



Moat Farm Junior School

Behaviour Policy

2018-19

Date approved:

Renewal date:

Moat Farm Junior School

Behaviour Policy

This policy sets out the expectations of behaviour at Moat Farm Junior School. We have high expectations for good behaviour, at all times, throughout the school day.

At Moat Farm Junior School, all aspects of school life are underpinned by our Moat Farm Values. Here is how they are closely linked to our behaviour policy:

Motivation- we have high expectations for behaviour from everyone in school. We want children to be motivated in lessons and to choose and demonstrate appropriate behaviour at all times.

Optimism- we believe that all children, some with support, are capable of making correct choices regarding their behaviour.

Acceptance- children are aware that some children may need additional support or guidance to help them make the correct choices regarding their behaviour.

Teamwork- at Moat Farm all staff, governors, children and parents/ carers can work together to model, encourage and promote positive behaviour choices.

Friendship- children will demonstrate and model the desired behaviour and encourage each other to make the correct choices regarding behaviour.

Achievement- positive behaviour choices are noticed, acknowledged and praised by all staff throughout the school day.

Respect- a positive attitude towards behaviour is expected from pupils in order to raise self- esteem, and to promote self-awareness, confidence and respect for themselves and others.

Manners- children are expected to listen to instructions, follow requests made by adults and allow other students to learn.

Aims:

- to encourage a calm, purposeful, effective learning environment.
- to foster positive caring attitudes towards everyone where achievements at all levels are acknowledged and valued.
- to encourage increasing independence and self-discipline so that each child learns to accept responsibility for his/her own behaviour.
- to make boundaries of acceptable behaviour clear and to ensure safety.
- to raise awareness about appropriate behaviour
- to have a consistent approach to behaviour throughout the school with parental cooperation and involvement.

Our behaviour policy focuses on positive behaviour management, promoted and supported in the following ways:

- a carefully planned curriculum
- effective classroom management
- adult role-modelling
- whole school behaviour management plan
- playtime and lunchtime provision (structured playground games, lunchtime activities)
- personalised programmes/ support from outside agencies if required.

Positive Reinforcement

Our behaviour policy encourages positive interaction between all members of our school community. Rewards and appreciation for appropriate behaviour and attitude are widely available. All pupils are fully aware of the following opportunities:

Praise: All staff are committed to ensuring that praise is given to the individual, group, or whole class at all relevant opportunities both inside the classroom and around school. Examples include praise being given to pupils who are being helpful, polite or setting a good example.

Stickers/Stamps/Certificates: All staff have a supply of rewards that are used to reinforce pupil effort and improvement, and to promote consistently high-quality work.

House points: All staff award house points for various positive things seen demonstrated in and around school. The 'top' two/ three house points children, each half term, receive a reward such as a fun activity session or an extra playtime.

Positive messages sent home: All members of staff have the opportunity to send a positive 'note home' when deemed appropriate.

Indoor/outdoor playtime resources: In order to enhance the quality of lunchtimes, a selection of equipment is available for all pupils to use on the playground. Other resources are available for use in the classroom during wet playtimes. At lunchtimes children are provided with a variety of organised activities to participate in.

Circle Time: Each Friday, every class has the opportunity to reflect on the past week and look ahead to the next. Pupils and teacher exchange thoughts, ideas and opinions, which are aimed to resolve conflict, set targets and improve the quality of life at Moat Farm.

Individual Pupil Responsibilities: There are many opportunities for pupils from all year groups to take on extra responsibilities. These include: School Council; Administration Monitors; E-safety committee members and various classroom responsibilities (eg, art, book, tidy classroom monitors)

Value Bands: At the end of each half term, class teachers select a student who they think has displayed each of the Moat Farm values. These children receive a wristband, which shows the value they have been selected for.

Special Assemblies

Congratulations Assembly: Weekly congratulations assemblies take place in upper and lower school each Monday from 9:05- 9:25 am. Parents are informed that their child will be receiving an award on the Friday before and are invited to attend. Awards include: class star pupils of the week, year group lunchtime superstar of the week, Upper/Lower school class attendance and punctuality trophies, one Upper/ Lower school class teacher's Superstar of the week and additional awards such as x table certificates, swimming badges and other sporting awards.

