

Learning for Ourselves, Respect, We Can



# BEHAVIOUR AND ANTI-BULLYING POLICY

**This includes Positive Handling Policy**

Reviewer: Diane South and Staff

Reviewed: September 2018

Reviewed and approved by Full Governing Body: September 2018

Next update: Autumn Term 2019

## **Behaviour and Anti-Bullying Policy**

- Lyndhurst Infant School is an inclusive place to work, learn and grow.
- Everyone is expected to show respect for others and to behave in positive ways.
- Everyone will have an understanding of our Good to be Green Code.
- We will treat each new day as a new opportunity to show that we understand our class rules and our Core Values.
- To understand Rights Respecting Schools principles using our Class Charters that underpin the Good to be Green Code.

### **Aims:**

- To encourage all children and adults to develop a sense of responsibility for their own behaviour.
- To develop mutual respect between all members of the school community.
- To allow all members of the school community to learn and enjoy being here.
- The ethos of the school will support the development of behaviour and social skills.

### **Principles:**

- Children learn best when they are well behaved and understand the reasons for behaving appropriately.
- Negative behaviour will not be tolerated and will be dealt with following the agreed Code of Conduct.
- School, in partnership with home, can make a difference to the way in which children behave by teaching positive attitudes and skills for life.
- Children should be expected to make decisions about the way they behave so that they become responsible members of the community and society.
- Self-discipline is the ultimate goal.
- Adults will be positive role models at all times.

### **Our class rules are linked to our Rights Respecting Charter:**

- ✓ We keep the school tidy, looking after resources and tidying away
- ✓ We use good manners, listen to each other and take turns.
- ✓ We walk around the school sensibly.
- ✓ We try our best and help others to learn.
- ✓ We play fairly, share and use kind words.
- ✓ We sit quietly on the carpet and listen carefully

Our Charter is visible in each classroom and in prominent positions around the school. A copy is sent home to parents in the Autumn Term. The children discuss what they can do to be 'Green' (traffic light) at the beginning of the school day.

Our curriculum is designed around the 3 Core Values of Respect, Learning for Ourselves and We Can (see our Active Learning at Lyndhurst Policy) and underpinned by our RRS work (we have Level 1)

## Zero Tolerance

At Lyndhurst Infant School we will always challenge:

- Verbal abuse
- Physical abuse/Negative physical contact
- Running inside the building
- Disrespect for people and property
- Bullying

## The Lyndhurst Values System

Our Values system will be part of our school life and ethos. Values will be explored through Assemblies, PSCHE lessons, the SEAL study units and RRS discussions and activities. The Values will be reinforced through display boards, posters, visual prompts and our rewards system.

Rewards for good behaviour can include:

- 'Good to be Green' certificates, stickers, badges and pencils.
- Private and public praise/rewards as appropriate.
- 'Post Cards' home
- Smiles.
- Displays.
- Special responsibilities.
- Non-verbal praise, e.g. thumbs-up sign.
- Informing parents, carers and friends.
- An activity chosen by the children
- Work shared and displayed i.e. in class or on the website

## Children who find it difficult to follow our school rules and values

We are an Inclusive school and there may be children from time to time who will need extra strategies to manage their behaviour. Where there are difficulties, all staff will be aware of any agreed procedures and 'scripts' put in place.

This **may** include:

- An internal exclusion to give both children and adults a time to plan how to move forwards
- A fixed term exclusion from school for a set number of days – this will follow the correct protocols as set out by WSCC, including notifying the Chair of Governors of any decisions taken
- Creating a Circle of Friends for the child experiencing difficulties.
- Establishing a "Buddy" partnership.
- Speaking informally to parents to set up a 3 way dialogue (school, parent and

- child).
- Completing a home/school behaviour log, class/log book, incident book.
  - Attending social skills groups.
  - Devising an Individual Behaviour Plan which will help the child to learn appropriate behaviour at school.
  - Providing Teaching Assistant and or Learning Mentor support time.
  - Seeking external advice.
  - Where there has been a serious breach of our school Behaviour Policy, a child may be permanently excluded. Please see our Exclusion Information.

