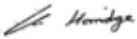
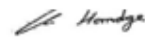



Our Lady's R.C. Primary School



Positive Behaviour Policy

Date Adopted:	December 2018
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Person Responsible:	Headteacher
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Signed:  (Person Responsible) **Date:** 1.9.2023
Signed:  (Headteacher) **Date:** 1.9.2023
Signed:  (Chair/Governor) **Date:** 1.9.2023

Our Core Values & Mission

During Summer 2023 workshops, we revisited both our Mission Statement and Core Values. This involved everyone in discussion, reflection and prayer about the Values and Mission of our Catholic school. There was a calling to all to re-commit to our purpose and to work together to understand our roles and responsibilities as part of Our Lady's



Our Mission Statement is:

"Learning and loving together; we grow with Jesus"

*Our Mission is represented by this design. As with the statement itself, the logo was developed by all stakeholders, with the children in particular providing the symbolic ideas of **growth – the tree, love – the hearts and Christ – the Cross***



The Core Values that provide the foundation for that Mission are:

'Whoever is kind to the poor lends to the Lord' Proverbs' 19:17 **Kind**

'Love God and love people' Matthew 22:36-40 **Loving**

'You can always turn to the Lord when times are tough' Psalms 9:9-10 **Safe**

'Forgive and you will be forgiven' Luke 6:37 **Forgiving**

'I am the way, the truth, the life' John 14:6 **Honest**

'Rejoice always' Thessalonians 5-16 **Positive**

'Lord, your God shall you worship and him alone shall you serve' Matthew 4:1-11

Respect

'Grow in the grace and knowledge of Saviour Jesus Christ' 2 Peter 3-18

Nurturing

Nurture

The School's six nurturing principles sum up our practice and theory. They underpin the context, organisation and curriculum.

1. Children's learning is understood developmentally
2. The classroom offers a safe base
3. the importance of nurture for the development of wellbeing
4. Language as a vital means of communication
5. All behaviour is communication
6. The importance of transition in children's lives

Positive Behaviour Policy

At Our Lady's we want every member of the school community to feel valued and respected and for every child to be treated fairly and equally. We are a caring community, built on the Gospel values of forgiveness and reconciliation and the example given to us by Jesus Christ. We believe that in order to enable effective teaching and learning to take place, good behaviour in all aspects of school life is necessary. This policy seeks to create a calm, caring and safe learning environment that reflect our Core Values and Mission, by:

- Living out our core values
- Recognising and promoting positive behaviour
- Promoting self-esteem, self-discipline, proper regard for authority and positive relationships based on mutual respect
- Encouraging a respect for ourselves, for others and for property
- Ensuring consistency of response to both positive and negative behaviour;
- Stressing the importance of early intervention;
- Providing a safe environment free from disruption, violence, bullying and any form of harassment;
- Developing positive relationship with parents and carers - in order to ensure a shared approach, (involving them in the implementation of the school's policy and associated procedures)
- Recognising the importance of forgiveness, reconciliation and daily renewal
- Promoting a restorative approach to resolving behaviour issues

Our Lady's aims to be a restorative school. Taking a restorative approach to resolving conflict and preventing harm. Restorative approaches enable those who have been harmed to convey the impact of the harm to those responsible, and for those responsible to acknowledge this impact and take steps to put it right. Striving to be a restorative school has many benefits, including increased attendance, reduced exclusions and improved achievement. It can also alleviate problems such as bullying, classroom disruption, truancy and poor attendance, antisocial behaviour, and disputes.

Strategies

The strategies arising from this policy have been developed by the Headteacher and staff, in consultation with the pupils, parents and governing body; and with the guidance of Local Authority (LA) TESS (Targeted Educational Support Service). Whilst creating this policy we have also consulted with, and undertaken staff and pupil training on the use of restorative approaches with TYSS (Targeted Youth Support Service). We will make clear to the pupils how acceptable standards of behaviour can be achieved and will have a clear rationale which is made explicit to staff, pupils and parents. The strategies will be consistently and fairly applied and promote the professional responsibility of every member of the school towards the whole community.

