

**Behaviour Policy**

September 2020

The atmosphere of the school depends on the mutual respect of all pupils and adults and the philosophy that everyone is of equal importance and worth. The main guiding principle is that everyone will act with courtesy and consideration to others at all times in order to promote a happy, caring and relaxed atmosphere. This policy has implications for all the staff, parents and pupils.

The Bromley Pensnett Primary School’s behaviour policy is based around the four key values that underpin the work of the school.

* *Success*
* *Respect*
* *Working together*
* *Trust*

The Governors and the Headteacher, with the assistance of all staff, are responsible for discipline throughout the school. The aim is to find effective ways to enable children to develop self-discipline and a sense of responsibility within a well-structured and caring environment. Those rules that do exist are clearly stated and are made to ensure the safety of the children and the smooth running of the school.

Appropriate sanctions are used when necessary. Serious offences or frequent misbehaviour will result in the parents being contacted and a suitable course of action being agreed at the earliest possible opportunity.

The pastoral care of the children is a shared responsibility of all staff and stakeholders of the Bromley Pensnett Primary School under the guidance of the Head teacher.

**Behaviour Principles**

In light of the need for children to behave differently and to follow specific rules on their return to school during the Covid-19 pandemic, this amendment to the Behaviour Policy outlines specific changes to guidance that pupils will have to follow. Our sole guiding principle when making any changes or adjustments to policy is to be able to keep all of our children, families and staff safe and place their wellbeing at the forefront of everything we do. These amendments will need to be communicated to pupils, parents and staff.

**Behaviour Expectations:**

* amended expectations about breaks or play times, including where children may or may not play
* clear rules about coughing or spitting at or towards any other person – **this could lead to exclusion** **at the discretion of the Head Teacher**
* rewards and sanction system where appropriate, if changed from main body of policy
* clear rules for pupils at home about conduct in relation to remote education

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**School Routines and Procedures:**

* following any altered routines for arrival or departure
* following instructions on who pupils can socialise with at school
* moving around the school as per specific instructions (for example, one-way systems, out of bounds areas, queuing, one person only in the toilets)
* rules about sharing any equipment or other items including drinking bottles
* use of toilets

**Hygiene and Health Expectations:**

* following school instructions on hygiene, such as hand washing and sanitising
* high expectations about sneezing, coughing, tissues and disposal (re-enforce **‘catch it, bin it, kill it’**) and avoiding touching your mouth, nose and eyes with hands
* tell an adult if you are experiencing symptoms of coronavirus

**Mental Health and Emotional Support:**

* Curriculum changes to support children, e.g. social stories, circle time, PHSE, collective focus
* Additional support that pupils can access above and beyond classroom provision if required – use of school counselling provision, key workers and Pastoral Lead.

**Home School Agreement**

The Home School Agreement is issued to parents and unless a parent communicates the school, we assume consent to the specific rules regarding Covid-19 and symptoms (Please see appendix).

**Behaviour Management aims to ensure a positive learning environment.**

These points are paramount:

* Teach children to develop self-control, take responsibility and be accountable for their actions.  Ensure the safety and wellbeing of all pupils, staff and visitors  Foster a sense of respect for the environment.
* Divert children from inappropriate behaviour towards appropriate behaviour.
* Curb or divert obsessive behaviour in order to allow learning to take place.
* Teach children that actions and choices have consequences.
* Allow pupils to develop and demonstrate positive abilities and attitudes and reward pupils when they are doing this.

*A respectful learning environment means we:*

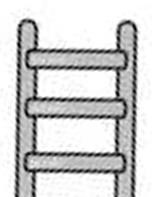
* follow all directions
* keep hands, feet and objects to ourselves
* do not call others names, swear or tease

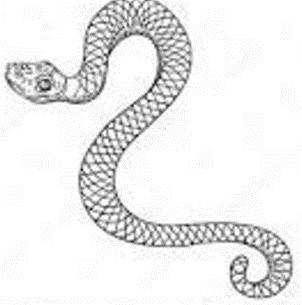
Positive behaviour has an integral role to play in the fulfilment of our aims. The staff and children in each class have drawn up a code of conduct, which states the Rights and Responsibilities of all who work in the Bromley Pensnett community. These Codes of Rights & Responsibilities are based on the United Nations Convention on the Rights of the Child and provide the basis for our Behaviour Policy. We are working towards becoming a UNICEF Rights Respecting School.