Pupil of the Term Assembly: At the end of each term, a special assembly is held to celebrate the pupils who have been given the Class Pupil of the Term award for effort, progress, improvement or maintenance of high standards. These pupils are awarded a prize and a certificate. Parents of the successful pupils are invited to attend these special assemblies.

Behaviour Recovery

In September 2015, Moat Farm introduced the Behaviour Recovery behaviour management system. In Autumn Term 2016, all staff were initially trained and updated with the following system for the stages in Behaviour Recovery. Since its introduction, the Behaviour Recovery System has been reviewed in staff meetings and new staff are provided with the school's policy immediately. At Moat Farm, every classroom has a dedicated Behaviour Recovery Display and reflection table so that the same, consistent message is provided across school.

Behaviour Recovery:

If children are deemed to be 'off task' by an adult in their learning environment, the Behaviour Recovery system begins:

Stage 1- Reminders: Teachers/ support staff use a range of behaviour management strategies to manage low level disruption and aim to get the child back 'on task', focused on their learning- e.g. standing near the child, asking to see their work, asking if they're okay with the task set, looking at them, praising others on task.

Stage 2- Warning: If the unwanted behaviour continues, an adult quietly speaks to the child and gives a warning explaining that they have tried a range of strategies which the child has not responded to. The adult then explains that if the child continues to choose not to get on with their work/ settle down then an alternative will need to be tried.

Stage 3- In class reflection: After this final warning, if the child's behaviour is still not corrected, the child is instructed to 'reflect' at the designated reflection table within their classroom for up to ten minutes. The adult uses their own judgement for how long is needed for reflection. The child is then expected to return to learning fully focused and on task.

Stage 4- Parking: If the child still does not return to purposeful learning after in class reflection, the adult explains that the child is going to be parked in another class. Child is sent to another class to sit at their dedicated reflection table and fills in reflection sheet (10 minutes). After approximately ten minutes, the child returns to their own class. On arrival, the class teacher is positive, welcoming and explains what task needs to be completed.

Stage 5- Blue Sky Room: If a child **still** does not correct their behaviour following parking in another room, they are sent or taken to our Blue Sky Room for a longer period of reflection. Here a member of the Senior Leadership Team manages a conversation with the child and gets them to reflect on their chosen behaviour sometimes getting them to fill in a reflection sheet. When the member of SLT thinks that the child is calm/happy/safe enough to return to class, they accompany them back to their classroom, where, again, the class teacher welcomes them back to their learning environment.

Throughout the Behaviour Recovery system, children are provided with opportunities to self- correct their behaviour. They are given the chance to gather their thoughts, re-focus and then make changes to the behaviour they have demonstrated. When a child does correct their behaviour, praise is provided and they are encouraged to make these positive choices at all times.

At lunchtime, the behaviour recovery system is used in a similar way. Children are asked to 'reflect' by sitting out on a bench or standing alongside a member of staff for a short period of reflection. For 'parking' they stand alongside a member of staff until they are ready to return to the playing environment. On some occasions, 'Blue Sky' will take place the following day's lunchtime.

Some children are provided with behaviour trackers if closer monitoring is required. Here, depending on the tracker deemed most suitable for the child, children are given 'points' or 'smiley faces' for their progress towards their personalised behaviour target. Often, this is accompanied by additional adult support in the form of 'drop ins', where trackers and general progress is monitored and discussed further.

Some behaviours displayed in school, will result in a child being sent to the Blue Sky Room, without the previous stages being implemented by the class teacher. These are:

- aggression e.g. shoving another member of the class, deliberately throwing chair, water bottle.
- swearing **at** a member of staff/ another student
- defiance-refusal to follow class teacher's request to move to in-class reflection or parking in another class.

Class teachers or a member of SLT may consider, depending upon the circumstance, it important for parents/ carers to be informed of a child being sent to the Blue Sky Room for reflection. If so, they will be contacted via telephone or asked to come into school to discuss the matter further.

