

High Expectations, High Ercall

Our school mission statement:

High Ercall Primary School provides a safe and secure environment, in which our happy and confident children are nurtured and valued as unique individuals. Our children learn to become **resilient**, self-assured and **respectful** of all, thriving on the high expectations of behaviour and learning which are evident across school. Our values-based curriculum nurtures curiosity and creativity by inspiring, engaging and challenging the children. Our children take **responsibility** for their learning and work in partnership with their parents and the school. They are equipped with the skills to **reflect** upon themselves as learners, and to become **resourceful** young people ready to make a positive contribution to their local community and the world around them.

Aims

These are the general aims and philosophy of High Ercall Primary School. The list is not written in any order of sequence or priority.

- Create a **happy and stimulating environment** in which all children develop a positive and independent attitude to learning.
- Maintain the **highest standards** by successfully meeting individual children's needs and by supporting the professional development of all adults.
- Create a **sense of belonging** to the school and the wider community with a respect for the environment and developing a sense of trust and care.
- Promote **our 5Rs – resilience, responsibility, respect, reflection and resourcefulness** – as being at the centre of our school life, but also as skills for the future.
- Promote **effective relationships** between everyone, including staff, pupils, governors, parents and the wider community so that we can encourage each other, enjoying and excelling together in all aspects of school life.
- Ensure pupils' **personal development** is catered for which will help them to be safe and to go on and lead safe, secure and healthy lifestyles in a rapidly developing world.
- Encourage staff and pupils to become **creative thinkers** with enquiring minds that will help them face new challenges and situations with increased confidence.
- Offer the **highest quality teaching and learning** opportunities within an innovative and stimulating environment.
- **Nurture, develop and inspire** the whole child and enable them to experiment, take risks, face challenges and make informed choices whilst at school and in their later life.
- Prepare children for the **challenges** as a 21st Century citizen in Modern Britain, respecting and showing understanding of others for all that is similar and different.

Our 5 Rs

Children, parents, staff and governors identified the following as important qualities that will underpin our school ethos and form part of our behaviour policy.

We reinforce positive behaviour and recognise the need for clarity and consistency.

We think it is important to be...

- Respectful
- Responsible
- Resourceful
- Resilient
- Reflective

We have looked at each of the 5 'R's and tried to explain them in a clear way so that everyone understands what we are aiming for.

Respectful

Being respectful means that we are caring and kind. We think about:

- How well do you look after equipment and belongings?
- Have you shown good manners?
- Have you listened to and cared for others?
- Do you share with others and take turns?

Responsible

Being responsible means that we look after ourselves and others and always act sensibly. We think about:

- Did you make good choices about how you worked?
- How do you manage your feelings so you can work well with others?
- Have you been reliable, honest and fair?
- Have you listened to and followed instructions?

Resourceful

Being resourceful means that we find ways to get the job done. We think about:

- Have you asked a thoughtful question?
- What do you already know that can help you?
- Have the equipment you need to complete your task?
- Have you thought about the ideas from other sources?

Resilient

Being resilient means that we have 'stick- ability'. We think about:

- What helped you to stay on task?
- How did you keep trying?
- Have you challenged yourself?
- How did you overcome problems?

Reflective

Being reflective means that we think about our actions and words. We think about:

- Did you imagine what your finished work would be like?
- What have you changed to improve your learning?
- How does your work meet the success criteria?
- What makes you proud of your learning today?

Expectations of staff in school

The success of our behaviour policy depends upon:

- clear expectations about appropriate behaviour contributing to the ethos of the school
- positive relationships with pupils
- positive, supportive relationships with parents
- good liaison with all staff (teaching and non-teaching)
- consistent and continuous implementation of this behaviour policy.

Promoting and acknowledging good behaviour

There are certain factors which have an impact on children's behaviour and the following are essential in motivating pupils and engaging them positively in their learning:

- A well planned, relevant, appropriately differentiated curriculum
- Clearly defined expectations of behaviour set out using the 5R
- Have clear, consistent routines – communicated to the children.
- Enhancing children's self esteem through praise and encouragement, valuing their efforts and creating a safe emotional environment.
- Ensuring that all staff have a responsibility for all children and all consistently follow the same expectations of behaviour.