**We do nothing to hurt ourselves and nothing to hurt other people.**

At Bromley Pensnett Primary School, we accept that staff need to observe and fulfil the following to ascertain acceptable behaviour within the classroom:

* Planning and organisation of both the classroom environment and daily tasks in order to reduce the opportunity of inappropriate behaviour;
* Provision of an attractive and stimulating environment which recognises children’s achievements and gives appropriate support for their learning;
* Preparation of differentiated tasks before the lesson commences – these must be both exciting and stimulating;
* Setting and sharing of clear and appropriate expectations, e.g. required noise level and atmosphere for task, time targets, etc;
* Ample use of praise and positive reinforcement throughout each lesson;
* Mobility of teacher and TA as much as possible;
* Ability to deal with disruptions without effecting teaching & learning in the classroom;  Consistency of approach and adherence to whole school policy for Behaviour and Discipline.





Our school operates a snake and ladder system. In every classroom, you will find a snake and ladder visual prompt to support the children. For positive behaviour, children are rewarded with moves up the ladder. For behaviour deemed as inappropriate children will move onto the snake.

Snake move one- **warning**

Snake move two- **time out** with TA (or in another Phase class for 10 minutes once bubbles are able to mix)

Snake move three- **sent to SLT** (Red – parents informed by class teacher same day and added to CPOMS)

In Foundation Stage, the children also have a visual ladder and snake prompt. In Early Years, we offer a more simplified version. Children can get their name onto the ladder for positive behaviour and this is rewarded in ways listed below. If a child does not follow our school rules, they go onto the snake. In Nursery, all children have their photograph on a board next to our snake and ladder, Reception children have a name card.

If children make it to the top of the ladder, they will receive a special certificate in praise assembly each week. Once a child collects five top of the ladder certificates, they can exchange this for a prize.

# Rewards

The Elton Report noted that schools with an effective behaviour system used rewards: sanctions on a 5:1 ratio.

*Good behaviour must be rewarded at all opportunities, using ideas such as:*

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| * Move up the ladder * Team Points * Stickers * Postcards home * Phone calls home * Assemblies/public praise * Letters home * Positive note to pupil * Recognition in assembly * Eat lunch with teacher | * Select own seat on Friday * Class monitor job * Read special book * Feedback to parent/carer at the end of the day * Work on favourite activity * Work with younger children * Visit to another member of staff * Whole school extra play |

# School Value Awards

Each month staff and children can nominate a member from each class to receive the award for demonstrating a particular school value- Trust, working together, success or respect. These will be presented in a special assembly which parents are invited to. Children’s names will also go up on display and be announced in our school newsletter.

# Mathematician of the Month, Writer of the Month and Scientist of the Month

Each month teachers will choose a child for each of the above awards. These will be presented in a special assembly which parents are invited to. Children’s names will also go up on display and be announced in our school newsletter.

# Team Point Awards

All children are allocated a team – Chain Makers, Steel Workers, Glass Cutter and Coal Miners. For every move up the ladder children will receive team points

Ladder move 1 = 1 team point

Ladder move 2 = 3 team points

Ladder move 3 = 5 team points

Children may also receive team points for other positive behaviour choices linking with our school values.

Each week the team points are totalled and shared in praise assembly. Each half term an award is given to the wining team.

House Captains and Vice Captains are selected from the Year 6 children by the rest of the pupils – through a democratic process. They are expected to fulfil various roles throughout the year, but most particularly to set a good example to the younger children in their Houses.

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| **School House** | **Head of House** | **Deputy Head of House** |
| Glass Cutters | Mr Hodgkins | Mrs Broom |
| Steel Workers | Miss Rolinson | Mrs Downing/ Mrs Edgar |
| Chain Makers | Mr Lord | Mrs Timmins |
| Coal Miners | Mrs Matthews | Mr Scott |

# Sanctions

Sanctions can discourage or prevent inappropriate behaviour. We employ each sanction to an individual situation and take into account the child’s age and level of maturity. They can be followed by rewards to encourage good behaviour. Consideration is given to the following points:  Is the sanction really a sanction?

* Is the sanction applied consistently?
* Is the sanction immediate enough?
* Does the child know what the sanction is for?
* Does the sanction fit the behaviour?
* Is it fair?
* Is there a suggestion about what to do/ how to behave?
* Is it applied calmly?

