



ABERCORN SCHOOL
BEHAVIOUR & DISCIPLINE
Rewards and Sanctions
POLICY AND PROCEDURES

This policy also applies to the EYFS

Updated	Review Date	Version
September 2022	September 2023	2022.02

Signed: Mr John Clarke (Chairman of the Board)

Introduction

Abercorn School prides itself on the high standards of good behaviour displayed by its pupils, which is often acknowledged by members of the public on school trips and by visitors to the school. High standards are achieved through explicit and implicit teaching of age appropriate good behaviour expectations across the school.

This policy sets out the school's aims to ensure all pupils feel safe, valued and respected, with all pupils being treated fairly. We expect all teachers to have high standards of behaviour, good manners and promote our school values in a consistent manner. Sanctions are in place for minor and major misdemeanours and a formal log record is kept of sanctions imposed for more serious disciplinary offences.

This policy has been written with regard to our duties under the 2010 Equality Act - in that we make reasonable adjustments in regards to behaviour and discipline (ISI regulatory Framework September 2016). Individual children's needs are taken into account, including those pupils with disabilities or difficulties, when implementing sanctions in respect to behavioural or disciplinary matters.

The policy takes into account The DFE Guidance, Behaviour in Schools: advice for staff and headteachers (2022) and should be read alongside the following policies and the guidance given to staff:

1. Anti-Bullying
2. Before and After School Care
3. Complaints
4. Drugs and Alcohol
5. Exclusion
6. Pastoral Support
7. Safeguarding and Child Protection
8. KCSIE 2022
9. SEND
10. Reasonable Adjustments
11. Promoting children and young people's emotional health and well-being: a whole school approach

Aims and Objectives

Our intention in setting standards of behaviour and discipline is to promote pupil wellbeing, helping each pupil become a thoughtful, caring, responsible and respectful member of the community. This policy (and guidance given to staff), outlines measures taken to encourage good behaviour and prevent unkind, unacceptable behaviours.

Our aims are best achieved in the framework of a relaxed, safe, calm and happy atmosphere, in which pupils are able to give of their best, and are encouraged towards positive attitudes through rewards, praise and setting a good example. Discipline is the system and ethos which aims to cultivate in pupils, an acceptance and recognition of responsibility for their own decisions and actions, and for their consequences.

School rules are concerned with care and consideration for others, and with safety inside and outside the school building. They reflect the belief that children need to develop self-discipline, self respect and respect for others in order to live harmoniously at school and in their future lives. The maintenance of good discipline is of paramount importance for the growth, welfare and development of pupils. Pupils should be given clear expectations, effective pastoral support and opportunities to build good social relationships. It is important that everyone associated with the school has high expectations and applies the behaviour policy consistently.

Our SCHOOL VALUES
RESPECT; RESPONSIBILITY; KINDNESS; FAIRNESS;
FORGIVENESS; DETERMINATION

This policy operates in the context of the School Values and a Growth Mindset ethos; Abercorn is a caring community with a sound value-base. We believe that rewarding good behaviour and providing encouragement promotes a climate of respect, consideration for others and encourages good behaviour rather than merely deterring anti-social behaviour. We live in a society where social skills are vital to our well being, and learning to interact with others is therefore a critical part of education.

Aims

- To ensure that every member of the school community feels valued and respected.
- To support the way in which all members of this school community can live and work together in an environment that is happy, safe and secure and where effective learning can take place.
- To consistently model kindness and good behaviour.
- To promote teaching and learning through the building of good relationships based on mutual respect and consideration for others.
- To help children grow in a safe, happy and secure environment and become positive, responsible and independent members of the community.
- To reward good behaviour and provide encouragement and stimulation to all pupils.
- To treat all children fairly and apply this policy in a consistent way.
- To ensure that children are aware of our Values and these are embedded in all that we do. To teach, through the school curriculum, values and attitudes as well as knowledge and skills, in order to promote responsible behaviour, self-discipline and respect for self, others and the world around us.

These aims are backed up by a positive system of rewards and where necessary the appropriate sanctions. The maintenance of good discipline is of paramount importance for the growth, welfare and development of pupils. Pupils should be

given clear expectations, effective pastoral support and opportunities to build good social relationships. It is important that everyone associated with the school has high expectations and applies this policy consistently.

Early Years (additional information)

Respect, kindness and courtesy are the cornerstones of our way of life at Abercorn School. Using a Growth Mindset model, the children are learning to develop resilience, perseverance, to learn from their mistakes and to learn from others. Adults reinforce the mindset that with effort and practise goals can be achieved.