Children's good behaviour is acknowledged in a number of ways:

- praise, positive reinforcement by adults or peers
- constructive written comments on work
- class/group positive behaviour recognition charts
- acknowledgement to parents /carers
- weekly and half termly certificate presented in assembly and name in newsletter

We aim to make most rewards intrinsic as children get older i.e. children want to behave well and have less need for tokens to motivate them.

Children are encouraged to be respectful of each other, and supportive both on the playground and within their learning. They are also encouraged to be independent in sorting out small problems on the playground, and negotiating in their games. However, they are also encouraged to talk to adults as soon as a problem becomes something they cannot solve, or is upsetting.

Playground buddies support peers and younger children with minor disagreements. Children are also encouraged to share concerns they have about a peer to an adult in school.

Unacceptable behaviours

Disruptive or unacceptable behaviour can still occur and will, depending on circumstances, be dealt with appropriately.

As a school we will not accept:

- Refusal of requests by adults
- Dishonesty, including stealing
- Bullying of any kind including name-calling, hurting others, all types of bullying, threats and intimidation, including cyber bullying.
- Racism, homophobia or sexism including name calling and any type of harassment
- Verbal or physical aggression
- Anything illegal being brought into school, including weapons, drugs or stole items
- Abusive or foul language to anyone
- Damage to property, including graffiti

Children's poor behaviour is dealt with in a number of ways.

This is our hierarchy of response:

1. non verbal prompts by adults
2. acknowledgement of examples of good behaviour e.g. 'Thank you John for waiting patiently.'
3. verbal reminder of appropriate behaviour, actions/consequences
4. re-seating within the class to work on own with no distractions
5. short 'time out' within the class to reflect and is followed up by discussion with an adult
6. withdrawal of privileges e.g. part of break to reflect on behaviour or complete unfinished work (adult to oversee- best practice suggests that short periods of withdrawal with opportunities to redeem themselves are most effective)
7. sent to Headteacher/Deputy Head to discuss incidents and possible escalation of sanctions
8. parents informed by Headteacher/Deputy Head sanctions discussed and agreed
9. outside agencies may be involved
10. N.B. for exclusions, the school has adopted the LA policy and procedure.

The starting point of intervention will depend upon the seriousness of the incident. Parents may well be involved earlier, as part of our working relationships with parents, and the importance we place on working in partnership to promote positive behaviour.

In the Classroom

All adults are deemed to be in a position of authority. Within lessons, the class teacher or HLTA / cover supervisor in charge, is ultimately responsible for the management of behaviour, however teaching assistants also manage behaviour when working with individuals or groups. Any sanctions imposed are discussed with the class teacher. It is expected that in most cases, a quiet use of the early sanctions outlined above would be sufficient to remind pupils of expectations.

Relevant information is kept by the Head, detailing specific incidents that are considered to be excessive forms of inappropriate behaviour.

At Lunch Time

- Lunch time supervisors (LTS) are responsible for implementing the behaviour policy -short periods of time out may be given. Any children who continue to misbehave after verbal warnings, may be given a time out, standing beside a member of staff, or walking to a different area of the playground. After reminders of actions/consequences children are given chance to redeem themselves – LTS to observe and repeat if necessary
- LTS to inform Headteacher/Deputy of serious or repeated incidents e.g. verbal /physical abuse should be reported immediately. Children must be brought into school by a member of staff.
- LTS to liaise with Headteacher and/or class teacher regarding sanctions imposed
- Parents informed by Head if deemed necessary

After School

- Parents/carers are responsible for children upon hand over at the end of the school day.
- Parents can notify the Headteacher following any after- school incident and the Headteacher will follow up if appropriate. This would also include incidents involving technology which may occur at home using apps, messaging or group chat. This would particularly be the case where the behaviour may impact on the following school day.
- Children using home transport are expected to behave well. There is good liaison between the bus companies and the school. Both will report bad behaviour to parents.
- Children attending clubs are expected to follow school behaviour expectations.