*Behaviour that may result in a consequence being deemed necessary:*

* Not completing work *(which according to their ability they should have).*
* Calling out, distracting others, knocking stuff on floor.
* Banned or inappropriate items in school.
* Breaking school equipment or property.
* Leaving classroom without permission.
* Stealing.
* Refusing point blank to carry out reasonable direction.
* Dangerous behaviour *(e.g. throwing furniture).*
* Rude to staff *(not swearing or abusive),* including back chatting, facial or hand/gestures.
* Misbehaviour on way to or from school *(whilst in school uniform).*
* Racism – remarks or name-calling, comments (add to CPOMS).
* Fighting.
* Swearing.
* Physical violence against another child, visitor or member of staff.

A child is able to work their way back up the snake and onto the ladder. Each day is a fresh day with all names taken off the snake.

Warnings MUST be recorded to enable children to see how many warnings they have received using the CPOMS system. This also enables the behaviour of children to be monitored.

Where specific needs have been identified, the SENCo will ensure the system takes full account of their needs.

Class teachers and Teaching Assistants will liaise to ensure parity and continuity for the system in their classroom.

*Appropriate sanctions may include:*

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| * Verbal reprimand or comment to   express disappointment   * Loss of privileges for older children * Written apology to the victim * Extra work *(loss of break time or at home)* * Payment for equipment broken. * Daily log/report * Report to Head teacher/Deputy Head teacher * Letter to/Meeting with parents | * Working away from peer group * Pupil not to attend trips/visits if it isn’t an essential part of the curriculum * Parent/Carer or other designated   adult to sit with child in class   * After school detentions * Reduced timetable * Internal exclusion * Fixed term exclusion * Permanent exclusion |

In all cases deserving a consequence, the teacher’s best judgement should be used. Both sides of any argument must be heard, and witnesses used as appropriate. Any exclusion will be determined by the Senior Leadership Team.

# Break-time Incidents

The teacher on duty will deal with incidents that occur during break-time. They may send the child to the ‘Time Out’ area, which is a designated area of the playground where the child has to remain for a fixed period of time, e.g. 5 or 10 minutes. The teacher on duty will report incidents to relevant class teacher. The Key Stage Co-ordinator/Phase Leader will be informed of any serious incidents. The child may be brought in from the playground and the Deputy or Head teacher will be informed.

# Lunchtime Sanctions

Our school operates a green, yellow and red card system. A child is rewarded with a green card if they demonstrate particular positive behaviour, this is presented in praise assemblies each week. If a child is shown to be displaying inappropriate behaviour during lunchtime, lunchtime supervisors will operate a yellow card as a warning and depending on the severity of the behaviour or if behaviour continues this will then increase to a red card.

Children served with red cards will spend their following lunch hour in the ‘reflection room’ Parents will be informed if a red card is given via pupils communication books.

If a child receives three or more red cards within a half term, parents will be invited in and alternative lunchtime provisions may be made.

# Physical Restraints

Physical restraint is permitted to prevent a child harming him/herself or others, or damaging property. Staff should avoid injury to the child or themselves. The head, neck, hair or ears should not be used when restraining a child. Physical restraints must be recorded in the physical restraint log book. A Positive Handling Plan may be used for children who have been identified as needing further support and this will be discussed with parents/carers.

At The Bromley Pensnett Primary School we do not allow corporal punishment including slapping, rough handling, pinching, striking or throwing missiles at a child; deprivation of food and drink; use of, or withholding medication; requiring children to wear distinctive or inappropriate clothing; restriction or refusal of visits/communications with parents/guardians; imposition of fines except for reparation; intimate searches beyond clothing are specifically excluded by the Children’s Act 2008

# Detentions

Detentions of 5 – 10 minutes at the end of the school day may be used for severe problems. Detentions must be reasonable and proportionate to the offence and take account of any special circumstances such as the child’s age, Special Educational Needs, or any religious requirements. Parental permission must be obtained and a notice of 24 hours given unless agreed upon by both the school and parents.

# Internal Isolations

Internal Isolations may be considered. Here children will spend an appropriate amount of time in isolation away from peers, completing schoolwork under the supervision of a member of staff. Internal isolations may take place at Bromley Pensnett primary School or at our link school- Hob Green Primary School.

