

	WHISTON WILLIS PRIMARY ACADEMY		
	BEHAVIOUR POLICY		
Lead Responsibility	Principal-I. Cooper Vice Principal/DSL-J. Watkins	Approved By Governors	Date: March 2019
Review date	JULY 2020		

MISSION STATEMENT

Our school is a safe, happy and inclusive place where everybody is valued, treated equally, respected and where difference is celebrated.

We believe that all members of our School community should reach their full potential academically, socially and emotionally.

We are committed to ensuring that every child is prepared for their future lives as responsible citizens with a strong moral purpose.

AIMS:

To ensure consistent practice across the school which creates a caring and respectful ethos, where all members of the school community feel confident and valued and where all children behave in an outstanding manner at all times of the school day.

At Whiston Willis we expect children to 'Do the right thing because it is the right thing to do', displaying our values of aspiration, respect, equality, resilience, honesty and compassion.

We believe that together we **can** achieve the extraordinary through demonstrating the attributes of an outstanding learner.

PRINCIPLES:

Our objective for the policy is to promote and maintain good behaviour and to recognise and encourage good practice that already exists in the school. We believe that outstanding learning behaviour requires a child to be personally motivated to achieve it: we therefore promote it through immediate celebration and acknowledgement of successes. It is vital for our children to understand that outstanding learning behaviour is a goal that is highly desirable for its own sake. At Whiston Willis Primary School we understand that all children should be treated as individuals no matter what their background circumstances, whilst maintaining high expectations of behaviour.

RIGHTS RESPECTING SCHOOL CHARTER

At Whiston Willis we promote positive learning behaviour by encouraging our children to believe that our vision relies on the school being able to establish whole school cultures that promotes mutual respect amongst us all, makes us feel safe in all situations and induces a lifelong love of learning. We believe that the UN Rights Respecting School Charter plays a crucial role which enables the school to fulfil its vision and to ensure the wellbeing of us all.

Through this we will create an ethos that will:

- promote an awareness of everybody's individual needs and aim that all are valued within the school community

- ensure that every child is aware of the whole school values, their rights and responsibilities and will have helped to produce their Class Charter
- expect good behaviour to be modelled by all adults in the school
- expect everyone to take pride in their school, class, learning, environment and their relationships with peers and colleagues
- expect all staff to treat children fairly, consistently and sensitively
- celebrate and praise children's achievement and success
- value parental support in working collaboratively to find solutions to behaviour management issues
- teach respect for ourselves and others, promoting the understanding that we are all different, but have the same rights
- ensure a consistent, positive approach to behaviour management throughout the whole school day, from Breakfast Club to After School clubs
- provide children, staff and all adults within the school community with an environment that promotes learning and supports each individual
- ensure the emotional, social and learning needs of individuals are supported and developed, involving other agencies where appropriate
- establish clear procedures for dealing with and managing unacceptable behaviour
- encourage the active and early involvement of parents in supporting positive behaviour
- work in partnership with parent/carers in supporting children's social and emotional development
- demonstrate that discipline in schools must respect children's human dignity (Article 28)
- ensure that all staff and children develop a sense of responsibility with how they act and what they say

How we will make this happen: Class Charters

All members of the school community have roles and responsibilities in promoting and following these principles. Within class this is promoted by the creation of a class charter for each class throughout school. Each charter is created by the children and staff within the class and all sign up to it, agreeing to respect the chosen rights for themselves and others with their responsible behaviour.

ADDRESSING POSITIVE LEARNING BEHAVIOUR THROUGH THE CURRICULUM

The delivery and management of the curriculum has an impact on children's behaviour. At Whiston Willis Primary Academy we believe that our Rights Respecting Charter forms an integral part in enabling all children to make the most of all the opportunities by making them feel safe and valued at all times.

- To ensure high standards of behaviour
- To ensure respect for all persons in the school community and visitors
- To ensure a positive school ethos which emphasises the promotion and reinforcement of wanted behaviour and not just the elimination of unwanted behaviour
- To ensure safety and personal welfare
- To provide effective conditions for teaching and learning
- To enable children to behave appropriately and to make the right choices
- To ensure there is a clear understanding of what constitutes appropriate and inappropriate behaviour

