



## **RAVENSMEAD PRIMARY SCHOOL**

### **Pupil Behaviour and Discipline Policy**

**(This policy has been updated in line with DFE Behaviour and Discipline in Schools Advice *January 2016 and NAHT Advice ,Behaviour and Discipline in Schools Jan17)***

#### **i. Behaviour Policy**

"Good behaviour is a necessary condition for effective teaching to take place."  
(Education Observed 5 - DES 1987)

"Behaviour at Ravensmead is Good" Ofsted December 2011."Excellent behaviour of children including those with Special Educational Needs – all children willing to speak politely about their learning" - Local Authority October 2013

The Governing Body accepts this principle and seeks to create an environment in the school which encourages and reinforces good behaviour. Furthermore, it is acknowledged that society expects good behaviour as an important outcome of the educational process.

#### ***Governing Board's Statement of Principles and Aims***

- To create an environment and ethos which encourages and reinforces good behaviour. This is priority for everyone at Ravensmead.
- To define acceptable standards of behaviour.
- To encourage consistency of response to both positive and negative behaviour.
- To promote self-esteem, self-discipline and positive relationships.
- To ensure that the school's expectations and strategies are widely known and understood
- To encourage the involvement of both home and school in the implementation of this policy.

*Under Section 175 of the Education Act 2002 Governing Boards are required to make arrangements to ensure that their functions are carried out with a view to Safeguarding and Promoting the Welfare of Children. The Governing Board, therefore, may utilise any guidance with regard to the following steps which may be taken, sometimes rarely;*

- *Screening and searching pupils;*
- *The power to use reasonable force and other physical contact;*
- *The power to discipline beyond the school gate;*
- *When to work with other local agencies to assess the needs of pupils who display continuous disruptive behaviour and*
- *Pastoral care for staff accused of misconduct*

### **Standards Of Behaviour**

In seeking to define acceptable standards of behaviour it is acknowledged that these are goals to be worked towards rather than expectations which are either fulfilled or not. Thus the school has a central role in the children's social and moral development just as it does in their academic development. Just as we measure academic achievement in terms of progress and development over time towards academic goals, so we measure standards of behaviour in terms of the children's developing ability to conform to our behavioural goals. The children bring to school a wide variety of behaviour patterns based on differences in home values, attitudes and parenting skills. At school we must work towards standards of behaviour based on the basic principles of honesty, respect, consideration and responsibility. It follows that acceptable standards of behaviour are those which reflect these principles.

### **School Ethos**

The adults encountered by the children at school have an important responsibility to model high standards of behaviour, both in their dealings with the children and with each other, as their example has an important influence on the children. As adults we should aim to:

- create a positive climate with realistic expectations;
- emphasise the importance of being valued as an individual within the group;
- promote, through example, honesty and courtesy;
- provide a caring and effective learning environment;
- encourage relationships based on kindness, respect and understanding of the needs of others;
- ensure fair treatment for all regardless of age, gender, race, ability and disability;
- show appreciation of the efforts and contribution of all.

### **The Curriculum And Learning**

We believe that an appropriately structured curriculum and effective learning contribute to good behaviour. Thorough planning for the needs of individual

pupils, the active involvement of pupils in their own learning, and structured feed-back all help to avoid the alienation and disaffection which can lie at the root of poor behaviour. It follows that lessons should have clear objectives, understood by the children, and differentiated to meet the needs of children of different abilities. Marking and record keeping can be used both as a supportive activity, providing feed-back to the children on their progress and achievements, and as a signal that the children's efforts are valued, and that progress matters. Increasingly at Ravensmead pupils are actively involved in assessing the quality of their own work and are encouraged to plan the next stage in their learning through the target setting process.

### **Classroom Management**

Classroom management and teaching methods have an important influence on children's behaviour. The classroom environment gives clear messages to the children about the extent to which they and their efforts are valued. Relationships between teacher and children, strategies for encouraging good behaviour, arrangements of furniture, access to resources and classroom displays all have a bearing on the way children behave. Classrooms should be organised to develop independence and personal initiative. Furniture should be arranged to provide an environment conducive to on-task behaviour. Materials and resources should be arranged to aid accessibility and reduce uncertainty and disruption. Displays should help develop self-esteem through demonstrating the value of every individual's contribution, and overall the classroom should provide a welcoming environment.

