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Miss L Dixon Headteacher

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## Behaviour for Learning, Attendance and Exclusions Policy

### Introduction

At this school we strive to create an environment where self esteem is promoted and all children feel safe and respected. We aim to be a school where good behaviour is encouraged and reinforced, where children can become responsible, honest and increasingly independent members of our community.

We believe this can be achieved by establishing a partnership between children, parents and staff working together for the benefit of the child, encouraging a positive environment built on mutual trust and respect for all.

We believe that all members of the school have a right to work in an environment where they feel happy and safe and are able to work to the best of their ability. The school expects considerate behaviour towards others and provides and promotes guidelines for positive behaviour to be followed in order to achieve this.

Our whole school approach ensures that all children are treated fairly and that the behaviour strategy is applied consistently.

### Our 3 school rules are

**Ready**

**Respectful**

**Safe**

### Philosophy

We recognise and value the importance of ready, respectful and safe behaviour. Behaviour that enables all children to learn, teachers to teach, in a safe environment. In order to achieve this we believe that **everyone** is responsible for working together to create a positive and consistent approach. We praise in public and rebuke in private. **Everyone, every time!**

### Aims and Expectations

- To support the overall aims of the school
- To create a safe, caring and positive learning environment for pupils and staff
- To enable the school to identify and celebrate outstanding behaviour
- To minimise low level disruption
- To support children with specific needs

In short, we ask for and expect sensible, positive behaviour with any disruption to learning and school life addressed, including low level disruption.

### **Why is low level disruption focused upon in our policy?**

Children lose up to an hour of learning each day in schools across England because of low level disruption, Ofsted's chief inspector has warned.

What is Low Level Disruption? - *Evidence from nearly 3,000 inspections of state-funded schools, together with parent and teacher surveys, has found that behaviour like pupils making silly comments to get attention, swinging on chairs, passing notes around, quietly humming and petty interruptions was having a noticeable impact on children's ability to learn. "While the days of chaos in the classroom are thankfully largely behind us, low-level disruption in class is preventing too many teachers from doing their jobs and depriving too many young people of the education they deserve."* Sir Michael Wilshaw.

Low disruptive behaviour is not tolerated and is tracked in school as a negative behaviour.

### **Promoting Positive Behaviour throughout our School**

We want to catch pupils being good and to that end we accentuate the positive.

All staff at Finstock CE Primary School Primary School will:

- Be calm, consistent and fair
- Meet and greet with a handshake (Covid restrictions – See Health and safety policy and risk assessment)
- Give first attention to best conduct
- Give Praise – pupils need praise like plants need water
- Recognise above and beyond

To encourage positive behaviour, everyone will:

- Make at least 3 positive phone calls home every week
- Send positive notes/postcards home
- Give verbal praise
- Nominate pupils for Hot Choc Friday and behaviour star medals

### **Rebuke in private**

We use a microscript, stepped sanctions and restorative questions

### Stepped Sanctions – in private

Numerous ‘drive bys’ to have taken place before stepped sanctions

1. Reminder of rule
2. Warning
3. Last chance (using microscript)
4. Time out
5. Restorative conversation.

### Microscript

I’ve noticed that... You know the school rules ready, respectful, safe. Can you remember when I phoned home when you... and how that made you feel? I expect you to.... Thank you for listening.

### Restorative Questions

1. What has happened?
2. What were you thinking at the time?
3. Who has been affected by the actions?
4. How have they been affected?
5. What needs to be done to make things right?
6. How can we do things differently in the future?

## **Exclusions**

### **Fixed-Term Exclusion**

A fixed-term exclusion excludes a primary pupil for a temporary (fixed) period with a view to the pupils being readmitted to the school at the end of the exclusion. A student’s fixed-term exclusions may not exceed 45 school days in any one school year. If a pupil reaches 16 days of exclusion in any one term, a Governors’ Disciplinary Panel must be convened.

The Headteacher is ultimately responsible for the decision to exclude and authorises every exclusion. In the majority of cases, however, the recommendation to exclude and the process is undertaken by two School Leaders, who oversee students’ conduct and welfare.

Fixed-term exclusions are used sparingly and in response to a serious breach of discipline or following an accumulation of issues.

Where a fixed-term exclusion is issued:

- a member of school staff has a telephone conversation with the parent/ carer of the excluded student, informing them of the reason for and length of the exclusion

- the Headteacher writes to the parent/ carer to notify them formally of the exclusion and inform them of their legal rights and responsibilities
- the school is required to provide work for any fixed-term exclusion of more than one day

At the end of a fixed-term exclusion a readmission meeting is convened before the pupil may return to lessons. Readmission meetings are usually led by the Headteacher, with the pupil, their parent/ carer and the SENCO. The purpose of the readmission meeting is to review the offence that led to the exclusion as well as the provision in place to support the pupil's behaviour. If the Headteacher is satisfied the pupil has learnt from the offence and will try their hardest to ensure it will not be repeated, the pupil will be readmitted to the school. However, the school may extend the exclusion if it does not feel satisfied.

### **Permanent Exclusion**

The Headteacher has responsibility for the decision to permanently exclude a pupil; this may be in response to a serious breach of discipline or following an accumulation of issues. It is an absolute last resort and is issued where other strategies or support have failed to improve a pupil's behaviour or if allowing the pupil to remain in school would seriously harm the education, safety or welfare of that pupil or others in the school.

