



Behaviour Policy

September 2022

INTRODUCTION

Ark Tindal believe that in order to enable effective teaching and learning to take place, good behaviour in all aspects of academy life is necessary. It seeks to create a caring learning environment in the academy by:

- Encouraging and acknowledging good behaviour and discipline.
- Promoting self-esteem by encouraging pupils to value and respect themselves and others.
- Providing a safe environment free from disruption, violence, bullying and any form of harassment.
- Promoting early intervention.
- Ensuring a consistency of response to both positive and negative behaviour.
- Encouraging a positive relationship with parents and carers to develop a shared approach to involve them in the implementation of the academy's policy and associated procedure.
- Encouraging children to take responsibility for their behaviour through a restorative approach.
- Explaining what is unacceptable behaviour and why.

POLICY STATEMENTS

2.1 Policy Scope

Although in general this policy covers behaviour within the academy building and grounds, it is important to note that legally, teachers have the power to discipline pupils for misbehaving outside the academy premises “to such an extent as is reasonable”. This can relate to incidents occurring anywhere off the academy premises, such as on public transport, outside the local shops, or in a town or village centre. In practice, the scope of this policy in relation to behaviour outside of the academy premises would relate to any incident where the child is in recognisable academy uniform and is most likely to be when they are either on their way from or to home before/after the academy day.

2.2 Monitoring, evaluation and review

The academy will review this policy annually and assess its implementation and effectiveness. The policy will be promoted and implemented throughout the academy.

2.3 Interrelationship with other academy policies

In order for the Behaviour Policy to be effective, a clear relationship with other academy policies, particularly equal opportunities, anti-bullying and inclusion has been established. In particular, this policy should be read in conjunction with the Personal Development Policy.

2.4 Involvement of outside agencies

The academy works positively with external agencies when this is considered to be in the best interests of the pupil (e.g. educational welfare, health services etc.). It seeks appropriate support from them to ensure that the needs of all pupils are met by utilising the range of external support available.

2.5 Procedures

2.5.1 The Headteacher, in consultation with staff, will develop the procedures from this policy.

2.5.2 The procedures 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/carers.

2.5.3 The procedures will be consistently and fairly applied and promote the idea of personal responsibility and treat every member of the academy equally. Each member of the academy community has a responsibility towards the whole community in which they live.

2.6 Acknowledgement and consequences

2.6.1 An academy ethos of encouragement is central to the promotion of good behaviour that is intrinsically motivated. Acknowledgements are one means of achieving this where a pupil regularly meets the standards of behaviour required in the academy. They have a motivational role in helping pupils to realise that good behaviour is valued, and are clearly defined in the procedures. Integral to the system of acknowledgements is an emphasis on praise, both informal and formal, to individuals and groups. Very occasionally exemplary behaviour that shows standards above and beyond that usually expected from pupils, will be tangibly rewarded as well as acknowledged.

2.6.2 Consequences are what happen when a pupil demonstrates inappropriate behaviour. Pupils will generally be made aware of the consequences of their continuing inappropriate behaviour so that they are able to make a choice about their next actions and have certainty of the outcome of

their choice. The consequence may be one from a range of sanctions as clearly defined in the procedures, and their use will be characterised by clarity of why the sanction is being applied and what change in behaviour is required. The procedures make a clear distinction between the sanctions applied for minor, repeated and major offences.

3 ROLES AND RESPONSIBILITIES

3.1 Governing body

- 3.1.1 The Governing body will establish in consultation with the Headteacher, staff and parents/carers the policy for the promotion of good behaviour and keep it under review. It will ensure that it is communicated to pupils and parents/carers, is non-discriminatory and the expectations are clear.
- 3.1.2 Governors will support the academy in maintaining high standards of behaviour.
- 3.1.3 The governing body will ensure there is no differential application of the policy on any grounds, particularly ethnic or national origin, culture, religion, gender, disability or sexuality. However, they will understand that the different causes of poor behaviour may require different consequences and subsequent actions. They will also ensure that the concerns of pupils are listened to and appropriately addressed.