Teaching methods should encourage enthusiasm and active participation for all. Lessons should aim to develop the skills, knowledge and understanding which will enable the children to work and play in co-operation with others. Praise should be used to encourage good behaviour as well as good work. Criticism should be a private matter between teacher and child to avoid resentment. The complete range of sanctions and support should be used to ensure that the behaviour of individual pupils is not allowed to detrimentally affect teaching and learning. Parental support maybe a vital part of this strategy.

*Pupils who are found to make malicious accusations against school staff may face action from the school in line with this Behaviour and Discipline Policy.*

*This Behaviour and Discipline Policy acknowledges the school's legal duties under the Equality Act 2010, in respect of safeguarding and in respect of pupils with Special Educational Needs (SEN).*

### **Rules And Procedures**

Rules and procedures should be designed to make clear to the children how they can achieve acceptable standards of behaviour.

They should:

- be kept to a necessary minimum and be positively stated, telling the children what to do rather than what not to do.
- actively encourage everyone involved to take part in their development
- have a clear rationale, made explicit to all
- be consistently applied and enforced
- promote the idea that every member of the school has responsibilities towards the whole.
- be clearly displayed around the school
- be referred to explicitly when addressing inappropriate behaviour e.g 'By hitting John you have broken the school rule that says 'we take care of each other'

Agreed school Golden Rules are as follows: (agreed by Pupils 2004, revisited 2008 and 2011)

- **We always try our best**
- **We take care of each other and our belongings**
- **We move around school safely and sensibly**
- **We are polite and honest at all times**
- **We respect our school and everyone in it**

These rules are framed in positive language and are designed to be simple to remember and in line with the overall ethos underpinning this policy. They are to be displayed prominently in school and discussed regularly with the children.

### **Rewards**

Our emphasis is on rewards to reinforce good behaviour, rather than on failures. We believe that rewards have a motivational role, helping children to see that good behaviour is valued. The commonest reward is praise, informal and formal, public and private, to individuals and groups. It is earned by the maintenance of good standards as well as by particularly noteworthy achievements. This is as true for adults as for children. Rates of praise for behaviour should be as high as for work.

### **School system of rewards**

These are common to behavioural, social and academic achievements/praise.

Children are divided into 4 teams: red, blue, green, yellow.

Team points are awarded, usually from 1 to 5. If a greater recognition is required individual stickers are awarded for the children to wear and smaller sticker is placed on the sticker card (fifteen are required to fill the card). It is at individual staff discretion whether team points are awarded along side stickers. The highest award is placing the child in the Gold Book and a Gold

Certificate completed by the teacher and signed by the Headteacher and parents are invited to share in the celebration assembly as requested by School Council January 2011.

Rewards given at lunchtime are a continuation of and an integral part of the whole school rewards system. These include the 'Fine Diners' recognition award.

## **Sanctions**

Although rewards are central to the encouragement of good behaviour, realistically there is a need for sanctions to register the disapproval of unacceptable behaviour and to protect the security and stability of the school community. In an environment where respect is central, loss of respect, or disapproval, is a powerful punishment. The school agrees with sanctions included in paragraph 20 of the Dfe Feb 14 document with the exception of the points which refer to "extra physical activities" and cleaning and litter picking activities. We do not feel that it is appropriate to equate exercise with punishment and we promote pride in the school and its environment and therefore do not see these as appropriate punishments.

The use of punishment should be characterised by certain features:-

- It must be clear why the sanction is being applied.
- It must be made clear what changes in behaviour are required to avoid future punishment.
- Group punishment should be avoided as they breed resentment.
- There should be a clear distinction between minor and major offences.
- It should be the behaviour rather than the person that is punished.

### **Ravensmead School Sanctions**

Foundation and KS1 & KS2 staff have agreed the following sanctions in line with the Nurture principles:

At Ravensmead School we expect that children follow our Golden Rules. If at times a child breaks the Golden Rules then the following actions may be taken. This can include behaviour whilst attending lunch time or after school clubs.

Visitors, supply teachers etc. should have copies of this section of the policy and expect pupils to follow these expectations and sanctions.

### **Foundation Stage – Nursery**

Nursery staff will use age appropriate language to encourage our youngest pupils to follow the six stated aims from our Behaviour Policy and also our five Golden Rules.

### Foundation Stage – Reception

Children use the Good to be Green Scheme.

