

New Marston Primary School



Behaviour Policy

September 2016

New Marston Primary School

Policy Statement for Behaviour and Attitude to Learning

This policy explains our whole school approach to promoting good behavior and a positive attitude to learning and the action that will be taken to address any inappropriate behavior that should arise.

Aims

We aim to:

- Actively engage the pupils in recognising the need for the Golden Rules and Tiger values for Behaviour and Learning.
- Promote the Golden Rules and Tiger skills for Behaviour and Learning so that they are recognised as an essential aspect of our school ethos by all members of the community.
- Agree and follow consistent procedures for rewarding appropriate behaviour and responding to and reducing inappropriate behaviour.

The Golden Rules for Behaviour that underpin our school ethos are:

- **Always** follow instructions first time.
- Keep your hands and feet to **yourself**.
- Be kind and helpful to **everybody**.

Read Write Inc management signals

The school has adopted the RWinc management signals across the school as a consistent approach for all children and adults to use. These are:

- Hands up – stop and listen
 - Smart sitting
 - My turn, your turn
 - Magnet eyes
 - My turn, your turn
1. Stand up
 2. Move to your next space
 3. Sit down

The Tiger skills for Learning that underpin our school ethos are:

T = Teamwork (work together, respond to feedback, celebrate achievements)

I = Initiative (be independent, think for yourself)

G = Growth (be the best you can, challenge yourself, don't give up)

E = Expectation (have high expectations, in learning and behaviour)

R = Responsibility (to yourself, your school, community and the planet)

Rights and Responsibilities of Pupils, Staff and Parents

Rights:

- To be treated with respect.
- To be safe.
- To learn.
- To make mistakes without fear of criticism.
- To be listened to.
- To be spoken to with a kind voice.
- To be in a well kept, tidy and clean environment

Responsibilities:

- To show respect to others.
- To keep safe and help others to stay safe.
- To be willing to learn.
- To allow others to learn.
- To give opinions in a constructive way.
- To listen to others.
- To model the appropriate behaviour towards others.

Whole School Everyday Expectations:

- Walk calmly and quietly around the school on the left with or without an adult, with hands clasped behind your back.
- Open doors for each other.
- Say please, thank you and good morning.
- Use quiet voices inside the school.
- Respect displays and school property.
- Respect each other (actions and language).
- Respond and listen to **all** adults (countdown 5 to 0).

Agreed Approaches, Rewards and Consequences

Promoting Positive Behaviour: Systems

- SEAL (Social, Emotional Aspects of Learning) Weekly PSHCE / British Values lesson. This recognises and promotes five important skills that children need to manage life and learning effectively. The areas are self-awareness, managing feelings, motivation, empathy and social skills.
- Assemblies. These are used to promote and discuss the SEAL/ British Value theme of the week.
- Praise Boards in each classroom
- Weekly Tea party guests – in recognition for positive behaviour, tiger values.
- Weekly Sharing Assemblies
- Support in the Rainbow Room.
- Year 6 Prefects (model responsibility)
- School Learning Council

The School Learning Council focuses on issues raised by the children to improve in the school, school events and fundraising. They also focus on the promotion of Tiger Skills and good attitudes to learning.

- 'Diffuser' Time. A member of staff will monitor the corridors between 1.00-1.15 to deal with any lunchtime issues to avoid learning time being disrupted. If an issue can not be resolved the children will need to sort it out the following lunchtime with the class teacher and their key worker if they have one.
- Breakfast club
- Extra 'PE' sessions and PE leader opportunities with the Sports Coach (e.g team building, circus skills)

Key pupils will be allocated a key worker who will support the pupil with their specific emotional needs. These pupils will have a Home/school communication record that will be completed daily by the key worker/teacher and the parents.

- Routines for Vulnerable learners: Use a visual timetable to map the main activities of the day for all the children. Photos of key adults displayed. Run through the routine before each change of activity and ask the children to repeat back the expectations. Give regular time checks or use a mechanism for children to take responsibility of deadlines or changes in tasks. Make transition times ie first thing in the morning, after break, returning from assemblies, predictable and routine. Make a specific time/routine for dealing with breaktime issues so that learning time is not interrupted).