3.2 Headteacher

- 3.2.1 The Headteacher will be responsible for the implementation, day-to-day management and monitoring of the policy and procedures.
- 3.2.2 The Headteacher will work with the Behaviour Lead and Strategic Personal Development Lead to implement strategies to increase positive behaviour across the academy.
- 3.2.3 The Headteacher will ensure there is no differential application of the policy on any discriminatory grounds - ethnic or national origin, culture, religion, gender, disability or sexuality. They will also ensure that the concerns of pupils are listened to and appropriately addressed.
- 3.2.4 The Headteacher will ensure that appropriate high-quality training on all aspects of behaviour management is provided to support the implementation of the policy.

3.3 Staff, including teachers, support staff and student teachers

- 3.3.1 Staff will ensure there is no differential application of the policy on any discriminatory grounds, particularly ethnic or national origin, culture, religion, gender, disability or sexuality. They will also ensure that the concerns of pupils are listened to and appropriately addressed.
- 3.3.2 Staff, including teachers, support staff and student teachers, 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 so that a high-quality learning environment is created in which pupils develop self-discipline and personal responsibility.
- 3.3.3 There are five consistencies that all staff are expected to uphold in the academy:
 - Model positive behaviours
 - Engage and challenge pupils during every lesson
 - Move through sanctions systematically and clearly
 - Demonstrate fairness at all times

3.4 Parents and Carers

Parents and carers will take responsibility for the behaviour of their child both inside and outside the academy. They will be encouraged to work in partnership with the academy in maintaining high standards of behaviour and will have the opportunity to raise with the academy any issues arising from the operation of the policy.

3.5 Children

Pupils will be expected to take responsibility for their own behaviour and will be made fully aware of the academy policy, procedures and expectations. Pupils also have a responsibility to ensure that any incidents of disruption, bullying and any form of harassment are reported.

4 ACKNOWLEDGEMENTS AND CONSEQUENCES OVERVIEW

4.1 Approach to behaviour management

- 4.1.1 We want Ark Tindal Primary Academy to be enjoyable for every pupil. Pupils should be able to learn, appreciate their lessons, make friends and be enthusiastic about education. We want to encourage good behaviour and discourage behaviour that would undermine learning or confidence between pupils or pupils and staff. We will acknowledge desirable behaviour with praise and great behaviour with tangible rewards. We will impose consistent, clear and unavoidable sanctions for unacceptable behaviour. We will ensure that, whenever possible, pupils understand the consequences of choosing not to follow the behaviour policy and ensure that opportunities exist for pupils to learn to manage their behaviour in order to develop their moral compass.
- 4.1.2 Pupils making good learning and behaviour choices will be acknowledged through the academy's structured acknowledgement system and these will be differentiated appropriately. Although certificates, positive notes home and material rewards will be available, there will be an emphasis on encouraging intrinsic motivation to learn as this will be beneficial to the child in the long term.
- 4.1.3 Consequences and sanctions at Ark Tindal Primary Academy will have a learning focus, build relationships and encourage pupils to take responsibility. Restorative approaches are encouraged and supported following incidences of poor behaviour. All pupils will be given 'take up time' in between steps. It is not possible to leap steps or accelerate steps for repeated low-level disruption. Secondary behaviours will generally be tactically ignored at the time they are displayed but will be discussed with the pupil when they are once again calm and rational.
- 4.1.4 It is extremely important that parents/carers understand and support the academy's Behaviour Policy and help their children understand why respecting this policy is important for the well-being of every pupil and the smooth running of the academy. In particular, we encourage parents to celebrate with their child when they are acknowledged for positive behaviour in the academy.
- 4.1.5 There may be rare times when parents/carers do not agree with the chosen consequence or acknowledgement. In such cases, while the academy will be willing to discuss the matter, we hope that parents/carers will nonetheless support the academy's decision.
- 4.1.6 Details of the behaviour management process, rewards and sanctions are outlined in Appendix 1.

4.2 Academy Rules

- 4.2.1 All pupils will be taught the importance of complying with the school rules. In addition to the normal school rules, pupils will be expected to follow the new 'Be Safe' rules. These will be explained to pupils and consistently modelled by all adults.

