



Orleton CE Primary School



Kimbolton St James CE Primary School

BEHAVIOUR POLICY SUITE

This policy will be reviewed and updated by the Governing Body at least annually.
All references to 'the school' imply both Orleton and Kimbolton Primary Schools.

Date signed off by Full Governing Body: Kimbolton: November 2021

Signed Adam Breakwell, Headteacher

Camilla Argyle, Orleton Chair of Governors

Gill James, Kimbolton Chair of Governors

Date next review due: Kimbolton: November 2022

Introduction

Our vision is rooted in 1 Corinthians 16:13-14: 'Keep alert, stand firm in your faith, be courageous, be strong. Let all that you do be done in love.' To this end, and in order to create a positive learning environment, it is essential that children and staff respect one another and behave positively towards one another. It is important to us that children in our school realise the positive impact of honesty, respect, happiness and friendship on how they grow and flourish as a learning community. Positive behaviour is therefore central to our core vision and values. In practice for us, this means that we expect all children and staff to:

- be kind
- be the best they can be
- be courageous
- be resilient

This suite of policies aims:

- to foster a positive, consistent behaviour management culture modelled by all adults
- to foster a safe and supportive learning environment
- to promote respect for all and prevent bullying of all kinds
- to ensure a calm and safe learning environment in which all children have the opportunity to grow and flourish, and in which completing set work is seen as a positive behaviour
- to encourage a culture of high expectation
- to foster a fully inclusive approach, demonstrating tolerance and understanding and respect of individual needs
- to celebrate good behaviour and communicate clearly the rewards and consequences associated with different behaviour
- to provide opportunities for children to make appropriate choices and take responsibility for their own behaviour.

This policy suite contains the following chapters:

[Chapter 1](#): Promoting positive behaviour and relationships (including behaviour principles written statement and preventing bullying)

[Chapter 2](#): Exclusion policy

[Chapter 3](#): Attendance policy

[Chapter 4](#): Positive handling policy

Other key school documents to refer to are:

- Safeguarding policy suite (including guidance on children missing from education)
- Equality policy suite
- Curriculum policy suite

Complaints and whistleblowing

Complaints should follow the procedures as set out in the Complaints Policy on our website. Staff also have a responsibility to raise any concerns following the school's whistleblowing policy.

Compliance

This policy is set out in line with DfE statutory guidance, the 2005 report by the Practitioner's Group on School Behaviour and Discipline, and relevant legislation, noting in particular the school's commitment to safeguarding, meeting the particular needs of children who have special educational needs or disabilities, ensuring that exclusions are fair, reasonable and lawful and that permanent exclusion is only ever a last resort. The policy also fulfils all duties under the Equality Act 2010 and other relevant legislation. Links to relevant legislation can be found in Appendix 1.

CHAPTER 1: PROMOTING POSITIVE BEHAVIOUR AND RELATIONSHIPS

1.1 Behaviour principles written statement

We are committed to ensuring that:

- every pupil understands they have the right to feel safe, valued and respected, and to learn free from disruption;
- all pupils and staff do their best, and are given the support they need, to be kind, be the best they can be, be courageous and be resilient;
- our policies and behaviour reflect our link with the Church of England and are part of how we put our vision and values into practice; as such, they are rooted in love, compassion, mutual respect and inclusion;
- all pupils, staff and visitors are free from any form of discrimination;
- staff and volunteers set an excellent example to pupils at all times;
- pupils are helped to take responsibility for their actions;
- families are involved in behaviour incidents, to foster good relationships between the school and pupils' home life.

In order to achieve this:

- rewards, sanctions and reasonable force are used consistently by staff, in line with the behaviour policy;
- the behaviour policy is understood by all staff, and pupils understand associated behaviour expectations;
- the exclusions policy explains that exclusions will only be used as a last resort, and outlines the processes involved in fixed-term and permanent exclusions;
- the governing body emphasises that violence or threatening behaviour will not be tolerated under any circumstances.

This written statement of behaviour principles is reviewed and approved by the Full Governing Body every academic year.

1.2 Encouraging positive behaviour

Our emphasis is on encouraging positive behaviour. We want to enable children and staff to understand what it means to be kind, to be the best they can be, to be courageous and to be resilient. At a very basic level, we expect adults and children alike to be mutually polite when addressing each other, to respect others and their needs, to treat property with care and respect, and to take pride in their appearance. We therefore model those behaviours and support children who are struggling to display them. For example:

- all adults always give a warm welcome, addressing each child by name, recognising something individual about each child where feasible;
- we look for the positive – this includes verbal and non-verbal cues;
- every day is a new day – we believe in the power of a fresh start each day.