Positive Behaviour: Rewards

These are displayed in rooms and corridors.

- Weekly Class Tiger award and individual Tiger awards
- House points awarded to every child who receives the Tiger time each week. This could be the responsibility of a pupil to add these house points each week.
- Weekly TIGER Tea Parties with the Headteacher
- House points and house rewards
- Individual star reward chart

Dealing with Inappropriate Behaviour: Sanctions

These are displayed in rooms and corridors (Weather flow charts)

- Verbal warning using the choice and consequence approach
- Time out (against the wall at breaktimes, in a quiet space in the classroom or to a paired teacher)
- Miss Playtime
- Time Out Room at lunchtimes for lunchtime incidents. All incidents reported to parents at the end of the day.
- Formal Home/School Discussions Form K, L, Li
- Weekly Behaviour Record with reporting to Headteacher/Deputy Headteacher and daily/weekly communication with parents/carers. Form A
- Referral to SENCO as appropriate.
- Referral to outside agencies
- Pastoral Support Plan
- Internal/External exclusion (fixed/permanent) Forms F, G, H, I, J, M

A child may spend a period of time in the Rainbow room if they continually disrupt other pupils from learning, are not able to learn within the classroom or are not behaving appropriately towards other children or staff. They will have work set and marked by the class teacher but will be monitored by the Behaviour learning mentor. This is a sanction and the child will be expected to work with minimum support. They will not be allowed outside at breaktimes. They will return to class when it is decided that they are ready to learn within the classroom, this may be a staggered return.

De-escalation Skills: Team Teach

Specific members of staff have had Team Teach Training, for specific children in the school. If support is needed by a member of staff a red card must be sent to the behaviour learning mentor or Deputy Head teacher. These staff will potentially face challenging situations and be able to use defusion and de-escalation skills.

Pupils' conduct outside the school gates

In line with this policy, teachers may discipline pupils for misbehaviour when the pupil is:

- taking part in any school-organised or school-related activity
- travelling to or from school or wearing school uniform or in some other way identifiable as a pupil at the school.
- misbehaviour at any time, whether or not the conditions above apply, that could have repercussions for the orderly running of the school or poses a threat to another pupil or member of the public or could adversely affect the reputation of the school.

Monitoring Behaviour

It is the responsibility of the Behaviour Co-ordinator (Hannah Brown) to manage, monitor and analyse procedures within the school in accordance with the policy in the pursuit of the highest standards of pupil behaviour. Behaviour is monitored by:

- Termly summary and follow up letters to parents of Time Out Incidents
- Class teacher's Behaviour books (records of Time Out sheets, informal observations)
- Record of Home /School discussions
- Behaviour Plans
- Playground Monitoring with follow up action plans.
- Lesson observations and ongoing visits to lessons by HT and DHT
- Exclusions records
- Annual questionnaires to teachers, teaching assistants, pupils and parents at the end of every academic year
- Verbal/physical abuse forms
- Racial incidents records
- Homophobic incidents records
- Bullying incidents
- School Improvement Plan (Behaviour and Safety Priority)

Inclusion and Equal Opportunities

Children have varied life experiences and needs. In consideration of this it is necessary to ensure the curriculum and the means by which we deliver it, is inclusive and provides equal and appropriate access. New Marston Primary School is committed to inclusion. The school defines inclusion as a process of identifying, understanding and breaking down barriers to participation and belonging. In our teaching we aim to provide equal opportunities for all learners, whatever their age, gender, religion, sexuality, ethnicity, impairment, medical concerns, attainment and background.

Date agreed- September 2016
Headteacher Hannah Brown

Date for review – September 2017
Behaviour Co-ordinator Hannah Brown

New Marston Primary School



Behaviour Policy

Overview of Stages of Weather Behaviour Flow Chart

September 2016

Pupils start each morning and afternoon session on the sun.