BE RESPECTFUL

BE RESILIENT

BE AMBITIOUS

| | | |
|---|-------------------------|--------------------------------------|
| Do as we are asked | Learn from our mistakes | Give 100% effort |
| Speak kindly and respectfully to each other | Recognise our skills | Challenge ourselves |
| Look after everything | Never give up | Take pride in our work |
| Tell the truth | Be honest with yourself | Be responsible for your own learning |
| Use our manners | | |

In addition to the above there may be rules related to a particular subject or area of the academy, which are primarily designed for safety. Rules related to a specific area of the academy will be displayed in that area.

If the ongoing behaviour of a pupil is causing concern, then this will be reported to the Behaviour Lead who will consider whether it is safe for the pupil to remain at school.

4.2.2 Class dojo will be reset each day so pupils can have a fresh start. Green and red dojos will accumulate throughout the day, including at break and lunch times and until they leave the premises. Class dojo will be used to:

- Track behaviour throughout the day
- Celebrate good behaviour each week in assemblies and other activities
- Share information about pupil behaviour with parents
- Identify pupils or staff in need of support in managing behaviour

4.2.3 If the ongoing behaviour of a pupil is causing concern, then this will be reported via an online referral process to a more senior member of staff who will consider whether further intervention should be put in place. This can happen by a variety of means such as coaching for staff, introduction of dojo trackers, mentoring, etc. If this happens, this will be fully discussed with staff, pupils and parents.

4.3 **Bullying (*Please refer to the anti-bullying policy*)**

The aim of the anti-bullying policy is to ensure that pupils learn in a supportive, caring and safe environment without fear of being bullied. Bullying is anti-social behaviour and affects everyone; it is unacceptable and will not be tolerated. Only when all issues of bullying are addressed, will pupils be able to fully benefit from the opportunities available at the Academy. Bullying is defined as deliberately hurtful behaviour, repeated over a period of time, where it is difficult for those being bullied to defend themselves. Within the curriculum the academy will raise the awareness of the nature of bullying through inclusion in PSHE, registration time, assemblies and subject areas, as appropriate, in an attempt to eradicate such behaviour.

4.3 **Exclusion**

4.3.1 We will endeavour to avoid exclusion from the academy wherever possible. A decision to exclude a

pupil for a fixed period is taken only in response to very serious breaches of the academy's rules or where the behaviour of the child means that it is not safe, either for them or for staff working with them, to remain in the academy at that time. The Headteacher, or the most senior member of staff in her absence, will take the decision to exclude a pupil and will also decide upon the length of the exclusion and whether it is to be fixed term or permanent.

- 4.3.2 A decision to exclude a pupil permanently is a serious one and will only be taken where the basic facts have been clearly established on the balance of probabilities and taking into account all the circumstances, the evidence available and the need to balance the interests of the pupil against those of the whole academy community. It will usually be the final step in a process for dealing with disciplinary offences following a wide range of other strategies which have been tried without success. It is an acknowledgement by the academy that it has exhausted all available strategies for dealing with the pupil and will normally be used as a last resort.
- 4.3.3 There will, however, be exceptional circumstances where, in the judgement of the Headteacher, it is appropriate to permanently exclude a pupil for a first or 'one-off' offence. Depending on the type of exclusion, in most cases, parents have the right to make representations to the governing body. In all cases of permanent exclusion, parents have the additional right to appeal to an independent appeal panel. In all cases where a child has accrued 15 or more days of exclusion then a formal meeting will be held with the child, parent/carers and a panel of governors.
- 4.3.4 The academy has a duty to provide suitable full-time education for the excluded pupil from the sixth academy day of any fixed period of exclusion of more than five consecutive academy days.
- 4.3.5 Further information on fixed term exclusions can be found on the following link:
<https://www.gov.uk/government/publications/school-exclusion>

4.4 Restraint and use of reasonable force

- 4.4.1 All academy staff have the authority of the Headteacher and therefore legal power to use reasonable force to prevent pupils injuring themselves or others or damaging property, and to maintain good order and discipline in the classroom.
- 4.4.2 Whilst the academy will provide additional training to staff in the use of restraint techniques from time to time, it is recognised that this is not a requirement prior to the use of restraint and should not stop a member of staff restraining a pupil where not to do so would put the pupil or others in danger. All incidents of restraint will be fully recorded and parents will be informed.
- 4.4.3 Further information regarding DFE guidance on the use of reasonable force can be found on the following link:
https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/444051/Use_of_reasonable_force_advice_Reviewed_July_2015.pdf

APPENDIX 1: BEHAVIOUR MANAGEMENT PROCESS, REWARDS AND SANCTIONS.