Rights, Responsibilities and Roles

At Our Lady's we believe that every member of the school community has the right to:

- Feel valued and respected
- Feel happy, safe and secure
- Be treated fairly and in a consistent way
- The opportunity to achieve

Every member of the school community has an important role, and should take responsibility (age, development and position appropriate) for their part in establishing a positive behaviour culture and calm whole school environment.

- The governing body will establish, in consultation with the Headteacher, staff and parents, the policy for the promotion of good behaviour and keep it under regular review. It will ensure that it is communicated to pupils and parents, is non-discriminatory and the school's expectations about pupil behaviour are clear. Governors will support the school in maintaining high standards of behaviour.
- The Headteacher will be responsible for the school's policy and procedures, and may delegate aspects of its day-to-day implementation and management to a designated member of the school's leadership team. Support for staff faced with challenging behaviour is also an important responsibility of the Headteacher.

- All staff, including teachers and support staff, will be responsible for ensuring that the policy and procedures are followed, and consistently and fairly applied. Mutual support amongst all staff in the implementation of the policy is essential. Staff have a key role in advising the Headteacher on the effectiveness of the policy and procedures. They also have responsibility, with the support of the school leadership team, for implementing the agreed policy and procedures consistently.
- The governing body, Headteacher and staff will ensure there is no differential application of the policy and procedures on any grounds. They will also ensure that the concerns of pupils are listened to and appropriately addressed.
- Parents/carers will be expected to take responsibility for the behaviour of their children. They will be encouraged to work in partnership with the school to assist the school in maintaining high standards of behaviour and will have the opportunity to raise with the school any issues arising from the operation of the policy.
- Pupils will be expected to take responsibility for their own behaviour, and will be made fully aware of the school procedures and expectations. Pupils also have a responsibility to ensure that incidents of disruption, violence, bullying and any form of harassment are reported.

In order to foster positive outcomes, and to support each other, all members of the school community should engage in restorative approaches.

Effective Classroom Management

Well-managed classrooms are paramount to preventing disruptive and unacceptable behaviour. Effective classroom management will allow staff to:

- Start the year with clear sets of rules and routines that are understood by all pupils.
- Establish agreed rewards and positive reinforcements.
- Establish sanctions for misbehaviour.
- Establish clear responses for handling behavioural problems.
- Encourage respect and development of positive relationships.
- Make effective use of the physical space available.
- Have well-planned lessons with a range of activities to keep pupils stimulated.

Subject to reasonable adjustments, e.g. those made for pupils whose SEND may affect their behaviour, pupils will be expected to follow our school values, expectations and ethos, which requires pupils to:

Values, Expectations and Rules

Children are expected to keep rules appropriate to age and development. Class expectations should be negotiated with the children for clear understanding and ownership. High levels of social behaviour based on respect are encouraged and consistently expected.

Our whole school values call our children to be:

'Whoever is kind to the poor lends to the Lord' Proverbs' 19:17 **Kind**

'Love God and love people' Matthew 22:36-40 **Loving**

'You can always turn to the Lord when times are tough' Psalms 9:9-10 **Safe**

'Forgive and you will be forgiven' Luke 6:37 **Forgiving**

'I am the way, the truth, the life' John 14:6 **Honest**

'Rejoice always' Thessalonians 5-16 **Positive**

'Lord, your God shall you worship and him alone shall you serve' Matthew 4:1-11 **Respect**

'Grow in the grace and knowledge of Saviour Jesus Christ' 2 Peter 3-18 **Nurturing**

Class charters are the based upon our core values.

Curriculum

Religious Education permeates the whole of school life at Our Lady's. Pupils are encouraged to accept responsibility for their own actions and relationships and to care for themselves, each other and the environment. As a Salford Diocesan school Our Lady's follows the 'Come and See ARE programmes of study.

We design our curriculum to meet the unique needs of the children of Our Lady's. Our values permeate the curriculum, with SMSC (Spiritual, Moral, Social, Culture) considered fundamental to the provision across all subjects. Each subject develops a vision statement, which includes what the curriculum should aim to deliver for every child at Our Lady's. We believe that positive behaviour and attitudes should be promoted in all subjects and all areas of school life.