On some occasions, where a pupil is considered to be at risk of harming themselves or someone else, it may be necessary to restrain a pupil; this will be in line with new guidance July 2013

<http://www.education.gov.uk/aboutdfe/advice/f0077153/use-of-reasonable-force>

(Please see Moat Farm Junior School's Physical Restraint Policy for further information).

Some 'bottom line' behaviours may result in **Red Sky (internal exclusion)** being used. This would include

- serious assault of an adult or child.
- deliberate and intended use of offensive language (including racist and homophobic)
- theft
- vandalism of school or another person's property
- bullying (persistent and deliberate abuse of another student) Any incidents of bullying will be referred to SLT to record in bullying log. The school's Anti Bullying Policy provides more information.
- prolonged and persistent disruption to the learning of others as deemed to be inappropriate by the school's Senior Leadership Team e.g. when behaviour escalates to 'Blue Sky' regularly for disruption/ not being focused within the class.

For these incidents parents or carers would be informed and asked to come into school to discuss matters further.

Exclusions: Good Practice Guide

There are three types of exclusion that Moat Farm Junior School can use as a sanction:

1. Lunchtime Exclusions.

Pupils whose behaviour at lunchtime is disruptive may be excluded from the school premises for the duration of the lunchtime period. Lunchtime exclusions are counted as one half of a school day for statistical purposes and to trigger Governor meetings, so that parents can make representations if required. These exclusions are not affected by the new regulations on providing pupils with education from the sixth day of their exclusions. Taking into account the child's age and vulnerability, the Head Teacher should ensure that a parent / carer has been contacted and is available to collect the pupil and supervise during the lunchtime exclusion.

Free School meal entitlement must be honoured.

A Lunchtime exclusion for an indefinite period, like any other exclusion, would not be lawful. The Guidance suggests that this strategy should not be used for long periods of time e.g. for not longer than a week.

2. Fixed Term Exclusions

A decision to exclude a pupil for a fixed period should be taken, on the balance of probabilities, only in response to breaches of the school's behaviour policy where these are not serious enough to warrant permanent exclusion. Individual fixed period exclusions should be for the shortest time necessary, bearing in mind that exclusions of more than a day or two make it more difficult for the pupil to reintegrate into the School following an exclusion. Ofsted inspection evidence suggests that 1-3 days are often long enough to have the desired effect without adverse educational consequences.

A School can do fixed term exclusions for a maximum of 45 days in one academic year. When a pupil is given a fixed period exclusion for six school days or longer, the school has a duty to arrange suitable full-time education provision from and including the sixth school day of the exclusion.

When a pupil receives three fixed term exclusions in one term this should trigger a CAF (Common Assessment Framework), which could then lead to a TAC (Team Around the Child) meeting.

When a pupil has received fifteen days exclusions in one term this should then be presented to the Governors for them to review the case. Both of these measures are used as a strategy to prevent a permanent exclusion.

Full time education must be provided from the first day for Children in Care" (i.e. "Looked after Children").

Primary Schools must arrange reintegration meetings for all pupils following a fixed term exclusion. Return to School cannot be delayed if a parent is unable or unwilling to attend this meeting.

Examples of behaviour types that warrant a fixed term exclusion:

Continued disruptions in lessons & School	1 - 3 Days
Defiance	1 - 3 Days
Verbal abuse to staff' pupils' others	1 Day
Racial abuse to staff' pupils' others	1 Day
Bullying - physical' verbal	1+ Day
Physical abuse to staff' pupils' others	1+ Day
Sexually inappropriate behaviour	To be determined
Theft	1 - 3 Days
Vandalism	1 - 3 Days
Extortion	1 - 3 Days
Threatening behaviour	1 - 3 Days
Setting off Fire Alarm	1 - 3 Days

This table is a guide only and draws on current practices in Sandwell Primary Schools. The number of days given to the pupil is at the discretion of the Head Teacher (or Acting Head Teacher).