Leaving the classroom or school grounds without permission

If a pupil runs out of a class, we will establish where he or she has gone. Teachers must not run after them but will send a message to the office for adult support. It is advisable to keep a watchful eye on any child who has taken him or herself out of the school building and possibly out of school grounds, unless this provokes the child to run further. If a child is no longer on school premises, parents will be contacted. A member of staff would endeavour to ensure that the child was safe. If they are not at home, the police will be informed that a pupil has left school and is at risk.

Bullying

Bullying is defined at this school as ‘on-going and persistent intimidation or physical/mental torment carried out by one person on another’.

Where a consistent approach to high standards of behaviour exists, bullying should not be an issue.

However, if any incidences of bullying occur at this school, the Headteacher will be involved straight away and will inform both sets of parents of sanctions to be imposed. All teaching/non teaching staff would also be involved in follow-up monitoring procedures.

(See also Anti Bullying Policy)

Racial Equality

This school is committed to tackling racial discrimination and promoting equality of opportunity and good race relations, so that every individual is valued within our school community.

This policy and practice is regularly assessed on an informal basis by all members of teaching and non teaching staff and by the pupils themselves, who are fully aware of the school’s stance on racism. All personnel are aware that the Headteacher deals directly with any incidences thought to be racially sensitive.

(See also Single Equality Policy)

Racial incidents

Any incidents of racial harassment will not be tolerated at this school. All incidents will be referred to the Headteacher, who will take appropriate action. For a first incident of 'name calling', parents may not be involved. However, this will depend upon the child involved and the distress caused. For further incidents or those of a more serious nature, parents of both parties will be involved. As with bullying, all teaching / non-teaching staff would be involved in follow up monitoring procedures.

Any pattern or frequency of racial harassment will be reported annually to the authority.

Homophobic Bullying

Homophobic bullying does not only affect lesbian, gay and bisexual (LGB) young people. Anyone who is perceived as different can become a target of homophobic bullying. Like any other form of bullying, homophobic bullying can be distressing for a child and can affect their confidence and well-being. An important aspect of our role is making sure every child - regardless of their sexual orientation – has someone to turn to if they are being bullied and that they feel included and valued – at home and at school. Parents of the victim and perpetrator will be informed immediately and should the matter persist, the child could face further sanctions. Explicit teaching of why this behaviour is unacceptable will be shared with the child and parents.

The power to discipline beyond the school gate

The school may be involved in disciplining pupils misbehaviour 'beyond the school gate'. Disciplining beyond the school gate covers the school's response to all non-criminal bad behaviour and bullying which occurs anywhere off the school premises and which is witnessed by a member of staff or reported to the school. The governing body must be satisfied that the measures proposed by the head teacher are lawful. (see additional LA DFE guidance)

Searching and confiscation

The Headteacher, Deputy Headteachers and senior members of staff have a statutory power to search pupils or their possessions, with or without consent, where they suspect the pupil has certain prohibited items. The items that can be searched for under this power are knives or weapons, alcohol, illegal, drugs and stolen items. School staff can seize any banned or prohibited item found as a result of a search or is considered to be harmful or detrimental to school discipline. (see additional LA and DFE guidance)

Use of reasonable force

The term 'reasonable force' covers the broad range of actions used by all member of staff at some point in their career that involves a degree of physical contact with pupils. Force is usually used to either **control** or **restrain**.

The use of physical intervention is rare and is, wherever possible avoided.

There may be occasions where the use of physical restraint is appropriate; for example if a child is hurting his/her self and/or others or making a threat to injure using a weapon. Any intervention used will always be minimal and in proportion to the circumstances of the incident. All physical intervention will be recorded on a concern form and parents informed. (see additional LA and DFE guidance)

Partnership with parents

As a school we aim to

- Provide a welcoming atmosphere which encourages parents to become involved and promotes an active home/ school partnership.
- Ensure that parents are not only told when their child is in trouble but also when they have been praised.
- Ensure that parents are familiar with the main points of the behaviour policy through the Behaviour Policy Leaflet.

We communicate this through – induction meetings, parent/ teacher meetings, school prospectus, information available on the school website.