Rewards and Sanctions

We aim to create a healthy balance between rewards and sanctions with both being clearly specified. Pupils should learn to expect fair and consistently applied sanctions for inappropriate behaviour. All systems are flexible to take account of individual circumstances. The emphasis of the school is on *reward* and *praise*, which should be given whenever possible for both work, behaviour and attitudes.

Included in the policy are suggestions for behaviour management techniques (see 'sanctions' below). All class teachers should operate a stepped approach to sanctions, which allows children to identify the next consequence. Some children may also have an individual behaviour plan detailing alternative rewards and sanctions.

Restorative approaches refer to a range of methods and strategies which can be used both to prevent relationship-damaging incidents from happening and to resolve them if they do happen.

Rewards

A school ethos of encouragement is central to the promotion of good behaviour. Rewards are one means of achieving this. They have a motivational role in helping pupils to realise that good behaviour is valued. Integral to the system of rewards is an emphasis on praise both informal and formal to individuals and groups. Positive recognition is the cornerstone of the school's behaviour policy. The positive recognition system we use for behaviour is the same as that used for academic work.

Positive recognition is given for:

- Achievement of desired behaviour and/or attitude
- Improvements in behaviour

For outstanding achievements, rewarding good behaviour, improvements, or effort, pupils will receive various rewards, appropriate to the age of the child, which could take the form of:

- ✓ A smile from the teacher
- ✓ Verbal or written praise (e.g. special notes, praise postcards)
- ✓ Stickers, smiley faces, stars and badges
- ✓ Class based reward systems
- ✓ Choose time (e.g. Wellbeing Time)
- ✓ Sent to another member of staff or the Headteacher for praise
- ✓ Reporting of good behaviour to parents
- ✓ Special responsibilities/jobs or privileges
- ✓ House points
- ✓ Certificates & Awards

We have a weekly 'Celebration Assembly' – whole school or key stage. Rewards of positive behaviour and attitudes to learning are central to this.

House Points

All the children in school are divided into four 'House Point Teams' (St Matthew, St Mark, St Luke, and St John). The children's individual points are recorded for their team and are totalled weekly. The winning team is presented with the 'House Point Certificate' at the 'Celebration Assembly'. House certificates are displayed in a shared whole school position (eg Hall). At the end of each term the team with the most certificates receives a

reward (to be organised by the staff designated to that team). Please note, taking away of previously earned house points should not be used as a consequence.

Whole School Certificates

Each class teacher chooses a child or children to receive the 'Values' certificate which is based on attitude or behaviour displayed linked to one or more of our core values. In addition, staff will be asked to choose another child or children, to receive a current agreed whole school certificate. Further awards and certificates will range from our 'Caritas Award' to our 'Values & Worker of the Week', 'Well Done', '_____ of the Week' etc - dependent on the current focus in school. For example, if we are having a particular promotion of a particular subject or area, that may be celebrated during the assemblies with a certificate for the term or half term. These will predominantly be for positive attitudes to specific areas of learning.

Sanctions

The school employs a number of sanctions to enforce the school rules, and to ensure a safe and positive learning environment. We employ each sanction appropriately to each individual situation.

1. Question the child on the appropriateness of their attitude or behaviour.
2. A warning to the child if the inappropriate behaviour continues.
3. A consequence if the child chooses not to heed the warning.

For example:

- Name noted down (e.g. book/board/other as appropriate).
- Moved places within the class.
- Reduction of rewards (eg choosing time)
- Loss of privileges or responsibilities (examples: prevented from participating in clubs or representing the school)
- School based community service (eg tidying)
- Extra work or repeating unsatisfactory work (eg until it meets required standard).
- Missing break or dinner times or break/lunchtime detention (time and age appropriate).
- 'Withdrawal' from the situation or class - appropriate to age and needs of the child. To be at the judgement of the staff responsible. (Child to be observed and supported until ready/appropriate to return).
- 'Time out' to another class. (within the same key stage)
- 'Time out' on the playground (e.g. Reflection time outside)
- Isolation (away from other pupils for a limited period of time).
- Child to be sent to a Key Stage Leader
- Child to be sent to Headteacher (or Deputy Headteacher)
- Contact with parents/carers to discuss the child's behaviour.