The days illustrated above are a guideline only and longer exclusions (including permanent exclusions) may be implemented depending on the severity of the offence. Guidance in relation to representation from parents / carers:

If total is 5 school days or less	Governors do not have to meet but it is good practice to do so.
If total is 5 -112 school days or more	Parents have the right to put case to Governors - they are able to remove the fixed term exclusion from the pupil's school record if appropriate.
Exclusions that total 15 school days or more in one term.	Governors should review the pupil's case.

3. Permanent Exclusion.

The decision to permanently exclude can only be made by the Head Teacher (or Deputy Head Teacher if Head Teacher is not on site). A decision to exclude a pupil permanently should be taken only in response to serious breaches of the school's behaviour policy and if allowing the pupil to remain in school would seriously harm the education or welfare of the pupil or other in the school.

The decision to exclude a pupil permanently is a serious one and should only be taken when all the facts and evidence are clear. In some circumstances it will be necessary to put a fixed term exclusion in place pending the outcome of an investigation. This should be as short as possible and work should be sent home by School in the first instance. Full time education should be provided from the sixth day of any fixed term exclusion. However, full time education must be provided from the first day for "Children in Care" (i.e. "Looked after Children"). In such cases, letters sent to parents / carers need to indicate that a permanent exclusion might be the outcome of these investigations.

There will be exceptional circumstances that the Head Teacher will decide to permanently exclude a pupil for a "one off" incident. These could be:

- 1) Serious actual or threatened violence against another pupil or member of staff:
- 2) Sexual assault / abuse:
- 3) Supplying an illegal drug:
- 4) Carrying an offensive weapon

When a pupil is involved in a criminal activity the School should consider whether or not to inform the police. The outcome of the police investigation does not have to have reached its conclusion before the Head Teacher makes their decision. (See Improving Behaviour & Attendance: Guidance on exclusion for Schools & PRU's: September 2008 - Part 6 - Police involvement and parallel criminal proceedings).

Once the Head Teacher has made the decision to permanently exclude a pupil they need to contact the Local Authority to advise them in order for the statutory Day 6 education provision to be made by the Authority (Day 1 for "Children in Care").

Head Teachers should carefully follow the procedures set out in law, which are designed to ensure fairness and openness in the dealing of permanent exclusions.

Correspondence to the parents / carers must clearly indicate the following:

- Reason for the permanent exclusion and effect from what date
- The parent's right to make representations about the exclusion to the governing body and how the pupil may be involved in this.
- The contact details if they wish to make such representation (this is normally the Clerk to the Governors)
- The school days on which the parent is required to ensure that their child is not present in a public place during school hours without justification and that the parent may be prosecuted, or may be given a fixed penalty notice, if they do not do so.
- The arrangements that have been made enabling the pupil to continue with his / her education. (Day 6 provision)
- The latest date by which the governing body must meet to consider the exclusion. (15 school days from date of the permanent exclusion letter).
- The parent's right to see and have a copy of their child's records upon written request to the school
- The name and telephone number of an officer from the Local Authority who can provide advice as well as the contact details for ACE (Advisory Centre for Education)

Within one school day the Head Teacher must inform the governing body and the Local Authority of **permanent exclusions**. If the pupil lives outside the local authority where the school is located then the "home" local authority need to be advised in order from them to provide the statutory Day 6 provision.

The Clerk to the Governors is responsible for arranging the meeting of the Discipline Committee meeting, ensuring that there are three or five Governors available. The Clerk will need to Minute the meeting. The statutory guidance is that this meeting must take place within 15 school days from the date of the permanent exclusion.

The School need to collate all the relevant paperwork and to ensure that the family receives this paperwork at least five days prior to the governors meeting. The Governors as well as the Local Authority representative will also need copies of the paperwork provided again at least five days prior to the Governors meeting. Once the Governing Body have heard the case then the clerk to the Governors will inform the family of the decision within one working day, clearly stating in the letter that the family have the right to appeal against this decision before an Independent

Appeal Panel. In the appeal letter the contact details to whom the request for the appeal must be made to should be clearly identified as well as the date by which the letter needs to be received by (the family have 15 school days in which to appeal). On receipt of a letter requesting an appeal, the Local Authority has 15 school days in which to hear this appeal.

