



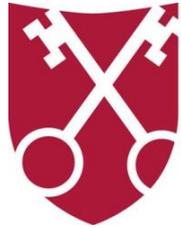
Brackley
Junior School
CHURCH OF ENGLAND

Electronic Information Pack for Brackley C of E Junior School

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**Brackley
Junior School**
CHURCH OF ENGLAND

Basic Information

This document aims to provide you with most of the basic information you will need to get you started at Brackley C of E Junior School. A more comprehensive range of information is available on our school website:-

<http://www.brackleycofejuniorschool.co.uk/>

The School Day

The school day begins at 8.40am and ends at 3.10pm. Children may arrive in the playground from 8.35am where a member of staff will be supervising. The bell sounds at 8.40am and children should line up on the playground.

The time spent teaching in a normal week is 23½ hours. This does not include registration, breaks or daily acts of Collective Worship.

School Meals

Children can bring a packed lunch consisting of a healthy and balanced meal or opt for hot lunch provided by 'Kingswood' – a catering service. Children are permitted to bring healthy snacks for morning break such as fruit or raw vegetables – no chocolate bars (or bars containing chocolate) or crisps please.

We have a number of children who have severe allergies and therefore operate a NO nut environment.

If you receive benefits and think your child may be entitled to a free school meal then you need to apply to Northamptonshire County Council online at www.northamptonshire.gov.uk/freeschoolmeals .

As part of our healthy eating policy we are a water only school. Water is provided for all children at lunchtime and they are encouraged to drink water throughout the day. Each child should bring in a water bottle daily, which they can fill throughout the day. These should go home daily and be cleaned.

Illness

If your child is ill or unable to attend school for any reason please contact us as soon as possible on the first day of the absence. It is our policy to ring parents if a child has not arrived at school and there is no message by 9.15am. You need to ring on each and every day of the period of absence.

Should your child be taken ill at school we will contact you on your emergency number. For this reason, we ask all parents to keep emergency contact details up-to-date and to notify the school immediately when changes occur. All children leaving or entering school other than at the start or end of the school day must be registered at the school office.

If your child requires prescribed medication it must be taken to the school office. A medical consent form must be completed by the child's parent or carer authorising the administration of the medicine. Children are not permitted to bring lozenges, cough sweets, etc. to school.

Absence

The rates of unauthorised and authorised absence at Brackley C of E Junior School are well within the national average although a high proportion of unauthorised absences are as a result of pupils taking family holidays during term time. Under Government guidelines the Headteacher is forbidden to authorise absence for family holidays under any circumstances. Schools have to inform the Local Authority if a child is absent because of a family holiday and the Local Authority have been given the right by the Government to fine parents.

Uniform

The wearing of school uniform is compulsory at Brackley C of E Junior School. A number of items of clothing bearing the school logo can be purchased through either My Clothing or School Trends who are both online. You can access them via our school website <http://www.brackleycofejuniorschool.co.uk/uniform/>.

Winter Uniform	Winter Red sweatshirt/cardigan White polo shirt/blouse Black/grey trousers or knee length skirt Black shoes (not trainers)
Summer Uniform	Red and white checked dress Black/grey shorts
PE Uniform	Red T-shirt Black shorts/skorts Plimsolls/trainers Black tracksuits/trainers for outdoor games during the winter period
Swimming Kit	Children will need a towel, swimming costume/trunks and swimming hat. The wearing of goggles is not permitted for Health and Safety reasons unless a letter is received from a Healthcare Professional.

Every child will be allocated a locker in which to keep their PE kit etc.

Hair

In order to minimise the risk of head lice we would encourage children to tie their hair back. Our policy at Brackley C of E Junior School is to contact parents to collect their child and ask them to treat their hair if head lice or their eggs are clearly visible. We expect children to return to school once they have been treated.

We encourage pupils to be proud of their own natural hair colouring. As such, hair dye colours are not permitted. Streaks of pink, white, blue, green, yellow etc. and two-tone hair colouring are not permitted under any circumstances. Extremes of hair style are also unacceptable **including tramlines**.

Nail Varnish

We understand that on occasions young people may want to wear nail varnish for special occasions. We ask however that this is removed for school.

Jewellery and Valuables

The school cannot take responsibility for valuable or sentimental personal items, and for safety reasons we actively discourage the wearing of any jewellery. The school will allow the wearing of a watch and **plain** studded earrings. Earrings must be removed by the child for PE for Health and Safety reasons.

Mobile phones are not allowed to be brought in to school. If a child does bring one in the parents will be contacted and asked to come in to collect it. The school will not be held responsible for the safety of the phone while it is on the premises.