It is good practice to allow the situation to calm before further investigation of the incident takes place.

Incidents must be reported and a written recount placed in the Incidents Behaviour Log.

A key element of these sanctions is that children are encouraged to reflect on their behaviour and the consequences of it throughout. Restorative approaches should be utilised in order to enable those who have been harmed to convey the impact of the harm to those responsible, and for those responsible to acknowledge this impact and take steps to put it right. For example, talking/writing/drawing about the behaviour expected in school related to the incident in question. Saying 'sorry' is also vital in the process of reconciliation.
We are peacemakers.

It is important to state that these are not exhaustive lists. Individual class teachers or support staff (i.e. paid member of staff or otherwise authorised by the Headteacher) may also devise other rewards and sanctions to aid positive behaviour management; as long as they are in accordance with the principles and aims of the policy and other appropriate school policies (e.g. Anti-bullying, Inclusion, RE, Equality & Diversity, Safeguarding)

Also, although these sanctions are designed as a staged approach, particular incidents or situations may mean jumping to a more advanced stage of the process if needed.

Please note, sanctions (or consequences) should be proportionate and reasonable. In determining this, account should be made of the pupil's age, any special educational needs or disabilities, and any religious requirements affecting them. In addition, regard should always be made to the safeguarding (including health & safety) of all involved.

For further details please use the following DFE link

<https://www.gov.uk/government/publications/behaviour-and-discipline-in-schools>

Taking account of SEND (Including circumstances of other vulnerable pupils)

The school will make reasonable adjustments in the application of our positive behaviour policy to SEND pupils, and other pupils identified as vulnerable (i.e. social, emotional and/or mental health needs presenting as a barrier to achievement). Support is available through a graduated approach, including:

- Quality First Teaching
- Small group support
- 1:1 interventions
- Support from outside agencies (e.g. Targeted Education Support Service, Educational Psychology Service, Targeted Services, Start Well, TYSS etc.)

Support may be recorded in a plan (e.g. Inclusion Profile, Individual Behaviour Plan, Pastoral Support Programme (PSP) and/or an Early Help Form). Following support, it may be necessary to consider other approaches such as an Education, Health and Care Plan (EHCP), attendance at a short stay placement away from the main school site, exclusion (fixed and permanent – see Exclusion section).

Members of the SLT and/or Pastoral team will monitor and analyse records to identify trends to ensure equal opportunities for all.

Home / School Communication

Class teachers will approach parents/carers in person or inform through a phone call or reading diary - as deemed necessary - to ensure any deterioration in attitude or behaviour is identified early.

If parents/carers need to raise concerns or issues related to behaviour/attitude their first line of communication should be with their child's class teacher - by making an appointment with the teacher.

If parents/carers feel an issue is, or has become, more serious then an appointment with a member of the SLT (Senior Leadership Team) or the Headteacher should be made.

Parents will be made aware of the school 'Positive Behaviour Policy' at least once per year. Parental consultation will be sought to agree a strategy for the support of any child considered to need it. Referrals will be made to appropriately identified outside agencies following discussions and agreement with parents. The Headteacher and other members of SLT reserve the right to inform parents of unacceptable behaviour, which may in future lead to exclusion.

Other opportunities for communication around behaviours and attitudes include - the parental consultation evenings in the autumn and spring terms, and the annual report to parents in the summer.

Confiscation of Inappropriate Items

What the law allows:

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

1) The general power to discipline enables a member of staff to confiscate, retain or dispose of a pupil's property as a punishment and protects them from liability for damage to, or loss of, any confiscated items.

2) Power to search without consent for “prohibited items” The Headteacher and authorised staff can use such force as is reasonable given the circumstances to conduct a search for “prohibited items”: Knives and weapons / Alcohol / Illegal drugs / Stolen items / Tobacco and cigarette papers / Fireworks / Pornographic images / Any article that has been or is likely to be used to commit an offence, cause personal injury or damage to property / Any item banned by the school rules which has been identified in the rules as an item which may be searched for.

Returning confiscated property.

