children are nurtured, encouraged, developed and praised.

Theale CE Primary School’s values, environment and ethos enable all members of the community to be nurtured, to thrive and flourish. The love and care we exemplify, along with the systems and structures in school, ensures everyone grows spiritually, socially, morally and culturally and has the courage to act in a principled way.

Therapeutic consequences for misbehaviour are:

- verbal reminder of class rules, focussing on the inappropriate behaviour - not the child,
- removal of golden time minutes to allow time to consider how we can make the situation better (these can be earned back),
- time out – ‘thinking time’ to reflect on misbehaviour.,

- loss of playtime in order to keep all children safe with the exception of 5 minutes which they must keep,
- removal to another classroom to allow everyone to cool off,
- see a team leader/SENDCo/deputy headteacher to help resolve the situation,
- see the headteacher to help resolve the situation.

These consequences are discussed at the beginning of each year as a school. In this way every child is involved in setting the standard of behaviour expected and these are discussed regularly during 'Circle Time', and PSHE and class time and everyone at school is expected to be a positive role model.

The Role of all School Staff is to:

- be part of creating a positive school ethos,
- be good role models – punctual, polite, well prepared and organised,
- take quick, firm action to prevent one child inhibiting another child's progress,
- deal with inappropriate behaviour, in line with the whole school policy. If behaviour persists, refer to class teacher.

The Role of the Class Teacher is to:

- provide challenging and stimulating planning and teaching designed to enable all children to reach their full potential,
- recognise and be constantly aware of the needs of each individual child according to ability,
- enable children to take increased responsibility for their own learning and conduct,
- ensure that learning is progressive and continuous,
- be good role models – punctual, polite, well prepared and organised,
- take quick, firm action to prevent one child inhibiting another child's progress,
- providing opportunities for children to discuss appropriate behaviour,
- treat each child fairly and all children with respect and understanding,
- liaise with parents to discuss concerns regarding pupils' happiness, progress and behaviour,
- report to parents about the progress of each child in their class, which may also involve contact if there are concerns about behaviour or the welfare of a child,
- deal with inappropriate behaviour, in line with the whole school policy. If behaviour persists, refer to SENDCo, team leaders and when necessary Headteacher,
- liaise with school Senco and where appropriate external agencies, to support and guide the progress of each child.

The Role of the Headteacher

It is the responsibility of the Headteacher, under the school Standards Framework Act 1998, to implement the school behaviour policy consistently throughout the school, and report to Governors on the effectiveness of the policy. It is also the responsibility of the Headteacher to ensure the health, safety and welfare of all the children and staff in the school. This includes:

- taking a lead in the establishment of a positive school ethos,

- promoting good behaviour and respect,
- regulating the conduct of pupils,
- monitoring attendance and punctuality and follow the Attendance policy procedures when poor,
- preventing bullying including bullying related to race, religion and culture, homophobia, sexism or sexual bullying, bullying of pupils with Special Needs or disabilities and cyber bullying,
- recording and reporting incidents of a serious nature,
- implementing the Positive behaviour policy, by setting standards of behaviour and supporting staff in its implementation,
- working in partnership with parents to support children and staff.

The Headteacher also has the responsibility for giving fixed-term exclusions for serious acts of misbehaviour (see exclusions). For serious acts of anti-social behaviour, the Headteacher may permanently exclude a child. The Chair of Governors and West Berkshire LA are notified of any exclusion immediately and the Governing Body are informed of exclusions on a half-termly basis within the Headteacher report.

The Role of the Pupils is to:

- be ready to start their learning when they arrive at school,
- learn to organise themselves and use necessary resources to help them with their learning,
- be polite and helpful to others and following the school/class rules,
- contribute to the development of the school's code of behaviour,
- care for everyone and everything,
- develop responsibility for their environment and for their own learning and conduct.

The Role of the Parents/Carers is to:

- work collaboratively with the school, so that children receive consistent messages about how to behave at home and at school,
- read the school vision as set out on the school website and support this,
- supporting their children's learning and co-operating with the school as set out in the Home-School Agreement,
- ensuring children attend school in good health, punctually, and regularly (this involves taking holidays only out of term time except in very exceptional circumstances),
- providing letters or phoning the school to explain absences,
- being realistic about their children's abilities and offering encouragement and praise,
- participating in discussions concerning their child's progress and attainments,
- ensuring they contact the school to discuss matters which affect a child's happiness, health, progress and behaviour,
- take an active part in their children's learning, giving due importance to homework, hearing reading and assisting in learning tables and spellings,

- allow children to take increasing social and personal responsibility as they progress through the school,
- accepting responsibility for the conduct of their children at all times,

If the school has to use therapeutic consequences to a child as a result of inappropriate behaviour, parents will support the actions of the school. If parents are concerned about the way a child has been treated, they should initially contact the class teacher, then Headteacher. If the concerns remain, they should put these concerns in writing to the Chair of Governors. If these discussions cannot resolve the problem a formal grievance or appeal process can be implemented.

