

Whitley & Eggborough Community Primary School



Headteacher: Mrs J Snead

Learning Lane, Whitley, Goole, DN14 0WE

Tel: 01977 661247

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E- Mail - admin@whitley.n-yorks.sch.uk
Website- www.whitleyandeggboroughcpschool.co.uk

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AIMS OF OUR SCHOOL

We believe the key to successful learning is to work in partnership with parents and the community to provide a happy, safe, secure environment in which all children are encouraged to work towards their individual potential.

Our vision is for

....all members of the school community to work together to develop happy, confident and enthusiastic children who thrive in a stimulating and exciting environment – an environment where there is mutual respect so that each child develops a life long love of learning.

We aim to:

- Deliver high quality teaching that enthuses and inspires all children.
- Provide a safe, stimulating and caring environment where children feel happy and can achieve their full potential.
- Encourage independence and teach the children to be co-operative, respectful, caring and honest individuals who have questioning, enquiring minds and take responsibility for their own actions.
- Encourage self expression, where children help to influence the direction of given aspects of the school.
- Value the contribution of each and every member of the school community encouraging self-discipline and mutual respect.
- Aspire to personal excellence and achievement for all.

We intend that our children leave us with a good grounding in basic skills, knowledge, attitudes and values, which together will support their future economic and social wellbeing.

We will be proactive in promoting equality and good relations and tackling unlawful discrimination.

We will encourage our children to lead a healthy and active lifestyle and we will provide a range of opportunities for them to do so.

Introduction from the Head Teacher



May I welcome you and your child to the school. Whitley and Eggborough school provides a high standard of teaching for all children who attend. Children obtain good national test results, and receive a well-rounded education from experienced, committed teachers and other staff. As well as high levels of achievement, our philosophy is that children should enjoy learning and school life and feel part of the family atmosphere we work hard to foster.

Opened originally in 1877, the school was extensively rebuilt in the early 1970s and was recently further extended in 2011. It has a pleasing open aspect to the rear of the buildings, looking over farm and woodland. We have our own woodland and pond area, which we enjoy and use as an integral part of our curriculum work. The school has a good range of facilities indoors, including spacious classrooms, a school hall and dining room. The school serves the villages of Whitley, Whitley Bridge and Eggborough and the surrounding area.

There are currently 224 children in school. Their ages range from 4 to 11 years. There are 7 classes and a Reception Class.

The school has an 'open door' policy - that is, we welcome parents to work alongside staff, help in school in many ways and particularly, feel free and able to visit us whenever it is felt necessary to query or consult.

At Whitley and Eggborough School, our vision is provided through a rich range of memorable learning experiences, learning experiences that affect the emotions. In other words, learning that excites and charges experience, learning that makes our children feel something significant and provides experiences that they will remember for a long, long time. This is achieved through creating learning opportunities in the classroom that are inclusive, meaningful and thrilling. Learning moments and experiences engage the children and excite their emotions, send a shiver through the soul and put them in 'challenging' situations. These situations demand imagination, courage and reason to resolve. In our experience, this type of learning experience is exactly what children want. They don't want school to be 'easy', they don't want watered down experiences, they want experiences in the raw. They want to be questioning, solving real problems, using the latest technology, they want to work together, striving to find the answer to the mission that they have been set. These experiences that the children have throughout their time at Whitley and Eggborough School are crucial in encouraging confidence, a happy attitude, an enquiring mind, and an autonomous quest to acquire knowledge. We want to encourage learning for the future and so it is vitally important that the children are happy, secure and that their learning journey is fun. '

'In this school there is a strong learning culture based on mutual care and respect and underpinned by a vibrant curriculum. The headteacher has promoted an ethos that cultivates positive attitudes and helps pupils to interact harmoniously.'
Ofsted January 2017



Over the past few years, we have been continually developing realistic learning contexts through our Mission Possible curriculum. We use moments of shared experience as the engine room for generating genuine excitement and engagement for learning and then to develop this energy as a way of integrating the curriculum and making learning more purposeful and meaningful to children.



Whitley and Eggborough School

'The school promotes reading well by holding special reading event days and through the introduction of inter-class competitive challenges for pupils to read and review books. Pupils all say that, as a result, they are reading more often and enjoying a wider selection of books.' Ofsted January 2017

Thank you for choosing Whitley and Eggborough School. Please feel free to contact us should you have any further questions.

J Snead
Headteacher

STAFFING

HEADTEACHER Mrs. J Snead BEd NPQH Senior Leadership Team

DEPUTY HEAD Mrs H Elmore BA PGCE Senior Leadership Team

TEACHING STAFF

Mrs A Coventry BA PGCE	Y6	Oak
Miss E Shaw BA PGCE	Y5	Maple
Mrs H Elmore BA PGCE	Y4/Y5	Sycamore
Mrs S Stewart BA PGCE (part time)	Y4/Y5	Sycamore
Miss L Frier BA PGCE	Y3	Chestnut
Mrs E Lee-Stokes BA PGCE	Y2	Fir
Miss L Jarvis BA PGCE	Y1	Elm
Miss J Hardy BSc MSc PGCE	Reception	Acorns
Miss K England BA PGCE (Inclusion Manager)		

SCHOOL BUSINESS MANAGER Mrs D Steward Senior Leadership Team

SCHOOL ADMINISTRATOR Mrs A Hodgson

ASSISTANT ADMINISTRATOR Mrs A Hill

SCHOOL DIRECT STUDENT Miss C Clegg
Mrs G Clark

TEACHING ASSISTANTS

Mrs P Brown	HLTA
Mrs. J Moore	GTA
Mrs L Soper	GTA
Mrs E Holt	GTA (SEN)
Mrs A Hawthorne- Robson	GTA (SEN)
Mrs V Leyssens	GTA/relief HLTA
Mrs S Rice	GTA
Mrs S Spence	GTA/relief HLTA
Mrs J Broom	GTA
Miss S Moughan	GTA
Mrs L Cleaver	GTA
Mr C Cicero	GTA
Miss H O'Neill	GTA

CARETAKER Mr A Donnelly

LIBRARY CARETAKER Mr T Mallinson

CLEANER Mr P Booth
Mrs Booth

COOK-IN-CHARGE Mrs. K Shackleton

SENIOR MIDDAY SUPERVISORS Mrs L Cleaver/Mrs J Broom

MIDDAY SUPERVISORY ASSISTANTS Mrs J Moore
Mrs L Soper
Mrs E Holt
Mrs S Spence
Mrs E Lomax
Mrs S Rice
Miss S Moughan
Mrs A Hawthorne-Robson
Mr C Cicero
Miss H O'Neill

BREAKFAST CLUB/AFTER SCHOOL CLUB MANAGER Mrs P Brown

BREAKFAST CLUB ASSISTANTS Mrs J Neale
Miss S Moughan

AFTER SCHOOL CLUB ASSISTANTS Mrs L Cleaver
Mrs J Midgley
Mrs J Broom

NYCC Administrative Offices:

<p>Harrogate Education Office CYPS Jesmond House 31-33 Victoria Avenue Harrogate HG1 5QE</p>	<p>County Education Office County Hall Northallerton DL7 8AE 01609 780780</p>
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Governing Body

School is governed by a body of Governors made up of representatives of the Local Education Authority, the local community, the School's Parents and Teaching Staff. Four Parent Governors have been elected to sit on the Governing Body.

List of Governors:

Chair of Governors	Ms L Ridley
Headteacher	Mrs. J Snead
Staff Governor	Mrs H Elmore
Parent Governors	Mrs S Senior Mrs K Booth Mr. N Stocks Mrs Singleton
Clerk to the Governors	Mrs S Edwards
Co-opted Governors	Mr J Lancaster Mr R Hewlett (Vice Chair)
Associate Governors	Mrs D Steward

School Hours

8.55 a.m – 12.15 pm (children may enter school from 8.40 am) & 1.15 p.m - 3.15 p.m.

The classes for the School Year 2016/17 are arranged as follows:

<u>Class</u>	<u>Year</u>	<u>Teacher</u>
Acorns	Reception	Miss J Hardy
Elm	Year 1	Miss L Jarvis
Fir	Year 2	Mrs E Lee-Stokes
Chestnut	Year 3	Miss L Frier
Sycamore	Year 4/5	Mrs H Elmore/Mrs S Stewart
Maple	Year 5	Miss E Shaw
Oak	Year 6	Mrs A Coventry

The current school roll is 224

Teaching hours per week (excluding breaks, lunchtimes and collective worship).

Key Stage 1: 22 hrs. 55 mins Key Stage 2: 24 hrs. 10 mins

Organisation of Classes

Most classes are arranged in year groups, with the exception of two which are mixed age classes. Each class has support from at least one teaching assistant, with some having two.

The children are taught using an exciting cross-curricular approach known as Mission Possible, with careful planning to ensure that the appropriate programmes of study and attainment targets for National Curriculum subjects are covered.

The Curriculum

We believe children should have access to an exciting and creative curriculum. The overall framework comprises the core subjects of English, Mathematics, Science, Computing, together with Technology, History, Geography, Music, Art, Physical Education and Religious Education. All subjects are taught through our more creative, cross curricular Mission Possible approach.

Mission Possible is a problem solving based approach to teaching and learning. It is *“an approach to the whole curriculum.”* In order for children to understand the world in which they live, the teacher facilitates work on real life situations and enterprise. Although the curriculum is very much led by the children, the teacher, as facilitator, provides a context for learning through visionary opportunities, in the form of missions (challenges and problems). Children undertake their work in one of four teams and develop ownership over their enterprise, for example, they have:

- been involved in ‘Grow a Pound’ where groups of children generated ideas to make money from their pound;
- planned and created a high quality, professional training resource of their choice, in order to teach children in other schools about a particular period in history.

The children are motivated by the challenge of making their enterprise work and this independent learning ensures that children are immersed in collaboration which leads to the development of a range of skills such as:

- Assessing and Analysing Information
- Critical thinking and Problem solving
- Self-discipline and Independence
- Innovation and Foresight
- Curiosity and Imagination
- Collaboration and Networking
- Communication and Presentation

Planning is child led with children working together in order to find a solution to the mission they have been set. The teacher, as facilitator, often adds additional problems and challenges in order to meet the requirements of the National Curriculum.