Before Behaviour Occurs		After Behaviour Occurs
	Pre-emptive Strategies	Managing Unwanted Behaviour
	Agreed codes of conduct - School - Classroom - Lunchtime - Lesson Planning - Effective use of voice, posture and body language - Classroom layout and pupil grouping - School and class assemblies - Policy on bystanders - Supervision - School Council - Pupils as monitors and play leaders	Immediate intervention -Avoidance of confrontation -Agreed procedures and sanctions -Bullying - policy and procedures -Procedures to protect victims -Punishment of whole groups should be discouraged -There should be no use of curriculum as punishment -Emotional awareness training -Circle of Friends -Trusted Adult -Time out areas -Red card system
Being Positive		
	Promoting Good Behaviour	Reinforcing Good Behaviour
	- Staff role models to encourage mutual respect - Enhancement of self-esteem - Skills teaching of non-aggressive strategies e.g. drama, role play, discussion of 'what if's' - Play leaders from older children to support younger children's play - Emotional awareness training - Circle of Friends	-'Catch children being good' tactics - Praise - Ethos which emphasises praise rather than reprimand and punishment - Certificates and other rewards for good behaviour -Golden table -Smiley awards

STRATEGIES FOR PREEMPTING BEHAVIOUR PROBLEMS

LESSON PLANNING

Behaviour problems can occur if children are bored, confused or frustrated, insufficiently challenged, left too long on a particular task, or given insufficient feedback about their progress. For this reason, we ensure lessons:

- Are creative and engaging
- Are appropriate to all individuals and their specific needs
- Use a range of teaching and learning strategies
- Create classroom cultures that cultivate the habits of and attitudes of curious, confident learners

CLASSROOM LAYOUT AND PUPIL GROUPING

There should be flexibility in furniture layout to encourage the kind of behaviour appropriate to the task.

The composition of groups should also take account of different activities and learning styles. The children should be trained to rearrange furniture quickly, quietly and safely for a range of activities. Seating plans and classroom layouts are consistently reviewed and adapted to children's specific needs in each class.

SCHOOL & CLASS ASSEMBLIES

Key Stage assemblies are used to constantly reinforce exceptional behaviour witnessed across school. We showcase examples of excellent manners, great attitudes, outstanding work and commitment to school life e.g. attendance and punctuality.

BYSTANDERS OF BEHAVIOUR

There should be no bystanders. It is the duty of all members of the school to stop unwanted behaviour and bullying or seek help. This means that staff have a responsibility to respond to children at any time and in any part of the school and should not feel they may be undermining the class teacher or named person on duty. This also means that children should learn to take on a similar responsibility if they see unwanted behaviour and seek help from an adult.

SUPERVISION

Children must be supervised at all times and never left in a room unattended.

Classes are collected from the playground/hall after playtime and lunchtime and escorted back to the classroom under supervision of the teacher.

Children should be escorted to and from assemblies and are expected to move silently through the school. A member of the teaching staff must escort pupils out onto the playground where they are collected by parents. Older children may have permission to walk home alone: parents must send written permission to the class teacher. Teachers must ensure that they are on time for all lessons and to collect and dismiss children.

SCHOOL COUNCIL

OBJECTIVES

1. To give pupils a say in the running of the school, establishing and maintaining agreed rules, having a budget to spend within the school environment and conceiving a platform on which they can sound their opinions.
2. To provide a forum with a real purpose for children to practice the skills of speaking and listening.
3. To raise self-esteem amongst pupils proving, through the council's existence, that their views are important.

COUNCIL MEMBERS

Two pupils from each class from Year 2 - Year 6.

Members to be elected by class using voting slips and ballot boxes.

Each candidate shall be nominated and seconded by other class members.

Candidates shall complete a poster about themselves and their ideas and where possible encouraged to make a speech. Pupils should be encouraged to vote for the candidate who will represent them well rather than for a friend or member of the same sex etc.

ELECTIONS

Votes to be on official voting slips, distributed on the morning of the election. The count should be supervised by two Year 6 pupils and results declared by them.

MEETINGS

These are to be held twice per month with Pupil Voice co-ordinator.

Agenda to be set by staff and council members in consultation with whole school, possibly through a survey.

Correct 'meeting' terminology to be encouraged. Minutes to be recorded by a senior member of the council.

REPORTING BACK

Feed-back may be done during class assembly times, other class discussion periods, during whole key stage assemblies and possibly through a pupil newsletter.

PLAY LEADERS

Year 5/6 pupils are encouraged to volunteer for leading play activities in Key Stage 1. They may be assigned to specific children where a role model is needed or simply to support happier play times.

LUNCH TIME MONITORS

Year 5/6 pupils support younger children at lunchtime.

