

Canon Sharples CE Primary School & Nursery



Behaviour Policy

Updated January 2018

Behaviour Policy 2018

Mission Statement

Canon Sharples is a Christ centred school that aims to place the curriculum within a Christian setting. We hope, in such a way, to inspire our pupils to grow in a personal understanding of all that it means to be human through the acquisition of skills, beliefs, attitudes and values.

We aim to be a school where all can achieve and become happy, confident, well motivated and independent learners. We aim to encourage our pupils to enrich both their own lives and the lives of others by the application of all that they have learned.

As a Voluntary Aided Church of England School, we have six Christian Values at the heart of everything we do.

Fellowship, Friendship, Love, Peace, Respect and Trust

Aim of the policy

These Values underpin our school aims and ethos statements. Our daily rules are rooted in our values - Appendix 1.

The values and principles below are to ensure that our children develop a positive attitude to learning and all aspects of school, community and future life.

We aim:

- to foster within each child a positive self image and self belief.
- to encourage each child to express their own feelings, creativity, ideas and imagination, accessing a wide range of activities and working in different teams.
- to promote the spiritual, moral, cultural, social, mental and physical development of children and to prepare them for the opportunities, responsibilities and experiences of life in a multi-cultural, multi-faith and diverse society.
- to help the children acquire and develop a range of skills and concepts with the ability to use these in all areas, supporting their development as independent learners.
- to develop a sympathetic understanding and knowledge of the Christian faith, its beliefs and practices, where pupils are challenged and encouraged to grow into thoughtful and caring individuals.

Principles of Canon Sharples' Behaviour Policy

Every member of the school community has the right to feel valued and respected. We promote an environment where everyone feels happy, safe and secure, and all members of our school community are treated fairly and consistently. Good relationships are promoted, so that people can work together as a team with the purpose of helping everyone to achieve.

This policy is designed to promote good behaviour whilst developing an ethos of fellowship through mutual respect and trust. We are a GROWTH MINDSET school whereby the children are taught the principles of having a Growth Mindset. They understand that Growth Mindset is a whole school initiative to promote positive attitudes to learning by developing the skills of perseverance, resilience and determination.

The Benefits for our children

- To learn the value of friendship
- To learn to care for each other
- To learn what good behaviour means
- Enables children to do as well as possible in their school work
- To develop good attitudes to learning
- To feel safe and secure at all times.

The Rights and Responsibilities of all members of Canon Sharples CE Primary School Community

Information regarding the rights and responsibilities of:

School

Pupils

Parents/Carers

Can be found in Appendix 2.

Positive Behaviour throughout the Curriculum

Positive behaviour and behaviour for learning are taught through a variety of curricular opportunities. These include Growth Mindset, PSHE and C, SEAL/Values for Life, P4C, Forest Schools, R Time and Circle Time.

Rules, Rewards and Sanctions

In school, our Code of Conduct (Appendix 3) says:

- Show that I am willing to work to the best of my ability both at school and at home
- Always behave in a way that allows all children to work and play without interference or harm
- Attend school in good time and be ready to learn
- Take pride in my school environment and help keep it clean and tidy
- Take pride in my work and have the equipment that I need for my lessons
- Take pride in my appearance and wear School Uniform
- Work, learn and play with others in the school community
- Be honest, truthful and take responsibility for what I do and say

This code applies to all pupils, at all times, including school visits and residential activities.

Individual classroom rules are negotiated yearly as part of the Class Charter/Class Rules and are discussed regularly with the children. They are clearly displayed in each classroom.

Procedures for Rewards

- Reward system for promoting good behaviour, aspiring to 'Super Student' (see below)
- Praise by class teachers, **including the use of Class Dojo**
- Showing work to other teachers including the Head and Deputy
- Special responsibilities including Year 6 Ambassadors, playground buddies
- 'Smiley' badges and stickers
- Certificates, notes and letters home

Special and Mini Mentions – our Special Mention assembly provides an opportunity for public praise. Each Friday, teachers report to the key stage assembly and highlight individual children. The child wears a Star Badge for the next week. If a child receives two Special Mentions in one academic year they are presented with a Silver Badge and Certificate. Third Special Mentions result in a Gold Badge to keep and a personal letter from the Headteacher to the Parents.