We provide time for reflection and for children to actively contribute to developing the behaviours and atmosphere they want to see in school. Class rules are drawn up with children at the beginning of each academic year. They are on display in each classroom, are appropriate to each class, and reflect the school's values. Collectively, we prioritise a specific value each month, and these are reflected in collective worship. We value the contribution of 'Circle Time' and PSHE lessons to aid spiritual and moral development, well-being, self-esteem and behaviour. These are part of our ongoing work in class and, feed into our school's work on values and collective worship, and are part of how we teach good behaviour and help pupils understand difference and celebrate diversity.

The acquisition of behavioural skills is progressive, and as children progress through the school they are expected to develop increased responsibility for their own behaviour.

1.3 Rewards

The school aims to celebrate success at every opportunity and to use positive reinforcement to promote good behaviour. Rewards and sanctions are agreed with each class and displayed so that pupils can refer to them. We encourage all staff and children to work up to our core expectations. We also recognise when individuals or groups have gone 'over and above' our core expectations. We mark these instances in the following ways in each school:

- celebration assembly every week where a child is chosen from each year group for their excellent work, kindness etc. and they get a certificate; we also celebrate other achievements in and out of school at this time;
- Class R has a reward system tailored to their age-group and children are rewarded by moving around this;
- other year groups have a spot card which when filled in goes into a draw for a half-termly prize;
- at the end of each term, cups are awarded to celebrate good behaviour and achievement;
- each class has a 'best I can be cup' which is also presented termly;
- short-term rewards are awarded for activities such as reading challenges, and the headteacher often gives out stickers when children come to see him with excellent work.

1.4 Supporting children to improve their behaviour

We recognise that school is a protective factor for children and young people, and behaviour can affect the mental health of pupils and their parents/carers. Staff will be aware of this in setting expectations of pupils.

When bullying (see below) or poor behaviour is identified (such as disruption, disrespect or insolence, verbal abuse, inappropriate play, misuse of IT, sexual behaviour, bullying, malicious damage, theft or truancy) sanctions will be implemented immediately, consistently, fairly and firmly. They will be proportionate, age-appropriate, and cognisant of any underlying vulnerability or SEND. It will always be reinforced that it is the behaviour which is criticised rather than the child. Sanctions may include:

- a verbal reprimand;
- extra work or repeating unsatisfactory work until it meets the required standard;
- loss of privileges – for instance the loss of a responsibility or not being able to participate in a non-uniform day;
- missing break time;
- detention during lunchtime;
- school-based community service such as picking up litter or helping to tidy a classroom.

Following poor behaviour, we encourage children to reflect on how things could go better next time. Paul Dix's book *When the Adults Change, Everything Changes* supports the use of brief but worthwhile 'restorative conversations' about behaviour or an incidence that has arisen. To this end, the school has adopted this 'micro-script' to support all staff in having these conversations.

- What happened?
- What were you thinking at the time?
- What have you thought since? How did this make people feel?
- Who has been affected?
- How have they been affected?
- What should you do to put things right?
- How can we do things differently in the future?

1.5 Supporting children with behavioural difficulties

Where poor behaviour is not a one-off negative incident but part of a pattern that suggests that the child needs support to improve their behaviour, we will work with the child and their family to understand the reasons for poor behaviour and put in place mechanisms to support the child

to improve their behaviour. Where poor behaviour has its roots in well-being issues, pastoral support may be most appropriate. Other approaches include:

- writing an Individual Behaviour Plan (IBP) with the child and parents;
- involvement of the Local Authority Behaviour Team;
- Target Diaries, Behaviour Targets and Behaviour Reward Charts;
- Social Stories;
- Comic Strip Conversations;
- specific use of SEAL (Social and Emotional Aspects of Learning) Materials;
- Emotional Literacy;
- Growth Mindset Mentoring;
- counselling;
- restorative conversations.

We recognise that this is not an exhaustive list and that other interventions and support programmes may be used.

1.6 Responding to serious behaviour incidents

Any incidents deemed to be serious (e.g. physical harm to another child) should always be reported to the DSL or DDSL, and in the most extreme cases, the school may be required temporarily or permanently to exclude a child (see chapter on exclusions below).