At Ark Tindal, Class Dojo will be used to issue, monitor and evaluate positive and negative behaviour skills and choices.

| Incentive | Sanctions |
|-------------------------------------|---------------------------------------|
| Acknowledgements | Reminder |
| Praise | 1 red dojo point |
| Stickers | 2 red dojo points |
| Green Dojos | 3 red dojo points |
| Green Dojo rewards | 4 red dojo points/lunchtime detention |
| Attendance & punctuality awards | Report Cards/after school detention |
| End of year Green Dojo achievements | Internal exclusion |
| ASPIRE Certificates | External exclusion |

PRAISE AND REWARDS

Praise and rewards will be used to motivate pupils more frequently than negative consequences. This builds a culture of achievement and success.

Green Dojos

Green dojos will be awarded for behaviour, which demonstrates our school values and will be categorized in to:

- Ambition
- Resilience
- Respect
- Teamwork
- Playground behaviour

Green dojos will contribute to a positive 'Dojo Doughnut', which will be monitored half-termly by the pastoral team. Pupils achieving a high percentage of green dojos will be celebrated through awards outlined below.

Celebration certificate

Children will be nominated for a certificate for an exemplary display of our core values. These are handed out during a whole school assembly each Friday where parents will be invited to attend.

Attendance & punctuality awards

Good attendance and punctuality are to be celebrated. The class with the best weekly attendance is given an Attendance trophy at the weekly celebration assembly. Pupils with 100% termly and annual attendance are awarded special certificates and prizes.

Green Dojo Awards

Daily

- Review of class 'Dojo Doughnut'
- Dojo Master: The pupil with the most dojos has additional responsibilities and privileges the following day. In KS1, they should wear a cape; in KS2 their chair should have the golden star
- Text/conversation with parents.

Weekly

- The class with best 'Dojo Doughnut' will be celebrated during weekly celebration assemblies and have the opportunity to use the adventure playground.
- Review of class 'Dojo Doughnut' for the week.

Half-termly

- Pupils who receive 100% Green Dojos, will get a certificate and a special mention in assembly.
- All pupils who receive a certificate are to receive an extra break with organised games (organised by the pastoral team).

Termly

- Pupils who receive 100% Green Dojos, will get a 100% badge.

Annually

- Celebration/party for pupils with a dojo percentage of 97% or more
- All pupils with 100% green dojos will be entered in to a prize draw

SANCTIONS

There is a clear set of escalating sanctions for poor behaviour. They range from expressions of disapproval, through to time out, to referral to the Headteacher, letters to parents and, ultimately and in the last resort, exclusion. Most instances of poor behaviour are relatively minor and can be adequately dealt with through minor sanctions. It is important that the sanction is not out of proportion to the offence. Where there is anti-social, disruptive or aggressive behaviour, frequent sanctions alone are ineffective. In such cases careful evaluation of the curriculum on offer, classroom organisation and management, and whole school procedures should take place to eliminate these as contributory factors. Additional specialist help and advice from the Educational Psychologist may be necessary. This possibility should be discussed with the Headteacher, SENDCo and Behaviour Lead.

The use of sanctions should be characterised by certain features:

- It must be clear why the sanction is being applied
- It must be made clear what changes in behaviour are required to avoid future punishment
- There should be clear distinction between minor and major offences
- It should be the behaviour rather than the person that is punished

Red Dojos

Red Dojos will be given after a warning for poor behaviour choices in the following categories:

- Aggressive behaviour
- Breaking school rules
- Disrespectful behaviour
- Disrespecting property
- Disrupting learning
- Not following instructions
- Playground incidents

Some behaviours, which are more severe than the above, will be given 4 red dojos and result in a lunch time or after school detention. Red dojos will contribute to a negative 'Dojo Doughnut', which will be monitored half-termly by the pastoral team. Pupils achieving a high percentage of red dojos will be supported through weekly dojo target setting and individual behaviour plans where necessary.