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

For further details please use the following DFE link

<https://www.gov.uk/government/publications/searching-screening-and-confiscation>

Sexual Abuse and Discrimination

Our Lady's will prohibit all forms of sexual abuse and discrimination, including sexual harassment, gender-based bullying and sexual violence. The school's procedures for handling peer-on-peer sexual abuse and discrimination are detailed in the Child-on-child Abuse Policy.

Our Lady's will respond promptly and appropriately to any sexual harassment complaints in line with the Child Protection and Safeguarding Policy; appropriate steps will be taken to stop the harassment and prevent any reoccurrence. Discipline for incidents of sexual harassment will be determined based on the nature of the case, the ages of those involved and any previous related incidents.

Dealing with Allegations of Abuse Against Teachers and Other Staff

Whilst all allegations of abuse must be taken seriously, the quick resolution of that allegation should be a clear priority to the benefit of all concerned. In response to an allegation, staff suspension should not be the default option. An individual should only be suspended if there is no reasonable alternative. Allegations that are found to have been malicious should be removed from personnel records and any that are not substantiated, are unfounded or malicious should not be referred to in employer references. Pupils that are found to have made malicious allegations are likely to have breached the school behaviour policy. The school should therefore consider whether to apply an appropriate sanction which could include temporary or permanent exclusion (as well as referral to the police if there are grounds for believing a criminal offence may have been committed). Our Lady's will not tolerate malicious allegations against staff or pupils. Should a pupil or parent/carer make malicious allegations against a member of the school that investigations find to be unfounded, then the full range of sanctions available to school could be employed. Parents should also be aware that it is prohibited to make public allegations about members of staff (including publishing, reporting or any form of social networking) that could lead to the member of staff being identified. In such an instance parents/ members of the public would be in breach of the reporting restrictions and as a result there could be a range of legal consequences.

LADO Contact: Andrew Chisnall 01942 486042

Power to use Reasonable Force - Positive Handling, Physical Intervention

All members of staff are regularly updated with regard to government guidance regarding the use of Positive Handling, Physical Intervention and Duty of Care. 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. Physical contact must be appropriate to the age and needs of the child. For example, if it is necessary to lead a child, this is done by holding the child's hand. If there is ever a need to restrain a child, consideration must be given to the personal safety of the member of staff, the safety of other children and the safety of the child involved.

Staff can only intervene physically to restrain a child if he or she is a danger to him or herself or to prevent injury to another person - child or adult.

The actions of staff will always be in the best interest of the child and are in line with government guidelines on the Use of Reasonable Force.

For further details please see the DFE link below

<https://www.gov.uk/government/publications/use-of-reasonable-force-in-schools>

Under no circumstances will physical force or restraint be used as a form of punishment.

Raised voices are only necessary when a child is in danger of harm, a calm authoritative voice is more likely to de-escalate a volatile situation.

School's Power to Discipline Beyond the School Gate.

The school's positive behaviour policy covers non-criminal anti-social behaviour which occurs anywhere beyond the school premises and which is witnessed by a staff member or reported to the school, including the sanctions that will be applied, in order to:

- Maintain appropriate behaviour on transport, educational visits, work experience
- Ensure behaviour which does not compromise the health and safety of everyone
- Provide reassurance to the public about school's care and control pupils and thus protect the reputation of the school

The school may enforce the policy for any misbehaviour when the child is;

- taking part in any school organised or school-related activity,
- travelling to or from school,
- wearing school uniform,
- 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,
- poses a threat to another pupil or member of the public,
- could adversely affect the reputation of the school.

For further details please use the DFE link outlining guidelines for teachers' powers concerning pupils' conduct outside the school gates.

<https://www.gov.uk/government/publications/behaviour-and-discipline-in-schools>

Anti-Bullying

Statement of Intent

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

Objectives of this Policy

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

What Is Bullying?

The school has adopted the following collaborative definition of bullying which is our shared understanding of what bullying is:

Bullying is any deliberate, hurtful, upsetting, frightening or threatening behaviour by an individual or a group towards other people. It is repeated over a period of time and it is very difficult for the victims to defend themselves (remember STOP – it happens **Several Times On Purpose**). Bullying is mean and results in worry, fear, pain and distress to the victims.