The Education Act 2011 gives teachers the authority to confiscate a pupil's electronic device without parental consent and to examine data or files where there is a good reason to do so. It also gives teachers the authority to delete data or files if there is a good reason to do so, unless they might pertain to an offence. The Safeguarding Suite gives further details on inappropriate images.

1.7 Preventing and responding to bullying

Our focus on positive behaviours is, we believe, the single best way to prevent bullying. This encourages all children to value and respect others and also to see their own self-worth. We recognise that bullying of any form is potentially very serious because it can undermine a pupil's self-esteem. As such, our approach is that all bullying, of any sort, is unacceptable and that those who experience bullying will be supported.

Bullying is behaviour by an individual or group, repeated over time, that intentionally hurts another individual or group, either physically or emotionally. Bullying often involves an imbalance of power and can result in both intimidation and isolation. Bullying can take many forms (including cyber-bullying and spreading unpleasant stories) and is often motivated by prejudice against particular groups, whether based on actual or perceived differences between children. We take emotional bullying as seriously as physical bullying and will not tolerate or dismiss as 'banter' low-level disruption or the use of offensive language.

Being alert to and responding to bullying behaviours and their effects

Staff will be vigilant for signs of bullying and take reports of bullying seriously. Pupils are taught strategies for addressing bullying (e.g. being appropriately assertive or walking away) and are told that they should report any incident of bullying which they see or experience, including if another child tells them that they are being bullied.

Any reported incident of bullying is recorded and sent to the headteacher and is investigated by the headteacher, who will liaise with the class teacher, children and parents concerned. If the bullying includes racist abuse, then this will be additionally recorded as such and reported to the Local Authority using the Racial Incident Report Form.

We may take some of the following steps immediately:

- interview the pupil (or pupils) involved in bullying separately and listen to their version of events;

- talk to anyone else who may have witnessed the bullying;
- reinforce the message that bullying is not acceptable, and that we expect bullying to stop and seek a commitment to this end, and advise pupils we will be checking to make sure that the commitment is met;
- consider sanctions under part 1.4 of this policy.

Depending on the seriousness of the bullying and its impact on both the person being bullied and the person/people doing the bullying, we may also consider putting in place more significant strategies:

- **a joint problem-solving approach** involving ask the pupils involved to help us find solutions to the problem; this will encourage pupils involved to take responsibility for the emotional and social needs of others; this may include establishing ground rules that will enable the bully and the person being bullied to co-exist in school;
- **work with the person accused of bullying** to identify the reasons behind the behaviour to prevent it from happening again;
- **work with the person being bullied** to understand their emotional support needs and put in place appropriate support; this may include **circle of friends** (building relationships around a vulnerable pupil with the pupil's and parent's agreement to offer support and friendship), **befriending** (appointing a specific pupil(s) as a support / friend) or a **support group** (involving the bullied pupil, those involved in bullying and bystanders to form a group to support the bullied pupil with responsibility for change lying with those involved in the bullying);
- **co-operative group work throughout the school** to encourage children to work together, be tolerant of others' ideas, trust others and be more willing to listen; this may include use of 'Circle Time'.

Responding to serious bullying

If the bullying escalates to the point of being, or is at risk of being, child-on-child abuse, then it will be managed in accordance with the procedures set out in the Safeguarding suite. When there is reasonable cause to suspect that a child is suffering, or is likely to suffer, significant harm, a bullying incident should be addressed as a child protection concern under the Children Act 1989. Where this is the case, the staff member will report the incident to the DSL. Even where safeguarding is not considered to be an issue, we will draw as necessary on a range of external services to support any pupil who experiences bullying, or to tackle any underlying issue which has contributed to bullying.

We are also aware of the potential seriousness of cyber-bullying both in and outside school. In school, we have robust systems to identify cyber-bullying by keywords that get sent to the headteacher. Children are not allowed their own devices in school. Outside school, we will work with parents where incidents have occurred although we are not directly responsible whether cyber or in-person but will always endeavour to stop this from happening.