### Other Relevant Policies:

- SEN/Inclusion
- Exclusion Information
- Restraint
- Child Protection
- Equality

## **GOOD TO BE GREEN CODE POLICY FOR CHILDREN**

### **WE UNDERSTAND THAT IF WE DO NOT FOLLOW OUR SCHOOL CODE OF BEHAVIOUR, THE FOLLOWING SANCTIONS WILL TAKE PLACE:**

- i. The teacher will give me 2 clear verbal warnings and my name will be recorded on the yellow board.
- ii. After another warning, my name will be recorded on the red board. I will spend time in another classroom or a special area of my classroom.
- iii. Other adults will be involved, including my parents. Action may be taken.
- iv. I will be expected to apologise and improve my behaviour.

### **AT LUNCH AND BREAK TIMES:**

- i. An adult will give me a verbal warning.
- ii. I will then be expected to walk around with the adult until the end of the break, or miss some playtime.
- iii. If I continue to misbehave my name will be logged and action taken.
- iv. If my behaviour is extreme I will be red carded and Mrs South, Miss Bull, Mrs Davy or Mrs Rix will be called for.

### **RED CARDS**

- i. If my behaviour is extreme I will be red carded immediately.
- ii. Any verbal or physical abuse against an adult or child may result in me being excluded from school. This will be decided by the Head Teacher or

Deputy after a fact finding activity.

## **GENERAL GUIDANCE**

The school behaviour policy should be clearly understood by school staff, parents and governors and should be reviewed regularly. A clear code of conduct is essential to encourage a good standard of behaviour.

Adults should not put themselves in a position that compromises their authority or respect. They should be mindful of their own vulnerability and potential risk as well as the child's.

### **Advice for those responsible for children**

To ignore misbehaviour is to condone it. Therefore, all staff will respond to misbehaviour whoever is present, but with sensitivity.

Punishment of whole groups will be avoided.

Punishments that humiliate pupils will be avoided. Show that it is the behaviour that meets with disapproval not the individual.

Rules will be explained and justified.

Rules will be applied consistently by all members of staff, but there should be flexibility and sensitivity in the use of punishments to take account of individual circumstances.

### **Serious misbehaviour**

Pupils should expect fair and consistently applied punishment for bad behaviour, which make apparent the distinction between serious and minor offences. In the event of serious misbehaviour or continued minor misbehaviour, parents will be involved at an early stage, after consultation with the Head Teacher.

Good communication (written and oral) between staff, or staff and parents, is essential to prevent any misunderstanding.

## **Lyndhurst Infant School Guidance on Positive Handling**

- This guidance is set within the framework of our Behaviour Policy
- Positive Handling is only used as a last resort underpinned by sound risk assessments
- Only in the event of clearly defined protocols to bring control to a situation, or imminent danger to persons, should positive handling be considered.

- The Team Teach technique must be followed.

### Responsibilities of staff

- In all cases where it is necessary for adults to remove children from a potentially dangerous situation through positive handling techniques, it must be remembered that the child concerned is still owed a duty of care and that the least physical intervention is still the most desirable course of action. Children must be given the opportunity to remove themselves without intervention and then a clear reminder given by 1 adult.
- The adults concerned in the physical act of removing a child to a place of safety also owe themselves a duty of care to ensure that they are not placed in a position of harm by their actions. It is also important that staff have a witness to the techniques used.
- Staff who are involved in Positive Handling must record the incident in bound red book and report to the Head Teacher.
- Other staff will not 'interfere' by talking to the child or the adults involved. Please check that staff are happy to continue by non- verbal communication. The lead adult will have the responsibility for asking for assistance if they need it.
- After using a Team Teach technique staff may need a few minutes to sit down in a calm environment.

### Definition of restraint (Positive Handling)

The definition of restraint is the positive application of force with the intention of overpowering the child. The use of restraint requires skill, judgement and knowledge of non-harmful methods of control. Reasonable force would include those methods taught and practised in Team Teach training. This is always the last method used and only if there is a safety issue.

A list of trained staff is displayed in the staffroom. These staff will support adults and children when required.

### Bumblebee class

Some children will follow an alternative Behaviour strategy. This will be clearly recorded and explained in their Risk Assessment.

# Lyndhurst Infant School - Exclusion Information

## Anti-bullying

### **1. Introduction**

Bullying is deliberately hurtful behaviour repeated over a period of time. Ofsted defines bullying as aggressive or insulting behaviour by an individual or group, often repeated over a period of time that intentionally hurts or harms. Bullying can be either physical or emotional.

Lyndhurst school recognises the vulnerability of pupils with Special Needs and/or disabilities, for example children with an autism spectrum disorder (ASD) have difficulty 'reading' social situations and knowing how to engage in ever-changing social contexts. They find it hard to predict other people's behaviour, to interpret their body language and expressions and to guess what they are thinking or feeling. Measures have been put in place to prevent bullying, such as staff training, so staff understand and can address incidents by demonstrating an understanding from the pupil's perspective.

