



Bladon C of E Primary School

## Behaviour and Attendance Policy (C08)

The key to good behaviour and regular attendance are dependent on the strong relationships between staff, parents, carers and children. Behaviour, attendance and happiness are inextricably linked. When children are well behaved and enjoying school, their attendance is good. Regular attendance promotes a consistent relationship with staff and other children and behaviour is usually good.

### Core principles and beliefs

Bladon C of E Primary School places high value on positive behaviour and good attendance.

Positive aspects of behaviour and attendance are often taken for granted – it is easy to respond to the behaviour that we don't want to see and not recognise the behaviour that we want to see more of. The more specific we can be about describing the behaviour that we want and the more we show that we notice and appreciate it, the more likely we are to see more of it.

### Ways in which we promote positive behaviour and regular attendance are:

#### Whole school level:

- all staff understand and demonstrate the school's core beliefs about behaviour
- positive out of class behaviour is promoted by agreed routines and clear systems including out of school and residential visits
- school assemblies are used to develop children's social, emotional and behavioural skills
- positive behaviour in communal areas of the school is noted and celebrated
- there are clear, consistently used systems for dealing with inappropriate behaviour
- there are opportunities for staff to discuss and contribute to the development of systems underpinning positive behaviour
- all staff to provide supportive transition for children into their next stages of learning
- all staff are clear about their role in promoting attendance and feel confident in this role
- parents and carers are encouraged to understand the importance of good attendance and punctuality for successful learning and the issues are regularly addressed through newsletters, parents' evenings, etc.
- a range of strategies are used to promote good attendance, at the individual, class and whole school level
- a system is in place to ensure that attendance data is accurate and is regularly analysed
- the school regularly and consistently challenges reasons for non-attendance and where appropriate does not authorise the absence

#### Classroom level

- adults model controlled, respectful verbal and non-verbal behaviours
- teaching routinely incorporates activities designed to promote children's social skills and emotional development
- lessons are structured to be interesting and appropriately challenging
- appropriate behaviours are taught and reinforced on a regular basis
- children are taught the language of sharing and co-operation, choice and consequences
- there are clear classroom routines to reduce uncertainty and promote an appropriate climate for learning
- there are classroom rules, devised through discussion with the children, which promote an appropriate climate for learning
- appropriate behaviour is quickly noticed and genuinely celebrated

- there are clear systems, understood by all, for dealing with inappropriate behaviour

**Individual child level**

- all children’s strengths are recognised and celebrated by staff
- systems are in place for noticing and drawing attention to good or improved behaviour
- there are systems which allow children to be ‘special’ at times
- where a child experiences difficulties in developing and sustaining appropriate behaviour there are systems which give additional support and attention individually tailored to the child and their specific needs
- systems are in place for noticing and celebrating good attendance
- systems are in place for noticing children with poor or unusual attendance patterns
- parents and carers are contacted in cases of poor attendance and steps are taken to build positive relationships with, and to support, hard to reach families
- effective links with a number of agencies ensure that a ‘joined-up’ approach is used to plan and implement appropriate intervention with individuals experiencing attendance difficulties

**Rights and responsibilities**

The staff discussed and agreed list of rights and responsibilities held by different members of the school community.

<b>Staff</b>	
<b>Rights</b>	<b>Responsibilities</b>
to be supported by peers and managers	to ask for support when needed to offer support to colleagues and managers
to be listened to to share opinions	to listen to others to give opinions in a constructive manner
to be treated courteously by all others in the school community	to model courteous behaviour to recognise and acknowledge courteous behaviour in others
to be made fully aware of the school’s systems/policies/expectations	to seek information and use lines of communication
to receive training to increase skills in behaviour management	to support others in developing their skills in promoting positive behaviour and good attendance to acknowledge areas of own behaviour management skills which could be developed to try new approaches
to receive pastoral care if accused of misconduct/malice	to always act in a professional manner and follow the agreed school behaviour policy

<b>Children</b>	
<b>Rights</b>	<b>Responsibilities</b>
to be treated with respect	to behave respectfully to others
to be safe	to behave in a way that keeps others safe
to learn	to attend school regularly to be willing to learn to allow others to learn
to make mistakes	to take ownership of their own mistakes to allow others to make mistakes
to be listened to	to give opinions in a constructive manner to listen to others
to be supported with transition to their next stages of learning	to be willing to adapt to their new stages of learning

<b>Parents and carers</b>	
<b>Rights</b>	<b>Responsibilities</b>
to be treated with respect	to behave respectfully towards others
to be kept informed about their child's progress	to make sure their child attends school regularly to talk to their child about what (s)he does in school to talk to teachers if they have any concerns about their child's learning or well-being
to be listened to	to listen to others
to have access to information on the school's approach to behaviour and attendance	to absorb information and share concerns
to have concerns taken seriously	to share concerns constructively
to adhere to school uniform	to ensure the correct school uniform is worn

### **Statement of Discipline**

We recognise that good behaviour is a necessary condition for effective teaching and learning to take place and is an important outcome of education which society rightly expects.