Procedures for Sanctions

Should the rules be broken then the following sanctions apply (including classroom, playtime, lunchtime or during after school clubs). These sanctions are not hierarchical, and consequences/sanctions will be chosen appropriate to the misconduct:





- Non-verbal discouragement
- Warnings
- Time Out/Cooling Off Period – time with link Values teacher
- Dialogue with parents/carers
- Name noted in orange or red book (see below)
- Withdrawal of privileges (e.g. opportunities to represent school at clubs and sports)
- Discussion with parents
- Sent to Headteacher
- Letter home to parents



All pupils are expected to behave in a manner which does not threaten the health and safety of other pupils, staff or members of the general public. This includes the journey to and from school, on educational visits and the acceptable use of the internet, digital recording devices and mobile phones. *The Education and Inspections Act 2006* states

The head teacher must determine measures to be taken with a view to—

- (a) promoting, among pupils, self-discipline and proper regard for authority,
- (b) encouraging good behaviour and respect for others on the part of pupils and, in particular, preventing all forms of bullying,
- (c) securing that the standard of behaviour of pupils is acceptable,
- (d) securing that pupils complete any tasks reasonably assigned to them in connection with their education, and
- (e) otherwise regulating the conduct of pupils.

Reward and Sanction system explanation

Stage	Explanation
	<p>Each day, each child's peg starts on this stage – regardless of what has happened the day before, a fresh start is given. The child will remain on this stage for being ready to learn when required (i.e. operating at minimum expectation).</p>
	<p>If a child is caught making a 'good choice', (for example helping another child, holding a door open for a member of staff, using good manners) they can then move their peg to this stage.</p>
	<p>If the child then continues to make good choices and models behaviour to their peers/sets a good example, they then move their peg to this stage.</p>
	<p>When a child consistently models the highest standard of behaviour and does something which particularly stands out within the class, they move their peg to the top stage and add a gem. Once their peg has 5 gems on it, they can choose a reward from the 'Reward Catalogue'. After this, the child would need a new peg to aim for this again. Five full pegs would constitute a larger reward.</p>

	<p>If a child reflects any of the below behaviours, they will be asked to move their peg down to this stage and be given the opportunity to make the right choice:</p> <table border="1" data-bbox="722 331 1286 611"> <thead> <tr> <th>Behaviour</th> <th>Consequences</th> </tr> </thead> <tbody> <tr> <td>Distracting others</td> <td>One warning:</td> </tr> <tr> <td>Pushing in line</td> <td>• 'Choose... Thanks'</td> </tr> <tr> <td>Disrupting learning in class</td> <td>• 'If... Then...'</td> </tr> <tr> <td>Talking during Worship</td> <td>Move places</td> </tr> <tr> <td>Inappropriate table manners</td> <td>Miss 5 minutes of a break (in class)</td> </tr> <tr> <td>Running in the corridor</td> <td>Time out next to teacher (playtime)</td> </tr> <tr> <td>Ignoring the whistle</td> <td></td> </tr> <tr> <td>Untucked shirt</td> <td></td> </tr> </tbody> </table>	Behaviour	Consequences	Distracting others	One warning:	Pushing in line	• 'Choose... Thanks'	Disrupting learning in class	• 'If... Then...'	Talking during Worship	Move places	Inappropriate table manners	Miss 5 minutes of a break (in class)	Running in the corridor	Time out next to teacher (playtime)	Ignoring the whistle		Untucked shirt	
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NB: If a child reaches the orange or red stages, they must see Mrs Woodcock (or Miss Kiselis in lieu) immediately for this to be recorded in an orange and red behaviour book. If they are recorded in the orange book three times, this equates to a red.

There will be a whole-school reward each half term for all children who have maintained positive behaviour choices and not moved down to the red stage. This will be an afternoon where children can watch a film, have time to play games with their peers etc.