Nursery

*Help others
Listen to others
Be friendly*

Pre-Reception

*Keep trying
Use my words
Listen to others
Help others*

Reception

*Keep trying when things get hard
Seek out a challenge
Make good choices
Express my emotions with words
Look after myself, my friends and my environment*

We expect our children to respect each other and the school community and promote good manners such as saying “Please” and “Thank you”, holding doors open, lunchtime etiquette and helping others where they can. We introduce “Speaking and Listening” sessions and “Circle Time” to encourage early communication skills as well as their Personal, Social and Emotional Development. We create an environment in order to develop the children’s social, moral, spiritual and cultural awareness and involve all members of the school community.

A Positive Approach

An effective discipline policy is one that seeks to lead children towards high self-esteem and self-discipline. Consequently, good discipline arises from good relationships and from setting expectations of good behaviour. It is important that children are familiar with the school ethos and values. In this context, children will be rewarded for good behaviour. We will use a positive system of rewards which is not to say that inappropriate behaviour is ignored.

Our system of rewards includes:

- Teachers congratulate children with positive praise.
- Teachers encourage positive behaviour through a variety of systems. In the Upper School a visual system of the rainbow/sun/cloud acts as a reward celebration and a reminder to children to make the right choices.

- Abercorn School (Years 1 onwards) has a House system to encourage teamwork and house points are used as rewards.
- Teachers award children house points and stickers.
- Celebration Assemblies celebrate achievements linked to our Values and Growth Mindset characteristics.
- Children receive weekly certificates and special mentions in school assemblies for demonstrating the core school values, positive learning characteristics, achievement, effort and good behaviour.
- All classes have an opportunity to lead an assembly where they are able to celebrate and promote learning and our values.
- WOW wall: Celebrates best effort and achievements.
- Informal referral to the Head or the Head of School (Lower, Upper or Senior)
- Giving pupils the opportunity to reward each other through specific class award systems (Star of the Week etc.)
- Special focus on awarding house points if a student is demonstrating the selected school value for a given week.
- Subject based postcards (Upper/ Senior School) sent home to notify parents of an excellent piece of work. Subject certificates are also awarded for excellent pieces of work or a much improved effort. These will be presented during assembly.
- Special mentions in weekly assemblies, celebrating children who have been exemplifying the school values.

Guidelines for Managing Behaviour and Discipline: Sanctions

In the Early Years and Lower School, children are offered choices. If a child chooses to behave inappropriately, it is explained to him/her that if the behaviour continues, he/she will need to choose a different area to play. If the behaviour continues, the child may be given some 'Reflection time'. Following this the member of staff responsible for the child will ask him/her to explain how they will change their behaviour next time. In some situations this will be followed up in a group/whole class circle time/story. In serious incidents, for example physical aggression, the Head of Early Years/ Deputy Head, Lower School will be informed and a plan of action implemented, e.g. contacting parents/developing an Individual Behaviour Plan.

In situations involving injury/harm, particular attention should be given to the incident, and if intent to harm is established, then follow-up reflection and recording should be applied even to children in the EYFS. (See "Supporting Personal, Social, Health Education at Abercorn School")

Upper and School: Strategies for inconsiderate behaviour.

In order for the Policy to be effective it is essential that everyone follows the procedures in place in a consistent manner. A staggered sanction system is vital as it allows us to hold something in reserve; the Headteacher is always available but teachers should

refer to the relevant 'behaviour, rewards and sanctions guidance', as to when the headmaster should be involved.

We require all staff to use positive strategies for handling any inconsiderate behaviour, by helping children find solutions in ways that are appropriate for the children's ages and stages of development. Such solutions might include, for example, acknowledgement of feelings, explanation as to what was not acceptable and supporting children to gain control of their feelings so that they can learn a more appropriate response. All staff should observe the following steps towards managing behaviour :

- Acknowledge the child's feelings and wishes where necessary.
- Clearly state what constitutes inconsiderate behaviour. Convey in simple terms what behaviour is not permitted.
- Explain what type of behaviour is acceptable.
- Offer the right choice.

Many deviations from acceptable behaviour and minor conflict issues will be resolved in this way. Developmentally appropriate expectations play a key role in determining behaviour management strategies, however, and as children become older/more mature, expectations and strategies change accordingly.