Reintegration interview:

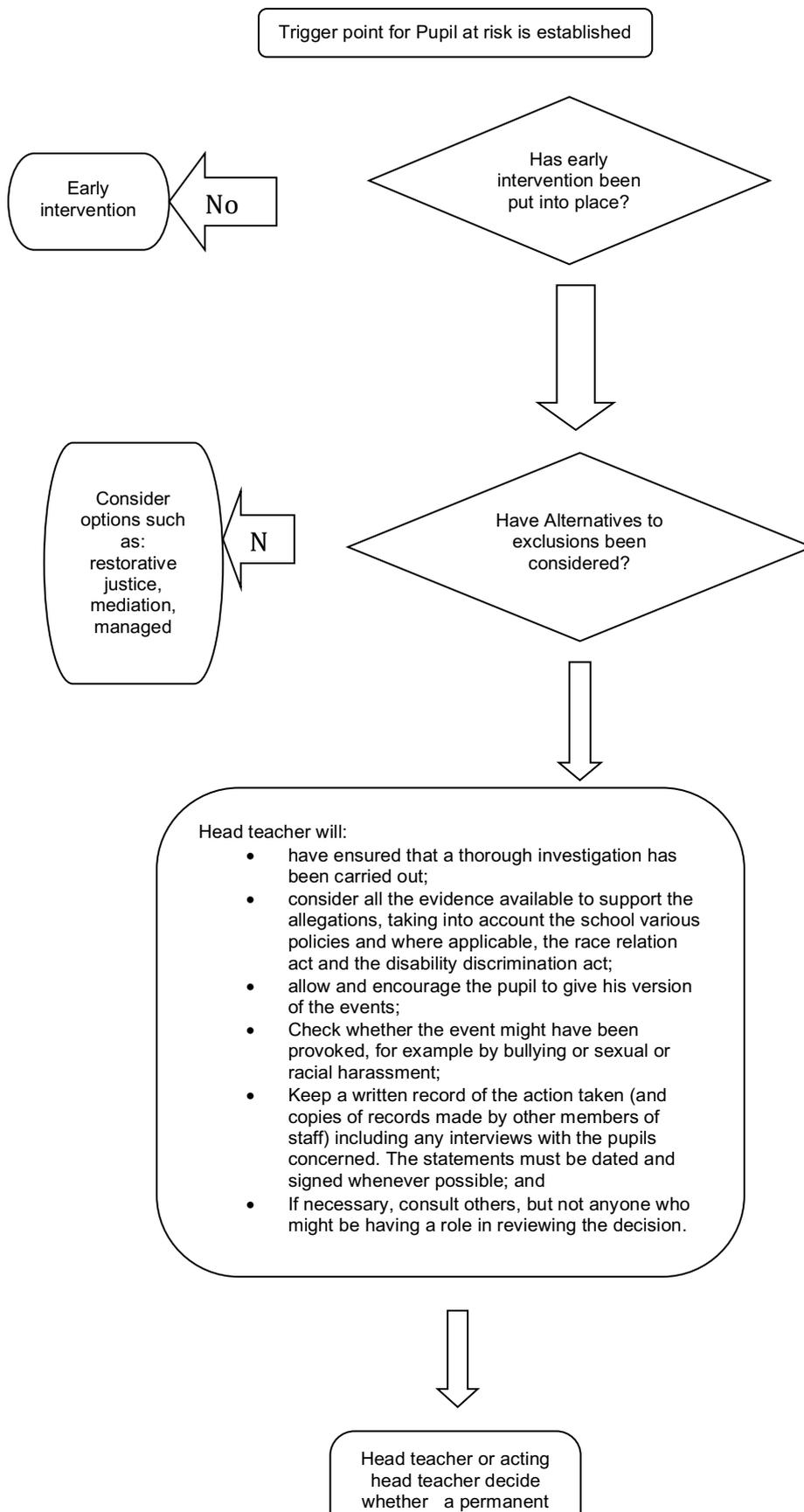
The head teacher or a senior member of staff should arrange and conduct a reintegration interview with a parent and the pupil at the end of the exclusion at a date and time convenient for the parent on the school premises.