Reading, writing, communication and mathematics are taught in addition to Mission Possible. Children use a variety of genres in their work:

- ~ to provide instructions,
- ~ write to different people and companies,
- ~ invite visitors, governors, parents and the wider community to events,
- ~ report on progress,
- ~ advertise their enterprise and
- ~ develop stories into playscripts.

Books, laptops and iPads are used widely and with confidence for research purposes. Speaking and Listening and drama development is ensured through the team work and presentation aspects of the curriculum.

Real life situations need to take place in real life environments. The children have the opportunity to work:

- In and around school – pupils often work in mixed age groups and in different parts of the school;
- Outdoors – excellent use is made of the school grounds in order to enhance the pupils' learning
- In the woodland – this is an outstanding and very useful resource, which is used all year round and planned into the new curriculum
- In the local community – pupils understand the community in which they live.

Good use is made of the local villages, the canal and local businesses. Mission Possible aims to give children an understanding of how renewable energy can impact their lives and the communities they live in. Engaging with young people on the subject of energy is vital if they are to drive this industry forward in years to come. Mission Possible addresses energy matters through a wide range of curriculum subject areas, including science, maths, geography and citizenship. From Year 3 onwards, children are introduced to the wider context of global issues such as fossil fuels and renewable energy sources, global warming, resource management and recycling. Teachers constantly reinforce the message about the importance of conserving energy and how, within the school and the wider community, everyone can make a difference. Mission Possible is concerned with improving efficiency, for example improvements to insulation, draught proofing, better controls on heating, double glazing and electricity use (low energy lighting). Within Mission Possible is an established programme of activities that ensures good management of energy within the school:

- The Eco Committee is involved in decision making. It discusses energy concerns within the school and plans how to implement changes to address these concerns. It informs the whole school community at Governors' Meetings, school assemblies and in lesson time throughout the school.
- There are two Eco-monitors in each class. Their job is to close doors and windows, turn off lights and appliances in their individual classrooms. They randomly check the housekeeping of individual classrooms, e.g. monitoring whether lights have been left on and doors left open during lunchtime periods and during breaks/assemblies.
- Regular items, e.g. information and guidelines about what the school is doing to address the important issue of sustainable energy, are put in newsletter and posted on the school website to cut down amount of paper used. Eco-tips inform and modify the behaviour of the wider community regarding energy awareness. These are also clearly displayed around school.

The school was successful in attaining the Eco Schools Green Flag Award in July 2016.

Mission Possible provides children with excellent opportunities to learn without requiring a teacher

to transmit the information, thereby necessitating a shift from the highly teacher-centred lessons that we used to see, to child-centred education in which children are expected to take greater initiative and responsibility. By setting challenges and problems (missions) to solve, the teaching and learning see-saw is tipped so that we see more learning rather than teaching taking place. Rather than teachers standing at the front and teaching at the beginning of lessons, children are engaged in active learning where:

- They are encouraged to find out for themselves
- There is more learning than teaching
- Children learn things that the teacher hasn't taught them
- The teacher's energy is not be spent performing up front, delivering teaching, knowledge and understanding.
- The teacher's energies are deployed in designing and resourcing experiences that have the key skills built into the process
- The teacher facilitates and guides the learning.
- Independent thinking and resilience are nurtured.

Technology lies at the heart of the curriculum. The use of laptops, iPads, Android tablets, Microsoft Word tablets, computer control units and data loggers enable children to research, develop and record their work. Tasks and activities are set for the children to complete and respond to in order to encourage the development and application of skills.

Independent learning and resilience are taught through problem solving. Children are expected to find out for themselves. This is achieved in a variety of ways, for example: setting challenges for the children to work on and the use of a Virtual Teacher.

Virtual Teacher

The 'Virtual Teacher' is created in Powerpoint with hyperlinks and it covers the half term's theme. Children use a number of work stations and the Interactive Whiteboard to access various help pages rather than asking the teacher. These may include: the success criteria, Health and Safety instructions and instructions on how to complete the task etc. Use of the 'Virtual Teacher' supports mixed ability teaching:

- Those who are struggling are well supported as they can re-visit demonstrations, explanations and examples;
- The higher ability children are challenged and can move on at their own pace.

Through the use of the 'Virtual Teacher', children learn to become independent, make decisions, to navigate their learning for themselves, to manage resources and to take responsibility in their own learning.

Vital elements of Mission Possible are communication and community involvement. These elements are built into all the work that the children do. Strong links are made with local businesses and industry. Members of the public, the community, the Local Authority, parents and work colleagues are regularly approached and involved in our work/fund raising for a variety of projects. The children's peers and parents, along with members of the community and local childcare providers/nurseries regularly attend school to watch and often take part in productions, events and assemblies.

Pupils need to understand about what constitutes healthy living so that they can make appropriate choices in life. Healthy eating, exercise, physical movement and dance are all interwoven in Mission Possible through:

- PSHCE
- Science
- Food technology
- Sex education (in Years 5 and 6)
- Physical Education

Mission Possible successfully raises the profile of creative movement, expression and the Arts. The children have:

- turned stories into plays and performed them for the great grandson of Enid Blyton;
- created their own whole school art gallery and served canapés to their parents during an exciting viewing;
- studied the music, dance, costume and life in a variety of different decades;
- been challenged to produce artworks for around the school and its grounds;
- developed and produced their own Olympic Games;
- designed and made security systems to prevent vandalism and theft on the school grounds.
- written, produced and performed their own music to parents and the rest of school.

Children are encouraged to develop excellent skills in presentation, public speaking, singing, dancing, acting and performing to an audience. This, in turn, increases **confidence** and raises **self-esteem**. There is a high level of community involvement included in the new curriculum. The children develop skills of presentation by presenting to an audience, to, parents and to the rest of school at the end of the work. Assemblies, events and productions are always of an exceptionally high quality. Parents and members of the community are regularly involved in the children's work and invited to an event which has grown from the work. Through the presentation of their work, children develop skills in:

- Organising their work
- Voice projection
- Performance
- Celebration

Computing

Computing is taught, like other subjects, through Mission Possible and is used across the wider curriculum with a range of software to complement most of the curriculum areas. There are, at present, three mobile laptop suites, containing 48 laptops. The school has iPads, word pads and android tablets. Each classroom has a HD smart board which is interactive with other equipment.

Children are taught to become confident in the use of many of the functions of our computers. They develop skills, which are valid and useful in all other subjects. The core of computing is computer science, in which pupils are taught the principles of information and computation, how digital systems work, and how to put this knowledge to use through programming. Building on this knowledge and understanding, pupils are equipped to use information technology to create programs, systems and a range of content.

The school is linked, through the Internet, with a vast range of educational resources.

Religious Education

The N.Y.C.C. Religious education syllabus and guidelines for Collective Worship at Key Stage 1 and Key Stage 2 are followed.

No denominational teaching of R.E. takes place, but children are introduced to the Christian way of life and told stories from the Bible to help them appreciate society's moral values. They are also taught about other main World religions and encouraged to be tolerant and understanding of others' beliefs.

Assemblies make up an important part of each school day. The opportunity of collecting together, listening to stories, discussing topics of interest and celebrating each other's work and achievements is regarded as playing a major part in the development of the child's social and moral values.

Under the terms of the 1988 Ed. Reform Act parents have the right to seek the withdrawal of a child from R.E. lessons and assemblies. The Head teacher will discuss suitable alternative arrangements.

Homework

Children are encouraged to read and share books at home with an adult. The School has a Homework Policy in place and children throughout the school will be set a variety of tasks to be completed at home at appropriate times. Parents will be informed about these tasks through the website and it is hoped, will provide help and support with them.

Achievements

Dragon Points

Children are placed in one of four dragon teams:

- **Firedrake dragon - Red team**
- **Lemisch dragon –Yellow team**
- **Masingi dragon –Green team**
- **Anzu dragon – Blue team**

All adults in school have dragon cards and these are awarded for **Caring Helping And Sharing**. The children can earn them whenever they do something which is Caring Helping And Sharing, anywhere in school and at any time throughout the day. Dragon cards are collected at the end of the week.

Dragon cards are each worth 1p and each dragon team is linked with a chosen charity. Totals are converted into cash and this money can then be used by the team to develop creative and innovative ways of supporting their charity.

Charity meetings take place each half term, where children in all year groups work together to plan and develop their charity work.

Special Mentions

Special mentions are awarded on a weekly basis for children's achievements. Children receive a special mention sticker in assembly.

Merit Awards

At the end of each term, merit badges are awarded to the children and certificates given out during Parents' Assemblies.

Merit Mart

All children have a Learning Profile which outlines their individual, personalised targets. When a child has achieved a target, they receive a merit stamp on their Learning Profile. They can then purchase items from the Merit Mart on a weekly basis. Some items will cost as little as 2 merits, other items will be more expensive. It is up to the children whether they spend their merits as they earn them or save them up to get a more expensive item.

CHAS Stickers

Each week, one CHAS (**C**aring **H**elping **A**nd **S**haring) sticker may be awarded by each teacher to a child who has shown themselves to excel in this area.

Special Educational Needs and Disability

Under the Children and Families Act 2014 children have special education needs 'if they have a significant difficulty in learning than the majority of others of the same age or a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for others of the same age in mainstream schools'.

Any child may have "Special Educational Needs" during his/her school life. It may be a specific learning difficulty in communication and interaction, cognition and learning, social, mental and emotional and sensory and/or physical. Parents will be informed and involved and the child's classroom activities will be differentiated or organised appropriately.

The school closely follows the Special Needs Code of Practice. Progress is evaluated and reviewed at least 3 times per year and parents are kept fully informed at all times. Early identification is key for a child to access the right support and helps the child to progress.