The Role of the Governors is to:

- being responsible for setting down the general guidelines on standards of discipline and behaviour,
- support the Headteacher who has the legal duty to establish the detailed measures on behaviour and discipline that form the behaviour.

Bullying

At Theale Church of England Primary School we aim to:

- prevent bullying,
- deal with bullying as it occurs,
- build on the school behaviour policy as a vehicle for helping pupils,
- behave in a socially acceptable way,
- give time in the curriculum to discuss bullying,
- ensure that children know they must speak out against bullying,
- keep records of all incidents, discussion and any resolutions.

Bullying occurs when one or more other people make a person unhappy over a period of time. It can take several forms:

- verbal as in name calling, personal comments, racial or homophobic abuse,
- social as in not being spoken to or being left out of activities,
- material as when possessions are stolen or damaged or extortion takes place.
- mental as when pressure to conform is applied as in physical assault,
- the ability to have some sort of power over the victim (not always recognisable to the teacher).

We do not use the word for the general rough and tumble of school life.

Bullying is:

- systematic and ongoing rather than a one-off incidents,
- done by the more powerful to the less rather than between equals,
- distressing and hurtful to the victim rather than intended, good-natured fun,
- always one way rather than an exchange.

Understanding Bullying Behaviour

From a very young age some children learn that aggressive behaviour helps them get their own way and for some creating fear in their victims is a rewarding and pleasurable experience. Some like to react to an audience with adults and other pupils. Children who behave in this way may have learnt from the older people around them how to hurt others. They may have witnessed deliberate acts of physical and verbal aggression in their homes, in school, their local environment and on television and films. It is therefore not surprising that by the time they go to primary school they have learnt many ways of bullying others often by being bullied themselves. The message for all adults therefore is that prevention is better than cure.

A fine line defines bossy and bullying behaviour but it is important to distinguish between them and between boisterous and aggressive play. Bossy pupils tend to boss whoever is around at the time, whereas bullying pupils pick on younger and more vulnerable children. Most pupils grow out of bossiness as they learn social skills and self-control. Bullies however increasingly rely upon threat and coercion. Boisterous, rough and tumble play is natural and fun but it becomes bullying when it spoils other children's activities and enjoyment. We need to be aware that occasionally some of our pupils do not realise their behaviour is bullying and most will claim that to be the case.

The school's position

Theale Church of England Primary School does not tolerate bullying and we will do all we can to prevent bullying in the first place.

We deal with any situations as they crop up and will listen to and help any pupils who approach them. All reports of bullying will be taken seriously and appropriate action taken. Sanctions as identified in the school's behaviour policy will be used.

All staff are therefore aware of the following:

- vision statement
- expected conduct
- the school's behaviour policy

How can the Children Report Bullying?

Theale C of E Primary School is an anti-bullying school.

To facilitate this, children need to:

- treat other people kindly and fairly - never bully others,
- report if they are bullied,
- report if they see others bullied. If they do not, they are covering up for the bully,
- never make comments or tease people about their appearance, manner or ability.

Bullying can be reported to any member of the school staff.

Strategies for Preventing Bullying

- At the beginning of each term teaching staff discuss standards of behaviour. Procedures for the school day are scrutinised from 8.45am – 3.10p.m. Areas of concern are noted and strategies put in place to improve the situation.
- Lunchtime controllers meet once a term with either the Deputy Headteacher or the member of staff with responsibility for their management. Training for controllers with either Deputy Headteacher or a member of the behaviour support team organised regularly.

- All staff must be made aware of any child causing concern either as a victim or as a bully. It is also policy to actively try to make sure that all pupils enjoy playtimes. Controllers and duty teachers can often help a shy or withdrawn child gain confidence by initiating games or finding another child to help.
- The children can support this policy particularly through our “buddy” and “peer mediators” work.
- Adults practising basic good manners when addressing pupils and each other.
- A classroom ethos that respects the individual and reflects the school Vision Statement.
- Vigilance by all staff, pupils and parents in the school.

Procedures for Dealing with Bullying

Everyone in school should be aware of the indications of bullying and all staff should ensure that bullying or threatening behaviour is not tolerated in school.

All staff should respond to bullying by:

- remaining calm – remember you are in charge; reacting emotionally may add to the bully’s fun and give the bully control of the situation,
- taking the incident seriously; take action as quickly as possible (does this have to be private or public?),
- reassuring the victim(s) - don’t make them feel inadequate or foolish, offer to help the victims,
- making it plain to the bully that you disapprove and their behaviour is unacceptable,
- encouraging the bully to see the victim’s point of view,
- being very careful how, if necessary, a bully is punished as reacting aggressively or punitively gives the message that it is ok to bully if you have the power,
- explaining clearly and calmly the consequences and why they are being given,

Parents/guardians of both the bully and the victim may need to be informed of the situation by the Headteacher or a member of the Senior Leadership Team.