Order of Sanctions:

1. Warning
2. 1 red dojo point
3. 2 red dojo points – 5 minute time out in class
4. 3 red dojo points - 10 minute time out with 3rd teacher (in class during COVID)
5. 4 red dojo points – Lunchtime detention and intervention with pastoral team. Parents informed via text message.

Report Cards

There are 2 different report cards, which are differentiated according to colour and severity.

Card 1 – Yellow: given after persistent poor behaviour or serious incidents (in the classroom or on the playground) such as:

- Swearing
- Racism
- Fighting

- Spitting
- Bullying
- Stealing
- Challenging adults
- Physical attacks
- Damaging property

Pupils on a Yellow Report Card will receive one after school detention led by the Behaviour Lead.

Card 2 - Red given for extreme serious incidents, no improvement on Yellow Report Card or the pupil has had three or more lunchtime detentions in one half term. Pupils on a Red Report Card will receive one week of after school detentions, led by the Behaviour Lead.

In the instance of either report card being issued, the following process will take place:

- Meeting with parent & child to explain actions being taken
- Decide on dates for after school detentions and share with parents
- Meet with pupil and teacher/YGL and decide on:
 - Pupil-specific targets for the week: these should be designed to support the pupil in improving their behaviour based on their needs (according to Class Dojo). These should be agreed in a meeting between the teacher and the pupil
 - A number or percentage target of ticks/smiley faces is agreed with the pupil
- Using restorative justice approaches, ownership of resolving the issue is placed on the pupil
- At the end of the week, review the report card against targets and decide whether a new report card is needed or if the support and punishment is no longer needed

Detentions

3 red dojo points will result in a pupil being sent to another class for 10 minutes with a member of the Senior/Middle Leadership Team. Furthermore, pupils who have been issued with 4 red dojo points will be expected to attend a lunchtime detention and/or spend time with a member of the Senior Leadership Team. If 4 red dojos occur in a morning session, the detention will take place on the day they were issued. If 4 red dojos occur during an afternoon session, the detention will take place the following day.

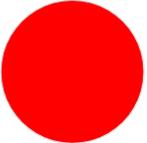
Where the incident is more serious, or the child is on a report card, after school detentions will be completed. Parents should be notified in writing the day before.

The SLT or a member of the Pastoral Team will supervise detentions. During detention, the pupil will complete a form outlining what happened, what they need to do next and how the adults can help.

If a child receives 3 or more detentions during a half term, their parents will be requested to attend a meeting with a member of the SLT to discuss their child's behaviour and a report card will be issued.

Please see the table below for the issuing of dojo for individual behaviours and the escalation in sanctions.

Climate for Learning

| Aspire award | Green Dojo | Start of the day | Reminder | 1 Red Dojo | 2 Red Dojos | 3 Red Dojos | 4 Red Dojos |
|---|---|--|--|---|---|---|--|
|  |  |  |  |  |  |  |  |
| <p>Ambition</p> <p>We have dreams and aspirations for the future and are determined to achieve them.</p> <p>Resilience</p> <p>We never give up, even when we find it difficult. We push ourselves to be the very best.</p> <p>Respect</p> <p>We treat others as we want to be treated. We always choose honesty.</p> | | <ul style="list-style-type: none"> • Disrupting learning <ul style="list-style-type: none"> ○ Calling out ○ Distracting others ○ Wasting time during transitions • Aggressive behaviour <ul style="list-style-type: none"> ○ Play fighting ○ Inappropriate language ○ Tantrums ○ Pushing/shoving in the line • Not following instructions <ul style="list-style-type: none"> ○ Not being in the correct place ○ Not lining up correctly • Disrespectful behaviour <ul style="list-style-type: none"> ○ Disrespecting property ○ Talking over other children/adults • Breaking school rules <ul style="list-style-type: none"> ○ Incorrect uniform ○ Incomplete homework ○ Eating sweets/crisps • Off task behaviour <ul style="list-style-type: none"> ○ Fiddling with equipment ○ Getting out of seat ○ Not settling quickly | | | | | <ul style="list-style-type: none"> • Swearing • Racism • Fighting • Spitting • Bullying • Threats • Stealing • Leaving classroom without permission • Challenging adults • Physical attacks • Damaging property • Persistent refusal to follow tasks |

