



In God's light

Behaviour and Discipline Policy

1. Key points from the DfE

- Teachers have power to discipline pupils for misbehaviour that occurs in school and, in some circumstances, outside of school.
- The power to discipline also applies to all paid staff (unless the head teacher says otherwise) with responsibility for pupils, such as teaching assistants.
- Governing bodies of maintained schools have a duty under section 175 of the Education Act 2002 requiring them to make arrangements to ensure that their functions are carried out with a view to safeguarding and promoting the welfare of children.
- ***The headteacher must publicise the school behaviour policy, in writing, to staff, parents and pupils at least once a year.***
- Our behaviour policy is published on our website (in accordance with School Information (England) Regulations 2008).

2. Development of the Policy:

“Good schools encourage good behaviour through a mixture of high expectations, clear policy and an ethos, which fosters discipline and mutual respect between pupils, and between staff and pupils.” (DfE 2014)

As a Church of England School, we instil Christian principles within our pupils. Our pupils understand how their education equips them with the behaviours and attitudes necessary for success in the next stage of their education. Their impeccable conduct reflects the school's effective strategies to promote high standards of behaviour. Our pupils are self-disciplined.

Our children are taught to demonstrate the Fruits of the Spirit (Galatians 5: 22-23) as the virtues that will enable them to become a respectful, well-rounded citizen in modern Britain with a strong moral compass:

- Love
- Joy
- Peace
- Patience
- Kindness
- Goodness
- Faithfulness
- Gentleness
- Self-control

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Our rules have been developed in consultation with the student voice, staff and parents and are underpinned by the Fruits of the Spirit.

We teach the children to:

- **THINK** – think of others, think for themselves, think of themselves, think it through, think before they act, think deeply. Think about what Jesus would do.
- **CARE** – care for one another, for themselves, for the environment. Care about their work and their future. Show their caring in through kindness, goodness and gentleness.
- **SEEK** – seek forgiveness, seek answers, success. Seek joy, love and peace. Seek Jesus.
- **BUILD** – relationships, patience, trust and love. Build bridges. Build success. Build self-control.
- **RESPECT** – with patience, kindness and self-control; respect one another, themselves, adults – follow instructions and be polite; listen to others opinions

We believe in positive reinforcement and praise. We believe that happy children learn well. We believe that all children are entitled to reach their potential in a safe, caring and happy environment. We believe that clear boundaries and sanctions enable children to thrive. We recognise that changes in behaviour can be an indicator, reflecting unhappy circumstances.

2.1 Our school Behaviour Policy aims to:

- Uphold the highest standards of safety and learning
- Ensure consistency in our approach to praise and discipline throughout the school
- Promote positive reinforcement
- Model excellent learning behaviours
- Clarify our procedures for dealing with both challenging behaviour and positive behaviour
- Make links between our distinctive core Christian school virtues and Jesus' teaching.

Behaviour at our school is good. We aim to be the best that we can be. With this in mind, we strive to engage all stakeholders and work with pupils to develop systems, which they understand and respect so that they are resilient, caring and know where to turn.

In the Ofsted Evaluation Schedule of Judgements 2012 an outstanding school is described as one where:

Instances of bullying, including cyber bullying and prejudice-related bullying related to special educational need, sexual orientation, sex, religion and belief, gender reassignment or disability are rare. Pupils are acutely aware of different forms of bullying and actively try to prevent it from occurring. The school has an active and highly effective approach to identifying and tackling bullying. All groups of pupils feel safe at schools at all times. They understand very clearly what constitutes unsafe situations and are highly aware of how to keep themselves and others safe.

This is our goal.