The Curriculum

The school curriculum can be used as a powerful vehicle for helping children behave in a socially acceptable way. The policy for the prevention of bullying is part of the Personal Social, Moral and Health education (PSMHE) policy. This includes:

- strategies such as role play, stories, discussion and circle times to give time to discuss how someone feels when they are subjected to name calling, exclusion from games or are physically hurt,
- discussing school rules to make them clear to the children at the beginning, and during as appropriate, of each term,
- children being encouraged to be involved in the rule making process.

What can Parents do?

At Theale C.E. Primary School we acknowledge that if parents and teachers work together there is always something we can do. If you have any worries about your child in school, please discuss them with us.

These are some of the signs, which parents may notice and which may be signs of bullying:

- being frightened or unwilling to come to school,
- a decline in standard of school work,
- possessions damaged without explanation,
- not sleeping or eating properly,
- generally depressed and withdrawn,
- displaying 'out of character' behaviour.

The first thing to do is to give your child an opportunity to talk and see if he or she will open up about a problem.

The next thing to do is to contact the school to discuss your worries with the class teacher. Don't worry if all you have is a concern that something may be wrong. The class teacher will talk to your child and any others involved and action will be taken. Where necessary the parents of bully and victim will be informed. Parents and teachers will be encouraged to teach the children more appropriate behaviour.

If the situation persists, advice from the LEA Therapeutic Thinking Team may be sought. In extreme cases particularly where aggressive behaviour is deemed dangerous to others in the school exclusion procedures will be applied.

We aim to ensure that our school is a happy, fear free environment for all pupils and that every opportunity is taken to reward good behaviour.

Fixed Term and Permanent Exclusions

Exclusions are rare. They are only used after all other sanctions and strategies have failed and when allowing the child to remain in school would be detrimental to the education and welfare of others in the school or after a pupil has seriously breached the school's behaviour policy. Only the Headteacher (or Acting Headteacher) has the power to exclude a pupil from the school. The Headteacher may exclude a pupil for one or more fixed periods, for up to 45 days in any one year. The Headteacher may also exclude a child permanently. It is also possible for the Headteacher to convert a fixed term exclusion into a permanent exclusion, if circumstances warrant this.

If the Headteacher excludes a pupil, she informs the parents immediately, giving reasons for the exclusion. At the same time the Headteacher makes it clear that the parents can, if they wish, appeal against this decision to the governing body. The Headteacher informs the parents how to make any such appeal. This contact may be made by telephone initially and all the information is also put in writing and given to the parents within one school day of the exclusion.

The Headteacher informs West Berkshire LA and the Governors about any permanent exclusion, and about any fixed term exclusions beyond five days in any one term.

The Governing Body itself cannot either exclude a pupil or extend the exclusion made by the Headteacher.

The Governing Body has a procedure for dealing with complaints and appeals. The relevant committee considers any exclusion appeal on behalf of the Governors.

When an appeal panel meets to consider an exclusion, they consider the circumstances in which the pupil was excluded, consider any representation made by the parents and West Berkshire LA, and consider whether the pupils should be reinstated.

If the governors' appeals panel decides that a pupil should be reinstated, the Headteacher must comply with this ruling.

Lunchtime Exclusion

Some pupils' behaviour can be particularly difficult at lunchtime. Where this is the case, it may be possible, through discussion and agreement with the parent, to arrange for the pupil to go home for lunch.

If this is not feasible, provision exists to exclude the pupil for the duration of the lunchtime, placing the legal responsibility for the child back with the parent.

Where lunchtime exclusion is used, it is as a short-term measure only, with regular review of whether it continues to be an appropriate approach. Lunchtime exclusion, must be treated as equivalent to a quarter of a school day. If these quarter days add up to more than 5 school days in a term, including when they are added to other fixed term exclusions, this will entitle the relevant person to make representations to the Governing body.

The telephone number for the Advisory Centre for Education (ACE is an independent national charity providing advice to parents) exclusions information line – 020 7704 9822 and their website address – www.ace-ed.org.uk

Reintegration Following a Fixed Term Exclusion

Following DCSF guidance, a reintegration interview with parents is arranged between the Head teacher or her representative and parents, following a fixed period exclusion. The purpose of this interview is to discuss how best the child's return to school can be managed.

Theale CE Primary School follows the West Berkshire reintegration Guidelines written by the Therapeutic Thinking Team.