In accordance with new statutory guidance (Ref. DFE School Attendance Guidance Aug 13), parenting contracts, parenting orders and penalty notices are interventions available to promote better school attendance and behaviour. At High Ercall Primary School, we would endeavour to ensure that good relationships with parents meant that a formal written contract between parents and the Governing body would not be an action we would use. This policy, however will be reviewed on a regular basis.

Penalty notices may be issued where a pupils absence has not been authorised by the school. Penalty notices may also be issued where parents allow their child to be present in a public place during school hours, without reasonable justification, during the first five days of a fixed period or permanent exclusion. The penalty is £60, rising to £120 if not paid within 21 days. If parent/carers fail to pay the penalty fine within 28 days they will be prosecuted.

1.0 Introduction

- 1.1 The governors and staff of High Ercall Primary School fully recognise the contribution they make to safeguarding children. We recognise that all staff, including volunteers, have a full and active part to play in protecting our pupils from harm.
- 1.2 All staff and governors believe that our school should provide a caring, positive, safe and stimulating environment which promotes the social, physical and moral development of the individual child.
- 1.3 All governors and staff believe that bullying will not be tolerated in any form and is defined to mean;

‘on-going and persistent intimidation or physical/mental torment carried out by one person on another’.

1.4 The aims of this policy are:

- 1.4.1 To support the child’s development in ways that will foster security, confidence and independence.
- 1.4.2 To raise the awareness of both teaching and non-teaching staff of the need to safeguard bullied children, and of their responsibilities in identifying and reporting possible cases of this form of abuse in line with Local** and National procedures and guidance* **.
- 1.4.3 To provide a systematic means of monitoring children known or thought to be at risk of harm from bullying, or known or thought to be carrying out bullying
- 1.4.4 To emphasise the need for good levels of communication between all members of staff.
- 1.4.5 To develop a structured procedure within the school which will be followed by all members of the school community.
- 1.4.6 To develop and promote effective working relationships with other agencies, especially the Police and Social Services.
- 1.4.7 To ensure that all adults within our school who have access to children have been checked as to their suitability, and make them aware that bullying has no place in or out of school.

2.0 Procedures

- 2.1 Our school procedures for safeguarding children will be in line with the expectations of the document 'Keeping Children Safe in Education 2016 (KCSIE)', Children's Services Authority (CSA) and the Safeguarding Children Board (SCB) procedures. We will ensure that:
 - 2.1.1 We have a designated member of staff for Child Protection (DSL) who undertakes regular training, where bullying is identified as abuse in its own right.
 - 2.1.2 We have a member of staff who will act in the Designated Person's absence and deal with any bullying issues.
 - 2.1.3 All members of staff develop their understanding of the signs and indicators of bullying.
 - 2.1.4 All members of staff know how to respond to a pupil who discloses bullying. Refer to T&W documents – Safeguarding file.
 - 2.1.5 All parents/carers are made aware of the responsibilities of staff members with regard to child protection procedures**,
- 2.2 Our procedures will be regularly reviewed and updated.
- 2.3 All new members of staff will be given a copy of our anti bullying policy as part of their induction into the school.

**DfES/0027/2004 Safeguarding Children in Education*

*** Telford & Wrekin Safeguarding Children Board Procedures (posted on OLE & Borough of Telford & Wrekin Websites)*

****Working together to Safeguard Children HM Government 1999 (revised 2006)*

3.0 Responsibilities

- 3.1 The Designated Person is responsible for:
 - 3.1.1 Adhering to the KCSIE, SCB, CSA and school procedures with regard to referring a child if there are concerns about possible bullying abuse.
 - 3.1.2 Keeping written records of bullying and concerns about a child even if there is no need to make an immediate referral for action.
 - 3.1.3 Ensuring that all such records are kept confidentially and securely and are separate from pupil records.
 - 3.1.4 Ensuring that an indication of further record-keeping is marked on the pupil records.
 - 3.1.5 Ensuring that any pupil currently on the child protection register who is absent without explanation for two days is referred to Children's Social Services.