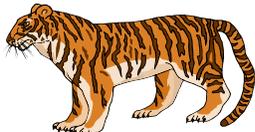
Stage 1 Warning then reflection time in class(walking with staff adult at break/ lunchtimes)		
Behaviours	Response Consequence	Recording and Reporting
<ul style="list-style-type: none"> Talking inappropriately Minor incident of behaviour (e.g. kicking someone's bag, ignoring breaktime whistle, not lining up properly, slow pace of work, not walking around school calmly. Minor inappropriate verbal response (e.g. answering back not deemed deliberate/hurtful cheekiness). Lateness to school/class. Failure to complete class/homework. 	<p>Warning and clear response on why behaviour was inappropriate. Choice and personal consequence Grey cloud/sun position on class behaviour chart.</p> <p>If repeated: Black rain cloud on class behaviour chart.</p> <p>Time out inside classroom or walking with staff adult in playground. Work missed to be completed at breaktimes in classroom (this might include a learning lunch).</p>	<p>Class weather behaviour flow chart</p> <p>Behaviour Monitoring Target Chart if needed. FORM A</p>

Stage 2 Time Out (lesson times) in team leader's classroom		
Behaviours	Response Consequence	Recording and Reporting
<ul style="list-style-type: none"> Repeated Stage 1 behaviour. Disruption to learning e.g. persistent talking, calling out, out of seat, delaying tactics Misbehaviour in assembly. Deliberate rudeness, defiance, hurtful language. Spitting Play fighting after a warning to stop. Kicking Pushing Not lining up properly after a warning. Being inside at breaktimes without permission. 	<p>Clear response on why behaviour was inappropriate. Choice and personal consequence Storm cloud position on class behaviour chart.</p> <p>Time out in team leader's classroom. Pupils sent to team leader with Red Card showing what they did wrong and time needed to be out of class.</p> <p>Work missed to be completed at breaktimes in classroom (this might include a learning lunch).</p> <p>Time out room at lunchtimes.</p>	<p>Class weather behaviour flow chart</p> <p>Behaviour Monitoring Target Chart if needed. FORM A</p> <p>Time Out Room Record FORM B CT informed and analysed by HT at the end of each term. FORM C. Letters sent to parents by HT for every incident at the end of term. FORM D Time Out behaviour record by pupil FORM E</p>

Stage 3 Sent to Learning Behaviour Mentor (Rainbow Room) Internal Exclusion		
Behaviours	Response / Consequence	Recording and Reporting
<ul style="list-style-type: none"> • Repeated stage 2 behaviour more than once in a day or more than twice in a week. • Refusal to go to Time Out in another class. • Fighting (when pupils calm down quickly and understand what they have done wrong, no indications of repeated problem). • Refusal to follow instructions. • Bullying (when pupils understand what they have done wrong, no indications of repeated problem). • Racial/homophobic/sexual harassment (when pupils understand what they have done wrong, no indications of repeated problem). • Extreme and persistent disruption of learning. • Verbal abuse of adult (excluding swearing). • Vandalism 	<p>Sent to Learning Behaviour Mentor Internal exclusion in isolation completing class work (between ½ day to 2 days). Missing breaktimes. Parents informed.</p> <p>Consideration of Rainbow Room for extended period.</p>	<p>Class weather behaviour flow chart</p> <p>Internal Exclusion Incident Form completed by SLT. FORM F</p> <p>Time Out/Internal Exclusion behaviour record by pupil FORM E</p> <p>Summary of internal exclusions FORM G Phone call made to parents by SLT. Behaviour Monitoring Target Chart if needed. FORM A</p> <p>End of term analysis of exclusions by HT FORM H</p>