Duties may include:

- Sitting with very young children helping them to manage their food, collect and clear their plates
- Escorting younger children to the playground
- Engaging children in purposeful play
- Ensuring that children are moving safely and are in the correct part of the school

KS2 PUPILS

KS2 pupils are nominated by staff as exemplary role models. These pupils fulfil a number of roles including:

- Pupil Council/Curriculum Councils
- Touring visitors/candidates for posts/prospective parents (when no DBS clearance has been received Senior Pupils will be escorted by a member of the site management team).

READING BUDDIES

Reading Buddies are paired with younger children who are in need of additional reading.

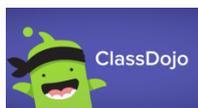
REINFORCING GOOD BEHAVIOUR

All staff are asked to emphasise an ethos of good positive behaviour rather than reprimand and punishment.

Staff should consciously praise and reward many more times than they employ sanctions. Constant criticism should be avoided. Research has shown that an emphasis on praise and reward has a direct effect on the minimisation of unwanted behaviour and an improvement in wanted behaviour. Below are examples of how staff might demonstrate praise and reward children.

PRAISE & REWARDS OR PRAISE POSITIVE BEHAVIOUR

- Sun and Rainbow Behaviour Reward System (EYFS/KS1)
- Positive comments: verbal and written
- Special assemblies: special efforts - star awards, lunchtime awards, attendance awards, star reader
- Certificates
- Showing to others: other teachers, Principal, deputy head, at home
- Greater responsibility in school-see role models



- Whiston Willis KS1/KS2 Dojos System

Each day, children automatically earn 9 dojos:

Attendance
Lesson 1
Lesson 2
Break time

Lesson 3
Lunch
Lesson 4
Lesson 5
Uniform

- Children can also earn an extra dojo for any outstanding behaviour, demonstrating our learning powers or outstanding effort towards work. These can be awarded by all staff for any children around school - not just in class.
- On arrival into class each morning, we immediately set high expectations for our children by adding all 9 dojos to their account. The children are aware that they have already earned these due to attending school. Each lesson is then assessed throughout the day. If the children display any negative behaviour such as lack of effort or disruptive behaviour, they will have a dojo removed. We then begin the next lesson recapping the number of dojos each child has and how any previous deductions are forgotten and children are beginning the new learning with a 'fresh start'.
- Children will collect their dojos and spend them in our school shop. On setting up the shop, we have consulted with our school council (who have discussed with their peers) about the types of prizes they would like to see. Each week, children will have the opportunity to 'cash in' their dojos, or keep them to purchase a bigger prize.

Assemblies (range may include)

- Achievement Certificates
- Attendance and Punctuality Awards
- SEAL Assembly-to develop children's Social, Emotional, Attitudes to Learning (SMSC); including attitudes to each other
- Online Safety
- Anti-Bullying
- Black History Month Celebrations
- Anti-Racism links
- Fundamental British Values-The rule of law, Individual liberty, Mutual respect, Tolerance of those of different faiths and beliefs
- The Equality Act covers the same groups that were **protected** by existing equality legislation – age, disability, gender reassignment, race, religion or belief, sex, sexual orientation, marriage and civil partnership and pregnancy and maternity. The '**protected characteristics**'

YEAR 2 ONLY

During the final summer half term the Junior Behaviour Procedure will be put in place for the Year 2 pupils. This is to help with the children's transition to Key Stage Two.

NURSERY

Behaviour Procedure
Child is spoken to and a reminder is given about expected behaviour.
A second verbal warning is given and a reminder about expected behaviour.
A time for reflection is given to the child.

For persistent issues, parents/carers will be spoken to daily.

We use positive praise with our children to reward and encourage good behaviour.