4.0 Supporting Children

- 4.1.1 We recognise that a child who has intermittent or persistent peer on peer abuse by bullying, may find it difficult to develop and maintain a sense of self worth. We recognise that a child in these circumstances may feel helpless and humiliated. We recognise that a child may feel self blame.
- 4.2. We recognise that the school may provide the only stability in the lives of children who have been abused or who are at risk of harm. Contrary to that, we recognise that this stability could be compromised if bullying is not taken seriously. This will be addressed as soon as it is known or signs of it prevalent.
- 4.3. We accept that research shows that the behaviour of a child in these circumstances may range from that which is perceived to be normal to aggressive or withdrawn.
- 4.4. Our school will support all pupils by:
 - 4.4.1 Encouraging self-esteem and self-confidence whilst not condoning aggression or bullying.
 - 4.4.2 Promoting a caring, safe and positive environment within the school and promoting respect between others in and out of school. Wherever possible/appropriate delivering anti bullying messages in curriculum based activity.
 - 4.4.3 Liaising and working together with all other support services and those agencies involved in the safeguarding of children; including, wherever possible, the school in thematic Local and National anti bullying campaigns.
 - 4.4.4 Notifying Children's Social Services as soon as there is a significant concern.
 - 4.4.5 Providing continuing support to a potentially vulnerable pupil, who leaves the school about whom there have been concerns, by ensuring that appropriate information is forwarded under confidential cover to the pupil's new school.

5 Confidentiality

- 5.1 We recognise that all matters relating to bullying and general Child Protection are confidential.
- 5.2 The Headteacher or Designated Person will disclose any bullying information about a pupil to other members of staff on a need to know basis only.
- 5.3 All staff must be aware that they have a professional responsibility to share bullying information with other agencies with regard to safeguarding children***.
- 5.4 All staff must be aware that they cannot promise a child to keep secrets, but a child's concerns must be sensitively handled in the case of those perpetrators of the bullying, where cessation is the key outcome and reassurance for the victim paramount.

6.0 Supporting Staff

- 6.1 We recognise that staff working in the school who have become involved with a child who has suffered harm from bullying, or appears to be likely to suffer harm from bullying, may find the situation stressful and upsetting.
- 6.2 We will support such staff by providing an opportunity to talk through their anxieties with the Designated Person and to seek further support as appropriate.

7.0 Allegations against staff

- 7.1 We understand that a pupil may make an allegation of bullying against a member of staff. This will be treated like any other complaint.
- 7.2 If such a complaint is made, the member of staff receiving the complaint will immediately inform the Headteacher.
- 7.3 The Headteacher on all such occasions will discuss the content of the allegation with the Local Authority Designated Officer, currently Wendy Chetta, through Family Connect, and make a referral as required.
- 7.4 If the allegation made to a member of staff concerns the Headteacher, the Designated Person will immediately inform the Chair of Governors who will consult with the Local Authority Designated Officer, currently Wendy Chetta, through Family Connect.
- 7.5 The school has adopted policies for managing allegations against staff, a copy of which will be readily available in the school.
 - 7.5.1 If such an allegation is made, the member of staff subject to the allegation will be assigned a designated HR contact to support them through the process.
 - 7.5.2 Soon after the allegation is made, a decision will be taken as to whether a joint strategy meeting needs to be convened to discuss the matter further.
 - 7.5.3 If it is decided at that meeting that an investigation should commence, this may be initially led by the Police and Social Services, prior to it being referred back to the Local Authority to investigate under agreed disciplinary procedures.

8.0 Whistle blowing

- 8.1 We recognise that children cannot be expected to raise concerns in an environment where staff fail to do so.
- 8.2 All staff should be aware of their duty to raise concerns, where they exist, about the attitude or actions of colleagues.

9.0 Cyber bullying (ref: e-safety policy)

- 9.1 We recognise that bullying increasingly takes place in “cyber” environments, such as on the internet and through the use of mobile phones. In whatever form, we will take action to prevent phones and computers that have been used for this purpose being allowed on the school premises and parents will be informed of that ruling. As such these incidents will be treated as a Child Protection issue.
- 9.2 Upon any incident where “cyber” bullying has taken place in or out of school and made known to us, we will take matters seriously and action will be taken to reduce any further incidents. This will be done with The Designated Person for Child Protection and the Headteacher, and if appropriate, outside agencies.
- 9.3 We recognise and will act in accordance with guidelines set down in ‘Keeping Children Safe in Education.’