Stage 4: Sent to HT/DHT External Exclusion		
Behaviours	Response / Consequence	Recording and Reporting
<ul style="list-style-type: none"> • Repeated stage 3 behaviour (more than twice in a term) • Fighting (severe or unprovoked). • Persistent refusal to follow instructions. • Destroying of classroom. • Larger impact vandalism. • Bullying (repeated). • Extreme and persistent disruption of learning. • Verbal abuse of adult (swearing). • Physical assault of adult. 	<p>Sent to HT or DHT. External exclusion at home (number of days to be decided by HT). Parents informed. County informed.</p> <p>Consideration of Rainbow Room if lunchtime issues.</p>	<p>Class weather behaviour flow chart</p> <p>Exclusion Letter (copy to parents and school). FORM I</p> <p>Mediation Meeting Post Exclusion Record FORM J (meeting with HT, Parents and pupil)</p> <p>Monitoring Target Chart if needed.</p>

**Classroom Behaviour and Attitude to Learning Chart
New Marston Primary School**

	<p align="center">The Top Tiger</p> <ul style="list-style-type: none"> • Consistently ready to learn. • Always ready to achieve • Role Model Tiger Learner!
	<p align="center">A Tiger Learner</p> <ul style="list-style-type: none"> • Ready to learn • Ready to achieve • Ready for Tiger Time
	<p align="center">Warning</p> <ul style="list-style-type: none"> • Ignoring the Golden Rules. • Calling out. • Kicking something. • Ignoring the whistle or not lining up properly. • Being cheeky, answering back. • Not walking calmly. • Not finishing work you have had time to do
	<p align="center">Stage 1</p> <p>Time out in classroom/against the wall at breaktime miss breaktime</p> <ul style="list-style-type: none"> • What have you done wrong? • This might be if you continue doing the things detailed in the warning stage after you have been given a warning and choice and consequence. • What should you do to improve your behaviour?
	<p align="center">Stage 2</p> <p>Time out in another class/ no breaktime</p> <ul style="list-style-type: none"> • What have you done wrong? • What should you do to improve your behaviour? <p><i>This might be if you continue to do the things detailed in warning/stage 1 or you disrupt other people's learning, are rude, hurtful or refuse to do as asked.</i></p>
	<p align="center">Stage 3</p> <p>in the Rainbow room: Complete work in isolation/ miss breaktime</p> <ul style="list-style-type: none"> • This might be repeated stage 2 behaviour, fighting, damage to property, bullying, or rudeness to an adult.
	<p align="center">Stage 4</p> <p>Internal/External Exclusion: Complete work at home.</p> <p>This might be repeated stage 3 behaviour, severe/unprovoked fighting, persistent refusal to follow instructions, destroying property, repeated bullying, verbal/physical abuse towards an adult.</p> <p align="center">Sent to the Deputy or Headteacher</p>
	<p align="center">Stage 5</p> <p align="center">Permanent Exclusion</p>

New Marston Primary School: Behaviour Monitoring Target Chart

Name:

Date:

	My target is to				
	Monday	Tuesday	Wednesday	Thursday	Friday
Settled calmly?	Yes/No	Yes/No	Yes/No	Yes/No	Yes/No
9.00-10.30	☺	☺	☺	☺	☺
Breaktime	☺	☺	☺	☺	☺
Settled calmly?	Yes/No	Yes/No	Yes/No	Yes/No	Yes/No
10.45-12.00	☺	☺	☺	☺	☺
Comment by: Class Teacher:					
Lunchtime	☺	☺	☺	☺	☺
Settled calmly?	Yes/No	Yes/No	Yes/No	Yes/No	Yes/No
1.00-2.00	☺	☺	☺	☺	☺
2.00-3.15	☺	☺	☺	☺	☺
Comment by Class Teacher (including positive feedback)					
Parent:					
Pay back time (10 minutes for each smile missed.)					

**End of Week Review:
Continue with the Target Chart? Yes/No**

Review Meeting needed with Class Teacher/SENCO/HT/Parents/Behaviour Support Teacher? Yes/No

Time Out Room Record
NMPS 2016/2017

Date	Time	Pupil	Class	Incident See codes	Follow up Action Needed	Recorded by Pls v when added to integris

Analysis of Time Out Room (Lunchtimes)
NMPS 2016/17

Number of Referrals to Time Out Room								
	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Total	<u>Follow Up needed by Class Teacher/InclusionCO/HT</u>
Term 1								
Term 2								
Term 3								
Term 4								
Term 5								
Term 6								

Total



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Copse Lane, Headington, Oxford, OX3 0AY
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Web-Site: www.new-marston.oxon.sch.uk

Headteacher: Ms H Brown
761560

Tel: 01865-

Date:

Dear Parent/Guardian,

During lunchtimes we operate a Time Out Room for pupils who have broken one of our Golden Rules and need to have time out away from the playground.