- Headteachers, Governors, LA and appeals panels should have regard to guidance outlined in DfEE circular 10/99 'Social Inclusion: Pupil Support', when considering the exclusion of any pupil.

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- Pupils who have had several fixed period exclusions that may lead to a permanent exclusion or who risk failure at school through disaffection or rapidly deteriorating behaviour, will have a school-based Pastoral Support Programme drawn up. (PSP)
- Monitoring – behaviour logs used by staff to record all aspects of behaviour given to Learning Mentor and SLT for analysis. Behaviour modified for groups or specific children according to analysis.

Support for Pupils whose behaviour indicates significant problems

Examples of support available include a variety of social skills interventions delivered by school staff. Others include IBPs, support from Outside Agencies including Targeted Education Support Service (TESS), Pastoral Support Programme, Fixed term exclusion, Early Help (EH).

Special Needs

A child's behaviour might be such that a specific programme needs to be drawn up. Parents will be fully involved and external agencies where necessary. The SENDCo / Learning Mentor will co-ordinate this where necessary.

Use of Force to control or restraint pupils

Information from The Use of Force to Control or Restraint Pupils Guidance for Schools in England 2010, can be found in Appendix 5.

Exclusion

Only the headteacher (or the acting head teacher) has the power to exclude a child from school. The head teacher may exclude a child for one or more fixed period, for up to 45 days in any one school year. In extreme and exceptional circumstances the headteacher may exclude a child permanently. It is also possible for the headteacher to convert a fixed-term exclusion into a permanent exclusion, if the circumstances warrant this.

If the headteacher excludes a child, s/he informs the parents immediately, giving reasons for the exclusion. At the same time, the headteacher makes it clear to the parents that they can, if they wish, appeal against the decision to the governing body. The school informs the parents how to make any such appeal.

The headteacher informs the LA and the governing body about any permanent exclusion, and about any fixed-term exclusions beyond five days in any one term.

The governing body itself cannot either exclude a child or extend the exclusion period made by the headteacher.

The governing body has a discipline committee which is made up of between three and five 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 child was excluded, consider any representation by parents and the LA, and consider whether the child should be reinstated.

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

Confiscation

There is now a specific legal defence for confiscating inappropriate items (September 2010). Prohibited items take from DfE 'Searching, screening and confiscation – Advice for headteachers, school staff and governing bodies' (Feb 2014) are:

- weapons
- alcohol
- illegal drugs
- stolen items
- tobacco and cigarette papers
- fireworks
- pornographic images
- any article that the member of staff reasonably suspects has been, or is likely to be, used to commit an offence, or to cause personal injury to, or damage to the property of, any person (including the pupil).

The headteacher can authorise a search of pupils or their possessions [including bags] without their consent if there is reasonable grounds for doing so. Reasonable force may be used to execute the search. Normally this would be undertaken by the Senior Leadership Team. Teachers cannot be required to undertake such searches. Teachers can instruct pupils to turn out their pockets and sanctions may be applied if they refuse to do so.

The Governing Body have decided other prohibited items are mobile phones and other electronic devices; matches and lighters.

Medication, Drugs and alcohol

It is the policy of Canon Sharples CE Primary School that no child should bring any drug, legal or illegal, to school. If a child will need medication during the school day, then the school medical policy applies. The parent or guardian should notify the school and ask permission for the medication to be brought by completing the relevant administrative form. This should be taken directly to the school office for safekeeping. Only in special circumstances should medicines be kept in the classroom (e.g Inhalers). Any medication needed by a child while in school must be taken under the supervision of a teacher or other adult worker.

The school will take very seriously misuse of any substances such as glue, other solvents or alcohol. The parents or guardians of any child involved will always be notified. Any child who deliberately brings substances into school for the purpose of misuse will receive a fixed-term exclusion. If the offence is repeated, the child will be permanently excluded.

If any child is found to be suffering from the effects of alcohol or other substances, arrangements will be made for that child to be taken home. It is forbidden for anyone, adult or child, to bring onto the school premises any illegal drugs. Any child who is found to have brought to school any type of illegal substance will be punished by a temporary exclusion. The child will be re-admitted to the school following the fixed term. A parent or guardian of the child will also need to visit the school and discuss the seriousness of the incident with the head teacher.