We operate an ethos of flexibility and tolerance – Each pupil should be treated as an individual, particularly those with barriers to learning and SEND. Reasonable adjustments and support will be used when applying sanctions, especially those with serious consequences, we undertake to take reasonable steps to avoid placing children with SEND or a particular vulnerability at a particular disadvantage compared to other children, in accordance with the School's obligations under the Equality Act 2010.

For more serious incidents of unkind, hurtful, or inconsiderate behaviour, the pupil should be sent to the appropriate member of the SLT, who in turn may refer the matter to the Head. If unacceptable behaviour is persistent, recurring or serious the child's parents will be informed with a view to devising a strategy to manage the behaviour. It is crucial that the staff and parents work together to improve the situation. These may include the use of inappropriate hurtful language, physical or verbal assault, deliberate damage to property, stealing, leaving school premises without permission, bullying and disruptive behaviour whilst attending school. This type of behaviour is rare and it is the responsibility of the teacher, the Deputy Head, the Head, and the parents to help the child modify his/her behaviour.

In the event that a teacher has not actually witnessed an alleged incident, they will ask the pupils involved for information and ensure that every child is treated fairly, no assumption of wrongdoing will be made.

As incidents are treated individually, depending on their nature, some of the following

may be used.

- In Upper School the rainbow cloud system may be used as a visual to support the pupil in correcting behaviours.
- Children will always be asked to apologise to those who were affected by their behaviour and encouraged to take responsibility for their actions.
- The pupil may lose all or part of a playtime to reflect on their behaviour and how it might have affected others.
- A reflection may involve an activity such as writing a letter of apology.
- The parents may be informed of unacceptable behaviour, either by the class teacher or Deputy Head.
- The pupil may be required to miss an activity or club.
- The pupil may be required to miss representing the school in a sports fixture or special activity
- A formal meeting may be arranged between the pupil, parents and Deputy Head or Head.
- The safety of the children is paramount in all situations. If a child's behaviour endangers the safety of others, the class teacher stops the activity and prevents the child from taking part for the rest of that session.
- Pupils may be searched and items confiscated if there is reason to believe a pupil has an item that is dangerous to themselves and others.
- In exceptional circumstances the pupil may be excluded from school for a fixed or permanent amount of time, this will be decided upon by the Head.

Our Abercorn School code of conduct requests pupils to behave in a manner that is safe, kind, respectful and responsible. Pupils should show tolerance and respect for all (including protected characteristics) and celebrating differences is encouraged. Discriminatory or extremist behaviours will be challenged as a matter of routine with zero tolerance of any abusive behaviours.

This policy works alongside our Anti-Bullying policy which lays out our approach to any child on child abuse including sexual harassment. If a child threatens, hurts or bullies another child, the class teacher records the incident and informs the Deputy Head. If a child repeatedly acts in a way that disrupts or upsets others, the school contacts the child's parents and seeks an appointment in order to discuss the situation, with a view to improving the behaviour of the child. The school does not tolerate bullying of any kind. If we discover that an act of bullying or intimidation has taken place, we act immediately to stop any further occurrences of such behaviour. A formal written record/log is kept of all incidents of this nature, sanctions applied, who was contacted and outcomes to establish patterns and work together with parents to support the pupil.

Recording and Documentation

A formal log of sanctions for more serious behaviour is kept by the Deputy Head in each building. Pupils whose behaviour may be challenging are monitored in the

classroom and when participating in activities outside or in other areas of the school. Any such pupils are brought to the attention of all members of staff at weekly staff meetings. Pastoral concerns are added to the pastoral section of CPOMS by staff. This updates the pupil's record and ensures that the relevant member of SLT can monitor and take action if appropriate.

This helps to observe any patterns of behaviour, actions taken and how successful they were. Parents may be invited to meet with the Form teacher or member of SLT as appropriate, so that strategies between home and school can be agreed. Acts of unacceptable behaviour are reported to parents on the same day as they occur or as soon as practicably possible.

Abercorn School's approach on the use of force by teachers is based on advice from DfE on the Use of Reasonable Force (2013).

This advice is followed for pupils with or without special educational needs, however teachers at Abercorn School never hit, push or slap children. Staff will only intervene to physically restrain a child where absolutely necessary. This may be to prevent injury to the child, if a child is in danger of hurting him/herself or another person, committing an offence, causing damage to property, or prejudicing the good order and discipline of the school. Corporal punishment is never threatened or used. The actions that we take are in line with government guidelines on the restraint of children. Any incidents of this nature will be reported to the Head, recorded in writing and parents will be informed the same day or as soon as reasonably practicable.