SUPPORT AND DISCIPLINE PROCEDURE		
RED CARD SYSTEM RECEPTION-YEAR 2		
1	Verbal reminder of expected behaviour.	
2	<u>First warning</u> Child's name will move to the bottom of the rainbow.	
3	<u>Second warning</u> Child's name will move onto the cloud.	Pupils will receive time out. This will involve staying in at playtime or lunchtime for 5 minutes.
4	If behaviour improves, the child's name will be moved back to the rainbow.	
5	<u>Final Warning</u> Child's name will move onto the raindrops.	Teacher will speak to pupil's parent / carer at the end of the day. They will be informed of their child's behaviour and the consequences of further persistent inappropriate behaviour will be explained.
6	Any child who finds themselves on the raindrops 3 or more times in one week.	School management will be informed. A meeting will be held between the Class Teacher and Parents / Carers. A two week Behaviour Chart will be put into place to monitor positive and negative behaviour. At this stage the pupil will be set individual targets to meet.
7a	Improvement in behaviour.	Pupils will be taken off the Behaviour Chart. Parents/Carers informed. Pupil's behaviour will continue to be monitored for a 2 week period.
7b	No improvement in behaviour.	Meeting will be held between the Principal or Deputy Principal, Class Teacher and Parents/Carers. Pupils will be given a home/school behaviour report book for a 2 week period. The teacher will record the pupil's behaviour daily. Parents/Carers must sign the book daily. Principal or Deputy Principal to sign the book weekly.
8a	Improvement in behaviour.	Pupils will return to stage 6.
8b	No improvement in behaviour.	Meeting will be held between the Class Teacher, a member of the school inclusion team and Parents/Carers with a view to implementing and Individual behaviour plan.

**SUPPORT AND DISCIPLINE PROCEDURE
KEY STAGE 2-Y3-Y6**

1	Verbal reminder of expected behaviour/Code of Conduct.	
2	<u>First warning</u> Yellow card	Move children’s football to the yellow card section of the football pitch.
3	<u>Second warning</u> Orange card	<p>Move children’s football to the orange card section of the football pitch.</p> <p>Pupils will receive Time Out. This will involve staying in at play-time or lunchtime for 5 minutes.</p> <p>If children receive 2 or more orange cards in one week (tracker displayed in staff room), parents will be contacted by the Key Stage Manager. This will be to discuss reasons why children have reached this level on more than one occasion and support them moving forward.</p>
4	<u>Final Warning</u> Red card	<p>Move children’s football to the red card section of the football pitch.</p> <p>The following shows the sanctions for children depending on the number of red cards they have received during 1 half-term.</p> <ol style="list-style-type: none"> 1. Parents contacted. Dinner-time detention. SMT/Deputy Principal will be informed and may speak to the child involved. Principal will be informed. 2. Parents contacted. After-school detention. SMT/Deputy Principal will be informed and may speak to the child involved. Principal will be informed. 3. Parents contacted. Report card given, reviewed at end of current half-term. SMT/Deputy Principal will be informed and Principal will speak to the child involved.

DETENTIONS/REFLECTION

For serious incidences and persistent inappropriate behaviour, a child can receive a Detention. In these cases parents will be informed immediately and a time and date set. In-line with DfE guidance (Government), parental consent is not required for detentions anytime during school day or outside school hours however, we would inform parents the day before.

POWER TO USE REASONABLE FORCE

Reasonable force may be used to prevent pupils committing an offence, injuring themselves or others, damaging property, and to maintain good order and discipline in the classroom (see Use of Reasonable Force Policy).

CONFISCATION OF INAPPROPRIATE ITEMS

School staff do have the right to confiscate any items deemed a danger to themselves, others or property.

ROLES AND RESPONSIBILITIES:

THE PRINCIPAL AND OR SENIOR MANAGEMENT WILL:

- Show a commitment to celebrating positive behaviour and share this with parents
- Implement the school behaviour policy consistently throughout the school by setting the standards of behaviour and supporting staff in the implementation of the policy
- Lead the review and monitoring of the school behaviour policy
- Keep records of all reported serious incidents of misbehaviour
- Report to Governors, when requested, on the effectiveness of the policy
- Ensure health, safety and welfare of all children in the school
- Report/meet with parents/carers when necessary
- Make informed decisions about fixed-term internal or external exclusions
- Along with the SLT(senior Leadership Team), supervise children at lunchtimes
- Provide opportunities for children to take pride in their learning and behaviour and celebrate this

ALL STAFF WILL:

- Always act as a good role model for desired behaviour
- Show a commitment to celebrating positive behaviour and share this with parents
- Implement the school behaviour policy consistently, including the use of identified rewards and sanctions
- Give opportunities to develop interpersonal and social skills
- Offer a stimulating curriculum that actively engages all children and develops their understanding of key behaviour and social skills
- Make sure that children listen and are listened to and value others
- Help children to gain the ability to make choices about their behaviour
- Help children understand their responsibilities as citizens in our society and understand how their behaviour affects others
- Be a positive role model
- Reward/praise positive behaviour
- Assign consequences which are relative to the actions of the children and are outlined in the behaviour policy
- Use the behaviour file when necessary
- Ensure all incidents of unacceptable behaviour are recorded as outlined below
- Inform parents about their child's welfare or behaviour and, where necessary, work alongside parents
- Provide opportunities for children to take pride in their learning and behaviour and celebrate this
- Sign Home School Agreement at the beginning of every academic year
- Parents to be informed of appropriate and inappropriate behaviour. The success of this point would be that if you asked to have a quick word with a parent they would not automatically assume it was bad news!
- Parents to be consulted on revisions to Behaviour Policy to ensure community support and understanding of missions and aims in Whiston Willis Primary Academy.