10.0 Physical Intervention

- 10.1 We have adopted a policy on Physical Intervention and understand that staff must only use physical intervention as a last resort, and that at all times it must be the minimal force necessary to prevent injury to another person.
- 10.2 We recognise that physical intervention of a nature which causes injury or distress to a child may be considered under child protection or disciplinary procedures.
- 10.3 This policy is in line has been adopted in line with the local authority policy on physical intervention.

11.0 Racist Incidents

- 11.1 Our policy on racist abuse by bullying is set out in a separate document and acknowledges that repeated racist incidents of bullying or a single serious incident may lead to consideration under child protection procedures.

12.0 Prevention

- 12.1 We recognise that the school plays a significant part in the prevention of harm to our pupils by providing pupils with good lines of communication with trusted adults, supportive friends and an ethos of protection.
- 12.2 The school community will therefore:
- 12.2.1 Establish and maintain an ethos where children feel secure and are encouraged to talk about bullying and are always listened to, whether they are the victim or the perpetrator.
 - 12.2.2 Ensure that all children know there is an adult in or out of the school setting whom they can approach if they are worried or in difficulty with regard to bullying as a specific issue. Access to Helpline numbers will be displayed and encouraged.

12.2.3.1 Include in the curriculum opportunities for PSHE which equip children with the skills they need to stay safe from harm and to know to whom they should turn for help.

13.0 Health & Safety

13.1 Policies on Health & Safety are set out in a separate document. It reflects the consideration we give to the protection of our children both within the school environment and when away from the school when undertaking school trips and visits.

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However, if any incidences of bullying occur at this school, the Headteacher will be involved straight away and will inform both sets of parents of sanctions to be imposed. All teaching/non teaching staff would also be involved in follow-up monitoring procedures.

Racial Equality

This school is committed to tackling racial discrimination and promoting equality of opportunity and good race relations, so that every individual is valued within our school community.

This policy and practice is regularly assessed on an informal basis by all members of teaching and non teaching staff and by the pupils themselves, who are fully aware of the school's stance on racism. All personnel are aware that the Headteacher deals directly with any incidences thought to be racially sensitive. (See also Race Equality Policy)

Racial incidents

Any incidents of racial harassment will not be tolerated at this school. All incidents will be referred to the Headteacher, who will take appropriate action. For a first incident of 'name calling', parents may not be involved. However, this will depend upon the child involved and the distress caused. For further incidents or those of a more serious nature, parents of both parties will be involved. As with bullying, all teaching / non-teaching staff would be involved in follow up monitoring procedures.

Any pattern or frequency of racial harassment will be reported annually to the authority.

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HIGH ERCALL PRIMARY SCHOOL

Statement of Behaviour Principles Requirement and Application

Under the **Education and Inspection Act 2006**, school governing bodies are charged with the duty to set the framework of school policy by providing a written statement of general principles relating to behaviour and discipline, taking into account the needs of the pupils.

The following has been approved by the High Ercall Primary School Board of Governors, within the Positive Behaviour Policy. It applies to all adults employed by, volunteering at or providing services to High Ercall Primary School (the **School**).

Similarly, given the duty of care to pupils, this statement and the policies that both stem from it and are influenced by it (e.g. appropriate contact, anti-bullying and exclusions) applies to all pupils when in School, when travelling to and from School and when engaged in extra-curricular activities and residential trips.

Behaviour Principles and Safeguarding Statement for High Ercall Primary School

We, the Board of Governors of High Ercall Primary School:

- adopt and support the School in achieving its values, safeguarding its rights and following its rules
- respect and value all members of the School community and are committed to providing a caring, friendly and secure environment for all pupils so that they can learn and achieve success in a safe and happy environment;
- recognise our responsibility to safeguard all who access our School and we promote the welfare of all pupils by protecting them from physical, sexual and emotional abuse, neglect and bullying;
- value the strong relationships that exist in the School which leads to mutual respect and we encourage positive behaviour;
- have high expectations of everyone and we will actively promote equality of value whether race, gender, age, sexuality, religion or disability; and
- seek to eliminate all forms of discrimination, harassment and bullying.