Our Golden Rules are:

- Follow instructions first time.
- Be kind and helpful.
- Keep hands and feet to yourself.

Unfortunately this term _____ has been sent to the Time Out room for

This incident was followed up in school but we do inform all parents at the end of each term so you can talk to your child, ready to start the new term. If you have any concerns about lunch times or behavior, please speak to your child's class teacher in the first instance.

Yours sincerely,

Hannah Brown
Headteacher



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Web-Site: www.new-marston.oxon.sch.uk

Headteacher: Ms H Brown

Tel: 01865-761560

Date:

Dear Parent/Guardian,

During lunchtimes we operate a Time Out Room for pupils who have broken one of our Golden Rules and need to have time out away from the playground.

Our Golden Rules are:

- Follow instructions first time.
- Be kind and helpful.
- Keep hands and feet to yourself.

Unfortunately already this term _____ has been sent to the Time Out room on 3 occasions.

If your child continues to be sent to the Time Out Room we may need to consider alternative arrangements for them at lunchtimes. This may include staying inside away from friends during lunchtime playtime or being sent home for lunch. Please can you talk to your child about this so that we can work together to improve the situation. If you would like to talk further about this, please speak to your child's class teacher (with the team leader if needed). You can arrange an appointment to do this by phoning the school office on 01865 761560.

Yours sincerely,

Hannah Brown
Headteacher

Time Out Room/Internal Exclusion Behaviour Record: PUPIL
New Marston Primary School

Name:	Class:	Date of Incident:	Time of Incident:
<p><u>Why have you been sent to the Time Out Room/Internal exclusion?</u></p> <p>I did not follow instructions first time.</p> <p>I was unkind to another pupil.</p> <p>I was unkind to an adult.</p> <p>I was inside at lunchtime without permission.</p> <p>I hurt another pupil.</p> <p>I spoke in a rude way.</p> <p>Other reason:</p>			
<p><u>How are you feeling?</u></p> <p>sad disappointed upset happy hurt angry</p>			
<p><u>How do you think the other people involved are feeling?</u></p> <p>sad disappointed upset happy hurt angry</p>			
<p><u>What can you do to make sure this does not happen again?</u></p> <p><u>Are you going to try and improve your behaviour?</u> Yes No</p>			
<p><u>Teacher/parent comment:</u></p> <p><u>Follow up actions:</u></p>			

New Marston Primary School
Stage 3: Internal Exclusion Incident Form

Name of Pupil:

Date:

Year Group:

Adults Involved:	
Behaviour	Tick as appropriate
Repeated stage 2 behaviour (more than once in a day or more than twice in a week?)	
Refusal to go to Time Out in another class or Time Out Room.	
Refusal to follow instructions.	
Fighting	
Bullying	
Racial/sexual harassment	
Extreme and persistent disruption of learning	
Verbal abuse of adult (excluding swearing)	
Vandalism	
Additional Comments including other pupils involved:	

Signed (Headteacher/Deputy Headteacher):

Next Steps	Tick as appropriate
Has the class teacher been informed?	
Has the child filled out Behaviour Review Form?	
Have parents been contacted?	
Has a meeting been arranged with parents?	
Is a Behaviour Target Chart needed?	
Does the child need to have reduced time in the classroom/outside?	
Has the incident been transferred to the Internal/external summary FORM G?	