Bullying off the school premises

Schools are not directly responsible for bullying that occurs off the premises, but we know that bullying can occur outside the school gates and on journeys to and from school, particularly safeguarding. The bullying may be done by pupils from our own school, by pupils from other schools or by people who are not at school at all. Where a pupil or parent tells us about bullying off the school premises we may:

- talk to pupils about how to avoid or handle bullying outside of school;
- talk to the headteacher of another school whose pupils are bullying;
- talk to the police;
- where the children who are perpetrating the bullying are also pupils of our school, exercise our legal authority to discipline pupils for bullying that occurs at any time when children are not at school.

1.8 Staff development and support

Staff members have regular training to ensure good behaviour management and an alertness to issues associated with bullying and other potential safeguarding concerns.

Pastoral care will be provided to any staff member who is accused of misconduct. Any accusation against staff will be investigated in line with the chapter on allegations of abuse against staff in the Safeguarding Suite. An allegation does not automatically trigger a suspension, and if the school does decide to suspend a staff member, the DSL must record the reasons for this and the alternatives to suspension which were explored. We maintain our duty of care to any staff member who is suspended, and do not discourage their continued social contact with other staff members.

Any accusation found to be malicious will be treated as a serious incident and may result in proportionate sanctions or disciplinary action, but the LADO and DSL will also consider whether the person who made a false, unfounded, unsubstantiated or malicious allegation may have been abused by someone else and made the allegation as a cry for help. In such circumstances, a referral to children's social care may be appropriate. We will also consider how best to minimise contact between the child/ren who made the allegation and the member(s) of staff concerned.

1.9 Liaison with parents and other agencies

Parents are regularly reminded in communications from school about the importance of preventing and reporting bullying and of promoting good behaviour, and of being aware of how their child is using social media and communication technology. School leaders maintain good relationships with and liaise with agencies including CAMHS (Child & Adolescent Mental Health Services), MASH (Multi-Agency Safeguarding Hub) and the Local Authority's Designated Officer in addressing bullying in the context of child protection and safeguarding.

1.10 Managing transitions

The school recognises that transitions (e.g. between schools, or when family or caring responsibilities are changing, and more recently also between periods of lockdown, home learning or more individualised attention for those in school) can have a particular impact on behaviour. Staff members will remain sensitive in dealing with the impact of transition on behaviour but will not accept it as an excuse for poor behaviour.

1.11 Organisation and facilities

The school site is laid out to reduce the likelihood of bullying (or to make it visible and possible to challenge if it occurs). It is difficult for children to corner others in a quiet place, for example, and teachers are alert to being able to observe children and their interactions with their peers as they move around the school site. Especially at the start and end of the day and at break times, the school's senior leadership team also provides a visible presence.

1.12 Monitoring

The headteacher and senior leadership team consider behaviour standards regularly in team meetings, and report to governors accordingly. This includes:

- considering behaviour (both encouragement of positive behaviour and effective response to poor behaviour) in classroom observations and ensuring that any emerging problems can be quickly identified, understood and addressed;
- a regular review of plans for children with additional educational, emotional or behavioural needs or disabilities to ensure they are meeting pupils' needs;
- the number of bullying incidents that are reported;
- pupils' perceptions of bullying in school (through structured discussions in class time);
- the number of days of absence which are thought to arise as a consequence of bullying (we will investigate patterns of absence to ensure that children are not taking unnecessary days off school due to fear of being bullied);
- the number and nature of complaints and compliments we receive from parents, visitors and other people connected with the school.

CHAPTER 2: MANAGING EXCLUSIONS

2.1 The decision to exclude

By taking the approaches described in chapter 1, we aim to avoid exclusions wherever possible. Only the headteacher or head of school can exclude a pupil from school. Permanent exclusion will only ever be taken as a last resort. A decision to exclude a pupil will be taken only:

- in response to serious or persistent breaches of our behaviour policy, **and**
- if allowing the pupil to remain in school would seriously harm the education or welfare of others.

Before deciding whether to exclude a pupil, the headteacher will:

- consider all the relevant facts and evidence, including whether the incident(s) leading to the exclusion was/were provoked and whether there are any other mitigating factors (such as bullying or family bereavement);
- allow the pupil to give their version of events;
- consider if the pupil has special educational needs or disabilities (SEND) or is otherwise particularly vulnerable to exclusion.

Fixed-term exclusions are not required to be for consecutive sessions (each school day is two sessions), and staff training days are not included in calculating the number of school sessions from which a pupil has been included. A fixed-term exclusion may not be 'converted' into a permanent exclusion, but in exceptional cases a permanent exclusion may immediately follow a fixed-term exclusion.