### **2. Aims and objectives**

- 2.1 Bullying is wrong and damages individual children. We therefore do all we can to prevent it, by developing a school ethos in which bullying is regarded as unacceptable.
- 2.2 We aim, as a school, to produce a safe and secure environment where all can learn without anxiety.
- 2.3 This policy aims to produce a consistent school response to any bullying incidents that may occur.
- 2.4 We aim to make all those connected with the school aware of our opposition to bullying, and we make clear each person's responsibilities with regard to the eradication of bullying in our school.

### **3. The role of governors**

- 3.1 The governing body supports the Head Teacher in all attempts to eliminate bullying from our school. This policy statement makes it very clear that the governing body does not allow bullying to take place in our school, and that any incidents of bullying that do occur are taken very seriously and dealt with appropriately. The governors require the Head Teacher to keep accurate records of all incidents of bullying and to report to the governors about the effectiveness of the school's anti-bullying strategies.

### **4. The role of the Head Teacher**

## Lyndhurst Infant School - Exclusion Information

- 4.1 It is the responsibility of the Head Teacher to implement the school anti-bullying strategy and to ensure that all staff (both teaching and non-teaching) are aware of the school policy and know how to deal with incidents of bullying. The Head Teacher reports to the governing body about the effectiveness of the anti-bullying policy on request.
- 4.2 The Head Teacher monitors the incidents of bullying that occur, and reviews the effectiveness of the school policy regularly.
- 4.2 The Head Teacher responds immediately to any request from a parent to investigate incidents of bullying. The Head Teacher will then inform the parents of information regarding the incidence.
- 4.3 The Head Teacher ensures that all children and adults (staff and parents) know that bullying is wrong, and that it is unacceptable behaviour in this school. The Head Teacher draws the attention of all to this fact at suitable moments. For example, if an incident occurs involving a child, the Head Teacher may decide to use assembly or circle time as a forum in which to discuss with other children why this behaviour was wrong, and why a pupil is being punished. If it occurs with adults the Head Teacher will speak with the parties involved.
- 4.4 The Head Teacher ensures that all staff receive sufficient training to be equipped to deal with incidents of bullying.
- 4.5 The Head Teacher sets the school climate of mutual support and praise for success, so making bullying less likely. When children and adults feel they are important and belong to a friendly and welcoming school, bullying is far less likely to be part of their behaviour.

### **5 The role of the teacher**

- 5.1 Teachers in our school take all forms of bullying seriously, and intervene to prevent incidents from taking place. They keep their own records of all incidents that happen in their class and that they are aware of in the school.
- 5.2 If teachers witness an act of bullying, they do all they can to support the person who is being bullied. If a child is being bullied, the Head Teacher and/or the teacher informs the child's parents immediately.
- 5.3 We keep incidence books in every classroom where we record all incidents of bullying that occur outside lesson time, either near the school or on children's way home or to school. If any adult witnesses an act of bullying, they should record the event in the logbook. (Racist incidents are recorded in an identified book in the school office)
- 5.4 If, as teachers, we become aware of any bullying taking place between

## **Lyndhurst Infant School - Exclusion Information**

members of a class, we deal with the issue immediately. This may involve counselling and support for the victim of the bullying, and punishment for the child who has carried out the bullying. We spend time talking to the child who has bullied: we explain why the action of the child was wrong, and we endeavour to help the child change their behaviour in future. If a child is repeatedly involved in bullying other children, we inform the Head Teacher and the special needs co-ordinator. We then invite the child's parents into the school to discuss the situation. In more extreme cases, for example where these initial discussions have proven ineffective, the Head Teacher may contact external support agencies such as the behaviour support team.

- 5.5 Teachers and teaching assistants attend training, which enables them to become equipped to deal with incidents of bullying and behaviour management.
- 5.6 Teachers attempt to support all children in their class and to establish a climate of trust and respect for all. By praising, rewarding and celebrating the success of all children, we aim to prevent incidents of bullying.

### **6. The role of parent/carers**

- 6.1 Parent/carers who are concerned that their child might be being bullied, or who suspect that their child may be the perpetrator of bullying, should contact their child's class teacher immediately.
- 6.2 Parent/carers have a responsibility to support the school's anti-bullying policy and to actively encourage their child to be a positive member of the school.