A child's class teacher is responsible for effective provision and removing barriers to learning. With the help of the parents and the support of the schools inclusion manager, any individual on the schools SEN register will have an individual provision map. This outlines any support the child receives. To identify that support a four part process takes place as indicated below:

- Assess
- Plan
- Do
- Review

This is an ongoing cycle to enable the provision to be refined and revised as the understanding of an individual grows. This cycle enables the identification of those interventions which are the most effective in supporting the pupil to achieve good progress and outcomes.

If the pupil has a lifelong or significant difficulty, they may undergo a statutory assessment process and be referred for an Education, Health and Care Plan. The Education Health Care Plan is agreed by parents, pupils, school and the Authority, with reviews being held every 12 months.

Safeguarding of Children

School is committed to ensuring the welfare and safety of all children in school. All North Yorkshire schools, including Whitley & Eggborough School, follow the North Yorkshire Safeguarding Children Board procedures. The school will, in most circumstances, endeavour to discuss all concerns with parents about their child/ren. However, there may be exceptional circumstances when the school will discuss concerns with Social Care and/or the Police without parental knowledge (in accordance with Child Protection procedures). The school will, of course, always aim to maintain a positive relationship with all parents. The school's child protection policy is available publicly.

Data Protection

Whitley and Eggborough CP School processes personal data about its pupils and is a "data controller" in respect of this for the purposes of the Data Protection Act 1998. It processes this data to:

- support its pupils' teaching and learning;
- monitor and report on their progress;
- provide appropriate pastoral care, and
- assess how well the school as a whole is doing.

Further details on Data Protection is available on the Fair Processing Summary sheet and Fair Processing full document which are published on the school website. The Summary sheet is also provided in paper format with an induction pack for new starters.

Pastoral Care

There is a whole school Behaviour Policy in place. Each class teacher is responsible for the welfare and progress of the children in their class and the Head teacher for the overall pastoral care. We would be grateful, therefore, if you would let us know if there are any problems at home which could be affecting your child academically or emotionally. Any information will be treated with the strictest confidence.

Home/School Agreement

Every School is now required to have a Home/School agreement, which is a written partnership between school, parents and children. Our agreement was drawn up by a group of parents and governors in consultation with all parents, staff and children of the school.

Your support for your child's education is crucial to their progress. Please tell us if there are any adjustments we need to make to help you support your child, for example: letters in large font; letters in different languages; wheelchair access; explaining things over the phone; a discussion with a school colleague of the same gender

Discipline

Rules in the school are few. They are designed to help children develop into well adjusted adults, at peace with themselves and with the world around them. We aim to promote a positive self-image and also a sense of self-discipline. Our Behaviour Management Policy has a strong emphasis on the positive. A separate booklet entitled 'Behaviour Policy' is included with this brochure.

Bullying

We take bullying, both physical and emotional, very seriously. We have a strict and effective anti-bullying policy in place. Staff in school take time to talk to children about any worries or problems they might have.

Medicine, Drugs and Illegal Substances

In the current social climate, this serious problem can be a cause for concern. The school has its own policy document on this subject included with this brochure. We do request that parents acquaint themselves with its contents. (In respect of Medicines in School, please see the section under School Health.)

Attendance and Punctuality

School hours are 8:55 am until 3:15 pm.

If your child is absent please let school know on the first morning of absence before 9.30am. Where a pupil is absent without prior authorisation, an explanation is required. If one is not forthcoming, the absence must be treated as unauthorised and the register annotated accordingly.

In order to ensure the safety of your children, we operate a 'First Response' system in school, where the school administrator will ring home on the first morning of absence if a child is not in school and no phone call or letter has been received.

It is important that children learn the good habit of punctuality and parents are asked to help by getting their children off to school in good time. However, pupils should not arrive before 8:40 a.m. as there is no supervision before this time. At 8.40 am two staff members see children into school at the school gate, where they then go straight into their classroom.

Children arriving after 9:00 am are marked late in the register. Late entries count as unauthorised absences. Children arriving after 8:55am are entered as late on the system with the amount of minutes late logged. Parents will be informed by letter if consistent entries give the Head teacher cause for concern.

School attendance figures

The national target for school attendance is 96% and at Whitley & Eggborough school attendance is in line with this figure.

Holidays in Term Time

Children of school-age who are registered at a school must, by law, attend school regularly. Regular attendance is important, not just because the law requires it, but because it is the best way of ensuring that a child makes the most of the educational opportunities available.

There may be occasions when your children have to miss school, for example, if they are unwell. Any other absences should be kept to an absolute minimum. In particular, you should avoid taking your children out of school during term-time in order to go on holiday.

There are only 190 statutory school days in one year. There are 175 days (weekends and school holidays) available to use for holidays, which would not have a negative effect on your child's education. Every school day counts! Please help your child not to miss any of this valuable time.

We recognise that it is often expensive to take a holiday during school breaks and that is why some parents may ask for term-time leave for their child. However, taking a child out of school in term time due to affordability is not classed as exceptional circumstances. It is important that parents carefully consider the implications of taking their child out of school during term time.

Research suggests that children who are taken out of school may never catch up on work they have missed and that the absence may affect test results. Children who struggle with English and Mathematics may also find it even harder to cope when they return to school, while younger children may find it difficult to renew friendships with their classmates.

Should you need to take a holiday in term time due to exceptional circumstances, you will need to put this request in writing to the Head teacher who will then make a decision as to whether or not the request will be authorised.

If you are refused a request for term-time leave and your child is still taken out of school, this will be recorded as unauthorised absence and noted in the child's record of achievement and a fine may be incurred.

Admissions Policy

Before Reception children begin school, the following transition arrangements are made to ensure that starting school an exciting and wonderful time for the children:

- Reception teachers will liaise with pre-school settings to gather information regarding children's progress
- Parents are invited into school for a meeting, to look around school and to discuss daily routines and procedures.
- The children are invited to spend three 'taster' sessions with their new teacher (s) and parents/children can also sample school dinners.

All children will be in school, on a full-time basis, if appropriate. The school needs to retain some flexibility over appropriate timings for individual children who might need a longer settling-in period or a delayed entry into school. Parents will be consulted where this approach is felt to be appropriate.

Preparing your Child for School

Starting school is a huge step for most children and we do as much as we can to ease them gently into school life and routines. In order to help them make the adjustment more smoothly there are some skills, which parents could teach at home before the child starts school.

These include:

- using the toilet independently;
- washing and drying hands;
- using a knife and fork;
- learning to dress themselves;
- changing shoes - lace-up shoes are always a problem, perhaps velcro or buckle fastening to begin with.
- having fun by learning: Nursery rhymes/colours/shapes/counting numbers or objects to 10

OUR SCHOOL UNIFORM

WINTER	
Boys	Girls
Black tailored trousers. Red, plain sweatshirt or jumper. White polo shirt or plain white shirt. Black shoes (outdoor) Wellington boots (outdoor) Black pumps (indoor)	Black skirt or trousers. Red, plain sweatshirt, jumper or cardigan. White polo shirt or plain white shirt Black shoes (outdoor) Wellington boots (outdoor) Black pumps (indoor)

Jeans, jogging bottoms or leggings are not allowed.

SUMMER - As for winter plus	
Boys	Girls
Plain black shorts (not Bermudas or cycling shorts)	Red and White checked dress Plain black shorts (not Bermudas or cycling shorts)

P.E. CLOTHING	
Indoor	Outdoor — As for indoor plus
Black shorts (Not Bermudas or wide legged shorts for safety reasons.). White T-shirt. Indoor P.E. is carried out in bare feet It is important to have all clothes named.	Black jogging trousers and sweatshirt or Black tracksuit (in winter). Trainers or additional pair of pumps.

Jewellery

We strongly request that children do not come to school wearing jewellery, as earrings and rings can be dangerous especially in physical education lessons (P.E., Games, Dance and Swimming). For reasons of safety, if earrings are worn, class teachers will either request they are removed or that they be taped down with sticking plaster prior to a PE lesson, which must be provided by the parents/carers.

We cannot accept responsibility for the safety or loss of any items of jewellery worn or brought to school. **If children do wear earrings they must be small studs - and one pair only.**

Extra Curricular Activities

Clubs

Throughout the year, a variety of clubs and activities are held at school, either during the lunch hour or after school. Clubs Night is held every Tuesday evening and costs £1.50 per week. Some of the clubs held are as follows:

Science	Gardening	Woodland	Netball
Football	Athletics	Dance	Choir
Art	Recorders	Construction	Computing

There is also a selection of activities run by external coaches.

Other Clubs may be organised, depending on the availability of staff and changing needs within the school.

If a club is cancelled at short notice, children are allowed to telephone home if there are complications with after school arrangements. Any children who cannot contact their parents will remain in school until they are collected.

Breakfast Club

A breakfast club is held in school each morning from 7.30 am until 8:55am. A healthy breakfast is provided, consisting of a choice of cereals, toast with spread and fresh fruit juices. The cost of the club is £3.50 from 7.30 am, £2.80 from 8 am per day. The club operates on a drop in basis.

After School Club (WECPS Extra)

The club is run by school staff and provides fun activities for the children, and also a tea (which the children sometimes help to prepare) for those who stay after 4:30 pm. The Club is extremely popular with children and parents alike with structured activities being provided. The sessions run every school day from 3:15 pm – 6:00 pm. Please contact the school office on 01977 661247 for further information.

A booking form is available on the school website or from the school office. Advance notice should be given if you wish to use this service, but in the case of an emergency, please let the school office know and we will do our best to accommodate your child. Unfortunately, any requests for a tea with less than 48 hours' notice will not be the tea from the menu (it will be beans on toast or similar).

The cost for after school care per child is:

3.15 – 4.30 pm	- £5.00
4.30 – 5.30 pm	- £8.00 (includes tea)
5.30 – 6.00 pm	- £9.00

Public Access to Documents

Headteachers are required to provide parents with access to certain documents.

Check list:

The school prospectus

The LA and Governors' statement of curriculum aims and policy

Statutory orders and circulars about the curriculum

HMI reports about the school

Detail of the LA complaints procedures

Syllabuses and schemes of work in use at the school

LA's agreed syllabus for RE

These can be seen by arrangement with the Head teacher. The documents required should be stated when making the appointment.