3. Our rules are very simple:

- We think
- We care
- We seek
- We build
- We respect

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4. Rewards:

- All classes use Class Dojo to reward the children in class time for being on-task. If they earn 50 points, they receive a bronze certificate in Celebration Collective Worship; 100 points earns a silver certificate, 150 points earns Gold and 200 is platinum.
- Children are awarded a house point and a raffle ticket from any member of staff for demonstrating any of the school values, as well as for academic excellence. At the end of each week, a raffle takes place where a small prize may be won by an individual in each class.
- House points are totalled every week and shared in Collective Worship; there is also an on-going total. The winning team each term, receive an afternoon of fun as a reward for their hard work.
- Outstanding progress, achievement or demonstration of the school values may be recognised by the Head teacher with a 'Head teacher Award'.
- 'Success Postcards' are awarded by any member of staff when a child displays behaviour which goes above and beyond our expectations as set out in our distinctive core Christian values.
- Behaviour bands are awarded by the Head Teacher, following nomination by a member of staff for exceptional and consistent "goodness, kindness, joy, love, patience, gentleness, faithfulness and self-control".
- Exceptional demonstration of the school values or Growth Mindset results in nomination for Star of the Week certificates, given in a celebration assembly, to which parents are warmly welcomed.
- Teachers may employ other in-class behaviour management and reward systems to meet the needs of their children; for example *Blurt Beans*. This may include periodic whole class rewards as a result of excellent teamwork or overall academic excellence.

5. Consequences and Sanctions:

- Teachers can discipline pupils whose conduct falls below the standard that is reasonably be expected of them. This means that if a pupil misbehaves, breaks a rule or fails to follow a reasonable instruction, the teacher can impose a punishment.
- To be lawful, the punishment (including detentions) must satisfy the following three conditions:
 1. The decision to punish a pupil must be made by a paid member of school staff or a member of staff authorised by the head teacher;
 2. The decision to punish the pupil and the punishment itself must be made on the school premises or while the pupil is under the charge of the member of staff; and
 3. It must not breach any other legislation (for example in respect of disability, special educational needs, race and other equalities and human rights) and it must be reasonable in all the circumstances.
- Teachers may discipline pupils for misbehaviour when the pupil is:
 - taking part in any school-organised or school-related activity or travelling to or from school or
 - wearing school uniform or
 - in some other way identifiable as a pupil at the school.
- Or misbehaviour at any time, whether or not the conditions above apply, that:
 - could have repercussions for the orderly running of the school or
 - poses a threat to another pupil or member of the public or
 - could adversely affect the reputation of the school.
- In all cases, the teacher can only discipline the pupil on school premises or elsewhere when the pupil is under the lawful control of the staff member.

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5.1 As a result of disrupting learning, not following our rules or not demonstrating the school's distinctive Christian virtues (the Fruits of the Spirit), a sanction will be put in place.

Consequences and Sanctions

All children receive two warnings before they are given a consequence card (the first is their name on the board; the second is a tick next to their name), unless the behaviour is already at Amber or Red Level.

If the warnings do not work, the child will receive a consequence card. This is an indication of the next step. If it is yellow, they should write in the Thinking Folder. If they get another yellow or an amber, they should take it to a Senior Teacher at break time, where they will write in their class Thinking Folder, and then carry out service. The class teacher will contact parents the same day and record the incident(s) on OTrack.

As we passionately believe that the educational journey is a shared one, parents will be informed whenever behaviour reaches the amber level; as well as being logged on O-track by the class teacher and appropriate sanctions put in place:

Consequence card	Example behaviours	Who deals with the child?	Sanction	Parental involvement?
Yellow card (2 yellows = Amber)	Low level disruption Forgotten kit Poor output <i>Late homework</i>	Class teacher	Thinking Folder <i>(Thinking Folder + Homework Club)</i>	No <i>ParentMail</i>
Amber card (2 Ambers = Red)	Unkindness Rudeness Spitting Play fighting Swearing Retaliation Lying Refusal to follow instructions Stereotyping (gender/ race / homophobia/ disability)	Senior Teacher	Thinking Folder + break time service (detention)	Class teacher chat or phone call
Combination of the above = Red	Combination of above	Senior Teacher	Thinking Folder + break + lunch service (detention) OR: Internal exclusion with Senior Teacher	Senior Teacher phone call
Red card	Use of homophobic language Racism Bullying Theft / vandalism Gender discrimination Swearing at someone Inappropriate use of social media	Deputy Head Teacher Head Teacher	Thinking Folder + Week's service (detention) OR: Internal exclusion with DHT/HT After school detention <i>(Depending on severity of behaviour and H&S of the child and others)</i>	DHT to call parents
Red card with immediate action	Physical violence Aggressive vandalism Failure to follow instructions that could lead to danger to self or others.	Head Teacher	Fixed term exclusion, possibly leading to Permanent exclusion <i>(Depending on severity of behaviour and H&S of the child and others)</i>	HT to call parents

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OTrack → Pupil Details → Behaviour Monitoring → Year Group/Name → Find → Add → fill in details: Trigger = describe the incident and Record Notes = Consequence Card given and resultant actions → Save

5.2: Teachers must take into account the child's emotional wellbeing when dealing with challenging behaviour and engage parents in dialogue at the earliest opportunity, as a decline in behaviour often reflects a cry for help.