- If a child breaks the Golden Rules they have 1 gentle warning, reinforced by the use of a yellow warning card in their chart.
- If another rule is broken a red card will be placed in their name chart and they will have 1 minute time out on the **thinking mat** instantly. Cards will be taken out at the end of the day.
- If the initial incident is very serious, particularly if a child or adult has been hurt intentionally a red card and time out may be used straight away. At the end of the morning and afternoon sessions the cards are changed back to green and warnings and red cards removed.

### Key stage 1

Children use the Good to be Green Scheme.

- If a child breaks the Golden Rules they have 1 gentle warning, reinforced by the use of a yellow card in their chart.
- If another rule is broken a red card will be placed in their name chart and they will have 1 minute of **Golden Time** lost.
- If the initial incident is very serious, particularly if a child or adult has been hurt intentionally a red card and time out, on the thinking mat, may be used straight away. In addition to a minute of golden time lost.

At the end of the morning and afternoon sessions the cards are changed back to green and warnings removed. Red cards will remain in the Good To Be Green charts behind the green cards until Friday, when they should be removed after that minute of Golden time has passed. Once their minutes have passed the child can join in the golden time activities.

- If a child needs to miss 5 or more minutes of Golden Time they will need to spend all these minutes of Golden Time in a Key Stage Two class working.
- If a child talks during Golden Time the clock will be restarted.
- Staff will discuss with pupils the reasons why they have lost minutes.

Where children go to KS2 classes for some sets their behaviour will be considered using the Key Stage 2 systems.

### Key Stage 2 Years 3-5

When children break the Golden Rules.

- Children will receive 1 warning
- Further broken rules result in a loss of Golden Time to the teachers discretion dependent on the severity of the incident.

- Breaking rules, poor behaviour, uncompleted work may result in a pupil going to the Provision Room for the next play or lunchtime session.
- Loss of 5 minutes of Golden Time will lead to the next “session” being taken in the Provision Room.
- Loss of 10 minutes of Golden Time will result in a phone call home.

### Key Stage 2 Year 6

When a child breaks the Golden Rules

- The child will receive 1 warning
- Further broken rules result in a “**strike**”.
- If a child has three strikes they will lose playtime, to be taken in the Provision Room
- 5 strikes in a week will result in a loss of the high school visit.
- Key Stage 2 Manager will monitor the number of stamps in the child’s Home/School Diary and may decide to contact parents.  
(For Year 6 children the term “detention” may be used when they are asked to spend time in the Provision Room)

The “strike” count will continue for the whole week.

### Provision Room

This room is used for children in Key Stage 2 and those that cross over into Key Stage 2 for sets. This room may be used for children failing to complete set homework tasks.(In addition to behaviour issues listed above.) In the provision room children will be required to bring a task other than homework to complete

A stamp will be placed in reading/homework diaries to inform parents and they will be requested to sign next to the sticker and to reinforce messages and expectations.

The incomplete homework will need to be completed that evening at home. Failure to do this will result in another session in the provision room.

### Please Note

- Individual teachers will have their own additional range of rewards and sanctions appropriate to specific children to address individual class needs where additional rewards and sanctions are deemed appropriate.
- In addition a pupil’s behaviour may be judged to be so serious that sanctions jump immediately to...
  - Referral to Headteacher
  - Involvement of family members
  - Issue of Fixed Term Exclusion
  - Permanent Exclusion

\*Care Club will have their own Discipline Policy.

### **Pupils' Conduct Outside The School Gates**

*On rare occasions the school may decide to invoke its procedures within this Behaviour and Discipline Policy when pupils misbehave outside of the school premises. These may be witnessed by a member of staff or reported to the school. These circumstances may include misbehaviour when the pupil is:*

- *Taking part in any school organised or school related activity or*
- *Travelling to and from school or*
- *Wearing school uniform or*
- *In some other way identifiable as a pupil of the school*

*Misbehaviour at any time, whether or not the conditions above apply, will also be considered under the policy when this behaviour:*

- *Could have repercussions for the orderly running of the school or*
- *Poses a threat to another pupil or member of the public or*
- *Could adversely affect the reputation of the school*

The school agrees with the DfE guidance February 2014, paragraphs 23, 24 and 25, in addition the school may consider that cyber bullying could adversely affect the reputation of the school or individuals within it, but Ravensmead takes a very firm stance that the law indicates that pupils below 13 years of age should not be directly involved in any way with Facebook or any similar social media or indeed exposed to it. The Governors and Staff at Ravensmead expect all parents to undertake fully their responsibilities in this area. The school is only likely to get involved in extreme cases which may also include taking legal advice.