Our Code of Conduct is clear and simple. We aim that all pupils will behave in a responsible manner, both to themselves, others and their environment, showing consideration, courtesy and respect.

At Bladon C of E Primary School, we aim to provide a caring learning environment with a well-planned curriculum, which will interest the children and stimulate in them a desire to become successful and self-disciplined students.

Our classrooms will reflect a relaxed but disciplined working environment, which encourages children to become independent and self-motivated workers.

Classroom activities will be organised and managed in a structure appropriate to the age of the children. As class teachers our relationships with pupils should demonstrate mutual respect. We need to display skilled and sensitive leadership in our management of relationships with all children in school, taking into account the varying and changing needs of individual children.

It is vital that all children experience a consistent, fair and good-humoured application of our behavioural expectations. Research shows us that pupils achieve more, are better motivated and behave better when teachers commend and reward their successes and emphasise their potential rather than focusing on their failures and shortcomings.

As active participants within the school management team, our expectation must remain consistent both within and outside the classroom, showing sensitive respect for the needs of other working groups. All staff must participate in the active supervision of all children and should be particularly supportive of the less expertly trained staff at lunchtime.

Parents and Governors have an obvious central support role to play. We intend that parents should be actively involved in all matters concerning their child, both positive and negative. We fully anticipate their active support when sanctions and discipline are required. Whenever we require particular support from parents this will be requested in a sensitive and professional manner with parents sharing in the ultimate solution.

Whenever there are breaches of discipline in school these should be dealt with by the member of staff present at the time. However, the class teacher will need to be kept fully informed. Should a child's behaviour cause further concern then it should be brought to the attention of the Head teacher who may feel it is appropriate to arrange an interview in school for the parents.

The County procedures for the exclusion of pupils will be implemented when appropriate.

Good behaviour learned in school, teaches children to respect not only relationships and materials in school, but will also act as a guide to their conduct within the wider community. As long as children are wearing the Bladon C of E Primary School uniform, they are expected to act as a representative of school outside of the school gates.

**Our behaviour and attendance policy** aims to build a clear positive and consistent framework that is easily accessible and understood by staff, parents, governors and children.

We aim to foster

- Confidence
- Teamwork
- Respect
- Creative & Connected Learning
- Health & Happiness
- Spirituality
- Community

In order that our behaviour and attendance policy succeeds we need to:

- spend time every day building positive working relationships
- provide consistent, clear and positive encouragement for good behaviour
- be clear in our expectations of behaviour
- apply the policy equally and fairly to all children whilst taking account of those who require an individually tailored programme
- make each day a “fresh start” (unless an accumulative programme is agreed)
- negotiate our rules with the children
- clarify our rules with parents
- apply both rewards and sanctions consistently and appropriately

- regularly exchange information about children
- supervise all children through the school, not just one class group.

### **School Routines**

- Please refer to the staff induction booklet for the current year.
- Any child who enters or leaves the building during the school day must be signed in or out at the school office.
- Use of Outdoor Spaces
- Whenever possible children will be outside at all break times.

### **Lunchtime Routine**

- Lunchtime supervisor to assume responsibility for the children at 12.00-1pm
- Lunchtime supervisor to have responsibility for the lunchtime period, organised under the direction of the Head Teacher

### **Movement around School**

- Any movement around school needs to be quiet and orderly, in order that other classes are not disturbed.
- As classes pass through doors, they need to be held open until the complete class has moved through.

### **School Rules**

Throughout the school we intend that all teachers will talk together with the children to create a good working environment. This is particularly important at the beginning of each new school year when new routines, systems, groups and practices are set up.

We have agreed 5 basic school rules that are clear and succinct.

These are:

- always try your best and work quietly
- be polite and helpful
- follow instructions straight away
- care for yourself, your friends and your school
- Keep your hands, feet and objects to yourself.

The rules may be worded slightly differently to suit particular class groups. We encourage a positive work ethic in all the children and always stress positive happenings in the classroom.