Complaints Procedure

From time to time problems may arise concerning your child's progress at school. If some aspect of school life is worrying you, we would ask you to first discuss the problem with the child's class teacher or the Head teacher. Most problems can be solved at this local level but should you feel dissatisfied with the response from the school, parents should put their complaint in writing and send it to the Clerk of the Governors who will acknowledge the receipt of the complaint and inform the LA. a complaint has been received. Members of the Governing Body will then hear the complaint. If the matter cannot be resolved by the Governing Body, the complaint should be referred in writing to the DFE, who will arrange for an investigation to be made. However, in practice the majority of problems can be resolved by the parent concerned discussing the matter with the appropriate class teacher.

Parents in school

The children and staff welcome active parental participation in school.

Your help would be welcomed to work alongside a member of staff in a variety of activities. In addition to this we always need extra help on out of school visits.

We need your help in school. If you can find the time, we can find you a rewarding job to do! Please see the School Business Manager regarding applying for a DBS.

Reporting to Parents

Parents' Evening is held in the Autumn and Spring terms each year. Parents are invited to meet with their child's class teacher to discuss his/her progress and attainment.

Detailed reports are given to parents before the end of each of Term. We would like to stress, however, that the staff welcome regular contact with parents and are always happy to discuss a child's progress at any convenient time.

Parent Teacher Association

The school has an active Association for parents, teachers and friends. All parents are automatic members. The Annual General Meeting is held in the Autumn Term and a committee arranges a calendar of social and fundraising events. The school is indebted to the PTA for the funds they raise.

General Information

Internet Safety and use of Facebook

Inappropriate use of Internet Social Networking such as cyber bullying, harassment, threats, extremely inappropriate use of language, damaging the schools reputation **is not acceptable**. As an institution with safeguarding as a fundamental foundation of what we do, we have to take all threats or harassment (to both children and adults) that are brought to our attention seriously. As a school we cannot tolerate such behaviour and will pass on to the Police any information that we receive with regard to such issues when it is appropriate to do so.

Facebook

Children under 13 years on Facebook.

Children under the age of 13 **should not** have a Facebook account or use Facebook. We would like to remind you about Facebook's Privacy Policy and Statement of Rights & Responsibilities:

- "You will not provide any false personal information on Facebook, or create an account for anyone other than yourself without permission.
- You will not use Facebook if you are under 13.
- **No information from children under age 13.** If you are under age 13, please do not attempt to register for Facebook or provide any personal information about yourself to us. If we learn that we have collected personal information from a child under age 13, we will delete that information as quickly as possible. If you believe that we might have any information from a child under age 13, please contact us."

Chat Rooms & Use of Webcams

Children in Chat Rooms in 1:1 situations with strangers who request the children to behave inappropriately

We would also like to remind you of the importance of pupils keeping themselves safe online and that they should report any concerns of inappropriate behaviour and inappropriate requests.

Charging for School Activities

Under the 1988 Education Reform Act we are no longer able to charge parents for activities, which are held during the normal school day, but we do seek voluntary contributions from parents.

Parents have always been supportive of school visits, which form a valuable contribution to children's education.

Year 5/6 children can take part in residential visits usually in the Summer Term. Schools are allowed to charge residential visit costs, although fund raising events by the classes concerned can help to keep the visits down to a reasonable cost.

Communication

Each class has its own Twitter account and regularly tweet what they are doing in their class. The school website is kept up to date with all information/news/diary dates. Text messages are also used to communicate with parents.

Lost Property

If property is found and cannot be identified, it will be placed in the lost property box. It cannot be stressed enough that all clothing should be named - if an item of clothing is named, it will inevitably find its way back to the owner. There is always a large amount of lost property at the end of each half term that cannot be identified and this is then put on display in the hall. At the end of each term, any unclaimed property will be disposed of.

Please ensure that clothing, pumps and belongings are clearly marked with your child's name as this will enable us to return them quickly if they are mislaid.

Please do not allow your child to bring valuable items to school as we cannot accept responsibility for loss or damage. We will do all we can to help in situations where things are lost, but there is a limit to the amount of time we can spend in tracking down missing property. No electronic gadgets or toys should be brought to school (including mobile phones).

School Meals

School meals are free to all children in Reception and Key Stage 1. For Key Stage 2 children meals cost £2.10 a day (£10.50 per week), per child. **All meals should be paid for in advance.** Our preferred method of payment is through Parent Pay, a secure online system. Please speak to Mrs Hodgson in the school office for a password or if you are having difficulties registering for this. Alternatively, cheques or cash are accepted and should be sent in your child's book bag either weekly or half termly in advance. Cheques should be made payable to Whitley and Eggborough CP School. If your child's dinner account gets in to arrears letters will be sent out and a request to make an appointment with the Head teacher will be requested.

Children wishing to opt in, or out, of school meals need to give half a terms notice as the school cook has to order food in advance. If your child wishes to change from hot dinners to packed lunches or vice versa, please let us know at the end of the half term so that this can be actioned for the beginning of the next half term.

As we are a 'healthy school' we want all children to adopt healthy lifestyles. Packed lunches therefore should be healthy. We would ask that children do not bring fizzy drinks, crisp, sweets and chocolate bars to school. We also request that nuts are not included in packed lunches as some children are severely allergic to these.

Swimming Lessons

Children are offered swimming lessons at some point during their time at school. A letter will be sent out in advance detailing cost and dates.

School Health

Please contact the school office if your child is taking a course of medicine, which requires administering during school time (see details below).

Accidents at school

In the case of an accident at school, parents will be contacted if medical attention is thought necessary. If children become ill during the day we always try to get them home after consultation with parents. It is vital, therefore, that we have up-to-date information about emergency contact numbers.

All children have a school medical during their first year.

The School Doctor is available for consultations concerning your child. Please let me know if you wish to arrange an appointment to see her.

The School Nurse can be contacted directly at Selby Hospital, telephone number 01904 724281 or through school. The nurse will arrange consultations with you regarding any concerns you may have with your child's health.

Medicines in school

The North Yorkshire policy on 'Medicines in school', states that it is at the Head teachers discretion as to whether or not medicine is allowed in school. Mrs. Snead is willing for medicine to be brought into school within these guidelines:-

- **All** medicines (including cough and throat sweets) must be handed to the school office who will be responsible for storing and administering the correct dosage.
- Medicines **must** be accompanied with a completed form (available from the school office) or on the school website.
- Medicine without an accompanying form **will not** be administered.

Asthma

Children with inhalers must give these to their class teacher who will keep them safe, and available. An asthma care plan detailing dosage must be filled in. Please label the inhaler with your child's name for easy identification. A note should be made of the expiry date and a replacement inhaler should be provided when the date is due.

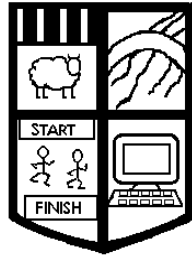
Term dates for 2017/18

Monday	04.09.17	Teacher Training Day
Friday	20.10.17	School closes for half term
Monday	30.10.17	Children return to school
Friday	22.12.17	School closes for Christmas
Tuesday	08.01.18	Teacher Training Day
Wednesday	09.01.18	Children return to school
Friday	09.02.18	School closes for half term
Monday	19.02.18	Children return to school
Thursday	29.03.18	School closes for Easter
Monday	16.04.18	Teacher Training Day
Tuesday	17.04.18	Children return to school
Monday	07.05.18	Bank Holiday Monday
Friday	25.05.18	School closes for half term
Monday	04.06.18	Children return to school
Friday	20.07.18	School closes for Summer
Monday	23.07.18	Teacher Training Day
Tuesday	24.07.18	Teacher Training Day

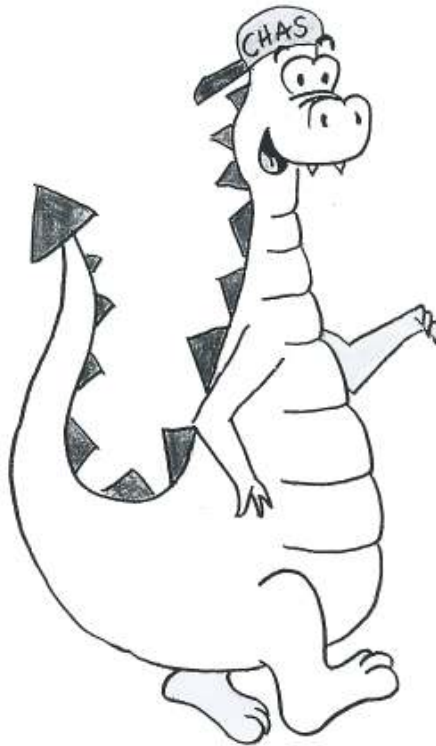
Term dates for 2018/19

Monday	03.09.18	Teacher Training Day
Tuesday	04.09.18	Teacher Training Day
Friday	26.10.18	School closes for half term
Monday	05.11.18	Children return to school
Friday	21.12.18	School closes for Christmas
Monday	07.01.19	Teacher Training Day
Tuesday	08.01.19	Children return to school
Friday	22.02.19	School closes for half term
Monday	04.03.19	Children return to school
Friday	12.04.19	School closes for Easter
Monday	29.04.19	Teacher Training Day
Tuesday	30.04.19	Children return to school
Monday	06.05.19	Bank Holiday Monday
Friday	24.05.19	School closes for half term
Monday	03.06.19	Children return to school
Friday	19.07.19	School closes for Summer
Monday	22.07.19	Teacher Training Day

**WHITLEY AND EGGBOROUGH
COMMUNITY
PRIMARY SCHOOL**



**BEHAVIOUR MANAGEMENT
POLICY**



Why have a behaviour management policy?

It has been shown that children benefit when schools have clear guidelines based on shared consistent whole school values, which are understood and supported by everyone.

At Whitley and Eggborough School the governors will be kept informed of issues relating to behaviour management.

All school staff and student teachers will follow this policy which encourages a positive approach to behaviour management whenever possible with a strong emphasis on the positive.

The parents will be kept informed of how their child is behaving at school.