5.3: A child's educational needs must be taken into consideration before issuing sanctions and reasonable adjustments must be made to protect emotional wellbeing. This is done at the discretion of the staff member involved with the support of the SENDCo.

6. Reflection and Restorative Justice:

In line with our rule 'We seek', the children will be given the opportunity to seek forgiveness and reflect upon their behaviour and make choices about how to go about restoring order.

The child will be given the class Thinking Folder, with what they need to reflect upon written in it. This will be linked to one of our rules that are based upon our distinctive Christian virtues (The Fruits of the Spirit). They will be given the opportunity to reply in writing, or verbally depending on age and ability, so that they are able to reflect upon their choices and consider how they might behave in the future.

For some children, a Social Story, Comic Strip Conversation or Drawing and Talking may be a more appropriate approach. These folders may be collected from the class teacher at any point by SLT to monitor behaviour.

7. Meeting with parents:

- SLT will monitor O-track on a quarter-termly basis (every 3 weeks).
- More than 6 low-level incidents in 3 weeks will trigger a parental meeting to discuss a positive way forward and establish an open and honest home/school dialogue (this may be brought forward if behaviour is serious and/or hindering learning). This meeting will explore possible triggers and reasons for behaviour as well as including the parent and child signing a home/school agreement that behaviour will improve.
- The meeting may also include setting Report Targets, depending on the severity of behaviour.
- If a child is frequently collecting consequence cards within the three-week cycle and you feel that action needs to be taken sooner, liaise with SLT/DSLs as you would with a safeguarding concern. Poor behaviour often reflects unhappiness.

7.1 Behaviour Tracker Books:

If there is no improvement seen in behaviour, following the meeting, children will be given a 'Smile' behaviour tracker. They will report to SLTs at an agreed time for a reward (based on their successes against the personal targets set).

7.2 What next?

If behaviour still does not improve after 3 weeks tracking behaviour in the 'Smiles' behaviour tracker book, a meeting with parents, the Deputy Head teacher or Head teacher and SENDCo will be called to discuss other possible reasons for the behaviour, for example SEN barriers or home circumstances; and positive approaches to improve behaviour (My Good Times Books, TA support, gems, school nurse involvement, etc).

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If a child is 'playing up' there is usually a reason. Our job is to set boundaries and help them develop the emotional literacy they need to deal with their problems; whether that is a barrier to learning, friendship issues or problems at home.

It may be deemed necessary at this time to begin an EHA.

8. Reasonable Force:

"Members of staff have 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 Head teachers may also use such force as is reasonable given the circumstances when conducting a search without consent for knives or weapons, alcohol, illegal drugs, stolen items, tobacco and cigarette papers, fireworks, pornographic images or articles that have been or could be used to commit an offence or cause harm." (DfE 2014)

8.1: A number of staff members have Team Teach Restraint training and are trained in using safe and correct techniques in restraint. De-escalation is always the first step; however proportionate and reasonable use of force will be used if a child is at risk of causing harm to themselves or others. Wherever possible, in a situation requiring reasonable force, witnesses should be called. We follow the advice and guidance as stated in 'Use of Reasonable Force – (DfE 2013). All incidents involving physical restraint are recorded, parents are informed and when required the local authority are informed.

Any child who is restrained more than once requires a Positive Handling Plan and further discussions with the SENDCo and Parents.

Any illegal items found, such as pornography, drugs, weapons and knives should be given to the police immediately and will result in at least two days Fixed Term Exclusion until a course of action is decided upon with the Local Authority Inclusion Team and the Police.

Following an incident where reasonable force or exclusion is required, the staff involved should document the incident with the Head teacher in the Bound and Numbered Book and inform the Chair of Governors.