### **Rewards and Sanctions “Each day is a new start”.**

#### **Rewards - We aim to:**

#### **Focus on positive rather than negative behaviour by:**

1. Giving verbal praise to both child and adult
2. Comments that are expressed during written marking
3. The use of reward chart in class (where appropriate)
4. Celebration Assembly for school recognition
5. Giving stickers and praise
6. Praising each person at least once a day
7. Praising good behaviour and choices openly in front of the children

8. Identifying a class reward system that is clearly understood by the children (stickers, certificates, Dojo points etc.)
9. Giving two weekly class awards (STAR and ACHIEVEMENT award) in recognition of either consistent good behaviour, excellence in attainment or commendable effort with notification from teacher to parents
- 10 Behaviour and Manners Award to reward good lunchtime behaviour as appropriate.

### **Sanctions**

In the rare case of consistent unacceptable behaviour we have a staged process of action:

- the member of staff will talk through the incident and listen to both sides of any situation
- the child's position in the class may be changed
- the class teacher will contact parents/carers to explain and discuss this sanction
- if appropriate / necessary a child may miss a portion of their playtime.

However, the class teacher must supervise

- if appropriate a child may be removed from class to work in isolation for a short period supervised by the Head Teacher
- If the above situation is repeated there will be consultation between the Head Teacher and the parents.
- The county policy for exclusion from school will be invoked in extreme cases.
- Inappropriate behaviour at lunchtime may result in a child being excluded from lunchtime at school for a fixed period. Five lunchtime exclusions constitute one-day fixed term exclusion.

### **Six basic steps to Behaviour Modification – a useful checklist**

Below is a very brief outline of the stages necessary for the sensitive management of disruptive/anti-social/undesirable behaviour.

#### **Stage 1 - Baseline**

- You need to have a clear picture of exactly what and when! "Gut reactions" and anecdotal evidence are not enough to base consistent action upon.
- Record, period-by-period, day-by-day for 5 - 10 days, the occurrence of the particular inappropriate behaviours.

#### **Stage 2 - Prioritisation**

- Look carefully at the "evidence". Are there any patterns? Do behaviours occur at particular times? Can change in organisation (e.g. avoidance of situations) help?

**IMPORTANTLY - EXACTLY WHICH BEHAVIOURS DO YOU WISH TO MODIFY? WRITE THEM DOWN AND CONCENTRATE ON THE MOST IMPORTANT ONES.**

#### **Stage 3 - Reward Assessment**

- Decide what the child will work for (rewards), or will try to avoid (aversion). List these.

#### **Stage 4 - Share with child**

- Share the information from Stages 1 - 4 with the child. Explain what will happen if the listed behaviours occur and if they are absent.

#### **Stage 5 – Operation**

- Put this into operation and “**STICK TO YOUR GUNS**”!!! - **AND** reward desirable behaviour. Praise the child well for achievement.

#### **Stage 6 - Re-baseline**

- Record the occurrence of the behaviours over a 5 - 10 day period after a lengthy period of programme operation. Note changes, new behaviours, etc. Do you need to continue, re-direct or suspend the programme?

#### **Attendance**

##### **AIMS:**

- To increase levels of attendance throughout the school
- To continue to improve punctuality

##### **OBJECTIVES:**

1. To comply with the Pupil Registration Regulations 1997 and the requirements of the L.A.
2. To encourage and promote maximum attendance in school, as well as punctuality
3. To promote a positive attitude to attendance and punctuality amongst pupils and their families
4. To raise the awareness of the importance of good attendance through assemblies, P.S.H.E., whole school targets, parent's meetings, newsletters and the School Council
5. To include full attendance and punctuality in whole school awards
6. To monitor and evaluate attendance and punctuality

#### **REGISTRATION PROCEDURES**

The register will be marked twice each day at morning and afternoon registration time through the use of Integris

##### **MORNING REGISTRATION:**

Pupils are expected to be in class at 8.45am in the morning. A full attendance mark will be given up to 8.50am. After 8.50am a late mark will be issued.

Full instructions for marking the register are to be found at the front of the register if using a paper copy. Children arriving late will enter school through the main entrance and the clerical assistant will record the lateness.

##### **AFTERNOON REGISTRATION:**

Pupils are expected to be in class at 1.00pm.

#### **ABSENCE**

An Authorised Absence is:

- Illness
- Illness with risk to others (infection)
- A death in the immediate family
- A religious holiday (explained in advance)
- Medical and dental appointments which cannot be made out of school time

**An Unauthorised Absence is:**

- When there is no suitable or acceptable explanation for the child's absence

### **Absence from School**

The person having parental responsibility must explain all absences from school. This may preferably be by written note, which will be kept for 1 year but oral communication is acceptable. All medical appointments must be similarly explained. All absences will be recorded in the register as appropriate.