The children will benefit from governors, teachers and parents working together, and from clear guidelines for their behaviour.

Aims

To have clear guidelines and rules of behaviour promoted by all adults in the school and understood by all children.

To have clear expectations for all.

To have an appropriate system of rewards and sanctions.

To encourage a respect for others and personal responsibility for behaviour.

To encourage the development of self-discipline.

To remember that self-esteem is important for all children and adults.

To provide a safe and happy environment where each individual is respected.

CHAS

Pictures of a dragon called Chas will be displayed around the school as a pictorial reminder of desirable and appropriate behaviour.

Chas will be displayed around school in appropriate places, after having been introduced to the children with an explanation of his role.

The name Chas is derived from the words:



**Caring
Helping
And
Sharing**

Which are aspects of social behaviour we feel provide a framework from which to build towards achieving the aims, expectations and rules of this behaviour management policy.

Our expectations

We expect the children to:

- always tell the truth
- be courteous and well mannered
- work hard and produce good work
- let others work and feel comfortable
- show respect to everyone, including themselves.

We expect the school staff to:

- be courteous, consistent and fair
- be on time
- listen, when appropriate, to pupil's explanations for behaviour
- recognise good work and behaviour
- deal with inappropriate behaviour
- be good role models

We expect Whitley and Eggborough Community Primary School parents to:

- Support this behaviour policy and the values it expresses.
- Make every effort to attend parents' evenings.
- Work with the class teacher if problems occur.
- Send the children to school on time, in school uniform.
- Ensure that set homework is carried out.
- Always write or ring to explain absences.



Rules

- We are caring, helping and sharing.
- We behave carefully, sensibly and safely at all times.
- We take care of our equipment and tidy up after ourselves.
- We don't shout out.
- We follow instructions carefully and promptly.
- We work sensibly and always try our best.
- We respect each other and each other's belongings.

Around the school and playground we shall:

- Ask permission to go inside.
- Keep our cloakrooms tidy.
- Find a member of the Buddy Patrol. If we have no-one to play with.
- Write a note and put it in the worry box if we feel we cannot speak to an adult
- Understand when to seek adult help in resolving a situation.



Rewards

1. Verbal praise.
2. Written praise
3. Merit Certificate and badges
4. Dragon cards/points
5. CHAS sticker
6. Special mention in assembly
7. Teacher stickers (classroom reward)
8. Play Leader certificates
9. Merit Mart

Dragon Points

Each child is a member of a team named after four mythical dragons: Anzu (blue), Fire Drake (red), Lemisch (yellow) and Masingi (green), and are awarded for caring, helping and sharing behaviour etc.

The points are displayed in the main hall on the Dragon Points display board.

Each team will have two leaders. These will change each half term.

Every Friday, the leaders will collect their team's dragon cards from each class before assembly. Before assembly, the totals are added up and the new total displayed.

The winning team, each term, will vote to decide on a reward from a pre-prepared list.

Siblings will be put into the same team.

Each dragon card is worth 1p. Card totals are converted into money, which is used to support/fund raise for each team's charity.

Sanctions

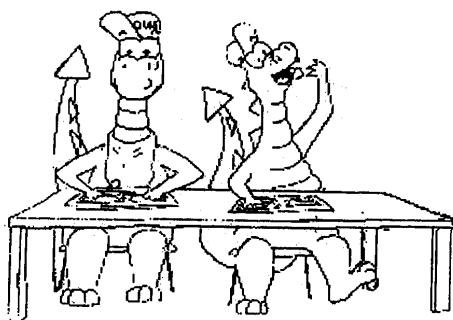
While staff operate a positive method of behavioural management there are, however, occasions when sanctions need to be applied.

1. Move to another place in the class for a set amount of time.
2. One to one talk with member of staff in private.
3. Lose part, or all, of breaktime /lunchtime
4. Send to another class.
5. Informal chat to parents.
6. Send to Deputy Headteacher.
7. Send to Headteacher
8. Formal meeting of parents/Head/Class teacher.

Guidelines for using sanctions effectively:

- Sanctions will always be applied calmly rather than in anger.
- Sanctions will be applied consistently and fairly.
- The focus should be on the behaviour and not the child.
- Sanctions will be explained to the child.
- Ensure that sanctions are appropriate.
- Aim to encourage good behaviour when criticising inappropriate behaviour.

Lunchtimes



Rules for lunchtimes:

- We shall sit sensibly while we eat our lunch
- We shall clear our rubbish away.
- We shall walk as we enter and leave the dining hall.
- We shall show respect for all adults and each other
- We shall demonstrate good manners

Rewards:

Lunchtime rewards are as follows:

1. Verbal praise
2. Stickers
3. Lunchtime certificates

Sanctions:

1. Verbal warning and apology to person(s) concerned.
2. "Time out" of play. Five or ten minutes against the wall.
3. Inappropriate behaviour noted in Midday supervisor's book which is discussed with the child's teacher if necessary.
4. There is a zero tolerance policy for any behaviour which goes against our policy of 'Caring Helping And Sharing'. If necessary, children will be sent into school to discuss their behaviour with a member of staff.
5. Behaviour reporting forms will be completed where necessary.
5. With any incident of inappropriate behaviour, if the Headteacher feels it necessary, parents will be contacted to call into school to discuss the problem. Targets for improved behaviour will be mutually agreed.



Bullying

1. The ethos of the school aims to enhance the development of self esteem, respect for oneself and respect for others.

Definition of bullying:

repeated intimidation that is intentionally carried out in order to cause physical and/or emotional hurt.

2. At all times, victims of bullying will be assured that they have acted correctly in reporting an incident and that investigations will take place. If children feel unable to talk to an adult about bullying they can record an incident on paper, with the name of the adult they would like to talk to. This should then be placed in the Worry Box, which is checked daily.
3. If a pupil reports an incident of bullying it is important for the adult to:
 - a) Listen carefully,
 - b) Investigate
 - c) Record and inform the Head Teacher
 - d) Inform and involve the parents if necessary.
 - e) Where necessary, give feedback and let the child know you have taken the bullying seriously.
4. When a parent complains about bullying:
 - a) Listen to the parent's perception of the problem and discuss the situation
 - b) Investigate the matter
 - c) Record findings on a behaviour/bullying incident form
 - d) Inform the parents of the outcome.
5. All children should be aware that bullying will not be tolerated and that any concerns will be investigated.
6. The ultimate sanction of exclusion from school can be used in consultation with the governors if all other measures fail.

Children who are deemed to be bullying will be expected to explain their actions and will adult support in improving their behaviour. It will be made clear that failure to modify behaviour will result in sanctions and checks involving parents.

Date completed	22 April 2004
Date reviewed	November 2016
Review Date	January 2020
Reviewed by	J Snead

Whitley and Eggborough Community Primary School



Exclusion Policy

Discipline is a system of rules for good behaviour aimed to develop self-discipline in pupils and to create an orderly school in which learning can take place.

It is our aim that, through the assistance of good behaviour, the school will fulfil its function, namely the full development of the potential of all our children.

The aims of the school's discipline policy are as follows:-

- To develop in pupils a sense of self-discipline and an acceptance of responsibility for their own actions.
- To create the conditions for an orderly community in which effective learning can take place.

The aims will be best achieved in a relaxed, pleasant atmosphere in which the children are encouraged to do their best.

All teachers should try to ensure that the children in their care understand and appreciate that they are being treated fairly. Children develop a sense of fairness early in life.

The promotion of discipline is important in our school because we wish to achieve high standards of education. Therefore, we must have good levels of behaviour and mutual respect if these high standards are to be attained.

It must be remembered that, in our school, punishments are used in only a small minority of cases, whereas discipline is about the whole school and all pupils.

AIMS OF POLICY

- a. To ensure the safety of the children and staff.
- b. To protect children from abuse or injury, including those which are self-inflicted.
- c. To protect pupils' entitlement to dignity and self-respect.
- d. To protect staff members' entitlement to dignity and self-respect.
- e. To promote equal opportunities for learning and personal development.
- f. To foster the acquisition of self-control, responsibility and accountability among our children.
- g. To provide an opportunity for team work and collaboration between the children and thereby provide an appreciation of interdependency.
- h. To foster individual effort and positive thinking.
- i. To create a learning environment in which pupils are enabled to make choices and to learn from the consequences of these choices.
- j. To give the children confidence in themselves and a pride in their achievements and their school.
- k. To safeguard staff members against false and malicious allegations

CODE OF CONDUCT

At Whitley and Eggborough the school mascot, Chas, epitomises the school ethos of **Caring, Helping and Sharing**. These are qualities which the children are encouraged, and guided, to develop.

Each year each class draws up its own class rules and these echo the main school rules;

1. Work hard and do our best at all times.
2. Be kind and polite to everyone
3. Do not bully and report those who do.
4. Respect and take care of all belongings.
5. Be punctual, smart and orderly in all we do

Each year the school develops a whole school New Year's Resolution and aims to keep it throughout the year.

WAYS TO PROMOTE GOOD BEHAVIOUR

- a. The school operates a Team Point System, which rewards many areas of good behaviour as well as good work. Every child in school has the chance to gain Team Points. They are not merely the prerogative of the bright child or the well-behaved child!
Special Mention stickers, CHAS stickers and Merit Award certificates are also awarded and, as above, are available to all children.
- b. Teachers foster good behaviour in such areas of the curriculum as Health Education, Religious Education, Circle Time and Assemblies. The promotion of good behaviour is an integral part of the curriculum.
- c. Values are taught both formally within the lesson and informally through the manner in which staff members and pupils behave to one another.
- d. Everyone in our school will be respected and be treated as an individual.
- e. All staff will expect to receive respect from the children.
- f. Staff will foster good relationships with the children, greet and be greeted, speak and be spoken to, smile and relate, communicate.
- g. The children will be praised and encouraged whenever possible. Most pupils react well to praise and there is something worthy of praise in all of them.
- h. The staff will continue to provide a motivating curriculum, as this is an important ingredient of a successful policy on school discipline.
- i. Many problems occur during the lunch break. Games activities and equipment is provided for all children, supervised by Playground Leaders who are volunteers from across the school. Mid-day Supervisors are encouraged to initiate and develop activities and the Buddy Bench allows those pupils who need support to access it when necessary.