9. Confiscation of inappropriate items:

Extreme items such as pornography, drugs, weapons and knives should be given to the police and further action taken as outlined above. Otherwise, it is for the teacher to decide IF and/or when the confiscated items are returned.

"The general power to discipline enables a member of staff to confiscate, retain or dispose of a pupils' property as a punishment, so long as it is reasonable in the circumstances. The law protects them from liability for damage to, or loss of, any confiscated items provided they have acted lawfully." (Section 94 Education and Inspections Act 2006)

Items may be confiscated if they are:

- causing harm
- dangerous
- impeding learning

10. Detention and service:

"Schools must make clear to pupils and parents that they use detention (including detention outside of school hours) as a sanction." (DfE 2014)

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Any member of the Senior Leadership Team may issue an after school detention as long as:

“The punishment must be proportionate. In determining whether a punishment is reasonable, section 91 of the Education and Inspections Act 2006 says the penalty must be reasonable in all the circumstances and that account must be taken of the pupil’s age, any special educational needs or disability they may have, and any religious requirements affecting them.” (DfE 2014)

Parents do not need to give permission for a detention to take place; although they should be informed at the earliest opportunity.

10.1: Homework Club is open to anyone who wishes to ‘get ahead’, but those who have lost lives due to late homework must attend. Names of attendees will be given to the ‘Club’ leader and the Office, so that a text message can be sent home.

11. Unkind behaviour, peer to peer:

In the event of unkind behaviour, we strive to encourage our children to be resilient and in control of their emotions when faced with adversity. To this end, we adopt the DEBUG strategy. The DeBug System assists children in establishing boundaries, becoming assertive and promoting self-management.

1. **D** – Decide to ignore.
2. **E** - Exit, walk away.
3. **B** – Be friendly, use friendly words.
4. **U** – Use firm talk (no shouting).
5. **G** - Get adult help.

See more at: http://www.sightwordsgame.com/bullying/debuggig-tools-young-children/#sthas_h.FcdqVphC.dpuf

12. Bullying, including cyber-bullying (Refer to Appendix 6 for ‘DfE “Preventing and tackling Bullying” Oct 2014 for definitions which we adhere to):

Our ethos is to prevent bullying before it begins. Through the use of the DEBUG strategy, a detailed PSHE programme and ‘Open Door’ policy, children and parents are encouraged to talk openly about concerns surrounding the area of bullying.

Teachers should also note any changes in behaviour, including learning habits, as potential indicators of a change in the child’s circumstances; for example bullying or abuse (as set out in our Safeguarding Policy). Once an accusation of bullying has been made, it will be investigated promptly, and fully involving all parties.

Once an allegation of bullying is verified, teachers should:

- Report it to the Head teacher as the designated person for Child Protection
- If proven to be persistent and severe (causing significant distress and impeding learning), the Head teacher will take over managing the situation and put in place appropriate sanctions; as well as exploring potential indicators behind the perpetrator’s behaviour
- If proven to be in it’s infancy, the class teacher should speak to the children involved, taking notes and monitor the situation using a communication book
- If the situation persists, Senior Teacher and parental involvement is required

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12.1 School Staff and Cyber-bullying

The bullying of staff by pupils or parents is unacceptable and will be challenged and reported. This includes all incidents where derogatory comments are posted about members of staff or pupils on social media sites.

Online harassment is a crime and all incidents will be reported to the Police and the Local Authority's senior solicitor. Refer to DfE November 2014 'Cyber-bullying: Advice for headteachers and schools (Appendix 8).

13. Race, Disability, Gender or Homophobic Discrimination:

According to our behaviour expectations and our core Christian principles, Pattishall CE Primary School treats everyone fairly and as individuals. Any kind of discrimination will **not** be tolerated.

Children heard to be using someone's cultural heritage; social circumstances or the colour of their skin against them; or homophobic language (for example calling someone 'gay' or 'gay lord' as a derogatory term) will be sanctioned in the same way as child who is heard to be swearing.

As soon as an incident occurs, it should be reported to a member of the SLT. Each case will be dealt with individually and according to our consequence card system. Children will be given the opportunity to reflect and restore. If the discrimination proves to be persistent and/or severe, please follow the protocol for dealing with persistent bullying.