### **7. Monitoring and review**

- 7.1 This policy is reviewed regularly. The Head Teacher is responsible for reporting to the Governors either through the Head Teacher's Report to Governors or to the Chair at their regular meetings.

## Lyndhurst Infant School - Exclusion Information

### The Good to Be Green Code

We use good manners.

We listen carefully.

We take turns.

We walk quietly when we are inside.

We try to solve problems in a fair manner.  
If that is hard, we ask an adult for help.

We use equipment carefully and put it away  
when we are finished.

We follow instructions the first time.

We ask an adult if we need to leave the  
classroom.



# *It's 'Good to be Green'*



**WE UNDERSTAND THAT IF WE DO NOT FOLLOW OUR SCHOOL CODE OF BEHAVIOUR, THE FOLLOWING SANCTIONS WILL TAKE PLACE:**

1. The teacher will give me 2 clear verbal warnings.
- ↓
2. My name will be recorded on the yellow board.
- ↓
3. After another warning, my name will be recorded on the red board. I will spend time in another classroom or a special area of my classroom.
- ↓
4. Other adults will be involved, including my parents. Action may be taken.
- ↓
5. I will be expected to apologise and improve my behaviour.

## **AT LUNCH AND BREAK TIMES:**

1. An adult will give me a verbal warning.
- ↓
2. I will then be expected to walk around with the adult until the end of the break, or miss some playtime.
- ↓
3. If I continue to misbehave my name will be logged and action taken.
- ↓
4. If my behaviour is extreme I will be red carded and Mrs South, Miss Bull or Mrs Davy will be called for.

## **RED CARDS**

## **Lyndhurst Infant School - Exclusion Information**

1. If my behaviour is extreme I will be red carded immediately.
2. Any verbal or physical abuse against an adult or child may result in me being excluded from school. This will be decided by the Head Teacher or Deputy after a fact finding activity.

# Lyndhurst Infant School - Exclusion Information

**Lyndhurst Infant School is an inclusive Infant School. We have 3 school Values - Respect, We Can and Learning For Ourselves. We follow guidance on exclusions from our LEA. We take advice from Pupil Entitlement and from the LEA legal service.**

## 1. Aims

Our school aims to ensure that:

- The exclusions process is applied fairly and consistently
- The exclusions process is understood by governors, staff, parents and pupils
- Pupils in school are safe and happy

## 2. Legislation and statutory guidance

This policy is based on statutory guidance from the Department for Education: [Exclusion from maintained schools, academies and pupil referral units \(PRUs\) in England](#).

It is based on the following legislation, which outline schools' powers to exclude pupils:

- Section 52 of the [Education Act 2002](#), as amended by the [Education Act 2011](#)
- [The School Discipline \(Pupil exclusions and Reviews\) \(England\) Regulations 2012](#)
- Sections 64-68 of the [School Standards and Framework Act 1998](#)

In addition, the policy is based on:

- Part 7, chapter 2 of the [Education and Inspections Act 2006](#), which looks at parental responsibility for excluded pupils
- Section 579 of the [Education Act 1996](#), which defines 'school day'
- The [Education \(Provision of Full-Time Education for Excluded Pupils\) \(England\) Regulations 2007](#), as amended by [The Education \(Provision of Full-Time Education for Excluded Pupils\) \(England\) \(Amendment\) Regulations 2014](#)

## 3. The decision to exclude

Only the headteacher, or a person acting with the headteacher's authority, can exclude a pupil from school. A permanent exclusions will be taken as a last resort.

A decision to exclude a pupil will be taken only:

- In response to serious or persistent breaches of the school's behaviour policy, **and**
- If allowing the pupil to remain in school would seriously harm the education or welfare of others

**Before deciding whether to exclude a pupil, either permanently or for a fixed period, the headteacher will:**

- Consider all the relevant facts and evidence, including whether the incident(s) leading to the exclusion were provoked
- Allow the pupil to give their version of events
- Consider if the pupil has special educational needs (SEN)

## 4. Definition

For the purposes of exclusions, school day is defined as any day on which there is a school session. Therefore, INSET or staff training days do not count as a school day.