Exclusions will never be 'informal', nor will potential exclusion ever be used as a threat. The headteacher will seek the agreement of the chair of governors before making any exclusions and notify the council.

2.2 Responsibilities and rights

In the event of an exclusion, the headteacher will immediately communicate in writing to the parents/carers of the pupil excluded:

- the reason(s) for the exclusion;
- the length of a fixed-term exclusion or, in the event of a permanent exclusion, that it is permanent;
- information about parents' right to make representations about the exclusion to the governing body and how the pupil may be involved in this;
- the legal requirement for the governing body to meet to consider the reinstatement of a pupil, and parents' right to attend a meeting, be represented at a meeting, and bring a supportive friend;
- no pupil will go back into class unless they have had a re-integration meeting with the headteacher.

The headteacher will also notify parents by the end of the afternoon session on the day their child is excluded that, for the first five school days of an exclusion, or until the start date of any alternative provision where this is earlier, parents are legally required to ensure that their child is not present in a public place during school hours without a good reason, and that non-compliance may result in a fixed penalty notice or prosecution. Our notice to parents/carers may not be electronic unless prior consent for this form of communication is in place.

If alternative provision is being arranged, the notification to the parents/carers of the excluded pupil will include:

- the start date for any provision of full-time education that has been arranged;
- the start and finish times of any such provision, including the times for morning and afternoon sessions, where relevant;
- the address at which the provision will take place;

- any information required by the pupil to identify the person to whom they should report on the day when alternative provision starts.

Where this information on alternative provision is not reasonably ascertainable by the end of the afternoon session, it may be provided in a subsequent notice, but it will be provided no later than 48 hours before the provision is due to start. The only exception to this is if alternative provision is to be provided before the sixth day of an exclusion, when – with parental consent – the information can be provided with less than 48 hours’ notice.

When notifying parents about an exclusion, the head teacher will draw attention to relevant sources of free and impartial information, including:

- the [statutory guidance](#) on exclusions;
- sources of impartial advice for parents such as the [Coram Children’s Legal Centre](#) or [ACE Education](#) (also available on 03000 115142 between 10am and 1pm during term-time);
- relevant local services, where the headteacher considers these to be relevant, such as Traveller Education Services, the [Information Advice & Support Services Network](#) (formerly known as the Local Parent Partnership) the various sources of [advice and support available for parents](#) of children with SEND, the National Autistic Society’s [guidance](#) on school exclusions in England, or the [Independent Provider of Special Education Advice](#).

The headteacher will ensure that information provided to parents is clear and easily understood, and will consider where the parents’ first language is not English any additional steps required to ensure that the details of the exclusion and their right to make representations to the governing body have been understood.

The headteacher will immediately notify the governing body and the local authority (LA) of:

- a permanent exclusion, including if this has been preceded by a fixed-term exclusion;
- exclusions which would result in the pupil’s having been excluded for more than five school days in a term;
- exclusions which would result in the pupil’s missing a public examination.

For a permanent exclusion, if the pupil lives outside the LA in which the school is located, the headteacher will also immediately inform the pupil’s ‘home authority’ of the exclusion and the reason(s) for it without delay.

For all other exclusions, the headteacher will notify the governing body and LA once a term.

Within 14 days of receipt of a request, the governing body will provide the Secretary of State and the LA information about any exclusion within the last 12 months.

For a fixed-term exclusion of more than 5 school days, the governing body will arrange suitable full-time education for the pupil. For a permanent exclusion, the LA is responsible for arranging suitable full-time education, which must be in the pupil’s ‘home authority’. In both cases this provision will begin no later than the sixth day of the exclusion.

2.3 Considering the reinstatement of a pupil

The Chair of Governors and nominated members of the governing body will consider the reinstatement of an excluded pupil within 15 school days of receiving the notice of the exclusion if:

- the exclusion is permanent;
- it is a fixed-term exclusion which would bring the pupil's total number of school days of exclusion to more than 15 in a term;
- the exclusion would result in a pupil’s missing a public examination

If requested to do so by parents, the governing body will consider the reinstatement of an excluded pupil within 50 school days of receiving notice of the exclusion if the pupil would be excluded from school for more than 5 school days, but fewer than 15, in a single term.

Where an exclusion would result in a pupil's missing a public examination, the governing body will consider the reinstatement of the pupil before the date of the examination where practicable.