*(In all cases, however, the teacher can only discipline the pupil on school premises or elsewhere when the pupil is under the lawful control of the staff member.)*

### **Use of Reasonable Force**

The reader should note the school's policy "The Use of Force to Constrain or Restrain Pupils". This policy includes examples of where force may be used at Ravensmead.( This Policy will be updated when the DFE Guidance on the use of constraint is updated, expected shortly Jan17)

### **Communicating the School's Approach to the Use of Force**

Schools are not required to have a Restrictive Physical Intervention Policy but, in line with best practice, our Discipline (Behaviour) Policy includes a reference to the school "powers" to use reasonable force and records three examples of when reasonable force can be used.

- i) Reasonable force can be used to prevent pupils hurting themselves or others, from damaging property or from causing disorder.
- ii) In a school, force is used for two main purposes – to control pupils or to restrain them.
- iii) The decision on whether or not to physically intervene is down to the professional judgement of the staff member concerned and should always depend on the individual circumstances.

#### **Schools Can Use Reasonable Force To:**

- Remove disruptive children from the classroom where they have refused to follow an instruction to do so
- Prevent a pupil behaving in a way that disrupts a school event or a school trip or visit
- Prevent a pupil leaving the classroom where allowing the pupil to leave would risk their safety or lead to behaviour that disrupts the behaviour of others
- Prevent a pupil from attacking a member of staff or another pupil, or to stop a fight in the playground; and
- Restrain a pupil at risk of harming themselves through physical outbursts

#### **Schools Cannot:**

- Use force as a punishment – **IT IS ALWAYS UNLAWFUL TO USE FORCE AS A PUNISHMENT**

Where anti-social, disruptive or aggressive behaviour is frequent or persistent sanctions alone are ineffective. In such cases careful evaluation of the curriculum on offer, classroom organisation and management and whole school procedures should take place to eliminate these as contributory factors. Additional specialist help and advice from the Educational Psychologist or Behaviour Support Unit may be necessary. This possibility should be discussed with the Headteacher or SENCO.

It should be noted that the school has a separate bullying policy which should be read in conjunction with this behaviour policy.

#### **Communication and Parental Partnership**

We give high priority to clear communication within the school and to a positive partnership with parents since these are crucial in promoting and maintaining high standards of behaviour. Where the behaviour of a child is giving cause for concern it is important that all those working with the child in school are aware of those concerns, and of the steps which are being taken in response. The key professional in this process of communication is the classteacher who has the initial responsibility for the child's welfare. Early warning of concerns should be communicated to the Headteacher, Deputy or

SENCO so that strategies can be discussed and agreed before more formal steps are required.

A positive partnership with parents is crucial to building trust and developing a common approach to behaviour expectations and strategies for dealing with problems. Parental participation in many aspects of school life is encouraged. This participation assists the development of positive relationships in which parents are more likely to be responsive if the school requires their support in dealing with difficult issues of unacceptable behaviour.

The school will communicate policy and expectations to parents. Where behaviour is causing concern parents will be informed at an early stage, and given an opportunity to discuss the situation. Parental support will be sought in devising a plan of action within this policy, and further disciplinary action will be discussed with the parents. In very serious circumstances, such action may include placement on the register of Special Educational Needs and an Individual Education Plan or Pastoral Support Programme may be implemented, particularly if the child is in danger of exclusion. Please refer to Appendix 1 for Pupils with Social, Emotional and Mental Health Difficulties.

## ii **Bullying Policy**

All children deserve a fair and equal chance to learn within the school environment, but this can be severely affected if the child is subjected to bullying. All parents are anxious that their child is happy, but all must recognise that a school's happiness does not depend on individual licence but on the ability of all members, adults and children, to work within the framework of the school to create a pleasant environment within which all are equally respected and valued.

Parents and teachers must allow children to express their concerns over bullying issues in order to solve bullying problems. This takes time, energy, patience and understanding, but it is critical to the welfare of every child in school. There is work to do with the bully as well as with the victim, to restore self-esteem and correct negative patterns of behaviour.

Ravensmead Governors have passed this formal resolution:

“Children and parents have a right to expect that children will not be bullied in school. Staff and Governors at Ravensmead Primary School consider that bullying is totally unacceptable, and will take all reasonable practical steps to ensure that it is not tolerated.”