Teachers may need to use 'physical intervention' to avert 'an immediate danger of personal injury to, or an immediate danger to the property of a person' (including the child). If any such intervention takes place, parents will be informed on the same day that the physical restraint has been necessary or as soon as practicably possible.

The School does not believe in any punishment which is belittling, or in any form of physical punishment, although it is important that sanctions are in place to ensure that high expectations of behaviour are maintained. In accordance with section 131 of the School Standards Framework Act 1998, corporal punishment is prohibited. The prohibition includes the threat or administration of corporal punishment to a pupil during any activity, whether or not within the school premises. This applies to all members of staff, including those acting in loco parentis, such as unpaid volunteer supervision. Children must always understand the reason for their sanction and it should be appropriate for the age of the child.

Accusations against Staff

If a child makes malicious accusations against staff this will be reported to the Head and thoroughly investigated. If the accusation is proved to be groundless and thus malicious, then the Head will meet with the parents to discuss an appropriate sanction. Equally, there is an expectation that pupils show the staff respect.

Behaviour and Discipline from Year 5 at Upper School and throughout Senior School

As Upper and Senior schools have a number of specialist and off site activities, a different approach is required to aid communication, transparency and consistency in how behaviour is managed. If there are any behavioural incidents between pupils at any point during lessons or duties these must be dealt with in line with this policy. The outcome should be communicated and explained to pupils clearly and calmly with reference to Abercorn behaviour expectations and values. Then the form tutor should be informed for their own contextual awareness and to escalate if necessary. When communication with parents is deemed necessary, the member of staff dealing with the incident will liaise with the form tutor and a member of SLT.

Sanctions from Year 5 onwards:

Demerits are used from the second half of the Autumn Term in Year 5 onwards. Disruptive behaviour should be addressed first with warning for disruptive behaviour, followed by a second final verbal warning, followed by demerit. Behaviours that warrant a demerit include the below, with all staff using a consistent approach. Demerits are recorded on pupils' diaries and must be signed by a parent on the same day. Demerits are recorded on Isams.

- Not having essential items required for the lesson.
- Any unsafe behaviour while walking to and from the park. Children are required to walk quietly and sensibly when crossing the roads.
- Homework not handed in / completed, children given opportunity to hand it in the next day if they have notified the teacher. If still not completed / handed in by the next day, then children are given a catch-up session and demerit.
- Any violent behaviour towards another pupil.
- Any form of inappropriate, disrespectful or abusive language.
- Behaviours that do not abide by the Abercorn School Values.

Escalation of sanctions from Year 5 onwards

- A reflection session is given, if a pupil receives 4 demerits within a half term.
- A reflection session is a supervised period during the usual park break time.
- The parent will be contacted as to why the child has received the session.
- If a child receives three reflection sessions within a term, they are placed on a report card. Parents should be called in for a meeting with the Deputy Head to discuss.
- If the report card is not effective and there is still no improvement, then the parents will be called in to have a meeting with the Head teacher.

Searching, Screening and Confiscation

School staff can confiscate, retain or dispose of a pupil's property as a disciplinary penalty in the same circumstances as other disciplinary penalties. The law protects staff from liability in any proceedings brought against them for any loss or damage to items they have confiscated, provided they acted lawfully. Staff should consider

whether the confiscation is proportionate and consider any special circumstances relevant to the case.

This policy has been updated in accordance with the Revised Behaviour in Schools Guidance and Suspension and Permanent Exclusion Guidance and Searching Screening and Confiscation, July 2022.

Before searching

- The authorised member of staff should make an assessment of how urgent the need for a search is before doing so. This should consider the risk to other pupils and staff. It should be explained to the pupil why they are being searched, how and where it is going to take place and they should be given an opportunity to ask any questions. Their cooperation should be sought before the search is conducted.

If a pupil is not willing to cooperate, the member of staff should consider why this is eg they are in possession of a prohibited item; do not understand the instruction; unaware of what a search may involve; or had a previous distressing experience of being searched.

The DSL and head's advice should be sought if a pupil refuses to cooperate. If an immediate search is not necessary a pupil should be supervised and kept away from other pupils. A decision to use reasonable force to conduct a search should be made on a case-by-case basis.

Strip searching

Strip searching is a search involving the removal of more than outer clothing and can only be carried out on school premises by police officers under the Police and Criminal Evidence Act 1984 (PACE)

Code A and in accordance with PACE

Code C. While the decision to undertake the strip search itself and its conduct are police matters, school staff retain a duty of care to the pupil(s) involved and should act as advocates for pupil wellbeing at all times.