Dojo Improvement Tracker (weekly)

Name:

Class:

Date:

| | | |
|--------------------------------|---------------------|------------------------|
| How I feel about my behaviour: | Current percentage: | Target for first week: |
|--------------------------------|---------------------|------------------------|

| | | | | | |
|-------|-------------------------|-------------|-----------------------|-------------------------|---------------------------|
| Date: | This week's percentage: | Target met? | Target for next week: | Things I am doing well: | Things I need to improve: |
|-------|-------------------------|-------------|-----------------------|-------------------------|---------------------------|

| | | | | | |
|-------|-------------------------|-------------|-----------------------|-------------------------|---------------------------|
| Date: | This week's percentage: | Target met? | Target for next week: | Things I am doing well: | Things I need to improve: |
|-------|-------------------------|-------------|-----------------------|-------------------------|---------------------------|

| | | | | | |
|-------|-------------------------|-------------|-----------------------|-------------------------|---------------------------|
| Date: | This week's percentage: | Target met? | Target for next week: | Things I am doing well: | Things I need to improve: |
|-------|-------------------------|-------------|-----------------------|-------------------------|---------------------------|

| | | | | | |
|-------|-------------------------|-------------|-----------------------|-------------------------|---------------------------|
| Date: | This week's percentage: | Target met? | Target for next week: | Things I am doing well: | Things I need to improve: |
|-------|-------------------------|-------------|-----------------------|-------------------------|---------------------------|

| | |
|--------------------------------|-------------------------|
| How I feel about my behaviour: | Improvement percentage: |
|--------------------------------|-------------------------|

Reflection Form

Think about what happened. Describe it in your own words.

Which rules did you break?

What are the consequences of your actions? Think about the people involved.

What could I have done differently?

Which values do I need to improve?

How am I going to do this?

| Home-School Agreement | School Commitment | Home Commitment | Pupil Commitment |
|---|--|--|--|
| <p>Teaching and Learning: Pupils deserve the highest possible standard of teaching and support to enable them to learn</p> | <p>All pupils will be taught English and mathematics to ensure mastery of basic skills. We will provide an enriched curriculum which challenges and motivates all pupils. We will use regular assessment to track pupil progress and share with parents.</p> | <p>As a parent I will take an interest in what my child is learning. I will support the school's philosophy of high expectations for all. I will participate, where possible, in off-site visits and in-school activities.</p> | <p>I will come to school ready to learn. I will join in with all lessons and work hard in every lesson. I will complete home learning by deadlines set</p> |
| <p>Attendance: Pupils have the right to education and parents have a legal responsibility to make sure children attend regularly</p> | <p>As a school we will contact parents on the first day of absence. We will contact parents of children who regularly arrive late for school. We will use the Spotlight campaign to take parents to court if a pupil regularly fails to attend school. We will not authorise any time off school for holidays.</p> | <p>I will make every effort to ensure that my child attends school every day and on time. I will inform the school as soon as possible about any absence and the reason for it. I will not take holidays in term time. I will not arrange doctor or dentist appointments during school time.</p> | <p>I will attend school every day and arrive on time.</p> |
| <p>Behaviour and attitude: Pupils learn best in an orderly environment where everyone knows what is expected of them</p> | <p>At Ark Tindal we have a code of behaviour which creates a safe and caring environment for everyone. All staff, pupils and parents know what behaviour is expected. The code of behaviour is consistently implemented with rewards and sanctions. Staff and pupils have a positive attitude to learning and caring.</p> | <p>I will give praise at home for good behaviour and attitude at school. I will work with the school to find solutions in cases of unacceptable behaviour. I will be open with the school and support decisions made when working to find solutions. I will ensure that my own behaviour is exemplary in school.</p> | <p>I will follow school and class rules. I will have a positive attitude to learning and school and always do my best.</p> |
| <p>Restorative Justice: Pupils learn to be accountable for their actions and how this impacts others.</p> | <p>We will equip children with the knowledge and skills to be able to resolve peer conflict.</p> | <p>I will encourage my child to discuss how they are feeling and any worries they might have.</p> | <p>I will try to understand my actions impact on others and take ownership when putting things right.</p> |
| <p>Home Learning: Learning at home has an important part to play in helping pupils to achieve</p> | <p>Ark Tindal will keep parents informed about the home learning schedule. We will provide suitable materials and advice on home based learning and how to help, including workshops in school.</p> | <p>I will encourage my child to complete their home learning – but I won't do it for them! I will encourage my child to read aloud every day and sign their reading diary.</p> | <p>I will complete all home learning that my teacher has given me. I will read every day and get my reading diary signed. I will practise my times tables every day.</p> |