# Lyndhurst Infant School - Exclusion Information

## 5. Roles and responsibilities

### 5.1 The headteacher

#### Informing parents

The headteacher will immediately provide the following information, in writing, to the parents of an excluded pupil:

- The reason(s) for the exclusion
- The length of a fixed-term exclusion or, for a permanent exclusion, the fact that it is permanent
- Information about parents' right to make representations about the exclusion to the governing board and how the pupil may be involved in this
- Where there is a legal requirement for the governing board to meet to consider the reinstatement of a pupil, and that parents have a right to attend a meeting, be represented at a meeting (at their own expense) and to bring a friend

The headteacher will also notify parents by the end of the afternoon session on the day their child is excluded that for the first 5 school days of an exclusion, or until the start date of any alternative provision where this is earlier, parents are legally required to ensure that their child is not present in a public place during school hours without a good reason. Parents may be given a fixed penalty notice or prosecuted if they fail to do this.

If alternative provision is being arranged, the following information will be included when notifying parents of an exclusion:

- The start date for any provision of full-time education that has been arranged
- The start and finish times of any such provision, including the times for morning and afternoon sessions, where relevant
- The address at which the provision will take place
- Any information required by the pupil to identify the person they should report to on the first day

Where this information on alternative provision is not reasonably ascertainable by the end of the afternoon session, it may be provided in a subsequent notice, but it will be provided no later than 48 hours before the provision is due to start. The only exception to this is where alternative provision is to be provided before the sixth day of an exclusion, in which case the information can be provided with less than 48 hours' notice with parents' consent.

#### Informing the governing board and local authority

The headteacher will immediately notify the governing board and the local authority (LA) of:

- A permanent exclusion, including when a fixed-period exclusion is made permanent
- Exclusions which would result in the pupil being excluded for more than 5 school days (or more than 10 lunchtimes) in a term
- Exclusions which would result in the pupil missing a public examination

For a permanent exclusion, if the pupil lives outside the LA in which the school is located, the headteacher will also immediately inform the pupil's 'home authority' of the exclusion and the reason(s) for it without delay.

For all other exclusions, the headteacher will notify the governing board and LA once a term.

### 5.2 The governing board

Responsibilities regarding exclusions is delegated to a committee consisting of at least 3 governors.

The committee has a duty to consider the reinstatement of an excluded pupil (see section 6).

Responsibilities regarding exclusions is delegated to the committee

The committee has a duty to consider the reinstatement of an excluded pupil (see section 6).

The governing board has a duty to consider the reinstatement of an excluded pupil (see section 6)

## Lyndhurst Infant School - Exclusion Information

Within 14 days of receipt of a request, the governing board will provide the secretary of state with information about any exclusions in the last 12 months.

For a fixed-period exclusion of more than 5 school days, the governing board, working with the LEA, will arrange suitable full-time education for the pupil. This provision will begin no later than the sixth day of the exclusion.

### 5.3 The LA

For permanent exclusions, the LA is responsible for arranging suitable full-time education to begin no later than the sixth day of the exclusion.

## 6. Considering the reinstatement of a pupil

The Governor's committee will consider the reinstatement of an excluded pupil within 15 school days of receiving the notice of the exclusion if:

- The exclusion is permanent
- It is a fixed-term exclusion which would bring the pupil's total number of school days of exclusion to more than 15 in a term
- It would result in a pupil missing a public examination

If requested to do so by parents, the Governors will consider the reinstatement of an excluded pupil within 50 school days of receiving notice of the exclusion if the pupil would be excluded from school for more than 5 school days, but less than 15, in a single term.

The Governor's Committee can either:

- Decline to reinstate the pupil, or
- Direct the reinstatement of the pupil immediately, or on a particular date

In reaching a decision, the Governor's will consider whether the exclusion was lawful, reasonable and procedurally fair and whether the headteacher followed their legal duties.

They will decide whether or not a fact is true 'on the balance of probabilities', which differs from the criminal standard of 'beyond reasonable doubt', as well as any evidence that was presented in relation to the decision to exclude.

Minutes will be taken of the meeting, and a record of evidence considered kept. The outcome will also be recorded on the pupil's educational record.

The Governor's via the Clerk will notify, in writing, the headteacher, parents and the LA of its decision, along with reasons for its decision, without delay.