Copy to Headteacher and Class Teacher

New Marston Primary School
Stage 4: External Exclusion Incident Form

Name of Pupil:

Date:

Year Group:

Adults Involved:	
Behaviour	Tick as appropriate
Repeated stage 3 behaviour (more than twice a term)	
Fighting (severe or unprovoked)	
Persistent refusal to follow instructions.	
Destroying the classroom	
Bullying (repeated)	
Racial/sexual harassment (repeated)	
Extreme and persistent disruption of learning	
Verbal abuse of adult (swearing)	
Physical abuse of an adult	
Additional Comments including other pupils involved:	

Signed (Headteacher/Deputy Headteacher):

Next Steps	Tick as appropriate
Has the class teacher been informed?	
Have the parents been informed?	
Has county been informed?	
Has a mediation meeting been arranged with parents? (FORM J)	
Is a monitoring Target Chart needed?	
Does the child need to have reduced time in the classroom/outside?	
Has the incident been transferred to the Internal/external summary FORM G?	
Going forward:	Review date:

Internal and External Exclusions Summary Record
New Marston Primary School

<u>These incidents lead to an internal exclusion</u>	<u>These incidents lead to an external exclusion</u>
<ul style="list-style-type: none"> • Repeated stage 2 behaviour more than once in a day or more than twice in a week. • Refusal to go to Time Out in another class or Time Out Room. • Fighting (when pupils calm down quickly and understand what they have done wrong, no indications of repeated problem). • Refusal to follow instructions. • Bullying (when pupils understand what they have done wrong, no indications of repeated problem). • Racial/sexual harassment (when pupils understand what they have done wrong, no indications of repeated problem). • Extreme and persistent disruption of learning. • Verbal abuse of adult (excluding swearing). • Vandalism 	<ul style="list-style-type: none"> • Repeated stage 3 behaviour (more than twice in a term) • Fighting (severe or unprovoked). • Persistent refusal to follow instructions. • Destroying of classroom. • Larger impact vandalism. • Bullying (repeated). • Extreme and persistent disruption of learning. • Verbal abuse of adult (swearing). • Physical assault of adult.

Year Group/Class:

<u>Incident 1</u>				<u>Incident 2</u>				<u>Incident 3</u> More than 2 IE=EE				<u>Incident 4</u> Meeting with parents Target Chart Reduced time in class/outside considered Referral to BSS				<u>Incident 5</u> Meeting with parents Target Chart Reduced timetable considered Referral to BSS Additional TA support					
Name	Date	IE/EE	Reason	Pupils involved	Date	IE/EE	Reason	Pupils involved	Date	IE/EE	Reason	Pupils involved	Date	IE/EE	Reason	Pupils involved	Date	IE/EE	Reason	Pupils involved	

Internal and External Exclusions
Summary 2016/17 Onwards NMPS

<u>Academic Year</u>	<u>Term 1</u>	<u>Term 2</u>	<u>Term 3</u>	<u>Term 4</u>	<u>Term 5</u>	<u>Term 6</u>	<u>Total</u>
2016/17 Internal: External:							
2017/18 Internal: External:							
2018/19 Internal: External:							
2019/20 Internal: External:							
2020/21 Internal: External:							
2021/22 Internal: External:							
2022/23 Internal: External:							
2023/24 Internal: External:							
2024/25 Internal: External:							
2026/27 Internal: External:							

Stage 4: Exclusion Letter

NEW MARSTON PRIMARY SCHOOL
 Copse Lane, Headington, Oxford, OX3 0AY
 E-mail: office.2529@new-marston.oxon.sch.uk
 Web-Site: www.new-marston.oxon.sch.uk

Headteacher: Ms H Brown
 Tel: 01865- 761560

Date:

Dear Parents of

I am writing to inform you of my decision to exclude _____ for a fixed period of _____ days. This means that he will not be allowed in school for this period. The exclusion begins on _____ and end at the end of the day on _____.

I realise that this exclusion may well be upsetting for you and your family, but the decision to exclude your child has not been taken lightly. Your child has been excluded for this fixed period because of _____

You have a duty to ensure that your child is not present in a public place in school hours during this exclusion on _____ unless there is reasonable justification for this. I must advise you that you may receive a penalty notice from the local authority if your child is present in a public place during school hours on the specified dates. If so, it will be for you to show reasonable justification.