SANCTIONS TO CONTROL BEHAVIOUR

- a. Staff members will use preventive strategies where possible. They will “anticipate” problems where children are testing the boundaries of acceptable behaviour.
- b. In a situation in which children are demonstrating challenging behaviour, the staff member will address the situation by listening, establishing the facts and will then judge as to what the appropriate action should be, following the guidance in the school’s Behaviour Policy.
- c. In the vast majority of cases it will be the class teacher who deals with the everyday problems involving members of his/her class and sets and supervises punishments where appropriate. In extreme cases, however, it may be felt necessary for a child to see the Deputy Headteacher or the Headteacher, particularly in a case in which the truth has to be established, a time consuming affair but one which is essential if children are to appreciate a sense of fairness. In such cases, after the request has been made, it will be up to the Deputy Headteacher or the Headteacher, to decide upon the appropriate time for the meeting to take place, a decision based upon the seriousness of the offence.
- d. Once a “reasonable” level of behaviour has ceased to exist then parents **must** be involved. Interviews or discussions between Class Teacher, Deputy Headteacher / Headteacher, will take place to try to discover the reasons for, and to rectify, the example of misbehaviour. In such a situation, a great deal of patience is required if a confrontational situation is to be avoided. The vast majority of parents will come to such a meeting with a great deal of trepidation, seeking advice and help as to how their child’s behaviour can be improved. Close co-operation with parents is essential in attempting to improve regular examples of misconduct.
- e. Each class should have displayed their own “Classroom Rules” drawn up together between the teacher and the children and agreed upon by them.

RECORDING INCIDENTS OF MISCONDUCT

When a major incident occurs in our school, a record of the incident will be kept in the Headteacher’s Incident Book. The report will be completed by the member of staff concerned and signed by the Headteacher. The Incident Book will be kept in the Headteacher’s office.

GENERAL CONSIDERATIONS ON DISCIPLINE

- a. The Discipline Policy should be consistently and fairly applied. It should be shown to be reasonable, sensitive and effective. Young children are confused by too much variety of attitude and expectation.
- b. Prevention is always better than cure. The presence of staff on duty or of a teacher in the classroom before the children arrive at the beginning of a session or lesson is a vital and effective way of obtaining good behaviour.
- c. The school has established close relationships with external support agencies such as Pupil and Parent Support, Educational Psychology and Social Services so that this basic understanding of the needs of the child and the provision of the correct type of support can be achieved.
- d. In all disciplinary actions it is essential that the pupil understands that it is the behaviour which is not acceptable and not the pupil as a person.
- e. Teachers, and other staff, who intervene physically, often on the spur of the moment, to avert an immediate danger, will be protected in the eyes of the law.
- f. School discipline is the responsibility of all staff, that is, if a member of staff sees school rules being flaunted, it is the responsibility of that member of staff to intervene and, if necessary, apply some form of reprimand or punishment.

- g. Verbal abuse towards a teacher or any non-teaching member of the staff of the school will result in the immediate removal of the pupil to a place of isolation under the supervision of a responsible adult until parents/carers can be contacted.
- h. Regular disruptive behaviour in the classroom or in the playground will lead to a fixed-term suspension if the type of misconduct continues after parents/carers have been contacted and the nature of the concern explained. If the disruptive behaviour takes place during the dinner break, then, again after parents/carers have received a warning as to the consequences, the child concerned will be barred from school premises during the period of the dinner break.
- i. Physical assault on any member of staff will result in the immediate exclusion of the pupil. In all these cases illustrated above the LEA guidelines will be followed and the LEA and the Governing Body of the school will be informed and copies of the letter forwarded to parents/carers will be sent to them.
- j. Abusive or violent behaviour by parents/carers will not be tolerated. If, after the teacher involved has tried to calm the situation, the abuse is repeated, the adult concerned should be requested to leave the premises. Failure to do so will lead to the Police being informed. In all cases of violent behaviour by parents/carers the police will be informed and a formal complaint made.
- k. Damage to school property, whether it is the fabric of the building, such as a broken window, or damage to items such as books, should be reported to parents/carers with a request for payment in those cases where the damage was deliberately caused.

OUR SYSTEM OF CARE

Behaviour Management/Discipline

The aim of the school is to create responsible, well-disciplined individuals. All of our pupils are encouraged to behave as good citizens.

Sanctions List for Behaviour Management

Even in a well-ordered and positive environment, it may be necessary from time to time for the sanctions outlined below to be applied.

We have an excellent positive re-enforcement approach in school but when this fails and children behave in an unacceptable way then the following actions can be undertaken.

1. Verbal reprimand from staff
2. Withdrawal of break times and lunchtimes.
3. Removal from class for a short fixed period, i.e. part of a lesson for a 'cooling down' period, a full lesson or a half day
4. Seclusion with a senior member of staff, withhold participation in any school trips or sports/extra curricular events that are not part of the curriculum
5. In serious cases fixed term exclusion.
6. In serious cases permanent exclusion.

At Point 3 the Headteacher/Senior Teacher will be informed and a record is made on the child's school file. Parents/carers would be informed and a meeting arranged to discuss the situation and to devise strategies for the future. This will usually involve a Home/School Contract being put into place.

At sanctions points 5 and 6 fixed period and permanent exclusions come into place. A child moves to point 5 & 6 if successive seclusions have been issued or if the circumstances are of a more serious nature.

All other types of sanctions will have been used up to this stage and parents/pupils will have been made aware before this point is reached about the consequences of continuation of the unacceptable behaviour.

All efforts will have been made to modify this type of behaviour, involving outside agencies and experts as appropriate.

It is important to understand that the vast majority of children in school rarely need more than the occasional reminder of the way they are expected to behave.

The sanctions mentioned above are those which can be applied to a small minority who either occasionally or regularly, as the case may be, deliberately flaunt school rules and/or disrupt the education of others.

EXCLUSIONS

The school follows the North Yorkshire 'Guidelines for schools and pupil referral units, exclusion of pupils'.

Copies of these are available from the Headteacher/DfES website.

Exclusion decisions will come into place:

- In response to serious breaches of our school's Behaviour Policy, and
- If allowing the pupil to remain in school would seriously harm the education or welfare of the pupils or others in school.

Excluding a child will normally be the final step after a range of strategies to address and change the misbehaviour has been put into place with little or no success.

This does not preclude or prevent the Headteacher taking immediate action to exclude to protect pupils and staff. The school does reserve the right to move to exclusion immediately at a first offence for very serious acts of inappropriate behaviour. This will be exceptional and relate to extreme behaviour.

The categories of exclusions as defined by North Yorkshire are as follows:

Fixed Period Exclusion;

This must not exceed 45 school days in any one year.

(For details see Appendix 1).

Health and Safety Exclusion:

This type of exclusion is concerned with contagious diseases or other health risks to the pupil or school as a whole and are usually short-term in consultation with parents/carers and health professionals where appropriate.

(Appendix 2).

Lunch time Exclusion:

This is used when a pupil repeatedly exhibits disruptive behaviour at lunchtime and may, as a result, be excluded from the premises for the duration of the lunch hour. This should be a short term strategy.

(Appendix 3).

Permanent Exclusion:

The pupil is permanently excluded from the school and this involves both the Governing Body and the LEA.

(Appendix 4).

In the case of exclusions of pupils with Special Educational Needs the school must follow the statutory guidance in the SEN Code of Practice. Governing Bodies have a statutory duty to do their best to ensure that the necessary provision is made for any pupil with SEN. (Appendix 5).

A fixed period or permanent exclusion could be given for a first offence that involves:

- Physical assault against pupil
- Physical assault against an adult
- Verbal abuse/threatening behaviour against a pupil
- Verbal abuse/threatening behaviour against an adult
- Bullying
- Racist abuse
- Sexual misconduct
- Drug and alcohol related
- Damage
- Theft
- Persistent disruptive behaviour
- Other– must be specified

Our strategies encompass the following guidelines:

- ◆ Clear identification of the offending behaviour with the pupil.
- ◆ Establishing appropriate sanctions, short of exclusion, in an effort to discourage reoccurrence of such behaviour.
- ◆ Pastoral support.
- ◆ Notification to parents/carers of concerns and sanctions taken.
- ◆ Upon re-offence, discussion with the pupil regarding possible ultimate sanctions if behaviour does not improve.
- ◆ Further notification to parents/carers and interview.
- ◆ Upon further re-offence, implementation of the exclusion process.

In the absence of the Headteacher, it would fall to the Deputy Headteacher to put exclusion procedures into place – otherwise only the Headteacher can start the process.

The Headteacher will have considered the following points when considering exclusion:

With parents

- ◆ Have agreed a clear action plan to support the pupil with parents/carers.
- ◆ Followed the school discipline sanctions fairly and consistently.
- ◆ Involved appropriate outside agencies.
- ◆ Undertaken a Pastoral Support Programme.
- ◆ Considered disapplication of the National Curriculum.

Parents/carers will be informed immediately an exclusion decision has been made. The call will be followed by a letter containing the following information:

- ◆ The period of exclusion.
- ◆ The reason for exclusion.
- ◆ Arrangements for continuing the pupil's education.
- ◆ External advice that may be sought
- ◆ The parents'/carers' right to state their case to the Governing Body's Discipline Committee.

- ◆ Whom the parents/carers should contact to state their case.
- ◆ The time frame for their case to be heard.
- ◆ Their right to see the pupil's records.
- ◆ The length of the exclusion.
- ◆ If the exclusion is permanent, all details leading up to the exclusion including fixed-term exclusions.

The Governing Body will be informed of the exclusion and the circumstances which preceded it. The Governing Body will follow the guidelines as set out in North Yorkshire's 'Guidelines for schools and Pupil Referral Units – Exclusion of pupils'.
(Appendix 6).