The notice for a reintegration interview must be given no later than 6 school days before the date of the interview (it can be combined with the notice of the exclusion). If the parent fails to attend, the school must keep a record of the failure as well as any explanation given as it can be one factor taken into account in the Magistrates' Court when deciding whether to impose a parenting order.

Primary: School **must** offer a reintegration interview after any exclusion

Secondary: School **must** offer a reintegration interview for an exclusion of 6 or more school days.

Appendix 1



Flow Chart *Good Practice* before considering exclusion

Appendix 2

Decision: Head teacher, acting head teacher, or teacher in charge of a PRU takes the decision to exclude a pupil for a fixed period.

Contact parent: The head teacher should ensure that a parent/carer has been contacted immediately, ideally by telephone and is available, if appropriate, to arrange collection and supervision of the pupil. The child's welfare must always be the prime consideration

Lunchtime exclusion:
Pupils who are disruptive during the lunchtime may be excluded just for the duration of the lunchtime. Lunchtime exclusion will count as half a day for statistical purpose and for parents to make representation but are not counted in the school's 6th day duty to provide full-time education.

Exclusion during morning session:
the exclusion takes effect from the afternoon session; notice must be given to the parent before the start of the afternoon session.

Exclusion during afternoon session:
- If the exclusion takes effect from the next school day. Notice to the parent must be given before the start of that school day.
- If the exclusion takes place from that afternoon, the notice must be given at the end of the afternoon session

Written notice: The head teacher must give a written notice to the parents informing them of:

- the precise period and the reasons of the exclusion;
- the parent's duties during the first five days;
- the parents right to make representation to the Governing body and how the pupil may be involved in this;
- The person the parent should contact if they wish to make such representation;
- The arrangement made by the school to set and mark work for the pupil during the initial 5 days of the exclusion;
- if relevant, the school day on which the pupil will be provided with full-time education; and
- if relevant details of a reintegration interview.

The head must inform the Governing Body if a pupil is being excluded for more than 15 days in any one term. Pupils can be excluded for one or more fixed periods, which when aggregated, do not exceed 45 school days in any one school year.

Educational provision during the exclusion:

- The school has a duty to arrange suitable full-time educational provision from and including the 6th consecutive day of the exclusion.
- Where a Looked After Child is excluded provision should be in place from the 1st day of exclusion.
- Schools in the former BIP still receiving additional funding should make provision from the first day of exclusion.

Reintegration interview:

The head teacher or a senior member of staff should arrange and conduct a reintegration interview with a parent and the pupil at the end of the exclusion at a date and time convenient for the parent on the school premises.

The notice for a reintegration interview must be given no later than 6 school days before the date of the interview (it can be combined with the notice of the exclusion).

If the parent fails to attend, the school must keep a record of the failure as well as any explanation given as it can be one factor taken into account in the Magistrates' Court when deciding whether to impose a parenting order.

Primary: School **must** offer a reintegration interview after any exclusion

Secondary: School **must** offer a reintegration interview for an exclusion of 6 or more school days.

If the school or the LA considers that parental influence could be better brought to bear in the behaviour of the pupil, a parenting contract may be offered. If the parent fails to engage with the school or LA in attempting to improve the child's behaviour, the school or LA may consider applying to the Magistrate's Court to compel the parent to comply with certain requirements. See related guidance.