The governing body may either:

- to decline to reinstate the pupil, or
- to direct the reinstatement of the pupil either immediately or on a particular date

In reaching a decision, the governing body will consider whether the exclusion was lawful, reasonable and procedurally fair and whether the headteacher followed their legal duties. They will consider any evidence presented in relation to the decision to exclude and will decide whether or not a fact is true 'on the balance of probabilities' rather than against a criminal standard of 'beyond reasonable doubt'.

Minutes will be taken of the meeting, and a record kept of the evidence considered. The outcome will also be recorded on the pupil's educational record.

The governing body will notify, in writing, the headteacher, parents and the LA of its decision, along with the reasons for its decision, without delay.

Where an exclusion is permanent the governing body decision will also include:

- the fact that it is permanent;
- notice of parents' right to ask for the decision to be reviewed by an independent review panel, and:
 - the date by which an application for an independent review must be made;
 - the name and address to whom an application for a review should be submitted;
 - that any application should set out the grounds on which it is being made and that, where appropriate, reference to how the pupil's SEND are considered to be relevant to the exclusion;
 - that, regardless of whether the excluded pupil has recognised SEND, parents have a right to require the school to appoint an SEND expert to attend the review;
 - details of the role of the SEND expert and that there would be no cost to parents for this appointment;
 - that parents must make clear if they wish for an SEND expert to be appointed in any application for a review;
 - that parents may, at their own expense, appoint someone to make written and/or oral representations to the panel, and parents may also bring a friend to the review;
 - that if parents believe that the exclusion has occurred as a result of discrimination, they may make a claim under the Equality Act 2010 to the first-tier tribunal (special educational needs and disability), in the case of disability discrimination, or the county court, in the case of other forms of discrimination. A claim of discrimination made under these routes should be lodged within 6 months of the date on which the discrimination is alleged to have taken place.

2.4 Independent review

If parents apply for an independent review, we will arrange for an independent panel to review the decision of the governing body not to reinstate a permanently excluded pupil. Applications for an independent review must be made within 15 school days of the governing body's notice to the parents of its decision to not reinstate a pupil.

A panel of 3 or 5 members will be constituted with representatives from each of the categories below. Where a 5-member panel is constituted, 2 members will come from the school governors category and 2 members will come from the headteacher category.

- A lay member to chair the panel who has not worked in any school in a paid capacity, disregarding any experience as a school governor or volunteer

- School governors who have served as a governor for at least 12 consecutive months in the last 5 years, provided they have not been teachers or headteachers during this time
- Headteachers or individuals who have been a headteacher within the last 5 years

A person may not serve as a member of a review panel if they:

- are a member of the governing body of the excluding school;
- are the headteacher of the excluding school, or have held this position in the last 5 years;
- are an employee of the school or the governing body, of the excluding school (unless they are employed as a headteacher at another school);
- have, or at any time have had, any connection with the school, governing body, parents or pupil, or the incident leading to the exclusion, which might reasonably be taken to raise doubts about their impartiality;
- have not had the required training within the last 2 years.

A clerk will be appointed to the panel.

The independent panel will decide one of the following:

- uphold the governing body's decision
- recommend that the governing body reconsiders reinstatement
- quash the governing body's decision and direct that they reconsider reinstatement. This can only be done if the decision is judged to be flawed.

The panel's decision can be decided by a majority vote. In the case of a tied decision, the chair has the casting vote.

A pupil's name will be removed from the school admissions register if 15 school days have passed since the parents were notified of the exclusion panel's decision to not reinstate the pupil and no application has been made for an independent review panel.

2.5 Returning from a fixed-term exclusion

Following a fixed-term exclusion, a re-integration meeting will be held involving the pupil, parents, a member of senior staff and any other appropriate staff members. At this meeting, a behaviour contract may be agreed.

CHAPTER 3: MANAGING ATTENDANCE

By taking the approaches described in chapter 1, we aim for the school to be a welcoming, inclusive and safe environment that children wish to attend. However, there will be occasions when children do not attend appropriately, and this chapter sets out how we will manage this.

3.1 Expectations

For a child to reach their full educational potential a high level of school attendance is essential. We therefore expect all children on roll to attend every day, so long as they are fit and healthy enough to do so. It is expected nationally that primary-school-aged children will have an attendance of at least 96%, after allowing for illness, and as a school we aspire to 100% attendance for all children. Every opportunity will be used sensitively and appropriately to convey to pupils and their parents or carers the importance of regular and punctual attendance (including via the home/school agreement).