We have set work for your child to be completed on the days specified in the previous paragraph as school days during the period of his exclusion when you must ensure that he is not present in a public place without reasonable justification. Please ensure that work set by the school is completed and returned to us promptly for marking.

You have the right to make representations about this decision to the governing body/management committee. If you wish to make representations please contact the Chair of Governors as soon as possible. Contact details can be obtained from the school office. Whilst the governing body/management committee has no power to direct reinstatement, they must consider any representations you make and may place a copy of their findings on your child's school record.

You should also be aware that if you think the exclusion relates to a disability your child has, and you think disability discrimination has occurred, you have the right to appeal, and/or make a claim, to the Special Educational Needs and Disability Tribunal (SENDIST, which is scheduled to become part of the Health, Education and Social Care Chamber of the First Tier Tribunal from November 3 2008 under the new tribunal arrangements). The address to which appeals should be sent is SENDIST, Mowden Hall, Staindrop Road, Darlington DL3 9DN.

You and your child are requested to attend a reintegration interview with me at school on _____. If that is not convenient, please contact the school to arrange a suitable alternative date and time. The purpose of the reintegration interview is to discuss how best your child's return to school can be managed. Failure to attend a reintegration interview will be a factor taken into account by a magistrates' court if, on future application, they consider whether to impose a parenting order on you.

You also have the right to see a copy of your child's school record. Due to confidentiality restrictions, you will need to notify me in writing if you wish to be supplied with a copy of your child's school record. I will be happy to supply you with a copy if you request it. There may be a charge for photocopying.

You may wish to contact at the Social Inclusion Team at Macclesfield House 01865 815304, who can provide advice. You may also find it useful to contact the Advisory Centre for Education (ACE) — an independent national advice centre for parents of children in state schools. They offer information and support on state education in England and Wales, including on exclusion from school. They can be contacted on 020 7704 9822 or text 'AskACE' to 68808

Your child's exclusion expires at the end of _____ and we expect your child to be back in school on _____

Yours sincerely,

Hannah Brown
Headteacher

Stage 4: Mediation Meeting Post Exclusion Record

New Marston Primary School

Name of Pupil:

Year Group:

Date of latest exclusion:

Summary of the Incident

Terms of Re-admission
This is what the school expects of the parents/pupil:
(including support and provision)

This is what the parents/pupil can expect of the school:
(including support and provision)

Pupil's Comments

Parents' Comments

Signed Agreement Date:
Headteacher:
Pupil's teacher:
SENCO:
Outside Agencies:
Parents:
Pupil:

Home/School Discussion NMPS

Behaviour/ Is a target chart needed? Yes/No

Name of Pupil:		Year Group:	Teacher:	
Date of the Meeting:	Present at the Meeting:			
What behaviours are of concern to the school/home?				
Are there any patterns with the behaviour/factors influencing the behaviour?				
What strategies are already in place?				
Comments from the child/parent (What would they like to see happen?):				
<u>Action Needed</u>	<u>Person Responsible</u>	<u>Timescale</u>	<u>Review Date</u>	<u>Evaluation of action</u>

Is support required from the Behaviour Support Team? Yes/No

Is a referral to the Hub needed? Yes/No

Is a referral to the Rainbow Room Needed? Yes/No

Has a review date been set? Yes/No

Home/School Discussion NMPS
Behaviour/Issue Support Meeting

Name of Pupil:	Year Group:	Teacher:	
Date of the Meeting:	Present at the Meeting:		
What behaviours are of concern to the school/home including additional concerns since the last meeting:			
<u>Action Needed</u>	Review Date: Evaluation of action	Review Date: Evaluation of action	Review Date: Evaluation of action

Review Point Questions: DATE

Do parents feel that the school is listening to the concern? Yes/No
 Do parents feel that the school is implementing appropriate actions to address the concern? Yes/No
 Do parents feel that the issue is resolved? Yes/No
 If no, what other actions do parents feel the school needs to consider?