ALL PUPILS WILL:

- Display outstanding learning behaviours
- Resolve disputes positively and independently or with the help of adult and peer mediators
- Value and take responsibility for the environment
- Respect others (both pupils and adults)

- Be aware of and understand that their behaviour is their choice and that all behaviour, positive or negative, has related consequences
- Take pride in their learning and behaviour and use this to motivate themselves towards continued improvement and achievement.

PARENTS, CARERS AND FAMILIES SHOULD:

- Promote positive behaviour at home in order to have continuity between home and school
- Support the school when reasonable sanctions are put in place
- Follow the school's procedure for concerns
- Be a positive role model by speaking to all members of staff in a respectful manner regardless of the seriousness of concern
- Discuss, promote and support the school behaviour policy with their child at home
- Agree to and sign a copy of the Home/School Agreement
- Encourage their children to take pride in their learning and behaviour and continually demonstrate and model the importance of this at home.

THE GOVERNING BODY WILL:

- Support the school in the implementation of the policy
- Give advice, when necessary, to the Principal about disciplinary issues so that he/she can take the advice into account when making decisions about behaviour issues
- Review the effectiveness of the policy and ask challenging questions of the Principal to ensure overall effectiveness and implementation

MONITORING AND EVALUATION:

- School policy to be reviewed annually, in liaison with all staff
- Whole school behaviour is monitored half termly by the Principal, Vice Principal and Senior Leadership Team through CPOMS and Cause for Concern Forms
- Staff behaviour management and implementation of the school behaviour policy monitored through lesson observations by the Senior Management Team
- Ongoing informal monitoring of the consistent distribution of rewards and sanctions

RECORDING AND REPORTING:

All incidents of unacceptable behaviour are recorded on CPOMS. These may include:

- Peer on peer abuse
 - *Sexual violence and sexual harassment
 - *Physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm
 - *Sexting (also known as youth produced sexual imagery)
 - *Initiation/hazing type violence and rituals
- In the event of a racist or homophobic incident it must be recorded after investigation by the Principal, Vice Principal or Senior Leadership Team. Parents must be notified immediately. Racist and homophobic incidents are reported to the Governing Body through a termly report
- The school aims to foster good relations between those who share a protected characteristic and those who do not share it by. The Equality Act covers the same groups that were **protected** by existing equality legislation – age, disability, gender reassignment, race, religion or belief, sex, sexual orientation, marriage and civil partnership and pregnancy and maternity
- In the event of inappropriate behaviour e.g. sexualised behaviour, the incident will be reported to the designated safeguarding lead and will be dealt with in accordance with our safeguarding policy
- Children who consistently display unacceptable behaviour may be placed on a behaviour report card. This should be monitored by the class teacher and Senior Leadership Team on a daily basis
- In the event of a significant incident that requires investigation, all children involved, including witnesses, will complete on CPOMS Cause for Concern. This should occur before any investigation before sanctions are given
- If a child is placed on a behaviour report card then parents are updated daily by the class teacher or Principal, Vice Principal and or Senior Leadership Team
- If a child is consistently rated red on the behaviour report card the parent/carer will be informed by the Principal, Vice Principal or Senior Leadership Team

- Outcomes of monitoring and evaluation reported to the governing body

COMMUNICATION AND PARENT PARTNERSHIP

A positive partnership with parents is crucial to building trust and developing a common approach to behaviour expectations, celebrating successes, and strategies for dealing with problems, therefore we give high priority to clear communication within the school and to a positive partnership with parents.

The school is committed to celebrating positive behaviour and shares this with parents via the achievement certificates, focused on children displaying school values. Class teachers will also communicate to parents on the playground to share positive news about a child's behaviour. Where the behaviour of a child is giving cause for concern it is important that all those working with the child in school are aware of those concerns, and of the steps which are being taken in response. Early warning of concerns should be communicated to the parents followed by the Principal or deputy Principal so that strategies can be discussed and agreed before more formal steps are required.