This statement will be applied with consistency and fairness with regard to each individual situation.

Monitoring School Discipline and Understanding Pupil Requirements

It is recognised that on occasions sanctions may be necessary to demonstrate that seriously inappropriate behaviour is unacceptable; to express the disapproval of the community; and to deter other pupils from similar behaviour. The Board of Governors will monitor the School in this regard.

It is recognised that sanctions will enable the pupil to reflect upon and learn from their behaviour and make reparation wherever possible. Because of the focus on positive behaviours and the opportunities for pupils to learn from their mistakes, the Board of Governors expects lower than the national average rates of exclusion. Some pupils, for example those with special educational needs, physical or mental health needs can experience particular difficulties with behaviour and the School will seek to ensure that such pupils receive

behavioural support according to their need. However, when making decisions the School must balance the needs of the individual with those of the School community and where pupil behaviour places others at risk, the safety of the pupil body as a whole is paramount.

The Governing Body works with all members of the School community to understand the pupils and their circumstances and believe this relationship is an important part in building a strong learning community.

Our School Values

Children, parents, staff and governors identified the following as important qualities that will underpin our school ethos and form part of our behaviour policy.

We reinforce positive behaviour and recognise the need for clarity and consistency.

We think it is important to be...

- Respectful
- Responsible
- Resourceful
- Resilient
- Reflective

We have looked at each of the 5 'R's and tried to explain them in a clear way so that everyone understands what we are aiming for. These are detailed in our Positive Behaviour Policy and on the school website.

References

Keeping Children Safe in Education 2016

Behaviour and discipline in schools: a guide for headteachers and school staff. DfE 2012

Dealing with allegations of abuse against teachers and other staff. Guidance for local authorities, headteachers, school staff and governing bodies, DfE 2012

Ensuring good behaviour in schools: a summary for headteachers, governing bodies, teachers, parents and pupils DfE 2012

Exclusion from maintained schools, Academies and PRUs in England, DfE 2012

Updated 13th June 2017

Review date: Summer term 2018

This document will be reviewed on an annual basis, unless changes in law or regulation necessitate an exceptional review.

HIGH ERCALL PRIMARY SCHOOL
PARENTAL 'LICENCE' TO ATTEND SCHOOL
POLICY/TERMS/PROCEDURES TO APPLY

Through the school's practice of welcoming parents of registered pupils into the school and the natural right of parents to need to visit the school from time to time to deal with matters related to their children's education, parents acquire what is seen in law as a limited 'licence' to enter the premises of the school at which their children are educated.

However, in appropriate, hopefully extremely rare, circumstances this 'licence' may be revoked by the Headteacher.

As is now required through recent Case Law, The Policy/Terms applying to this School's 'Parental Licence' and the procedures that will be followed should the need arise to consider revoking the 'licence' in individual cases are set out below for the information of parents:

1. Policy/Terms of The School's Parental Licence

- Parents of registered pupils are welcomed into our school.
- The 'Parental Licence' is only acquired by parents of registered pupils at the school and pertains only whilst such parents have a child actually registered at the school.
- The 'Licence' expects parents to conduct themselves in a proper manner whilst on the school premises and to observe normal common courtesies.
- The 'Licence' does not give any parent any right to roam the school premises at will nor any right to enter into the school premises outside normal school times, at weekends or in school holiday periods.
- The 'Licence' does not give any parent any right to disrupt in any way the delivery of education at the school nor to otherwise behave in an unacceptable manner towards the premises, its staff, its children or their belongings or any other persons on the premises.
- The 'Licence' does not give any parent any right to expect to be able to access members of the school's staff or the Headteacher outside the normal arrangements for the making of appointments.