Special Needs and Social and Emotional Behavioural Difficulties

In most cases, difficulties with behaviour will be dealt with by the sanctions and processes already described. However, in some cases the normal procedures used may have little effect upon the child. This might be because of other circumstances at home or because of medical conditions. In some cases children have a very low self-esteem and find it difficult to find a place for themselves within the normal school routines and reward/ sanction process.

In these cases different approaches will be necessary and 'personalised' according to the needs of the child.

- In some cases children may benefit from parents being involved with them on the school site. This would require negotiation and support from all parties concerned
- involvement in a nurture group – this is an extremely valuable resource which provides children with support and help with social skills in a small group. The emphasis is upon the caring and non-judgmental environment and making the child feel that they are part of a caring family.
- Support from a TA, to provide support and encouragement for individuals who may lack the concentration to stay on task, independently. In some cases they will work with children in class to give the support and encouragement they need. In others, they may remove the child from class to provide an alternative personalised curriculum. Once more the emphasis will be upon raising the self-esteem of the child, basing the work upon their individual needs and interests and finding ways of motivating them within class.
- Adapting the curriculum – in some cases children will not be able to cope all day with the set curriculum. It may be that throughout the day, or in the afternoon alternative arrangements are made and more practical activities or outdoor breaks are arranged to keep them on track. This might take the form of a motivating activity for the child and a

friend after a successful day. It might also include class celebration as peers have helped the child to remain included.

- Some children will respond to individual rewards tailored to their interests and level of concentration. These should be negotiated between the child, class teachers and TAs. In some cases parents might also be involved in further supporting at home.
- Having a home school book to record all the positive things that have happened throughout the day to share at home.
- Having a therapeutic plan which is written by the teacher and Senco to ensure a consistent approach, which is reviewed termly.
- Providing responsibilities – some children in this category will benefit from being placed in a position of responsibility either in relation to a task or to a peer. Helping younger children with a task, an adult or being given set routines at 'trigger' times can increase their self-esteem and bring out the best in them.
- In extreme cases, where children or staff are at risk of being hurt, trained staff will use Team Teach method of behaviour support.

There are no quick fixes and time and patience are needed. This can be draining on the staff most directly in contact with children with SEBD. They should also be given counselling as appropriate and provided with the opportunity to vent their frustrations. Dealing with children with SEBD is always a balance between:

- the needs and inclusion of the individual child concerned,
- the entitlement of the class,
- the capacity of the teacher to remain calm in what can be extremely testing circumstances.

Where a child is 'acting out' a no-blame approach should be taken. Adults involved with the child can take extremes of behaviour as a personal attack. This is rarely the case. Often the child will retain little of the actual events leading up to the behaviour or the behaviour itself. They may not be able to explain themselves why they behaved as they did and can just as suddenly revert to the normal behaviour expected of them.

In cases such as this, opportunities for the child to 'fit back in' should be provided whilst also acknowledging that follow-up action may need to be taken but when circumstance are more settled and the child can be encouraged to reflect on their behaviour. Every attempt should be made to avoid the escalation of problems through direct confrontation or 'backing children into a corner'.

Children should be encouraged to consider and discuss their own feelings and the feelings of others and come up with their own solutions where possible. Involving the child in a particular activity which invites discussion can be one way of calming down a situation and providing the opportunity for reflection and discussion.

SEND children can make great demands on individual members of staff. It is crucial that we maintain our climate of support and understanding both for the child and the members of staff involved with them.

Support for the above may be accessed through:

- Therapeutic Thinking Team
- Special Needs Support Team (SNST)

A Positive Environment

Perhaps most important of all is the overall climate and ethos of our school.

Our Christian Vision and ethos of care, forgiveness and recognition of individual need and worth should be maintained. This can be seen through:

- a positive climate that relies upon and promotes celebration and praise rather than criticism and sanction,
- the example set by members of staff in their relationships and communications with children,
- the support and relationships that members of staff have with one another,
- the sense of community within the school and that all children are ambassadors for us,
- interesting and well-prepared lessons that cater for individual need.

Monitoring

This policy is shared with all staff and reviewed on an annual basis. It is available to view on the school website and held in the school office.

The Headteacher monitors the effectiveness of this policy on a regular basis. She reports to the Governing body on the effectiveness of the policy and, if necessary, makes recommendations for further improvements.

A variety of records of incidents of misbehaviour are kept in school. The class teacher monitors minor classroom incidents. The Headteacher records those incidents where a child is sent to her on account of bad behaviour. We also keep a record of incidents that occur at break and lunch times.

Copies of serious incident reports are kept in the Headteacher's office as part of the safeguarding files. See proforma below.

Daily incidents are dealt with immediately by the class teachers and, if necessary, are reported to the Headteacher.

The Headteacher keeps a record of any pupil who is excluded for a fixed term or permanent exclusion.

It is the responsibility of the Governing body to monitor the rate of exclusions and to ensure that the school policy is administered fairly and consistently.