Review Point Questions: DATE

Do parents feel that the school is listening to the concern? Yes/No
 Do parents feel that the school is implementing appropriate actions to address the concern? Yes/No
 Do parents feel that the issue is resolved? Yes/No
 If no, what other actions do parents feel the school needs to consider?

Incident Investigation
NMPS

Date of the Incident:		Pupils involved:	
Overview of Incident			
<u>Incident Account</u> <u>Name:</u>		<u>Incident Account</u> <u>Name:</u>	
Please use 'I admit that.. I do not admit..'		Please use 'I admit that.. I do not admit..'	
<u>Any injuries</u>		<u>Any injuries</u>	
<u>Witness Accounts</u>			
<u>Consequence and Follow up actions</u>		<u>Consequence and Follow up actions</u>	
<u>Signed:</u>		<u>Signed:</u>	

Reported by (teacher/deputy/headteacher)

Signed:

Please hand copy to parent/carer. If not possible, phone home and talk through whole form then post home.

Incident Reviews with Pupils
New Marston Primary School

<u>Aims</u>	
<u>Pupil 1:</u>	<u>Pupil 2:</u>

<u>Reviews to evaluate progress towards aims</u>	
Review Date:	Staff member leading the review:
<p align="center"><u>Pupil 1:</u></p> <p>(How are you feeling? What is going well? Are you worried/unhappy about anything? Is there anything you would like the school to do to help? Is there anything you need to do?)</p>	<p align="center"><u>Pupil 2:</u></p> <p>(How are you feeling? What is going well? Are you worried/unhappy about anything? Is there anything you would like the school to do to help? Is there anything you need to do?)</p>

Communication to parents about internal and external exclusions



NEW MARSTON PRIMARY SCHOOL
 Copse Lane, Headington, Oxford, OX3 0AY
 E-mail: office.2529@new-marston.oxon.sch.uk
 Web-Site: www.new-marston.oxon.sch.uk

Headteacher: Ms H Brown

Tel: 01865-761560

Date:

Dear Parent/Guardian of

At New Marston we operate a system of internal exclusions (time out of class within school) and external exclusions (time out at home). This forms part of our overall behaviour policy. Details for when we use these sanctions are detailed below:

<u>These incidents lead to an internal exclusion</u>	<u>These incidents lead to an external exclusion</u>
<ul style="list-style-type: none"> • Repeated stage 2 behaviour more than once in a day or more than twice in a week. • Refusal to go to Time Out in another class or Time Out Room. • Fighting (when pupils calm down quickly and understand what they have done wrong, no indications of repeated problem). • Refusal to follow instructions. • Bullying (when pupils understand what they have done wrong, no indications of repeated problem). • Racial/sexual harassment (when pupils understand what they have done wrong, no indications of repeated problem). • Extreme and persistent disruption of learning. • Verbal abuse of adult (excluding swearing). • Vandalism (lower impact) 	<ul style="list-style-type: none"> • Repeated stage 3 behaviour (more than twice in a term) • Fighting (severe or unprovoked). • Persistent refusal to follow instructions. • Destroying of classroom. • Larger impact vandalism. • Bullying (repeated). • Extreme and persistent disruption of learning. • Verbal abuse of adult (swearing). • Physical assault of adult.

Unfortunately during term ____ your child received the following exclusions:

Date	Exclusion	Reason

We hope that you will talk to your child about the incident(s) so that we can work together to make sure your child achieves as well as they can at New Marston.

Please do contact me if you have any questions about the incident.

Yours sincerely,

Hannah Brown

Home/School Communication Record
New Marston Primary School 2016/2017

Name of Pupil: _____

Contact details for home: _____

	Home				School								
	Had a good sleep	Had a good breakfast	Followed instructions	Felt happy to come to school	Had good behaviour	Worked well	Played well	Was kind to other children	Disrupted other children from learning	Was rude or unkind	Did not follow instructions	Had time out	Additional comments from home or school
Monday													
Tuesday													
Wednesday													
Thursday													
Friday													