Where an exclusion is permanent, decision will also include the following:

- The fact that it is permanent
- Notice of parents' right to ask for the decision to be reviewed by an independent review panel, and:
  - The date by which an application for an independent review must be made
  - The name and address to whom an application for a review should be submitted
  - That any application should set out the grounds on which it is being made and that, where appropriate, reference to how the pupil's SEN are considered to be relevant to the exclusion
  - That, regardless of whether the excluded pupil has recognised SEN, parents have a right to require the LA to appoint an SEN expert to attend the review
  - Details of the role of the SEN expert and that there would be no cost to parents for this appointment
  - That parents must make clear if they wish for an SEN expert to be appointed in any application for a review

## Lyndhurst Infant School - Exclusion Information

- That parents may, at their own expense, appoint someone to make written and/or oral representations to the panel, and parents may also bring a friend to the review
- That if parents believe that the exclusion has occurred as a result of discrimination, they may make a claim under the Equality Act 2010 to the first-tier tribunal (special educational needs and disability), in the case of disability discrimination, or the county court, in the case of other forms of discrimination. A claim of discrimination made under these routes should be lodged within 6 months of the date on which the discrimination is alleged to have taken place

### 7. An independent review

If parents apply for an independent review, the LA will arrange for an independent panel to review the decision of the governing board not to reinstate a permanently excluded pupil. Applications for an independent review must be made within 15 school days of notice being given to the parents by the committee of its decision to not reinstate a pupil.

A panel of 3 or 5 members will be constituted with representatives from each of the categories below. Where a 5-member panel is constituted, 2 members will come from the school governors category and 2 members will come from the headteacher category.

- A lay member to chair the panel who has not worked in any school in a paid capacity, disregarding any experience as a school governor or volunteer
- School governors who have served as a governor for at least 12 consecutive months in the last 5 years, provided they have not been teachers or headteachers during this time
- Headteachers or individuals who have been a headteacher within the last 5 years

A person may not serve as a member of a review panel if they:

- Are a member of the LA or governing board of the excluding school
- Are the headteacher of the excluding school, or have held this position in the last 5 years
- Are an employee of the LA or the governing board, of the excluding school (unless they are employed as a headteacher at another school)
- Have, or at any time have had, any connection with the LA, school, governing board, parents or pupil, or the incident leading to the exclusion, which might reasonably be taken to raise doubts about their impartiality
- Have not had the required training within the last 2 years (see appendix 1 for what training must cover)

A clerk will be appointed to the panel.

The independent panel will decide one of the following:

- Uphold the governing board's decision
- Recommend that the governing board reconsiders reinstatement
- Quash the governing board's decision and direct that they reconsider reinstatement (only when the decision is judged to be flawed)

The panel's decision can be decided by a majority vote. In the case of a tied decision, the chair has the casting vote.

### 8. School registers

A pupil's name will be removed from the school admissions register if:

## Lyndhurst Infant School - Exclusion Information

- 15 school days have passed since the parents were notified of the exclusion panel's decision to not reinstate the pupil and no application has been made for an independent review panel, or
- The parents have stated in writing that they will not be applying for an independent review panel

Where an application for an independent review has been made, the governing board will wait until that review has concluded before removing a pupil's name from the register.

Where alternative provision has been made for an excluded pupil and they attend it, code B (education off-site) or code D (dual registration) will be used on the attendance register.

Where excluded pupils are not attending alternative provision, code E (absent) will be used.

### 9. Returning from a fixed-term exclusion

Following a fixed-term exclusion, a re-integration meeting will be held involving the pupil, parents, a member of senior staff and other staff, where appropriate.

- *Agreeing a behaviour contract*
- *Putting a pupil 'on report'*
- *Internal isolation*

### 10. Monitoring arrangements

The Headteacher and the Vice Chair of Governors monitor the number of exclusions every term and reports back to the full governors. They also liaise with the local authority to ensure suitable full-time education for excluded pupils.

This policy reflects the advice given by the Local Authority

### 11. Links with other policies

This exclusions policy is linked to our

- Behaviour policy
- SEN policy

# Our School Charter



We have all promised to respect everyone's rights.



I have the right to...	I will respect everyone's rights by...
<ul style="list-style-type: none"><li>• A clean and safe environment (Article 24)</li><li>• Have my ideas listened to (Article 12)</li><li>• Be safe and secure (Article 27)</li><li>• Learn and achieve (Article 29)</li><li>• To play (Article 31)</li><li>• To find things out (Article 13)</li></ul>	<ul style="list-style-type: none"><li>• <b>Keeping school tidy, looking after resources and tidying away</b></li><li>• <b>Using good manners, listening to each other and taking turns.</b></li><li>• <b>Walking around the school sensibly</b></li><li>• <b>Always trying my best and helping others to learn</b></li><li>• <b>Playing fairly, sharing and using kind words</b></li><li>• <b>Always sitting quietly on the carpet when I have to listen.</b></li></ul>