Before police are called into school, staff should assess and balance the risk of a potential strip search on the pupil's mental and physical wellbeing with the risk of not recovering a suspected item. Staff should consider whether a strip search through police involvement is absolutely necessary and should ensure other appropriate, less invasive approaches have been exhausted.

Schools should be aware that except in cases of urgency where there is a risk of serious harm to the pupil or others, whenever a strip search involves exposure of intimate body parts there must be at least two people present other than the pupil, one of whom must be the appropriate adult.

While it is not necessary to require the presence of an appropriate adult for less invasive searches, schools may wish to involve one as a matter of course during all searches conducted by police.

Support for pupils after a search

After a search, and regardless of whether items were found, schools should consider if any further support is needed for a pupil eg pastoral support, early help intervention or a referral to children's social care.

The DSL or deputy should be informed if a pupil is found in possession of a prohibited item. Sanctions should be in line with the school's behaviour policy to ensure consistency of approach.

Recording searches

Any search for prohibited items under the Regulations and strip searches conducted by police officers should be recorded on CPOMs, including whether or not an item is found. This should include the following:

date, time, location of the search; which pupil was searched; who conducted the search and adults/pupils present; what was searched for and reason for searching; what was found and the follow up action taken.

Informing parents

Parents should always be informed of any search for a prohibited item and the outcome of the search as soon as practicable.

Unless there is an immediate risk of harm and where reasonably possible, parents should also be informed if a pupil is suspected of concealing an item in advance of a strip search. Parents should also be informed, by a school staff member, once a strip search has taken place.

Where reasonably possible, School should inform parents of a search for an item banned by the school policy.

The Head and authorised staff can search a pupil for any item if the pupil agrees. There is no need for written consent and parental consent is not required.

Where there is reasonable grounds for suspecting pupils may have a dangerous or prohibited item, the Head and authorised staff have a statutory power to search without consent in order to ensure the safety of the pupil and pupils.

The power to search without consent for "prohibited items" includes:

- 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; and any item banned by the school rules which has been identified in the rules as an item which may be searched for.

Confiscation and Disposal of Items

Staff can take, retain and dispose of any prohibited item found, as well as items they consider harmful or detrimental to school discipline. The legislation sets out what must be done with prohibited items found as a result of a search. Weapons, knives, extreme or child pornography and stolen items must always be handed over to the police, otherwise it is for the teacher to decide if and when to return a confiscated item. More detailed advice on confiscation and what must be done with prohibited items found as a result of a search is provided in 'Screening, Searching and Confiscation – advice for head teachers, staff and governing bodies'.

Abercorn School follows DfE's advice on Searching, screening and confiscation (2018).

Breaches of school rules which merit EXCLUSION:

Removal from the classroom:

Removal from the classroom is where a pupil, for serious disciplinary reasons, is required to spend a limited time out of the classroom at the instruction of a member of staff. This is to be differentiated from circumstances in which a pupil is asked to step outside of the classroom briefly for a conversation with a staff member and asked to return following this. The use of removal should allow for continuation of the pupil's education in a supervised setting. The continuous education provided may differ to the mainstream curriculum but should still be meaningful for the pupil.

A non-exhaustive list of the sorts of behaviour that could merit a temporary or permanent exclusion includes the following:

- *Physical assault against pupils or adults;*
- *Verbal abuse/threatening behaviour against pupils or adults;*
- *Bullying (please refer to our Anti-Bullying Policy);*
- *Abuse on grounds of race, religion/ belief, disability, Special Education Needs (etc.);*
- *Sexual misconduct;*
- *Drug and alcohol misuse;*
- *Damage to property;*

- *Theft;*
- *Persistent disruptive behaviour; and*
- *Unreasonable or otherwise inappropriate parental behaviour.*

Please note that exclusion may also be imposed by the school as a sanction for a series of minor misdemeanours. External exclusion will be considered at the discretion of the Head for serious offences dependent on individual circumstances.

Appeals against exclusion

The School offers the right of appeal to the parents or guardians of any pupil permanently excluded or required to leave the School or pupils suspended for 11 days or more. Appeals will be dealt with by way of a Board review. The right of appeal does not extend to suspensions or temporary exclusions of 10 days or fewer. Further details can be found in the School's Exclusion Policy.