3.2 Recording absence

A register is kept for each class, recording attendance. Where the child is absent, we distinguish between authorised absence (e.g. if the child is unwell and the parent/carer notifies the school), and unauthorised absence (when the child is away from school without permission from the school, e.g. for a holiday).

3.3 Procedures when a child is absent

If a pupil is unfit for school, we ask that parents do the following.

- Contact the school on each day of absence by 9.30am. This can be done in person, by telephone (using option 1 'absence message system'), by email to the school administrator or headteacher, by text, in a written note to the school office, or via the child's class teacher.
- Keep the school informed about re-attendance for the period of the absence.
- Provide a note explaining the reason for absence on the child's return to school.

If a pupil is absent at morning registration and we have not received an explanation by the close of registration the office is informed, or if there is any doubt about the whereabouts of a child, the class teacher will take immediate action by notifying the school office. The school will then be in contact with the parent or carer, in order to check on the safety of the child, and will continue to do so until we establish contact. To this end, we ensure that we have at least two telephone numbers for every child so that contact can be made effectively. If the absence persists without explanation, the procedures for Children Missing from Education in the Safeguarding suite will be followed.

3.4 Punctuality

Pupils are expected to arrive at school by 8:40 in Orleton and 8:50 in Kimbolton each day. Arrival after this time will be recorded as a late (L). Registers close at 9:30am; any pupil arriving after this time will be recorded as late after registration (U) which is considered an unauthorised absence.

3.5 Term-time leave

In line with Government and Herefordshire Local Authority policy, planned leave during term-time is actively discouraged. The headteacher is only permitted to authorise leave during term-time in exceptional circumstances and leave may be granted only if:

- a Leave of Absence Request Form (available from the school office – please ask the school office if you would like any assistance with completing the form) has been fully completed, explaining clearly why any absence during term-time is necessary;
- the application for planned absence has been made at least six weeks before the date requested.

Leave will not be granted retrospectively.

If leave is taken after the school has refused authorisation, the absence will be recorded as unauthorised (code G). After 5 days (10 unauthorised sessions), the local authority will be notified, and may issue a penalty notice charged per person per child.

3.6 Rewards for good attendance

All the children who have at least 96% attendance in any one term will receive an excellence certificate for attendance, awarded at the last assembly of the term. 100% attenders will also be recognised.

3.7 Managing poor attendance

We have rigorous procedures for monitoring attendance and poor attendance is never ignored. Class teachers are responsible for monitoring attendance in their class, and for following up absences in the appropriate way. If there is concern about a child's absence, class teachers will contact the school office. If there is a longer-term general worry about the attendance of a particular child, this will be reported to the headteacher, who will contact the parents/carers. Children whose attendance drops below the 96% level fall into the 'worrying' category and are less likely to achieve their full educational potential.

At all times, parents will be kept informed of concerns regarding attendance, and will be given every opportunity to receive help and support with getting their child to school. Where an individual is regularly absent due to illness, the school will request medical evidence to authorise absences. Every child's attendance will be reported on at least once in the academic year.

The headteacher will monitor school attendance on a regular basis and will ensure that attendance figures are in line with school targets set with the governing body and/or the Education Welfare Officer.

3.8 Show or traveller families

We are very aware of the needs of our show/traveller families, who have a traditional way of life which means that they travel around the country at different times of year. These children will be catered for by ensuring that provision is made for either off-site learning (school-provided work packs, use of ICT and liaison with LA support services) or dual registration when children are not attending school. Children will be kept on roll, and the appropriate SIMs codes used (B – Educated off-site, D – Dual registration and T – traveller absence).

CHAPTER 4: POSITIVE HANDLING

On very rare occasions, reasonable force or positive handling may be necessary to maintain safety. The [Use of Force Guidance August 2013](#) provides guidance on the circumstances in which school staff have the legal power to use reasonable force. This applies to all occasions when that member of staff is in charge of children both on and off school premises. This power will only be used where other attempts to control the situation have failed, or where there is imminent danger to people. Where this is necessary, the following framework will be used. Senior school leaders will support a staff member if reasonable force is exercised in the teacher's best judgment and according to this framework.