2. Circumstances in which consideration will be given to revoking the parental licence

Revocation of the 'Parental Licence' will be considered in persistent cases falling into any of the following categories:

- any behaviour on school premises towards staff, pupils, parents or any other persons on the school premises deemed, by the Headteacher, as being unacceptable, and/or
- physical or verbal abuse of staff, pupils', parents' or any other persons on the school premises; and/or
- misuse, abuse, damage of/to any school, staff, pupils', parents' or any other persons' property or equipment or any other goods on the school's premises: and/or
- any nuisance or disturbance on the school's premises e.g. any unauthorised use of the premises e.g. trespass, dog walking, playing of games etc. in or out of school hours, including evenings, weekends or school holiday periods.

3. Procedures That Will be Followed By The Headteacher in Cases Where Revocation of The Parental Licence has been Determined as the only remaining Appropriate Action.

The following procedures will be those normally followed in circumstances where the Headteacher has decided to revoke the parental licence. However, in circumstances considered very serious related to the safety of staff, pupils, other parents, any other persons, property and/or equipment etc the parental licence may be revoked without prior warning.

- Headteacher to have warned the parent concerned either verbally or in writing, whichever the most practicable in the circumstances, on at least one prior occasion, that their behaviour was unacceptable and could not be tolerated and that if it persisted would result in the parent being 'banned' from the premises:
- where unacceptable behaviour persists after prior warning: or the circumstances are so serious to warrant an immediate ban, the Headteacher shall:
 - if practicable tell the parent that they are 'banned' from the premises and that they should leave immediately. The Police should be involved if any difficulties arise and the parent concerned refuses to leave the premises;
 - write to the parent concerned setting out the reasons for the ban and the period of the ban if not to be left open ended. The letter should also include an opportunity for the parent to make written representations to the Headteacher against the imposition of the ban and its continuance as well as details of when and how the ban, if to be continued, will be reviewed. The letter should also explain that, as and when necessary, the parent will be allowed onto the premises for legitimate educational reasons relating to the education of their child concerned on a strict appointment basis only. (A model letter is attached).
 - consider any representations made and determine whether to continue the ban and for how long and to convey that decision to the parent in writing:
 - as appropriate, establish satisfactory review arrangements. Review must be undertaken at least once a week. The outcome of each review should be notified to the parent in writing on each occasion.

REVOCATION OF PARENTAL LICENCE TO ENTER SCHOOL

Model letter from Headteacher to parent to control access to the school premises following unacceptable behaviour

Dear

Revocation of Parental Licence to Enter School

Following our conversation [earlier today/yesterday/last week/etc] when you [describe nature of behaviour/abuse], I am formally notifying you of the arrangements your behaviour has forced me to establish to control your future access to school to deal with any matters relating to the education of your [child/children].

With immediate effect you will, in future, only be allowed onto these school premises if you have made a prior appointment to see me. My telephone contact number is shown at the head of this letter. The arrangements I shall make will attempt to ensure that you have no or little opportunity to repeat the behaviour you have recently demonstrated.

I reiterate that the school will not tolerate such behaviour from any parent, nor will the Local Education Authority to whom I have had to report this incident under their required procedures.

If there are any mitigating circumstances or other comments you feel would justify the lifting of this ban which should be taken into consideration please let me have them, in writing, as soon as possible.

If after considering your comments I decide that the continuation of the ban is still justified I shall review this situation on an, at least, once a week basis following which I shall write to you with my decision. For your information I can tell you that I shall only be prepared to lift this ban when I can be completely satisfied that you are prepared to behave in an acceptable manner and that there will not be a repeat of the intolerable behaviour that caused me to have to impose the ban in the first place.

I sincerely hope that this need not be too long and should you wish to talk further with me in this respect I shall be happy to receive your call.

Yours sincerely

Headteacher

Copy to: Telford & Wrekin LEA (for the attention of Personnel Services)

PARENTAL 'LICENCE' TO ATTEND SCHOOL.

Through the school's practice of welcoming parents of its registered pupils into the school and parents natural right to need to visit the school from time to time to deal with matters related to their children's education; parents acquire, what is seen in law as, a limited 'licence' to enter the school premises.

The law also recognises that in appropriate, hopefully extremely rare circumstances of either very serious or persistent cases of unacceptable behaviour this 'licence' may be revoked by the Headteacher.

The full policy document setting out the detailed terms and procedures of this schools 'Parental Licence To Attend School' is available from the school office for interested parents.