Complaint Procedures

If the school has to use reasonable sanctions to encourage good behaviour, we expect parents to support the actions of the school. If parents have any concerns about the way that their child has been treated, or the way the school has dealt with unacceptable behaviour they should initially contact the class teacher. If a parent is unhappy with the way the school resolved a complaint regarding behaviour or bullying they should refer to our Complaints Policy if they feel this is necessary.

Breaches of discipline outside of the school grounds:

The school takes the conduct of its pupils outside of school grounds extremely seriously. A pupil's misbehaviour outside of school can be damaging to the reputation of both the pupil and the school. Where an incident is reported to the school of a pupil/s' poor behaviour outside of the school grounds and the incident has not been witnessed by school staff, the school will take an evidence-based approach and/or talk to witnesses before identifying further action and any sanctions required for such behaviour. The Head will decide what action to take and if any appropriate sanctions are necessary in circumstances where a pupil's behaviour is reported outside of school. This may include any reported incidents of online inappropriate behaviour or cyberbullying where a pupil is suffering the impact of this.

The school will report to the police any activity which it believes may amount to a criminal activity which takes place either within the school grounds or outside of its grounds. Drugs and weapons will be confiscated immediately and held for the police as potential evidence. If the school believes a pupil may have taken drugs then the school will seek immediate medical advice and may involve the police.

Sexual offences will be reported to the police immediately, including in cases where a pupil is only suspected or alleged to have committed such an offence provided a reasonable amount of evidence is available. The alleged victim's parents will also be

informed immediately of the incident and told that the police have been informed. Whether the victim and parents then speak to the police is a matter for them.

Role and Responsibilities (Summary)

Parents, pupils, staff and the board share responsibility for creating an atmosphere which is conducive to a well disciplined and happy school which meets the personal, social and emotional needs of all children. We expect all parents to support the aims of the school, ensuring their child maintains appropriate standards of punctuality, behaviour, diligence, language, discipline, appearance and dress. We expect that a high standard of discipline will be set and maintained at all times.

The attitude of all staff is of great importance. It is they who promote the warm caring ethos in which good staff/pupil relations can develop. Staff are expected to model and set the right example to pupils in all matters including dress, punctuality and commitment. They should consider themselves responsible at all times for the behaviour of pupils.

The Role of Board of Directors

The Board of Directors has the responsibility of setting down these general guidelines on standards of discipline and behaviour, and of reviewing their effectiveness. The Directors support the Head in adhering to these guidelines. The Head/Deputy Heads have the day-to-day authority to implement the school's policy on behaviour and discipline.

The Role of the Head/Deputy Heads (Lower School, Upper School and Senior School)

It is the responsibility of the Head and Deputy Heads, under the School Standards and Framework Act 1998, to implement the school behaviour policy consistently throughout the school, and to report to the Board of Directors, when requested, on the effectiveness of the policy. It is also the responsibility of the heads to ensure the health, safety and welfare of all children in the school. The Head/Deputy Heads support the staff by implementing the policy, by setting the standards of behaviour, and by supporting staff in their implementation of the policy. The Head keeps records of all reported serious incidents of misbehaviour.

The Head has the responsibility for giving fixed-term suspensions to individual children for serious acts of misbehaviour. For repeated or very serious acts of anti-social behaviour, the Head may permanently exclude a child. These actions are taken only after the school proprietor has been notified. The Head/Deputy Heads hold regular briefings and meetings with staff to discuss pupil's behaviour.

Class Teacher's Role

The teacher is responsible in the first instance for dealing with minor infringements, such as lateness, casual rudeness or disruption in class, and late or poorly completed

work. He/she may impose any of the sanctions above. Repetition of this behaviour will be reported to the Deputy Head and to the pupil's Form teacher. The class teacher discusses the school rules with each class. In addition to the school rules, classes may have a class code which is agreed by the children and displayed on the wall of the classroom. In this way, every child in the school knows the standard of behaviour that we expect in our school. If there are incidents of anti-social behaviour, the class teacher discusses these with the whole class during form times. These issues are also dealt with in PSHE lessons.

The Role of Parents

Values and expectations are emphasised to pupils in such things as lessons, assemblies and also communicated to parents through information evenings, weekly newsletters or via email as appropriate.

The school collaborates actively with parents, so that children receive consistent messages about how to behave at home and at school. Parents and pupils sign a home school agreement to ensure common goals. We explain expectations in the school prospectus, and we expect parents to read them and support them. We expect parents to support their child's learning, and to cooperate with the school, as set out in the home-school agreement. We try to build a supportive dialogue between the home and the school, and we inform parents immediately if we have concerns about their child's welfare or behaviour.