In the event of an absence lasting longer than 2 weeks without explanation, the Head Teacher will ascertain from the carer, the reason for the absence. In case of difficulty or an unsatisfactory explanation, the matter will be referred to the Home-School link worker and her services purchased to follow the matter through as appropriate. Any case of truancy will be dealt with by the same procedure.

### **Illness, Medical and Dental Appointments**

- Every effort should be made by parents to arrange medical and dental appointments out of school time.
- Genuine illness and medical appointments will be treated as authorised absence.
- If the school is dissatisfied the absence will remain unauthorised.
- Where an appointment requires absence from school after registration, the child must sign both in and out in the record book kept in the school office.

### **Lateness**

Lateness to school is unacceptable

The school response to lateness will need to regard any particular difficulties that the family may have and will take into consideration valid reasons given.

### **Special Occasion/Bereavements**

The school will generally classify such absences as unauthorised, although bereavement will obviously require a sensitive response and may be authorised as appropriate.

In determining authorisation we will take into account:

- the nature of the event
- frequency
- overall attendance pattern
- whether the matter was discussed in advance

### **Family Holiday**

There is no entitlement to holiday time and permission from the will not be granted.

### **Long Term illness and Home Tuition**

- Any long-term absence caused through illness or inability to attend school, will be dealt with by the Headteacher referred to the appropriate agencies where an agreement cannot be made.

### **PUNCTUALITY**

We should all encourage punctuality throughout each day. We always must treat the matter sensitively as it may not (more often than not!) be the fault of the child.

### **CONCERNS**

All concerns about suspected unauthorised absence or a pattern of absence or persistent lateness should be recorded on a Concern sheet, and brought to the attention of the Head Teacher.

The appropriate absence enquiry slip or absence/lateness letter should be sent to the family concerned immediately. This form should be returned to and filed by the clerical assistant.

If concerns persist this will be picked up in the monitoring process but class teachers may wish to alert the Head Teacher of their concerns immediately. The Head Teacher in turn, may then alert the Education Welfare Officer.

### **POSITIVE ACTION**

- There will be attendance certificates at the end of each term for very good attendance of 98% or more.

- Families and pupils will be made more aware of the need for full attendance and punctuality within the context of the school's aim of raising the attainment of all pupils.

### **MONITORING PROCESS**

- The administrative assistant will monitor attendance and lateness each half term, two weeks after the end of each half term. Full reports for each class and for the whole school will be issued to all teachers and to governors.
- The Head Teacher will also carry out spot checks of registers.
- The school clerical assistant will keep an electronic record of all pupils' attendance.

### **ROLES**

#### **ROLE OF CLASS TEACHER:**

- To complete registers in full twice each day
- To request phone call home re absence
- To encourage pupils to return absence slips
- To reward good attendance and punctuality
- To investigate reason for absence where possible
- To record absence and lateness on Concern form
- To report concerns to the Headteacher

#### **ROLE OF OFFICE MANAGER AND CLERICAL ASSISTANTS:**

- To make absence enquiries by phone when requested
- To pass on absence information to staff
- To record attendance electronically
- To send standard letters on request

#### **ROLE OF GOVERNING BODY:**

- To monitor the school's authorised and unauthorised absences in comparison with local and national figures
- To encourage a positive approach to attendance and punctuality
- To raise awareness of the need for full attendance in order to achieve high standards for all pupils

#### **ROLE OF PUPILS AND THEIR FAMILIES:**

- To make sure that the child attends school regularly and on time and keeps the school rules
- To make sure that the child understands the importance of attending school and that the family do not approve of missing school
- To let the school know as soon as possible if the child is ill, preferably on the first day of absence
- To send a written reason for absence wherever possible
- To inform the school well in advance of any known future absences such as holidays or major family event
- To try wherever possible to take family holidays during school holidays
- To try to arrange all dental and medical appointments out of school hours
- To work with the school, if absence or lateness becomes a problem, to put this right
- To, co-operate with the HSLW if they become involved, in the best interests of the child, ensuring uninterrupted education

**ACTION ON ABSENCE**

- Child absent teacher to inform office
- 2nd day absent investigate absence ask adult/sibling
- 3rd day absent phone call home
- No response
- Send attendance letter
- No response, refer to the Head Teacher
- Headteacher to investigate
- If the outcome is unsatisfactory
- Headteacher will refer to the Home School Link Worker
- HSLW will respond and Headteacher will feedback to the class teacher

**TEACHER ON CHILD'S RETURN:**

If child returns without an explanation the administrative assistant will send out an absence letter again.

Reviewed: November 2016

Authorised by:

Approved by:

.....  
(Tracey Fletcher, Head Teacher)

.....  
(Ray Banks, Chairman of Governors)