All connected with the life and welfare of the school – parents, teachers and support assistants need to join together to support this resolution fully.

## **Who is a bully?**

The traditional image of a bully is of the older, heavier child ruling younger, smaller children by force. However, this is only one kind of intimidation, and Ravensmead is seeking to curb all types of dominating behaviour. Many bullies are not physically strong, but are able to carry out insidious, articulate, verbal and mental bullying – teasing often relating to a child's size, appearance, family circumstances or academic ability. All types of bullying must be targeted and dealt with appropriately. Bullying may take place outside school and at times bullying known as cyber bullying may take place. If school is made aware of this type of bullying it should be prepared to take appropriate measures to intervene and halt it. Parents have a primary responsibility however to ensure the full supervision of their child whilst sending and receiving information using a wide range of new technologies. Parents have a crucial responsibility to ensure that their child is never exposed to social network sites which are unsuitable for primary aged children. The school continues to go to great lengths to maintain E Safety of all pupils and staff.

With parental support, it is vital to try and discover the reasons for bullying behaviour, and where we could try to disperse it. Often a bully's behaviour stems from feelings of inadequacy rooted in unhappiness within the home or school, perhaps from similar intimidation received from older siblings or adults. All need to be aware of the feelings of inadequacy and low self-esteem which can result from this and which can lead to a vicious circle of bullying behaviour by the child in question.

## **Ravensmead's Bullying Policy**

Ravensmead is likely to have no more or less of a bullying problem than any similar Primary School. Most children get on well together, and the ethos of the school is a caring one. There are plenty of activities available into which children can channel their energies, and discipline within the classroom is good. However, it is essential that all staff remain vigilant regarding potential bullying incidents. It is also vital that children feel comfortable with reporting such incidents when they occur, safe in the knowledge that the incidents will be dealt with appropriately.

With this in mind, this bullying policy will endeavour to ensure that, at Ravensmead:

- All bullying incidents are taken seriously
- Due regard is paid to the school's policies on Racial Harassment and Equal Opportunities
- All incidents are thoroughly investigated
- Bullies and victims are interviewed separately
- Witness information is obtained
- A written record is kept of incident, investigation and outcomes when bullying has taken place
- Staff are informed about the incident where a pupil is involved

- Appropriate staff are informed where a staff member is involved
- Action is taken to prevent further incidents; such action could include:
  - imposition of sanctions
  - obtaining an apology
  - informing parents of bully and bullied
  - providing appropriate training
  - providing mentor ('Buddy') support for bully and victim

## **Strategies for dealing with bullying**

### **Short Term**

1. **Listen carefully** to the victim and assure him/her that action is being taken seriously to stop the bullying.
2. The teacher should talk **calmly** to the bully and make it clear that bullying is totally unacceptable behaviour.
3. **The Headteacher must be informed if parties agree that bullying has indeed taken place**
4. Parental help should be enlisted. The parents of the child being bullied and those of the bully need to be contacted and informed.
5. Added awareness by **all** adult supervisors can often foresee situations where bullying could occur. Bullies **can and should** be closely monitored.
6. Giving pupils who have bullied others constructive tasks may help to boost self-esteem, but at the same time privileges should be removed from that child as a sanction if appropriate.
7. Break up bullying gangs.
8. Use other class members to support victims, but beware of reversing the situation.
9. A Buddy System has been formalised to support children on the playground and this includes the development of Playground Friends and Playground Leaders.

### **Long Term**

1. Increased adult participation in play situations to improve social skills.
2. Improved opportunities for structured play on the playground with introduction of toys/games/equipment.
3. Work in class on dealing with bullying, encouraging children to modify their own behaviour as a result of their own thinking. Examples could be during PSHE lessons, or in role play during drama activities.
4. Building up self-esteem of bully and victim.
5. Ensuring that a child's learning needs are appropriately catered for within the school.
6. Helping parents to be consistent and supportive in resolving situations.
7. Teachers examining own role to ensure it does not provide a model of dominating behaviour.
8. Employing peer media strategies e.g. rewarding a whole class for one individual's improved behaviour.