Date completed	22 April 2004
Date reviewed	Spring (1) 2017
Review Date	Spring (1) 2020
Reviewer	J Snead

Appendices

Appendix 1:

Length of fixed period exclusion

The regulations allow head teachers to exclude a pupil for one or more fixed periods not exceeding 45 school days in any one school year. The limit of 45 school days applies to the pupil and not to the institution. Therefore, any days of fixed period exclusion served by the pupil in any school or PRU in the same school year will count towards the total. It is important therefore that, when a pupil transfers to a new school during the academic year, records of the fixed period exclusions a pupil has received so far during the current academic year are also transferred promptly to the new school. However, 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. Ofsted inspection evidence suggests that 1-3 days is often long enough to secure the benefits of exclusion without adverse educational consequences. Exclusions may not be given for an unspecified period, for example until a meeting can be arranged. Such a practice amounts to an indefinite exclusion for which no legal arrangements exist.

Appendix 2:

Removal of pupils on health and safety grounds

Head teachers may send a pupil home, after consultation with that pupil's parents and a health professional (for example, a school nurse) as appropriate, where because of a diagnosed illness such as a notifiable disease he or she poses an immediate and serious risk to the health and safety of other pupils and staff. This is not an exclusion and should be for the shortest possible time. If difficulties persist, the head teacher should seek medical advice.

(revised 8 October 2004)

Appendix 3:

Lunchtime exclusion

Pupils whose behaviour at lunchtime is disruptive may be excluded from the school premises for the duration of the lunchtime period. A lunchtime exclusion is a fixed period exclusion (deemed to be equivalent to one half of a school day) and should be treated as such, and parents have the same right to be given information and to make representations. A lunchtime exclusion for an indefinite period, like any other indefinite exclusion, would not be lawful. Arrangements should be made for pupils who are entitled to free school meals to receive their entitlement which may mean, for example, providing a packed lunch.

The Secretary of State does not expect lunchtime exclusion to be used for a prolonged period. In the long run another strategy for dealing with the problem should be worked out.

Appendix 4:

Procedures following permanent exclusion

In the case of a permanent exclusion the pupil remains on the roll of the school until any appeal is

determined, or until the time limit for the parents to lodge an appeal has expired without an appeal being brought, or the parent has told the LEA in writing that no appeal is to be brought. Again, while the pupil is on the roll of the school it is the responsibility of the school that his or her education continues but, as in the case of longer fixed period exclusions, it may be necessary for the school to seek the help of the LEA which maintains the school. Paragraphs 187 and 161 (pages 63 and 64) explain that we have changed the 'relevant date' to provide schools with continuing funding so that they can arrange education for permanently excluded pupils while they remain on roll.

Once a permanent exclusion has been upheld by the governing body, the LEA should arrange to assess the pupil's needs and how to meet them, including any special educational needs the pupil may have. The LEA should also arrange a meeting with the parents to discuss options (please see paragraph 161 on page 51). Once the pupil is removed from roll, the LEA is responsible for ensuring that suitable education is provided. This will be the pupil's home LEA in cases where the school is maintained by a different LEA. Since September 2002, all LEAs have been committed to ensuring that all permanently excluded pupils receive suitable full time education, either at another school or, where necessary, making use of a Pupil Referral Unit or other alternative provision.

If the school or LEA considers that parenting is a factor in the behaviour of the pupil who has been excluded, they should consider whether it may be appropriate to offer a parenting contract or apply to the magistrate's court for a parenting order. These measures are outlined at paragraphs 28 and 29 above. In accordance with the law on admissions, a school may not require a parent to sign a parenting contract as a condition of their child being admitted following permanent exclusion.

For further information on parenting contracts or orders, please refer to the Guidance on the Education-related Provisions of the Anti-social Behaviour Act (<http://www.dfes.gov.uk/behaviourandattendance/guidance/parentingcontracts/index.cfm>).

Appendix 5:

Pupils with special educational needs (SEN)

Statutory guidance on identifying, assessing and making provision for pupils with SEN, including those with behavioural, social and emotional needs, is given in the Special Educational Needs Code of Practice. Schools must have regard to this guidance. School governing bodies have a statutory duty to do their best to ensure that the necessary provision is made for any pupil who has SEN. Early identification and intervention, accurate assessment and the arrangement of appropriate provision to meet pupils' SEN usually leads to better outcomes.

Other than in the most exceptional circumstances, schools should avoid permanently excluding pupils with statements. They should also make every effort to avoid excluding pupils who are being supported at *School Action* or *School Action Plus* under the Special Educational Needs Code of Practice, including those at *School Action Plus* who are being assessed for a statement. In most cases, the head teacher will be aware that the school is having difficulty managing a pupil's behaviour well before the situation has escalated. Schools should try every practicable means to maintain the pupil in school, including seeking LEA and other professional advice and support at *School Action Plus* or, where appropriate, asking the LEA to consider carrying out a statutory assessment. For a pupil with a statement, where this process has been exhausted, the school should liaise with their LEA about initiating an interim annual review of the pupil's statement.

Where a child is permanently excluded, the head teacher should use the period between his or her initial decision and the meeting of the governing body to work with the LEA to see whether more support can be made available or whether the statement can be changed to name a new school. If either of these options is possible, the head teacher should normally withdraw the exclusion.

It is extremely important that parents of children with SEN who are excluded from school receive advice on the options available for their child's future education. Schools might usefully advise parents that advice and information on SEN is available through their local SEN Parent Partnership. The Parent Partnership should also be able to provide details of voluntary agencies that offer support to parents, including those that can offer advice concerning exclusions.

Appendix 6:

PART 4: RESPONSIBILITIES OF THE GOVERNING BODY

The governing body

The governing body must review certain exclusions and must consider any representations about an exclusion made by the parents of the excluded pupil. The governing body can delegate some or all of its functions in respect of exclusions to a committee consisting of at least three governors and such a committee may be called the Discipline Committee. References throughout this guidance to the governing body should be taken to include a reference to the Discipline Committee where one has been established.

It is very important that governors who are called upon to review exclusions receive training to equip them to discharge their duties properly. We expect the LEA to organise training sessions for governors on exclusion issues which governors should make every effort to attend. The Department is developing training materials for clerks and chairs which are expected to be made available on line from May 2004. The Council on Tribunals has emphasised the importance of training for all those involved in the exclusion process.

Where the governing body has established a Discipline Committee they should appoint a clerk to the Committee. The quorum for a Discipline Committee meeting is three members. If any governor has a connection with the pupil, or knowledge of the incident that led to the exclusion, that could affect his or her ability to act impartially, he or she should step down. The Chair has the casting vote in all cases where an even number of governors are considering the case.

At one meeting the governing body may consider more than one exclusion so long as they comply with the statutory time limits relating to each one.

If any exclusion would result in the pupil missing a public examination, the governing body should try to meet before the date of the examination. If, exceptionally, it is not practical for the governing body to meet before the time when the pupil is due to take the public examination, the Chair of Governors – using his or her powers to act in an emergency - may consider the exclusion and decide whether or not to reinstate the pupil (these are the only circumstances in which the Chair of Governors can alone review an exclusion). In such cases the parent has the right to make oral representations to the governing body or, as the case may be, the Chair. If possible, the Chair should have the advice of the Clerk and an LEA Officer.

In some cases, depending on the nature and seriousness of the exclusion, the governing body may exercise its discretion to allow an excluded pupil on the premises for the sole purpose of taking a public examination. There is no automatic right for any excluded pupil to take a public examination on the excluding school's premises – this is entirely at the governors' discretion.

Discipline is a system of rules for good behaviour aimed to develop self-discipline in pupils and to create an orderly school in which learning can take place.

It is our aim that, through the assistance of good behaviour, the school will fulfil its function, namely the full development of the potential of all our children.

The aims of the school's discipline policy are as follows:-

- To develop in pupils a sense of self-discipline and an acceptance of responsibility for their own actions.
- To create the conditions for an orderly community in which effective learning can take place.

The aims will be best achieved in a relaxed, pleasant atmosphere in which the children are encouraged to do their best.

All teachers should try to ensure that the children in their care understand and appreciate that they are being treated fairly. Children develop a sense of fairness early in life.

The promotion of discipline is important in our school because we wish to achieve high standards of education. Therefore, we must have good levels of behaviour and mutual respect if these high standards are to be attained.

It must be remembered that, in our school, punishments are used in only a small minority of cases, whereas discipline is about the whole school and all pupils.

AIMS OF POLICY

- l. To ensure the safety of the children and staff.
 - m. To protect children from abuse or injury, including those which are self-inflicted.
 - n. To protect pupils' entitlement to dignity and self-respect.
 - o. To protect staff members' entitlement to dignity and self-respect.
 - p. To promote equal opportunities for learning and personal development.
 - q. To foster the acquisition of self-control, responsibility and accountability among our children.
-
- r. To provide an opportunity for team work and collaboration between the children and thereby provide an appreciation of interdependency.
 - s. To foster individual effort and positive thinking.
 - t. To create a learning environment in which pupils are enabled to make choices and to learn from the consequences of these choices.
 - u. To give the children confidence in themselves and a pride in their achievements and their school.
 - v. To safeguard staff members against false and malicious allegations

CODE OF CONDUCT

At Whitley and Eggborough the school mascot, Chas, epitomises the school ethos of **Caring**, **Helping** and **Sharing**. These are qualities which the children are encouraged, and guided, to develop.

Each year each class draws up its own class rules and these echo the main school rules;

- 6. Work hard and do our best at all times.
- 7. Be kind and polite to everyone
- 8. Do not bully and report those who do.
- 9. Respect and take care of all belongings.
- 10. Be punctual, smart and orderly in all we do

Each year the school develops a whole school New Year's Resolution and aims to keep it throughout the year.