# Report Cards

At Bromley Pensnett we operate a report card system to help motivate and focus children on showing positive changes in behaviour. Children may be put onto a short-term report card lasting for 5 school days or may be put onto a long- term report card lasting for 15 school days. A report card states clearly targets that the child is working on, is reviewed at the end of each lesson by class teacher and shared with SLT and parents daily.

# Fixed-term and Permanent Exclusions

In the cases of exclusion, the Government Exclusion Guidelines must be adhered to. The Governors have adopted the Local Authority Policy.

In cases of exclusion, the Headteacher must decide on the **balance of probability** whether the incident took place.

**A decision to exclude should be taken only:**

1. in response to serious breaches of this behaviour policy;

1. if allowing the pupil to remain in school would seriously harm the education or welfare of the pupil or others in the school.

The Health and Safety of staff and other children must be at the forefront of any such decisions made.

Only the Headteacher (or the acting Headteacher) has the power to exclude a pupil from school. The Headteacher may exclude a pupil for one or more fixed periods, for up to 45 days in any one school year.

The Headteacher may also exclude a pupil permanently. It is also possible for the Headteacher to convert fixed-term exclusion into a permanent exclusion, if the circumstances warrant this. If the Headteacher excludes a pupil, s/he informs the parents immediately, giving reasons for the exclusion. At the same time, the Headteacher makes it clear to the parents that they can, if they wish, appeal against the decision to the governing body. The school informs the parents how to make any such appeal.

The Headteacher informs the LA and the governing body about any permanent exclusion, and about any fixed-term exclusions beyond five days in any one term. It is good practice to inform the LA of fixed term exclusions of 1-4 days also.

The governing body itself cannot either exclude a pupil or extend the exclusion period made by the Headteacher.

The governing body has a discipline committee which is made up of between three and five members. This committee considers any exclusion appeals on behalf of the governors.

When an appeals panel meets to consider exclusion, they consider the circumstances in which the pupil was excluded, consider any representation by parents and the LA, and consider whether the pupil should be reinstated.

If the governors’ appeals panel decides that a pupil should be reinstated, the Headteacher must comply with this ruling.

At Bromley Pensnett, exclusion proceedings will be put into place if a child’s behaviour is extreme or does not show improvement. These proceedings will follow guidelines from DCSF ‘Improving Behaviour and Attendance: Guidance on Exclusion from Schools and Pupil Referral Units’ September, 2008

A fixed term or permanent exclusion will result if there are on-going incidents:

* A child’s Behaviour record and/or IEP shows a persistent problem with behaviour
* Discussion between parents, Headteacher and any other staff involved
* Monitored behaviour plan in place
* Behaviour shows no improvement

The following extreme incidents may automatically result in a fixed term or permanent exclusion at the discretion of the Headteacher:

* Physically violent outburst, where harm has been threatened or has actually been caused to an individual/s
* Verbally violent outburst, where harm may been threatened to an individual/s  Bullying.

# Monitoring

The Headteacher monitors the effectiveness of this policy on a regular basis. He also reports to the governing body on the effectiveness of the policy and, if necessary, makes recommendations for further improvements. The Headteacher keeps a record of any pupil who is excluded for a fixed-term or who is permanently excluded. It is the responsibility of the governing body to monitor the rate of exclusions and to ensure that the school policy is administered fairly and consistently.

# Review

The governing body reviews this policy every two years. The governors may, however, review the policy earlier than this, if the government introduces new regulations, or if the governing body receives recommendations on how the policy might be improved.

# Equal Opportunities

This policy adheres to all the principles, aims and objectives set out in the school’s Equality Policy and the Inclusion Policy.

**Parents/ Carers behaviour in and around school.**

It is important that all adults are seen as good role models for the children around our school. We ask that at all times parents are displaying appropriate behaviour and speak to all adults and children with respect.

As a school, we have an open door policy and encourage our parents to discuss any queries or concerns with staff. Where it is inconvenient for a staff member to speak at that moment in time, appointments can be made by phoning the school office on 01384 816865. We ask that parents speak to staff in a respectful, non-threatening way.

If we have inappropriate or threatening behaviour from any of our parents/ carers this may result in a ban from the school premises for an agreed length of time by Head teacher and governors.