Appendix 3
Permanent Exclusion

Head teacher or acting head decides to exclude permanently

Pupil excluded in a morning session and exclusion takes effect from that afternoon, notice must be given before the start of the following afternoon

Pupil excluded at the end of afternoon session and exclusion takes effect from the next school day;

Notify the parent immediately ideally by telephone, followed by a letter. Notice must be in writing and state all the required facts underlined in the guidance Part 3

If pupil is provided with alternative provision meeting all regulation before the 6th day, they are marked on the school register under code B or Code D

If pupil is not provided with alternative provision until the 6th day, they should be marked absent on the school register using code E

Governing body and the LA must be informed within one day (and the 'home' LA if different)

Provision must be made by the LA from the 6th school day of exclusion

If any exclusion would result in the pupil missing public examination, the governing body should try to meet before the date of the examination.

On receiving notice of the exclusion, the governing body must convene a meeting between the 6th and the 15th school day after the date of receipt of the notice to consider the exclusion. They must invite the parent, the head teacher and an LA officer. They should circulate, at least 5 days before the meeting any written statements (including witness statement) and a list of attendees.

The governing body might ask the LA officer for advice but must take its decision alone, asking the other parties to withdraw. Only the clerk may stay.

The governing body must inform the parent, the head teacher and the LA officer of its decision in writing within one school day of the hearing, stating the reasons. They must also state the last day for lodging an appeal and explain that the grounds for the appeal must be set out in writing. A copy of the letter should be placed on the pupil's school record with copies of relevant papers.

The LA should write to the parent with 3 working days of the meeting indicating the latest date by which an appeal may be lodged and how and whom to appeal to. Parents have the right to an appeal hearing even if they did not attend the meeting

If parent appeals within the time limit, an appeal panel should aim to meet no later than 15th school day after the day on which the appeal was lodged. For detail, see the appeal flowchart

If the appeal is upheld, delete pupil from the admission or the attendance register only after the appeal process has been completed

Appendix 4 Exclusion Appeal

Any appeal made after the latest date for logging an appeal will be rejected

The LA should inform the Council of Tribunal of the date of the hearing

The LA must constitute the appeal panel and appoint a clerk. The panel must have three or five members. LAs must ensure that the panel members receive suitable regular training

The LA's Democratic Services department should liaise with the Children Services Department

If parent appeals within the time limit, an appeal panel should aim to meet no later than 15th school day after the day on which the appeal was lodged.

The LA must try to arrange a suitable time for all to attend and must provide a suitable venue outside of the excluding school

If the panel number drops below three, the appeal needs to be adjourned until a new panel is created

The clerk should circulate all written evidence to all parties at least 5 school days before the hearing, including the statement of decision by the governing body and the notice of appeal and any disability discrimination claim but there is no statutory time limit to present evidence

The following are entitled to make written representations, appear and make oral representations, and to be represented: the parent, the head teacher, the governing body, the LA

Sufficient time must be allowed for each party to put its case. Care must be taken to ensure that no party attending the hearing is present alone with the appeal panel in the absence of any other party

After examining witness statements or hearing witnesses, the panel should consider the basis of the head teacher decision and the procedures followed in regards of: the compliance with the law (from the head teacher and the governing body); the school's published policies (on behaviour, equal opportunities, anti-bullying, Special Educational Needs, race and disability); the fairness of the exclusion in relation to the treatment of any other pupils involved in the same incident.

The panel must also consider whether the response to the initial offence is proportionate

Once satisfied on all these points, it would be unusual for the panel to vary the governing body's decision. In particular, the panel should not reinstate the pupil without good reasons. While the law states that the panel must not reinstate a pupil solely on the basis of technical defects in procedure prior to the appeal, procedural issues would be relevant if there were evidence that the process was so flawed that important factors were not considered.

When a parent appeals against a permanent exclusion on the basis of discrimination, the appeal panel must consider whether there has been discrimination in relation to the race relation act 1976 as amended or to the Disability discrimination act 1995 as amended

The clerk should ensure that the minutes of proceedings are taken, including details of the attendance, the voting and the decision. The minutes are not public and should be retained by the LA for at least 5 years. The panel cannot revisit its decision once made

The panel must let all parties know its decision by the end of the second day after the hearing

Exclusion is upheld:

The clerk should immediately report this to the LA. The LA must make arrangements for the pupil to continue suitable full-time education. The head can take the pupil out of the school roll.