9. Where appropriate, seek outside support e.g. Behaviour Support, to implement behaviour modification programmes.
10. Consistently monitor relationships between key players – parents, staff and pupils.
11. Ensure that **all** children are aware that bullying incidents can safely be reported in the knowledge that action **will** be taken by the school against **all** who bully.
12. Ensure all staff remain vigilant for potential problems even though none may immediately be apparent.
13. Adoption of Local Authority Anti-bullying pledge.(updated 2010)

### **Result of pupil consultation**

The pupils of Ravensmead were consulted for their opinions regarding bullying, and a summary of their responses in 3 areas follows: (updated October 2008)

#### **1. What is bullying?**

- Doing something on purpose to hurt or upset another person, especially if it keeps happening
- Hurting someone physically e.g. kicking, hitting, pinching etc
- Getting someone to do something they don't want to do
- Unwanted physical contact
- Making fun of someone because of problems they are having at home, or because of how they look, or how clever they are, or what their hobbies are
- Ignoring someone or not letting them join in
- Stealing someone's property
- Calling people nasty names which hurt their feelings
- Bullying can now take the form of 'E-Bullying' such as messages on MSN, e-mails, texts etc. (this is likely only to take place outside school and therefore families would be expected to play the proactive role in addressing this issue but school may be involved in the search for a resolution.
- **The children felt that it was vital to establish that bullying had actually taken place. They were concerned that at times children themselves could make false allegations of bullying and that these allegations could cause very real upset.**

#### **2. What should you do if you are being bullied?**

- You should tell someone – your parents or a teacher or dinner lady or Playground Friends or Playground Leaders.
- You should ask your friends to support you
- Learn to walk away or ignore it
- You should defend yourself but not so you are as bad as the bully

### **3. What should you expect to happen next?**

- That someone will speak to everyone involved and find out what has happened
- That the bully will be punished if appropriate (various suggestions given, such as missing playtimes, removal of privileges, detentions, no after school clubs, loss of Golden Time).
- That the parents of the bully should be told what has happened
- That the bully and the victim should be helped to improve the situation
- That everyone in the school must work hard to make sure it doesn't happen again

Approved by Staff : January 2016

Approved by Personnel/Curriculum Committee: February 2016

Review Date: Annual

## **Appendix 1**

### **Pupils with Social, Emotional and Mental Health Difficulties.**

In some circumstances, children have social, emotional and mental health difficulties.

These children are dealt with accordingly via the SEND and Inclusion Policies and are provided with support according to their needs.

Being an inclusive mainstream primary school means that there are levels of support that can be provided both for SEND children and those with social, emotional and mental health difficulties. Should a child not be able to manage their behaviour with the maximum level of support available within the mainstream school framework, additional support / alternative provision will be investigated in order to meet the individual needs of the child. This is also undertaken in order to maintain the educational rights of other children who may be affected adversely by the SEMHD displayed by the individual child. Monitoring, recording and liaison with outside agencies to support children, with social, emotional and mental health difficulties, is the responsibility of the Senco and Headteacher

## **A Shared Approach – Working with Multi Agencies for the benefit of the child.**

At Ravensmead we pride ourselves for the ways in which we work positively and in partnership with external agencies. We seek appropriate support to ensure that the needs of all pupils are met.

External Agencies may include:

Access to SENSS, Education Welfare Officers, Education Psychology, School Nurse, Family Partnership, Health Visitors, CAHMS, Social Care, Family Support Workers, and other agencies where appropriate supporting Pupil's with additional needs. We recognise that all children are individuals and that some pupils have particular needs and require support to manage their own behaviour. At Ravensmead, every member of staff is committed to ensuring that pupils are supported in order to modify inappropriate behaviour.

We provide support for pupils with challenging behaviour through:

- Individual behaviour management targets
- TA support
- Learning Mentor support
- Targeted support at times identified as being more difficult for the child to manage
- Personalisation
- Nurture Group Provision
- Friendship Zone access

Teachers will also be required to amend planning in order to meet individual pupil needs.

## **Disability and Equality**

The Governing Body, Head teacher and staff will ensure there is no differential application of the policy and procedures on any grounds, particularly ethnic or national origin, culture, religion, gender, disability or sexuality. They will also ensure that the concerns of pupils are listened to and appropriately addressed.

School monitors both rewards and sanctions in order to ensure equality and meet school's statutory duties in respect of SEND, disability, race relations and gender equality.

Staffordshire District Inclusion Officer Peter Woodfield informed the school that "as long as the school is making "reasonable adjustments" to support a child with SEND and his or her behaviour continues to affect the learning and safety of others, the school should follow its Pupil Discipline Policy and this may include a Fixed Term Exclusion." December 2014.