If the offence is repeated the child will be permanently excluded. If a child is found to have deliberately brought illegal substances into school, and is found to be distributing these to other pupils for money, the child will be permanently excluded from the school, Wigan CYPS, the police and social services will also be informed.

Support available through school and the LA for parents/carers in developing their child's social, emotional and behavioural skills.

Examples:

- Work with the school's Learning Mentor
- Parenting Early Intervention Programme team
- Startwell based at Ince CE Primary School
- Family SEAL, Triple P etc
- Re-integration interview following fixed term exclusion [no longer a legal requirement]
- Parenting contracts
- Parenting orders

Training

All school staff are required to undertake regular training on behaviour and associated positive behaviour strategies and other interventions.

Monitoring and Review

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

The governing body is legally required to consult staff, parents and pupils on the school behaviour policy. This should be done every time the policy is updated. The Governors review this policy every three years. The governors may, however, review the policy earlier than this if the government introduces new regulations, or if the governing body receives recommendations on how the policy might be improved.

Cross reference

This policy should be read in conjunction with all other relevant school policies including:

Learning and Teaching, Anti-bullying, E-Safety, Acceptable Use Policy, Medical Policy, Attendance Policy, SEND Policy, School Complaints Policy, Whistle Blowing Policy.

In drawing up the policy the Governing Body have taken account of the Equality Act 2010 with specific reference to race, religion, culture, SEN, disability and other vulnerable pupils.

Complaints procedure

Any concerns or complaints regarding behaviour in school, how a situation was handled or any other issue in school should be brought to the attention of the school. Our complaints procedure can be summarised as follows:

1. Informally raise concerns directly with school staff.
2. Raise concern with Headteacher.
3. Put your complaint in writing to the Headteacher who will formally investigate the complaint using the form at Appendix 6.
4. Put your complaint in writing to the Chair of Governors who will investigate the Headteacher's actions.
5. If a parent still remains dissatisfied they need to notify the clerk to the Governing Body who will convene the appropriate governors committee.

See complaints policy.

Reviewed by:

Review date: January 2018

Next Review date:

Appendix 1:



Canon Sharples CE Primary School and Nursery
Our School Rules



Friendship We work and play together well – we keep our hands and feet to ourselves.

Fellowship We ask children on their own to join our games.

Respect We show respect for people, property and the environment.

Love We treat others as we would like to be treated.

Peace We say sorry if we hurt or bump into anyone by accident.

Trust We are honest and follow instructions straight away.

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Appendix 2:

Rights and responsibilities of schools, pupils and parents in ensuring an orderly climate for learning [From Department of Education National Strategies guidance]

For ease of reference, the set of expectations is set down below in the form of a summary chart with the “rights” and “responsibilities” of schools, pupils and parents in two columns. It should be emphasised that these are moral, rather than legal, rights and responsibilities (though a number of them link to particular aspects of the law) and also that they are only intended as illustrative examples and not as a prescriptive list. Schools will determine their own values and expectations of behaviour in the light of their individual characteristics, community and any local school partnership arrangements.

“Rights” and “responsibilities” are often two sides of the same coin. For example, while a school has the right to enforce its own behaviour policy, this could also be regarded as a responsibility. The chart below is thus only an approximate mapping.

PUPILS Rights	Responsibilities
<ul style="list-style-type: none"> • To contribute to the development of the school behaviour policy, with every pupil involved in the consultation process. • To be taught in environments that are safe, conducive to learning and free from disruption. • To expect appropriate action from the school to tackle any incidents of violence, threatening behaviour, abuse, discrimination or harassment. • To appeal to the head teacher / governors, and beyond that to the Secretary of State, if they believe the school has exercised its disciplinary authority unreasonably. 	<ul style="list-style-type: none"> • To follow reasonable instructions by school staff, • To obey school rules and accept sanctions in an appropriate way • To act as positive ambassadors for the school when off school premises. • Not to bring inappropriate or unlawful items to school. • To show respect to school staff, fellow pupils, school property and the school environment. • Never to denigrate, harm or bully other pupils or staff. • To co-operate with and abide by any arrangements put in place to support their behaviour such as Pastoral Support Programmes or Parenting Contracts.