14. Extremism:

Extremism can be defined as "holding of extreme opinions: the holding of extreme political or religious views or the taking of extreme actions on the basis of those views".

Through our diverse PSHE, Citizenship and Religious Education curriculums, we are proud of our ethos and values, which promote respect for others. We use teaching styles (including critical, personal thinking skills – P4C) and provide curriculum opportunities which allow grievances to be aired, explored and demonstrate the role of conflict resolution and active citizenship.

As a Church of England School, based in the heart of the local community, we followed a tiered approach to our universal, targeted and specialist work. Please refer to Page 8 of the DfE 'Learning Together to be Safe' document http://dera.ioe.ac.uk/8396/1/DCSF-Learning%20Together_bkmk.pdf

In the event where a family is suspected of extremist behaviour, our school will:

- get the facts clear – evidence versus rumour
- contact the PREVENT team
- understand motivations through discussions with families and relevant political or religious leaders
- promote human rights and legal protection – freedom of speech and due process to raise grievances
- ensure personal support is in place for staff and pupils most affected by any incidents

Local authority and partner services may be drawn on for:

- advice, briefings or support from police or other agencies, including the PREVENT Team
- educational psychology service support for school leaders in responding to incidents
- individual pupil case work
- corporate services for media management
- human resources support for staff issues

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15. Behaviour outside of school:

Behaviour that falls below our expectations when on trips, residential visits or out in the community should be dealt with in the same way as within school.

This is also true outside of school hours.

If children are identified as pupils of the school, pose a threat to another pupil, or whose behaviour has repercussions for the orderly running of the school (thus bringing the school's good name into disrepute), their poor conduct should be dealt with using the consequence card system.

The sanction may only be carried out when on school premises; or when the staff member is acting in loco parentis.

16. When to involve outside agencies in supporting pupil's behaviour:

Refer to point 7.2. We will consider whether the behaviour under review gives cause to suspect that a child is suffering, or is likely to suffer, significant harm. Where this may be the case, school staff should follow the schools' safeguarding policy. They should also consider whether continuing disruptive behaviour might be the result of unmet educational or other needs. At this point, the school should consider whether a multi-agency assessment is necessary. An initial conversation with the SENDCo and the Head teacher is necessary at this point.

17. The role of the Governors:

The Governing Body has the responsibility of setting down the Governance Behaviour Principles Statement and for reviewing the effectiveness of the Head teacher's Behaviour and Discipline Policy. The Governors support the Head teacher in carrying out the policy.

The Governing Body has the responsibility to ensure that they identify Governors' (x 3 in line with the policy) to carry out their statutory responsibilities as members of the Pupil Discipline Committee.

The Head teacher has the day-to-day authority to implement the school's Behaviour and Discipline policy, but Governors may give advice to the Head teacher about particular disciplinary issues. The Head teacher must take this into account when making decisions about matters of behaviour.

18. The role of the Head teacher:

It is the responsibility of the Head teacher to write and uphold the school's Behaviour and Discipline Policy, monitoring consistency throughout the school, and to report to governors when requested on the effectiveness of the policy. It is also the responsibility of the Head teacher to ensure the health, safety and welfare of all the children in the school.

The Head teacher supports the staff by implementing the policy, by setting the standards of behaviour and by supporting the staff in the implementation of the policy.

19. Exclusion Arrangements:

Exclusion is only used as an ultimate consequence of misconduct, which provides time to consider the appropriate course of action. If the behaviour of any pupil is deemed to seriously infringe aspects of school policy or, if allowing such a pupil to remain in school would be detrimental to the education or welfare of that pupil or others, the Head teacher may make the decision to exclude the pupil concerned. The framework for the exclusion of pupils is based on the latest Northamptonshire County Council, 'Exclusions Guidance'.

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<http://www3.northamptonshire.gov.uk/councilservices/children-families-education/schools-and-education/information-for-school-staff/pupil-support-and-inclusion/attendance-and-behaviour/Pages/exclusions.aspx>

Only the Head teacher (or Deputy Head teacher in the Headteacher's absence) has the power to exclude a pupil from the school. The Head teacher may make the decision to exclude a pupil for a fixed period, in line with the Local Authority Guidance. The Head teacher may also exclude a pupil permanently. It is also possible for the Head teacher to convert a fixed term exclusion into a permanent exclusion, if circumstances warrant this.