Furthermore, it is the responsibility of the Headteacher to:

- regularly inform the parent's parents/ carers of new decisions and developments in the case, the parent/ carer's rights of appeal and where they may seek further advice
- make arrangements for the continuing education of the pupil
- convene a panel of Local Committee to review the decision to permanently exclude

### **ROLES AND RESPONSIBILITIES**

#### **Local Committee**

The Local Committee regularly reviews systems for maintaining standards of attendance and behaviour, including scrutinising exclusion figures.

If, following readmission by the Headteacher, another exclusion is issued, a Local Committee Warning Panel, consisting of one or two Local Committee members, may be convened at the request of the school.

The purpose of this panel is to support the pupil to improve his/her behaviour, to realising the seriousness of their behaviour and the impact this may have on their future at the school.

A Local Committee Disciplinary Panel is convened:

- if a student exceeds fifteen days of exclusion in any one term
- at parental request for pupils with between five and fifteen days exclusion in any one term
- if it would result in a pupil missing a public examination or national curriculum test
- if the Headteacher has made the decision to permanently exclude a student.

The Local Committee delegates their functions with respect to the consideration of an exclusion decision to a designated sub-committee (Local Committee Disciplinary Panel). The Panel consists of three members who do not have a connection with the pupil and do not have knowledge of the incident/s that led to the exclusion/s which could therefore affect their ability to act impartially. It is the Panel's responsibility to review the school's decisions to exclude as well as any support in place to improve the pupil's behaviour. When reviewing a fixed term exclusion, they may also make recommendations to the pupil, their parent/carer, or the school to help avoid permanent exclusion in the future.

The following parties will be invited to a meeting of the Disciplinary Panel and allowed to make representations: -

- Parents/carers
- Pupil
- Headteacher

It is the Panel's responsibility to review the incident or accumulation of incidents and the Headteacher's decision to exclude, taking into account the views of the student and their parent/carer. The panel will decide either to uphold or agree to the reinstatement of the student immediately or on a particular date.

The school may also seek the advice of the Local Authority's Social Inclusion Officer.

### **School Staff**

All schools are legally required to keep an attendance register, which must be taken once in the morning and once in the afternoon. Only the school and not parents/ carers may authorise absence. The school must keep accurate records of reasons provided for a child's absence.

The school must also keep accurate records of sanctions, including exclusions.

Key staff have responsibility for regularly reviewing the attendance and behaviour of students and planning appropriate support and intervention where there are concerns. Support may include involving outside agencies, such as the Local Community Support Service or the local Attendance and Engagement Team.



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## Parents/Carers

Parents/ carers have a legal responsibility to ensure their child attends school. Where a student is absent parents must provide the school with a reason for the absence, ideally in advance. Parents/ carers do not have any legal right or entitlement to take their child out of school for the purposes of a term-time holiday.

However, the Headteacher has the authority to grant permission for term-time leave in exceptional circumstances. Parents/ carers may request permission to take their child out of school during term-time by writing to the Headteacher.

The school seeks to work with parents/ carers where there are concerns over a student's attendance or behaviour. This partnership is vital in supporting students in attending and behaving well.

Parents/carers of an excluded student have a legal responsibility to ensure their child is supervised throughout the period of the exclusion. The student is not permitted to be in public during the school day without reasonable justification.

Parents/carers should ensure that work provided for their child is completed and returned to school for marking.

Because the support of parents/carers is important for students to avoid further exclusions, an excluded student must be accompanied by a parent/carer at any readmission meeting for the student to be permitted to return to lessons.

Parents/carers have the right to appeal the school's decisions to exclude their child. Further information is always included on exclusion letters sent home. Parents are also provided with contact numbers for external impartial advice.

## Attendance

Regular attendance is vital for success both at school and in the work place. Good attendance constitutes 97%.

## First Contact

First contact is operated for all students.

If you know in advance that your child will be away, then we ask you to write in a note explaining the intended absence.

If your child arrives in school after registration, we ask that you take them straight to Reception and sign in before reporting to their lesson.



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If your child is ill, you are asked to contact school on **by 9.00am** on the morning of the day of absence and leave a message. You are asked to do this on every following morning unless you have informed us in writing in advance.

If we do not receive a call or text and your child does not arrive in school, we will contact you to let you know. It is therefore vital that we have accurate contact numbers.

“First Contact” enables us to quickly determine that a student who is absent is genuinely ill and safely at home. In the past, we could not be sure of this until an absence note was supplied on the student’s return.

It is also true that some students will consciously stay away from school without a medical reason. We need to know when this is happening because a pattern of truancy is easily established and often hard to break, now and in later life.

### **Holidays in Term Time**

New regulations came into force on 1st September 2013 stating that Headteachers may not grant leave of absence during term time unless there are exceptional circumstances. Headteachers no longer have the authority to approve any absence from school unless it is for exceptional circumstances, i.e. unplanned. Further information about attendance and absence can be found at:

<https://www.gov.uk/school-attendance-absence>

### **Term-time holiday**

Amendments to the 2006 regulations remove references to family holiday and extended leave as well as the statutory threshold of ten school days. The amendments make clear that Headteachers may not grant any leave of absence during term time unless there are exceptional circumstances. Headteachers should determine the number of school days a child can be away from school if the leave is granted.

### **Absence in Term Time (non-medical)**

If you wish to request absence in term time for your child, please download an application form or contact Reception. Completed application forms should be sent to the Headteacher 4 weeks in advance of the absence requested. Application forms should also be completed for compassionate leave requests and as much notice as possible is requested.

The policy is a working document and therefore will be monitored, reviewed and updated as appropriate. We will involve pupils, staff and parents in its review. We welcome feedback and discussion.

Author: W Hemmingsley Chief Executive

Date approved: October 2020

Next Review Date: October 2021