PARENTS Rights	Responsibilities
<ul style="list-style-type: none"> • To contribute to the development of the school behaviour policy. • To be kept informed about their child’s progress, including issues relating to their behaviour. • To expect their children to be safe, secure and respected in school. • To have any complaint they make about their child being bullied taken seriously by the school and investigated / resolved as necessary. • To appeal to the head teacher / governors, and beyond that to the Secretary of State, if they believe the school has exercised its disciplinary authority unreasonably. • To appeal against a decision to exclude their child, first to the governing body of the school and then – in cases of permanent exclusion – to an independent appeal panel. 	<ul style="list-style-type: none"> • To respect the school’s behaviour policy and the disciplinary authority of school staff. • To help ensure that their child follows reasonable instructions by school staff, and adheres to school rules. • To send their child to school each day punctually, suitably clothed, fed, rested, and equipped and ready to learn. • To ensure school staff are aware of any SEN-related or other personal factors which may result in their child displaying behaviours outside the norm. • To be prepared to work with the school to support their child’s positive behaviour. • To attend meetings with the head teacher or other school staff, if requested, to discuss their child’s behaviour. • To adhere to the terms of any Parenting Contract or Order relating to their child’s behaviour. • If their child is excluded from the school, to ensure the child is not found in a public place during school hours in the first five days of exclusion and, if invited, to attend a reintegration interview with the school at the end of a fixed period exclusion.

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SCHOOLS Rights	Responsibilities
<ul style="list-style-type: none"> • To make clear the school's statutory power to discipline pupils and that pupils and parents will need to respect this. • To enforce their school behaviour policy – including rules and disciplinary measures. • To expect pupils and parents' cooperation in maintaining an orderly climate for learning. • To expect pupils to respect the rights of other pupils and adults in the school. • Not to tolerate violence, threatening behaviour or abuse by pupils or parents. If a parent does not conduct himself/herself properly, a school may ban them from the school premises and, if the parent continues to cause nuisance or disturbance, they may be liable to prosecution. • To take firm action against pupils who harass or denigrate teachers or other school staff, on or off premises – engaging external support services, including the police, as appropriate. 	<ul style="list-style-type: none"> • To ensure the whole school community is consulted about the principles of the school behaviour policy. • To establish and communicate clearly measures to ensure good order, respect and discipline. • To cooperate and agree appropriate protocols with other schools. • To ensure the school behaviour policy does not discriminate against any pupil on e.g. grounds of race, gender, disability or sexual orientation and that it promotes good relations between different communities. • To ensure teachers' roles in school discipline matters are consistent with the National Agreement Raising Standards and Tackling Workload and workforce remodelling agenda, so that there is due recognition of the enhanced roles of support staff and not all responsibilities are focused on teachers. • To ensure staff are clear about the extent of their disciplinary authority and receive necessary professional development on behaviour strategies. • To support, praise and as appropriate reward pupils' good behaviour. • To apply sanctions fairly, consistently, proportionately and reasonably – taking account of SEN, disability and the needs of vulnerable children and offering support as appropriate. • To make alternative provision from day 6 for fixed period excluded pupils, and where appropriate to arrange reintegration interviews for parents at the end of a fixed period exclusion. • To take all reasonable measures to protect the safety and well-being of staff and pupils, including preventing all forms of bullying and dealing effectively with reports and complaints about bullying. • To ensure staff model good behaviour and never denigrate pupils or colleagues. • To promote positive behaviour through active development of pupils' social, emotional and behavioural skills. • To keep parents informed of their child's behaviour • To work with other agencies to promote community cohesion and safety.

Appendix 3:

Code of Conduct

At Canon Sharples School I will:

Show that I am willing to work to the best of my ability both at school and at home.

Take a pride in my work and have the equipment that I need for my lessons.