# Behaviour Policy Statement

Children learn best when they are happy, confident and secure in the knowledge that they are appreciated and valued. We actively seek to promote a caring community at Bromley Pensnett in which responsibility, consideration for others and politeness are highly valued and encouraged. Maintaining this purposeful working environment means we have high expectations of everyone working in the school.

Appendix One – Home-School Agreement

Bromley Pensnett Primary School Covid-19 Home/School Agreement

**By sending your child to school we will presume consent to this agreement and that you have agreed to follow government guidance on staying alert and safe.**

School

The school will do its best to:

• Provide an environment which has been risk assessed in response to the COVID-19 infection

• Follow the social distancing rules as set out by the government as much as we reasonably can, both in and out of school

• Provide a curriculum that meets the needs of your child’s well-being, mental health and academic needs

• Contact parents/carers if your child displays symptoms of COVID-19

• Inform you if staff or children in your child’s bubble has tested positive for COVID19 as this will mean you will all need to self-isolate for at least 14 days

• Continue our clear and consistent approach to rewards and sanctions for children as set out in the Behaviour Policy as well the expectations outlined in this agreement

• Communicate between home and school through notices, e-newsletters, text, email and the school website.

Appendix two – Rights and responsibilities

**SCHOOLS**

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|  | **RIGHTS** |  | **RESPONSIBILITIES** |
|            | To make clear the school’s statutory power to discipline pupils and that pupils and parents will need to respect this.    To enforce their school behaviour policy – including rules and disciplinary measures.    To expect pupils and parents; cooperation in maintaining an orderly climate for learning.    To expect pupils to respect the rights of other pupils and adults in the school.    Not to tolerate violence, threatening behaviour or abuse by pupils or parents. If a parent does not conduct himself/herself properly, a school may ban them from the school premises and, if the parent continues to cause nuisance or disturbance, they may be liable to prosecution.    To take firm action against pupils who harass or put down teachers or other school staff, on or off premises – engaging external support services, including the police, as appropriate. |          | To ensure the whole school community is consulted about the principles of the school behaviour policy.    To establish and communicate clear measures to ensure good order, respect and discipline.    To co-operate and agree appropriate protocols with other schools in the local *school partnership for behaviour and persistent absence.*    To ensure the school behaviour policy does not discriminate against any pupil on e.g. grounds of race, gender, disability or sexual orientation and that it promotes good relations between different communities.    To ensure teachers’ roles in school regarding discipline matters are consistent with the National Agreement Raising Standards and Tackling Workload and workforce remodelling agenda, so that there is due recognition of the enhanced roles  of support staff and not all responsibilities are focused on teachers. |
|  |  |  | To ensure staff are clear about the extent of their disciplinary authority and receive necessary professional development on behaviour strategies. |
|  |  |  | To support, praise and as appropriate reward pupils’ good behaviour. |
|  |  |  | To apply sanctions fairly, consistently, proportionately and reasonably – taking account of SEN, disability and the needs of vulnerable children and offering support as appropriate. |
|  |  |  | To make *alternative provision from day 6* for fixed period excluded pupils, and where appropriate to arrange reintegration interviews for parents at the end of a fixed term period exclusion. |
|  | |  | To take all reasonable measures to protect the safety and well-being of staff and pupils, including preventing all forms of *bullying* and dealing effectively with reports and complaints about bullying. |
|  | |  | To ensure staff model good behaviour and never denigrate pupils or colleagues. |
|  | |  | To promote positive behaviour through active development of pupils’ social, emotional and behavioural skills. |
|  | |  | To keep parents informed of their child’s behaviour – good as well as bad, use appropriate methods of engaging them and, where necessary, support them in meeting their parental responsibilities. |
|  | |  | To work with other agencies to promote community cohesion and safety. |

**PUPILS**

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| **RIGHTS** | **RESPONSIBILITIES** |
| * To help monitor, check feedback on and develop the school behaviour policy through the school council.      * To be taught in a place that is safe, helps them to learn, is free from disruptions and creates a culture of valuing success, learning and achievement.      * To expect action to be taken by the school to stop any violence, threatening behaviour, abuse, bullying or harassment.      * To a teacher who plans fun lessons which help them to learn.      * To have staff who listen to them and their point of view. | * To follow reasonable instructions by school staff, obey school rules and accept sanctions in an appropriate way i.e. as an opportunity to learn and grow.      * To act as positive ambassadors for the school when off school premises.      * Not to bring inappropriate or unlawful items to school.      * To show respect to school staff, fellow pupils, school property and the school environment.      * Never to put down, harm or bully other pupils or staff.      * To co-operate with and abide by any arrangements put in place to support their behaviour such as Individual Behaviour Plan. |