Reinstatement:

The clerk should immediately inform the head teacher of its decision and specify the date on which the pupils must be reinstated

Exceptional cases: The panel considers that the permanent exclusion should not have taken place but reinstatement in the excluding school is not in the best interest of all concerned. The panel must indicate all circumstance in a letter. This letter should be added to the pupil school record

Examples of behaviours that warrant Fixed Term Exclusions:

The decision to exclude a pupil will not be taken lightly and only as a final step following a wide range of other strategies which have been tried without success.

A pupil may have fixed term exclusion for:

- a. Persistent disruptive behaviour either in the classroom or on the playground.*
- b. A violent physical attack on another pupil or member of staff*
- c. Refusing to follow instructions given by a member of staff which could put the pupil or others in danger*
- d. Other behaviour deemed inappropriate/unacceptable by the head teacher and governing body*

Individual fixed term exclusions should be for the shortest time necessary, bearing in mind that exclusions of more than a day or two make it more difficult for the pupil to reintegrate into the school afterwards. Pupils excluded for more than 5 days must have their education met outside of the school from the 6th day onwards.

Examples of behaviours that warrant Permanent Exclusions:

The decision to exclude a pupil permanently will be taken as a final step following a wide range of other strategies which have been tried without success.

A pupil may be permanently excluded for:

- a. A serious actual or threatening violence against another pupil or member of staff.*
- b. Sexual abuse or assault.*
- c. Supplying an illegal drug*
- d. Carrying an offensive weapon.*
- e. Continued behaviour deemed inappropriate or unacceptable by the head teacher*

In the following circumstances a head teacher /teacher in charge may ask for the parents of the pupil to collect the pupil from school and take them home if:

- a. There is sufficient evidence that a pupil has committed a disciplinary offence and if allowing the pupil to remain in school would seriously harm the education or welfare of the pupils or others in school*
- b. For a medical reason, a pupil's presence on the site represents a serious risk to the health and safety of other pupils or staff.*

Any of the above decisions can only be taken by the Head Teacher or next most Senior member of Staff in the absence of the Head Teacher. All the necessary paperwork must be completed and Governors and Local Authority informed. In the case of a permanent exclusion a meeting will be arranged and the relevant documentation distributed together with a request to attend:

- *The three governors who will hear the case*
- *The clerk that will minute the meeting*
- *The relevant Exclusion and Placement Officer who represents the Local Authority*
- *Parents/carers of the pupil concerned*

All of the above details are in line with “ Improving behaviour and attendance guidance in exclusions from schools and Pupil Referral Units 2008” – DCSF.

ANTI-BULLYING

Bullying- A Definition

In line with guidelines from West Midlands Police and Inclusion Support, the following points need to be evident for bullying to have occurred:

Intent:

It is deliberate, hurtful behaviour.

Repeated:

The behaviour happens more than once.

Power imbalance:

It is difficult for those being bullied to defend themselves.

Harmful:

It can hurt your body or your feelings

At Moat Farm we wish to ensure that the education our children receive takes place in an atmosphere, which is caring and protective. We, like all schools, have a responsibility to create a secure and safe environment for the pupils who are in our care. Parents must be able to send their children to school confident in the knowledge that they will be protected from bullying.

Our curriculum deals heavily with the issues of bullying, and we strive to create an environment where bullying is prevented in school. Various anti-bullying and support measures include:

- The PSHE Curriculum
- Assembly themes
- Visitors to school e.g. Police
- Buddies (See below)
- School Council Involvement

Sadly, bullying is a form of cruelty that will occur in many walks of life in our society - not just in schools. We at Moat Farm cannot ever be complacent and state that bullying never takes place here. What we do state is that we as a school are aware of our responsibility to develop and implement successful preventative and intervention programmes which will enable every child to know that the school is able to protect and help them whenever they feel threatened in any way at all. Therefore, it is vital that the children and adults connected with Moat Farm do not tolerate bullies.

If a parent thinks their child is being bullied, they must inform the school immediately.

Please see our Anti-Bullying Policy for further detail.