WAYS TO PROMOTE GOOD BEHAVIOUR

- j. The school operates a Team Point System, which rewards many areas of good behaviour as well as good work. Every child in school has the chance to gain Team Points. They are not merely the prerogative of the bright child or the well-behaved child!
Special Mention stickers, CHAS stickers and Merit Award certificates are also awarded and, as above, are available to all children.
 - k. Teachers foster good behaviour in such areas of the curriculum as Health Education, Religious Education, Circle Time and Assemblies. The promotion of good behaviour is an integral part of the curriculum.
 - l. Values are taught both formally within the lesson and informally through the manner in which staff members and pupils behave to one another.
 - m. Everyone in our school will be respected and be treated as an individual.
 - n. All staff will expect to receive respect from the children.
 - o. Staff will foster good relationships with the children, greet and be greeted, speak and be spoken to, smile and relate, communicate.
-
- p. The children will be praised and encouraged whenever possible. Most pupils react well to praise and there is something worthy of praise in all of them.
 - q. The staff will continue to provide a motivating curriculum, as this is an important ingredient of a successful policy on school discipline.
 - r. Many problems occur during the lunch break. Games activities and equipment is provided for all children, supervised by Playground Leaders who are volunteers from across the school. Mid-day Supervisors are encouraged to initiate and develop activities and the Buddy Bench allows those pupils who need support to access it when necessary.

SANCTIONS TO CONTROL BEHAVIOUR

- f. Staff members will use preventive strategies where possible. They will “anticipate” problems where children are testing the boundaries of acceptable behaviour.
- g. In a situation in which children are demonstrating challenging behaviour, the staff member will address the situation by listening, establishing the facts and will then judge as to what the appropriate action should be, following the guidance in the school’s Behaviour Policy.
- h. In the vast majority of cases it will be the class teacher who deals with the everyday problems involving members of his/her class and sets and supervises punishments where appropriate. In extreme cases, however, it may be felt necessary for a child to see the Deputy Headteacher or the Headteacher, particularly in a case in which the truth has to be established, a time consuming affair but one which is essential if children are to appreciate a sense of fairness. In such cases, after the request has been made, it will be up to the Deputy Headteacher or the Headteacher, to decide upon the appropriate time for the meeting to take place, a decision based upon the seriousness of the offence.
- i. Once a “reasonable” level of behaviour has ceased to exist then parents **must** be involved. Interviews or discussions between Class Teacher, Deputy Headteacher / Headteacher, will take place to try to discover the reasons for, and to rectify, the example of misbehaviour. In such a situation, a great deal of patience is required if a confrontational situation is to be avoided. The vast majority of parents will come to such a meeting with a great deal of trepidation, seeking advice and help as to how their child’s behaviour can be improved. Close co-operation with parents is essential in attempting to improve regular examples of misconduct.
- j. Each class should have displayed their own “Classroom Rules” drawn up together between the teacher and the children and agreed upon by them.

RECORDING INCIDENTS OF MISCONDUCT

When a major incident occurs in our school, a record of the incident will be kept in the Headteacher’s Incident Book. The report will be completed by the member of staff concerned and signed by the Headteacher. The Incident Book will be kept in the Headteacher’s office.

GENERAL CONSIDERATIONS ON DISCIPLINE

- l. The Discipline Policy should be consistently and fairly applied. It should be shown to be reasonable, sensitive and effective. Young children are confused by too much variety of attitude and expectation.
- m. Prevention is always better than cure. The presence of staff on duty or of a teacher in the classroom before the children arrive at the beginning of a session or lesson is a vital and effective way of obtaining good behaviour.
- n. The school has established close relationships with external support agencies such as Pupil and Parent Support, Educational Psychology and Social Services so that this basic understanding of the needs of the child and the provision of the correct type of support can be achieved.
- o. In all disciplinary actions it is essential that the pupil understands that it is the behaviour which is not acceptable and not the pupil as a person.
- p. Teachers, and other staff, who intervene physically, often on the spur of the moment, to avert an immediate danger, will be protected in the eyes of the law.
- q. School discipline is the responsibility of all staff, that is, if a member of staff sees school rules being flaunted, it is the responsibility of that member of staff to intervene and, if necessary, apply some form of reprimand or punishment.

- r. Verbal abuse towards a teacher or any non-teaching member of the staff of the school will result in the immediate removal of the pupil to a place of isolation under the supervision of a responsible adult until parents/carers can be contacted.
- s. Regular disruptive behaviour in the classroom or in the playground will lead to a fixed-term suspension if the type of misconduct continues after parents/carers have been contacted and the nature of the concern explained. If the disruptive behaviour takes place during the dinner break, then, again after parents/carers have received a warning as to the consequences, the child concerned will be barred from school premises during the period of the dinner break.
- t. Physical assault on any member of staff will result in the immediate exclusion of the pupil. In all these cases illustrated above the LEA guidelines will be followed and the LEA and the Governing Body of the school will be informed and copies of the letter forwarded to parents/carers will be sent to them.
- u. Abusive or violent behaviour by parents/carers will not be tolerated. If, after the teacher involved has tried to calm the situation, the abuse is repeated, the adult concerned should be requested to leave the premises. Failure to do so will lead to the Police being informed. In all cases of violent behaviour by parents/carers the police will be informed and a formal complaint made.
- v. Damage to school property, whether it is the fabric of the building, such as a broken window, or damage to items such as books, should be reported to parents/carers with a request for payment in those cases where the damage was deliberately caused.

OUR SYSTEM OF CARE

Behaviour Management/Discipline

The aim of the school is to create responsible, well-disciplined individuals. All of our pupils are encouraged to behave as good citizens.

Sanctions List for Behaviour Management

Even in a well-ordered and positive environment, it may be necessary from time to time for the sanctions outlined below to be applied.

We have an excellent positive re-enforcement approach in school but when this fails and children behave in an unacceptable way then the following actions can be undertaken.

- 7. Verbal reprimand from staff
- 8. Withdrawal of break times and lunchtimes.
- 9. Removal from class for a short fixed period, i.e. part of a lesson for a 'cooling down' period, a full lesson or a half day
- 10. Seclusion with a senior member of staff, withhold participation in any school trips or sports/extracurricular events that are not part of the curriculum
- 11. In serious cases fixed term exclusion.
- 12. In serious cases permanent exclusion.

At Point 3 the Headteacher/Senior Teacher will be informed and a record is made on the child's school file. Parents/carers would be informed and a meeting arranged to discuss the situation and to devise strategies for the future. This will usually involve a Home/School Contract being put into place.

At sanctions points 5 and 6 fixed period and permanent exclusions come into place. A child moves to point 5 & 6 if successive seclusions have been issued or if the circumstances are of a more serious nature.

All other types of sanctions will have been used up to this stage and parents/pupils will have been made aware before this point is reached about the consequences of continuation of the unacceptable behaviour.

All efforts will have been made to modify this type of behaviour, involving outside agencies and experts as appropriate.

It is important to understand that the vast majority of children in school rarely need more than the occasional reminder of the way they are expected to behave.

The sanctions mentioned above are those which can be applied to a small minority who either occasionally or regularly, as the case may be, deliberately flaunt school rules and/or disrupt the education of others.

EXCLUSIONS

The school follows the North Yorkshire 'Guidelines for schools and pupil referral units, exclusion of pupils'.

Copies of these are available from the Headteacher/DfES website.

Exclusion decisions will come into place:

- In response to serious breaches of our school's Behaviour Policy, and
- If allowing the pupil to remain in school would seriously harm the education or welfare of the pupils or others in school.

Excluding a child will normally be the final step after a range of strategies to address and change the misbehaviour has been put into place with little or no success.

This does not preclude or prevent the Headteacher taking immediate action to exclude to protect pupils and staff. The school does reserve the right to move to exclusion immediately at a first offence for very serious acts of inappropriate behaviour. This will be exceptional and relate to extreme behaviour.

The categories of exclusions as defined by North Yorkshire are as follows:

Fixed Period Exclusion;

This must not exceed 45 school days in any one year.

(For details see Appendix 1).

Health and Safety Exclusion:

This type of exclusion is concerned with contagious diseases or other health risks to the pupil or school as a whole and are usually short-term in consultation with parents/carers and health professionals where appropriate.

(Appendix 2).

Lunch time Exclusion:

This is used when a pupil repeatedly exhibits disruptive behaviour at lunchtime and may, as a result, be excluded from the premises for the duration of the lunch hour. This should be a short term strategy. (Appendix 3).

Permanent Exclusion:

The pupil is permanently excluded from the school and this involves both the Governing Body and the LEA.

(Appendix 4).

In the case of exclusions of pupils with Special Educational Needs the school must follow the statutory guidance in the SEN Code of Practice. Governing Bodies have a statutory duty to do their best to ensure that the necessary provision is made for any pupil with SEN.

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- Physical assault against an adult
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- Racist abuse
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- Damage
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- ◆ Pastoral support.
- ◆ Notification to parents/carers of concerns and sanctions taken.
- ◆ Upon re-offence, discussion with the pupil regarding possible ultimate sanctions if behaviour does not improve.
- ◆ Further notification to parents/carers and interview.
- ◆ Upon further re-offence, implementation of the exclusion process.

In the absence of the Headteacher, it would fall to the Deputy Headteacher to put exclusion procedures into place – otherwise only the Headteacher can start the process.

The Headteacher will have considered the following points when considering exclusion:

With parents

- ◆ Have agreed a clear action plan to support the pupil with parents/carers.
- ◆ Followed the school discipline sanctions fairly and consistently.
- ◆ Involved appropriate outside agencies.
- ◆ Undertaken a Pastoral Support Programme.
- ◆ Considered disapplication of the National Curriculum.

Parents/carers will be informed immediately an exclusion decision has been made. The call will be followed by a letter containing the following information:

- ◆ The period of exclusion.
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- ◆ Arrangements for continuing the pupil's education.
- ◆ External advice that may be sought
- ◆ The parents'/carers' right to state their case to the Governing Body's Discipline Committee.
- ◆ Whom the parents/carers should contact to state their case.
- ◆ The time frame for their case to be heard.
- ◆ Their right to see the pupil's records.
- ◆ The length of the exclusion.
- ◆ If the exclusion is permanent, all details leading up to the exclusion including fixed-term exclusions.

The Governing Body will be informed of the exclusion and the circumstances which preceded it. The Governing Body will follow the guidelines as set out in North Yorkshire's 'Guidelines for schools and Pupil Referral Units – Exclusion of pupils'. (Appendix 6).

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