LEARNING BEHAVIOURS:

At Whiston Willis Primary Academy we have extremely high expectations of all children and therefore promote outstanding learning behaviour throughout the school. An outstanding learner will do the following:

- Ask for help
- Like a challenge
- Listen well
- Learn with others
- Ask questions
- Are not scared to make mistakes
- Don't give up
- Are ready to learn
- Can learn by themselves
- Always do their best
- Want to learn more

REFERRAL TO THE PRINCIPAL OR VICE PRINCIPAL:

In the event of a serious behavioural incident the child/children will be referred to the Principal or Vice Principal. This behaviour may include the following:

- Acts of extreme violence
- Repeated red behaviour
- More serious or deliberate racist or homophobic remarks or behaviour
- Causing deliberate physical harm to a member of staff
- Children in states of rage or in an uncontrollable frame of mind

AFTER SCHOOL CLUBS AND EXTENDED PROVISION:

If a child displays red behaviour during an after-school club or other activity outside normal school hours, the SLT will be informed and appropriate action will be taken. In this event parents must be informed. All the above sanctions are put in place at the discretion of the Principal, and the context and child's individual needs will be fully taken into account when sanctions are applied.

BULLYING:

Details on how bullying is addressed at Whiston Willis Primary School can be found in the school's Anti-Bullying Policy.

MONITORING:

- The Principal, Vice Principal and Inclusion Team monitors the effectiveness of this policy on a regular basis. S/he also reports to the governing body on the effectiveness of the policy and, if necessary, makes recommendations for further improvements
- The Class Teacher(s) and TA(s) records major classroom and outdoor incidents. Additional actions will be added to the CPOMs alert by the Principal, Vice Principal, Senior Leadership Team and Inclusion Team where a child is sent to him/her on account of bad behaviour

- We also keep a record of any incidents that occur at lunchtimes: lunchtime supervisors give written and verbal details of any incident on the Behaviour Incident Sheet, in addition providing teachers with a verbal recount. Records are kept for both KS1 and KS2 and monitored by the Senior Leadership Team
- The Principal keeps a record of any pupil who is suspended for a fixed-term, or who is permanently excluded
- It is the responsibility of the governing body to monitor the rate of suspensions and exclusions, and to ensure that the school policy is administered fairly and consistently

INTERNAL EXCLUSIONS

Internal exclusion is a process that can be used at the discretion of the Principal. Internal exclusion is part of our whole school approach to reflect on behaviour and promote positive behaviour moving forward. A restorative approach is taken and time away from class spent with a school leader or member of the Pastoral team is focussed and used constructively to ensure that the child reflects on their behaviour and strategies are developed to prevent future incidents occurring.

FIXED TERM EXCLUSIONS FROM SCHOOL:

Fixed-term and permanent exclusions.

Only the Principal (or the acting Principal) has the power to exclude a pupil from school. The Principal may exclude a pupil for one or more fixed periods, for up to 45 days in any one school year. The Principal may also exclude a pupil permanently. It is also possible for the Principal to convert a fixed-term exclusion into a permanent exclusion, if the circumstances warrant this.

If the Principal excludes a pupil, s/he informs the parents immediately, giving reasons for the exclusion. At the same time, the Principal 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 Principal informs the LEA 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 pupil or extend the exclusion period made by the Principal.

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 exclusion, they consider the circumstances in which the pupil was excluded, consider any representation by parents and the LEA, and consider whether the pupil should be reinstated.

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

Fixed term exclusions will begin with a single day exclusion, either internally (school-based) or externally. All exclusions will be considered:

- In response to a serious breach, or persistent breaches, of the school behaviour policy
- Where allowing the pupil to remain in school would seriously harm the education or welfare of the pupil or others in the school.

All decisions on exclusions will be for the consideration and at the discretion of the Principal or in his absence, the Vice Principal.

This behaviour policy runs in conjunction with a number of other initiatives, policies and legislation governing school procedures:

- Human Rights Act 1998
- Equality Act 2010
- SEN and Disability Regulations 2014
- SEND Code of Practice

Linked Policies	
Teaching and Learning Policy	Equalities Policy

Safeguarding Policy	Online Safety Policy
SEND Policy	Home-School Agreement
Health and Safety Policy	Anti-bullying Policy
Staff Handbook	Reasonable Force Policy
Attendance Policy	
PSHE Policy	

The Behaviour Policy was created by the Inclusion Team and Staff at Whiston Willis Primary Academy and was approved by the Governing Body in March 2019.

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Signed (Inclusion Team):	Signed (Chair of Governors)	Signed (Headteacher)