Bullying can be:

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

Procedures

Pupils and staff should record and report violent, aggressive or intimidating behaviours/incidents to class teachers who will investigate and address at an early stage.

2. Where it is felt that the incident may escalate into bullying behaviour, members of the Pastoral team or SLT will become involved and the bullying behaviour, or threats of bullying, will be investigated and warnings, sanctions and direct work implemented.

3. In serious cases parents should be informed and will be asked to come in to a meeting to discuss the problem.

4. An attempt will be made to help the bully (bullies) change their behaviour and the involvement of external agencies may be sought and an Early help initiated if appropriate.

When dealing with bullying incidents staff will utilise restorative approaches as per the wider positive behaviour policy.

Training

The governing body and Headteacher will ensure that appropriate training on appropriate aspects of behaviour management is provided to support the implementation of the policy.

Links with other School Policies

In order for the behaviour policy to be effective, a clear relationship with other school policies is established. These include: Anti-Bullying, Safeguarding, Inclusion, Health & Safety, Equality, Uniform, and Complaints Procedure)

Involvement of Outside Agencies

The school will work positively with external agencies. It seeks appropriate support from them to ensure that the needs of all pupils are met by utilising the range of external support available (e.g. TESS Targeted Educational Support Service, Educational Psychology Service, and Start Well).

Data Collection and Behaviour Evaluation

The school will collect data from the following sources:

- Behaviour incident data, including on removal from the classroom
- Attendance, permanent exclusion and suspension data
- Use of pupil support units, off-site directions and managed moves
- Incidents of searching, screening and confiscation
- Anonymous surveys for staff, pupils, governors, and other stakeholders on their perceptions and experiences of the school behaviour culture

The data will be monitored and objectively analysed termly by the headteacher and the SLT. Attempts will be made to identify possible factors contributing to the behaviour, any system problems or inadequacies with existing support. The data will also be analysed considering the protected characteristics under the Equality Act 2010 to inform school policies and practice.

Fixed-term and Permanent Exclusions

The school reserves the right to exclude pupils (fixed term or permanently) as per the school 'Behaviour and discipline in school' DfE 2020.

Only the headteacher (or the acting headteacher) has the authority to exclude a pupil from school. School governors are notified about all exclusions. The headteacher may exclude a pupil for one or more fixed periods, for up to 45 days in any one school year. If one temporary exclusion is longer than 5 days the school will offer an alternative setting for the child's education, usually a pupil Referral Unit (PRU). The headteacher may also exclude a pupil permanently. It is also possible for the headteacher to convert a fixed-term exclusion into a permanent exclusion, if the circumstances warrant this.

A fixed-term exclusion may be given to an individual child for serious acts of misbehaviour or for repeated acts of anti-social behaviour, including non-compliance.

If the headteacher excludes a pupil, s/he will inform the parents as soon as possible, giving reasons for and stating the length of the exclusion. The parents can appeal against the decision to exclude stating their reasons in a letter to the Chair of Governors.

The governing body has a discipline committee which is made up of three members. This committee considers any exclusion appeals on behalf of the Governors.

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

If the governors' appeals panel decides that a pupil should be reinstated, the headteacher must comply with this ruling. The headteacher will inform the LA and the governing body about all exclusions, fixed-term or permanent.

The Role of Governors

The governing body has the responsibility of setting down these general guidelines on standards of discipline and behaviour, and of reviewing their effectiveness. The governors support the headteacher in carrying out these guidelines.

The headteacher has the day-to-day authority to implement the school behaviour and discipline policy, but governors may give advice to the headteacher about particular disciplinary issues. The headteacher must take this into account when making decisions about matters of behaviour. The governing body itself cannot either exclude a pupil or extend the exclusion period made by the headteacher

Review

The Headteacher, in consultation with the staff, will undertake systematic monitoring and conduct regular reviews of the positive behaviour policy and procedures in order to evaluate them to ensure that the operation is effective, fair and consistent. The Headteacher will keep the governing body informed. The governing body will regularly review this policy (every year) and associated procedures, to ensure its continuing appropriateness and effectiveness. The review will take place in consultation with the Headteacher, staff, parents and pupils. The outcome of the review will be communicated to all those involved, as appropriate.