| | | | |
|---|---|---|---|
| | We will mark home learning promptly and give constructive feedback. | I will practise times tables with my child every day. | |
| Communication: Good communication between home and school is essential to make sure that pupils get the support they need | The school will be open and welcoming at all times and involve parents in school life. The school may direct parents to the most appropriate adult to deal with concerns. The school will share information about progress, behaviour and general school life with parents regularly. The class teacher will share information regularly about what the children are learning. The school will discuss child's targets with parents. The school will listen to concerns of parents and try to help. | I will share any information with the school that I feel may affect my child's learning or behaviour. I will attend parent evenings/workshops /events. I will raise concerns promptly and directly with the school. | I will take letters home and share them with an adult. I will talk to teachers and parents about any worries I have. |
| Preparation: Being prepared for learning is essential for effective learning and is an essential life skill | All staff will ensure that all lessons are planned with the children in mind. The class teacher will have the materials and resources ready for every lesson to ensure rich learning can take place. | I will make sure my child wears the correct uniform every day. (See uniform policy on website.) I will make sure your child has the necessary equipment to participate in all lessons. | I will wear the correct uniform. I will have my PE kit in school every day. I will have my reading and library book in school every day. I will bring any necessary equipment to school. |

Signed by:

Pupil: _____

Name: _____

Parent/Carer: _____

Name: _____

Teacher: _____

Name: _____

Reintegration meeting after a fixed-term exclusion



| | | | | | |
|---|--|--|--|---------------------------|-----------------------|
| Date of meeting: | | | | | |
| Attendees: | | | | | |
| Pupil details: | | | | | |
| Name: | | | | DOB: | |
| Address: | | | | | |
| Parent contact details: | | | | | |
| Year/Class: | | | | Teacher: | |
| Details of exclusion: | | | | | |
| Date of exclusion: | | Date of return: | | Total days excluded: | |
| | | | | | |
| Reason for exclusion: | | | | | |
| Review of current attendance: | | | | | |
| Number of days absent: | | | | Attendance (%): | |
| | | | | | |
| Review of academic progress: | | | | | |
| Subject | | Target grade | Current grade | Comments | |
| | | | | | |
| | | | | | |
| | | | | | |
| Targets for behaviour and learning | | | | | |
| Dojo percentage: | | | | | |
| Area for development | | Current score (0-10); 0=never, 10=always | Target score (0-10) 0=never, 10=always | How will we achieve this? | Timescale/review date |
| | | | | | |
| | | | | | |
| | | | | | |
| Additional comments or actions: | | | | | |
| Pupil's comments: | | Parent/guardian's comments: | | School's comments: | |
| | | | | | |
| Signed (pupil) | | Signed (parent/guardian) | | Signed (school) | |
| | | | | | |



Glossary

| <u>Term</u> | <u>Meaning</u> |
|---------------------|---|
| Take up time | Time to reflect on actions between sanctions and an opportunity to improve behaviour. |
| Restorative Justice | A system that focuses on the rehabilitation of offenders through reconciliation with victims. |
| Incentive | Something that motivates or encourages someone to do something. |
| Sanctions | Something that is given to someone who has not followed set rules or guidelines. |

Behaviour Chart

| | Morning | 1 st Lesso n | Brea k | 2 nd Lesso n | 3 rd Lesso n | Lunc h | Afternoo n 1 | Afternoo n 2 | Hom e time |
|-----------|---------|-------------------------------|-----------|-------------------------------|-------------------------------|-----------|-----------------|-----------------|------------------|
| Monday | | | | | | | | | |
| Tuesday | | | | | | | | | |
| Wednesday | | | | | | | | | |
| Thursday | | | | | | | | | |
| Friday | | | | | | | | | |

Targets:

- 1.
- 2.
- 3.

**Weekly
target:**