**PARENTS**

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| --- | --- | --- | --- |
|  | **RIGHTS** |  | **RESPONSIBILITIES** |
|            | To contribute to the development of the school behaviour policy.    To be kept informed about their child’s progress, including issues relating to their behaviour.    To expect their children to be safe, secure and respected in school.    To have any complaint they make about their child being bullied taken seriously by the school and investigated/resolved as necessary.    To appeal to the  Headteacher/Governors, and beyond that to the Secretary of State, if they believe the school has exercised its disciplinary authority unreasonably.    To appeal against a decision to exclude their child, first to the Governing Body of the school and then – in cases of permanent exclusion – to an independent appeal panel. |            | To respect the school’s behaviour policy and the disciplinary authority of school staff.    To help ensure that their child follows reasonable instructions by school staff, and follows school rules.    To send their child to school each day punctually, safely clothed, fed, rested and equipped and ready to learn.    To ensure class teacher is aware of any SEN related or other personal factors which may result in their child displaying behaviours outside the norm.    To be prepared to work with the school to support their child’s positive behaviour.    To attend meetings with the  Headteacher or other school staff, if requested, to discuss their child’s behaviour. |
|  |  |  | To adhere to the terms of any  *Parenting Contract or Order* relating to their child’s behaviour. |
|  |  |  | If their child is excluded from the school, to ensure the child is not found in a public place during school hours in the first 5 days of exclusion and to attend a reintegration interview with the school at the end of a fixed period exclusion. |

**Appendix Three**

# SCHOOL ATTENDANCE PARENTAL RESPONSIBILITY MEASURES

1. **Responsibilities of Parents and Carers**

Parents / Carers must ensure that their child is able to attend school for the whole academic year by ensuring their child attends school unless there is a reason for the absence which has been approved by the school.

1. Illness

If a parent or carer considers their child has an illness which may warrant them remaining at home, then they must consider first of all whether they feel that their child would still be able to take part in the majority, if not all, of the school’s activities.  In this case, they should still send their child to school.  Should the child become unwell during the day and/or if the school feels that they are no longer able to participate in school activities, the school will contact parents to collect their child.

If parents feel that their child cannot take part in the school’s activities and would be better remaining at home then they must contact the school as soon as possible on the first and any subsequent days of absence before 9:30 am. Failure to do so constitutes a breach of this policy. The person ringing will be asked to identify themselves and clearly give the reason for the absence.  This information will be recorded.

1. Medical Appointments

Medical appointments must be made out of school time wherever possible. If a child has a medical appointment then parents/carers must contact the school prior to the appointment to ask for approved arrangements for the child to be collected/returned to school as close to the appointment time as possible.  A copy of the appointment time/letter may be requested.

c) Lateness

If parents/carers know their child will be late for school they must contact the school as soon as possible to tell them that the child will arrive late and provide the reason for the lateness. This information will be recorded. Parents/carers must make every effort to get the child to school as soon as possible.

1. Difficulty Getting a Child to School

If parents/carers are having difficulty getting their child to attend school they must notify the school immediately (school office, class teacher, Head Teacher) about the concerns.  The school will make every effort to meet with parents and attempt to rectify the problem.

1. Collecting Children

Children should be collected promptly at the end of the school day. If a parent/carer knows that they will be late collecting their child from school, the school must be informed. If not collected by 3.20pm, the child will go to the School Office to wait whilst staff attempt to contact the parent or carer. If the child has not been collected by 3.30pm, they will be accommodated in After School Club and the parent charged the relevant fee.

If a child is not collected on time, and parents/carers cannot be contacted the matter may be referred to Children’s Services.