Always behave in a way that allows all children to work and play without interference or harm.

Take pride in my appearance and wear School Uniform.

Attend school in good time and be ready to learn.

Work, learn and play with others in the school

Take pride in my school environment and help keep it clean and tidy.

Be honest, truthful and take responsibility for what I do and say.

Appendix 4: Our 'Child - Home – School Agreement' is available as a card and issued to the parents of new pupils. It includes the following:

FOR THE SCHOOL.

We, both as individual staff and as a whole school, will:

- Achieve high standards of work and behaviour through building good relationships with parents and pupils and by developing a sense of mutual responsibility.
- Provide a safe, well ordered and caring environment.
- Have clear aims and learning objectives for all children.
- Demonstrate that each and every pupil is valued as an individual.
- Set and give feedback on appropriate homework tasks.
- Always inform you at an early stage of any concerns we may have so that you can discuss and become involved in any matter relating to your child.
- Ensure we are available, by prior arrangement, to discuss your child's progress or your concerns.
- Provide opportunities for you to express your views on school issues and have those views listened to.

Signed: (Headteacher)

FOR THE PARENTS.

As a Parent or Guardian of a Child at Canon Sharples CE Primary School I will:

- Support my child's reading and other home learning activities.
- Encourage my child to take part in extra curricular activities.
- Keep the school informed of any matters that might affect my child's education.
- Respond to any reasonable request by the school to discuss my child's education.
- Tell school when my child is worried about anything in school.
- Ensure regular attendance and a high standard of punctuality.
- Ensure that my child has what he or she needs to take an active part in all activities.
- Comply with the school's uniform code.
- Agree to support the school's policies.

Signed:
(Parents/Guardians)

Appendix 5:

All members of staff are aware of the regulations regarding the use of positive handling and physical intervention, as set out in the school discipline chapter of the *Education and Inspection Act (2006)*, the *Revised Guidance on the Education of children and Young People with behavioural, emotional and social difficulties (2008)*, and the *Use of Force to Control or Restraint Pupils Guidance for Schools in England (2010)*

The full guidance is available at http://www.teachernet.gov.uk/_doc/14800/4316_Use_of_force.pdf

In schools, force is generally used for two different purposes – to control pupils and to restrain them.

- *Control can mean either passive physical contact (e.g. standing between pupils or blocking a pupil's path) or active physical contact (e.g. leading a pupil by the hand or arm, or ushering a pupil away by placing a hand in the centre of the back).*
- *When members of staff use "restraint" they physically prevent a pupil from continuing what they were doing after they have been told to stop. The use of restraint techniques is usually used in more extreme circumstances, such as when two pupils are involved in a fight and physical intervention is needed to separate them.*

Some examples of situations where reasonable force might be used are:

- *to prevent a pupil from attacking a member of staff, or another pupil, or to stop a fight between two or more pupils;*
- *to prevent a pupil causing deliberate damage to property;*
- *to prevent a pupil causing injury or damage by accident, by rough play, or by misuse of dangerous materials or object;*
- *to ensure that a pupil leaves a classroom where the pupil persistently refuses to follow an instruction to do so;*
- *to prevent a pupil behaving in a way that seriously disrupts a lesson; or*
- *to prevent a pupil behaving in a way that seriously disrupts a school sporting event or school visit.*

Appendix 6:

Form to notify formal School Complaint (Stage 2 and/or Stage 3)

Your name:

Pupil's name:

(if applicable)

Your relationship to the pupil:

(if applicable)

Address:

Postcode:

Day time telephone number:

Evening telephone number:

Please give details of your complaint.(continue on a separate sheet if necessary)

**What action, if any, have you already taken to try and resolve your complaint.
(Who did you speak to and what was the response)?**

What actions do you feel would resolve the problem at this stage?

Are you attaching any paperwork? If so, please give details.

Signature:

Date:

FOR SCHOOL USE:

Date acknowledgement sent:

By whom:

Complaint referred to:

Date:

**Please complete and return to(Headteacher/Chair of Governors)
who will acknowledge receipt and explain what action will be taken.**