4.1 Circumstances for using reasonable force

Only staff members who are authorised and who have received appropriate training should use physical force. Staff may use reasonable force to:

- remove disruptive children from the classroom where they have refused to follow an instruction to do leave the classroom;
- prevent a pupil from behaving in a way that disrupts a school event or a school trip or visit, prevent a pupil from leaving the classroom, where allowing the pupil to leave would risk their safety or lead to behaviour that disrupts the behaviour of others;
- prevent a pupil from attacking a member of staff or another pupil, or to stop a fight in the playground;
- restrain a pupil at risk of harming themselves through physical outbursts.

Staff may not use force as a punishment; this is always unlawful.

4.2 Interventions

Any physical intervention must meet the following criteria.

- It must be **reasonable**: did the incident warrant a physical intervention? Reasonable force includes methods taught and practised in TeamTeach training and must be proportionate to the circumstances of the incident and the seriousness of the behaviour or the consequences it is intended to prevent. Any force should always be the minimum required to achieve the desired result.
- It must be **necessary**: will someone be hurt if no intervention occurs?
- It must be **proportionate**: was minimum force used?
- It must be in the **best interests of the child**.

Positive handling should also include non-restrictive strategies such as:

- stance and posture
- changes to the environment
- non-verbal communication
- facial expression
- intonation
- simple positive messages

4.3 Risk Assessments and Positive Handling Plans

Risk Assessments should be completed to ensure that potential pupils and scenarios that may require positive handling have been considered in advance. They should look at:

- the physical environment of the classroom
- breaktime activities and strategic hot spots
- staff deployment
- medical and health issues

A Positive Handling Plan will be written for individual pupils assessed as being at greatest risk of needing restrictive physical interventions, in consultation with the pupil and parents/carers. We are aware of and will act upon our legal duty to make reasonable adjustments for disabled children and children with special educational needs. When determining whether to use physical force, staff must take into account whether the child has an individual risk assessment or is listed on the SEND register and follow any guidelines mentioned.

Staff are not routinely trained in positive handling due to the extremely low incidence of this being necessary. Staff will be trained where the risk assessment identifies that this is appropriate.

4.4 Reporting incidents

We will telephone the parents/carers as soon as possible.

A detailed report will be produced of any occasion where force is used. It will be completed by those involved after everyone has recovered, and signed and dated. It may help prevent any misunderstanding or misrepresentation of the incident, and it will be helpful should there be a complaint.

The forms used will be structured recording forms: Risk Assessment, Positive Handling Plan, PHP Checklist, Serious Incident Record (as provided by TeamTeach).

These documents will be used to monitor and evaluate incidences and to inform positive handling plans. Records/copies of incidents of restraint will then be filed and kept for a minimum period of 25 years from the date of the incident.

4.5 Complaints

All complaints about the use of force will be thoroughly, speedily and appropriately investigated. Suspension will not be an automatic response when a member of staff has been accused of using excessive force. Where a member of staff has acted within the law – that is, they have used reasonable force in order to prevent injury, damage to property or disorder – this will provide a defence to any criminal prosecution or other civil or public law action. When a complaint is made, the onus is on the person making the complaint to prove that their allegations are true – it is not for the member of staff to show that they have acted reasonably in line with DfE guidance on the [use of reasonable force](#) (updated July 2013).

Appendix 1: Legislation and Statutory Guidance

This policy is based on the Department for Education's advice on behaviour and discipline in schools (January 2016), on preventing and tackling bullying (July 2017) and on behaviour in schools during the Covid-19 pandemic (July 2020). It is in line with the following legislation:

[Education Act 1996](#)

[School Standards and Framework Act 1998](#)

[Education Act 2002](#)

[Education and Inspections Act 2006](#)

[School Information \(England\) Regulations 2008](#)

[Equality Act 2010](#)

[Education Act 2011](#)

[Schools \(Specification and Disposal of Articles\) Regulations 2012](#)

[The School Discipline \(Pupil Exclusions and Reviews\) \(England\) Regulations 2012](#)

DfE statutory guidance on [Exclusion from maintained schools, academies and pupil referral units \(PRUs\) in England](#) (September 2017 update)

[The Education \(Provision of Full-Time Education for Excluded Pupils\) \(England\) Regulations 2007](#), as amended by [The Education \(Provision of Full-Time Education for Excluded Pupils\) \(England\) \(Amendment\) Regulations 2014](#)

Section 550 of the Education Act 1996, together with national guidance (DfES Circular 10/98)

[Use of Force Guidance 2013](#)