1. **Responsibilities of the School and Pupils**

The School must:

* Keep regular, efficient and accurate recording of attendance registers.  These are completed at the beginning of each morning session and at the beginning of the afternoon session.
* Ensure that parents/carers are aware of the times for the beginning of each session, school term dates and other INSET days when a pupil is not expected to attend school
* Notify the parents of any immediate school closure e.g. due to bad weather
* Respond to requests for attendance data from the Education Investigation Service, Local Authority, Department for Education, OFSTED
* Present attendance data regularly to the Governing Body and parents
* Notify parents as early as possible where their child’s attendance is a cause for concern
* Notify the Education Investigation Service of individual children whose attendance is a cause for concern
* Work alongside parents to improve attendance

The Pupil must:

* Attend school regularly
* Arrive on time and be appropriately dressed and prepared for the school day

1. **Absence**
2. Leave of Absence

Leave of absence can only be authorised in exceptional circumstances. Exceptional circumstances are those which are “rare, significant, unavoidable and short”.

Any request for ‘leave’ must be put in writing stating exceptional circumstances. This must be received by the Head Teacher no later than ***15 school days*** *before* the proposed leave is due to take place. In making an application for leave, the parent/carer with whom the child normally resides must make the case that their child will need to be treated differently from the norm.  Each request must meet specific ‘exceptional circumstances’ which would not be expected to be repeated within an academic year, or to occur regularly throughout a child’s school life.

1. Leave of Absence for Holiday

Leave taken without a formal request being made to the Head Teacher will remain unauthorised even if the parent enters a request on returning from the leave.

1. Lateness

The school opens at 8.30am so that the school day begins with the children ready to work in the classroom at 8.45 am. The afternoon session begins at 12.30 pm for reception, 12.45pm for key stage 1 and 1.00pm for children in key stage 2. A child who arrives after this time, but before the registers close, will be marked ‘late’ and must sign in at the office. Registers close 30 minutes after the start of the morning session and 5 minutes after the start of the afternoon session. Children arriving after the close of the registers are coded as ‘unauthorised late’.

Lateness has an impact on a child's learning. If a child is persistently late (five times within the academic year) parents/carers will be expected to meet with the head teacher to discuss punctuality.

1. Absence Due to Illness

Children who are genuinely poorly are not expected to attend school and an authorised code will be used.  However, where the child’s repeated absence due to illness is becoming a concern or reaches 7 days in any school year the school may request evidence to inform a decision to authorise any further absence. The Head Teacher may ask the parent to provide information to demonstrate that the child is too unwell to return/attend school e.g. prescriptions, appointment cards/letters.

The Head Teacher may decide to remove the right to the authorised absence due to illness and record any absence as ‘unauthorised’.  The Head Teacher will notify the parent of this decision in writing. In order to avoid this, it is essential that parents inform the school of any health concerns that may be affecting their child’s ability to attend school regularly.

1. **School Closures**

The academic year is 190 days.  Schools are also required to have an additional 5 days that are used for staff training; often called INSET (In Service Training) Days.  These days are not part of the 190 days which is every child’s free entitlement and schools endeavour to schedule these to minimise inconvenience to parents and carers.

The Head Teacher will make every effort to ensure that the school remains open for 190 days.  However, in some circumstances, e.g. election days or severe weather, the school may have to close.  The Head Teacher must always consider the health, safety and welfare of every person who uses the school site, pupils, staff, parents, volunteers and visitors.  If at any point, to use the school building would be detrimental to a person or persons’ health, safety and welfare, then the Head Teacher must close part or all of the school.

If a decision is made to close part or all of the school, the Head Teacher will endeavour to inform parents of that decision and the details of any arrangements that have been put in place. If the Head Teacher decides to close part or all of the school, then the register for those pupils affected is closed for the day and coded as an enforced school closure. This does not affect a child’s attendance record.

Parents should always assume that the school will remain open during term time unless they hear otherwise.

1. **Penalty Notices**

1)  Parents/Carers can be issued with Penalty Notices if a pupil who has been excluded contravenes the details set out in the Exclusion Letter as to their whereabouts during the first 6 days of exclusion.

2)   Parents may be issued with a penalty fine or prosecuted over unauthorised absence sessions. This can include an unauthorised leave of absence or any other sessions of unauthorised absence.

1. **Education Investigation Service (EIS)**

The Education Investigation Service (EIS) is responsible for ensuring that parents meet their legal obligations in respect of their child’s education and in doing so they may issue penalty fines, or take legal proceedings to ensure that you do so.

The Head Teacher and Governing Body of each school have a responsibility to inform the EIS when a child’s attendance becomes a matter of concern and to support the EIS in the actions that they may take.

Investigation Service:

Education Investigation Service

1 Priory Road

Dudley

West Midlands

DY1 1HJ 01384 814317

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