The Head teacher who excludes a pupil should make sure the parent is notified immediately, ideally by telephone, and that the telephone call is followed by a letter within one school day. At the same time, the Head teacher makes it clear to the parents that they can, if they wish, appeal against the decision to the Pupil Discipline Committee of the Governing Body. The school informs the parents how to make such an appeal.

The Head teacher informs the LA and the Governing Body about any permanent exclusion and about any Fixed Term exclusion.

The Governing Body itself cannot either exclude a pupil or extend the exclusion period set by the Head teacher.

The Governing Body has a Pupil Discipline Committee that is made up of three members. This committee considers any permanent exclusion appeals on behalf of the Governors. There is no right of appeal for fixed term exclusions.

When an appeals panel meets to consider an exclusion, they consider the circumstances in which the pupil was excluded, consider any representation by parents or Local Authority, and consider whether the pupil should be reinstated. If the Governors' appeals panel decides that a pupil should be reinstated, the Head teacher must comply with this ruling.

20. The role of staff (including all support staff):

It is the responsibility of the class teacher to ensure that the behaviour expectations are displayed and promoted in their class and that their class behaves in a positive manner during lessons.

It is the role of MDMS, LSAs, TAs and the Admin Team to ensure that the expectations are upheld throughout the school day, and act in accordance with the consequence card system, in liaison with the class teachers.

All staff must treat each child fairly, consistently and promote the high expectations for work and behaviour.

If a child does not comply with the agreed rules in class, the class teacher should deal with the incident in accordance with the system.

It is the role of the class teacher to make first contact with parents when consequence cards are issued and when exemplary behaviour is demonstrated. There should be an open dialogue with parents with regards to behaviour, both positive and negative.

All class teachers formally report to parents about the behaviour and attitude of each child twice a year in a written mid-year and end of year Progress Report to Parents.

21. The role of the pupil and the parent:

Pupils of Pattishall CE Primary School are expected to take pride in our school. They should demonstrate the highest levels of positive behaviour and recognise when their behaviour is not in line with the school values. As a Christian school, we promote forgiveness and respect when dealing with behaviour that falls below our expectations. Our children know what they need to do if they make a mistake and learn from excellent role models.

The school works collaboratively with parents, so children receive consistent messages about expected standards of

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behaviour in school. All Parents and children are invited to complete a questionnaire about Behaviour on an annual basis. Children and Parents both sign the Behaviour and On-line Safety Agreement.

A copy of the policy can be made available to any parent in paper format. It can also be accessed on the school website. We expect and appreciate full support from parents with regards to our policy.

The school expects parents to fully support their child's learning and to cooperate with the school, as set out in the agreement regarding the behaviour management system. We endeavour to build a supportive dialogue between the home and the school and we inform parents promptly if we have any concerns about their child's welfare.

If the school has to use sanctions as set out in the policy, parents are expected to support the actions of the school. If parents have any concerns about the way that their child has been treated, they should initially contact the class teacher. If the concern remains they should arrange to discuss their concerns in an interview with the Headteacher. If this does not resolve the concern a parent should contact the Chair of Governors. If these discussions cannot resolve the problem, a formal grievance or appeal process can be implemented.

Agreed and adopted: Spring Term 2018

Review: September 2018 (**annually thereafter**)

Shared with / agreed on (annually):

SLT/Staff

Pupils

FGB

Website/ Parents

NB: There are appendices linked to this Policy and are available on the 'staff-drive': please ask a member of staff if you wish to view them.

Appendix 1: Rules

Appendix 2: Behaviour Consultation for Parents

Appendix 3: Behaviour Consultation for Pupils

Appendix 4: Behaviour Consultation letter to parents

Appendix 5: Escalation table for display

Appendix 6: Preventing and Tackling Bullying, DfE Oct 2014

Appendix 7: Behaviour and On-line Agreement

Appendix 8: Cyber-bullying: Advice for Headteachers and schools, DfE Nov 2014

Appendix 9: Restorative Justice Card (for the Thinking Folder)

Appendix 10: Success Postcard

Appendix 11: Dojo certificates

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