Lost Property

Each year group has a Lost Property box which is situated in a shared area between the two classrooms. Items of clothing are more easily returned if clearly marked with the child's name on; therefore, please ensure that all items of uniform are clearly marked.

Safety and Security

Child Protection

It may be helpful for parents and carers to know that the Local Authority requires Headteachers to report any obvious or suspected cases of child abuse. These include non-accidental injury, severe physical neglect, and emotional and/or sexual abuse. We feel sure that parents and carers will appreciate that this is a difficult and sensitive matter but this procedure is intended to protect children at risk. We hope you will trust our discretion and judgement in these matters.

The Headteacher, Mrs Rosalyne Peet, is the Designated Senior Person for child protection and any concerns should be reported immediately to her. In her absence the Deputy Designated Leads, Mrs Kate Broadaway or Mrs Lucy Eatwell should be informed.

Safety and Security

The playground is opened at 8.35am. Children should not arrive at school before this time and remain the responsibility of their parent/carer until 8.40am. The school gates from the old swimming pool entrance are then locked until 3.00pm.

For security reasons, visitors to the school should use the main entrance which has a buzzer system to open the door. Visitors to the school during the day are required to sign in reception and wear an identity badge.

Fire drills are carried out at least once a term so that children and staff know exactly how to proceed in an emergency. Risk assessments are drawn up regularly and Health and Safety is closely monitored.

Insurance – Personal Accident

Parents should be aware that there is no universal personal accident cover for school children or any cover for personal property. Children are insured under the Northamptonshire County Council's public liability policy for accident or injury caused by the negligence of its employees. Parents, of course, are at liberty to take out insurance on an individual basis should they want additional cover for their children.

Policies and Procedures

Policies

The Governing Body is continually reviewing and updating a comprehensive set of policies to facilitate the effective and efficient running of the school. These policies and other school documents are available, in line with the Freedom of Information Act, for anyone to access (a charge may be made if copies are required). Statutory policies are accessible via the school website.

Open Access to Records

The Local Authority has introduced a policy requiring schools to keep Pupil Profiles. These profiles will be added to and reviewed annually and will also be passed to the child's next school.

The folder will contain the following details:

1. Name, address, date of birth, doctor etc.
2. Information concerning the child's personal circumstances.
3. Reports and records of the child's achievements.

Profiles will be confidential to all except those who have a rightful access to them.

Complaints Procedure

We understand from time to time there will be difficulties between home and school. We actively encourage an open dialogue. Normally we would expect these issues to be resolved informally with the class teacher. Where you wish to raise a concern we ask that you contact the office and make an appointment with your child's class teacher. If the problem cannot be resolved, then the school operates a formal procedure for dealing with complaints. A full copy of the Complaints Procedure can be obtained from the school office or via the website.

Charging and Remissions Policy

In accordance with the Education Reform Act (1988) the Governing Body has formulated a Charging and Remissions Policy for additional educational activities.

At Brackley C of E Junior School we recognise the valuable contribution that a wide range of additional activities, including school educational visits, school trips, residential trips and clubs, can make towards all aspects of a pupils' education.

The school aims to promote and provide such activities, both as part of a broad and balanced curriculum for the benefit of pupils at the school, and as additional opportunities.

Charges

The Governing Body reserves the right to make a charge in the following circumstances for activities organised by the school:

- The board and lodging element of residential activities taking place within school hours;
- The full cost of optional activities taking place outside school hours, for example, sports coaching by a professional;
- The cost of materials used in extra-curricular clubs.

The school offers the opportunity for children to arrange music tuition through the Northamptonshire Music and Performing Arts Trust (NMPAT). The charges for this are set annually by the NMPAT

Voluntary Contributions

Voluntary contributions may be sought for activities during the school day that entail additional costs. Therefore, in the following circumstances, parents may be asked to contribute to the following activities:

- The cost of swimming lessons;
- Entry charges and cost of travel on one day or part day visits;
- The cost of visits by theatre companies or visits to places of interest outside the school day;
- Travel, insurance, entry charges, special tuition and any other incidental costs on residential trips.

No child will be excluded if his/her parents are unable to make a contribution. However, if sufficient funds are not forthcoming the school reserves the right to cancel these activities.

Parental Involvement

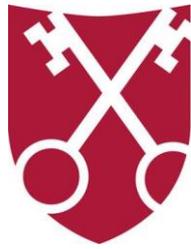
Parents are asked to take an active interest in all aspects of their child's school life and to encourage their child to participate in the wide range of activities offered by the school.

Parent consultations are held twice a year in order for you to discuss your child's progress with their teacher. Targets for your child will be set each term and these will be agreed by parents, children and teachers. An annual report for each child will be issued towards the end of each year and you will have an opportunity to discuss the content with your child's class teacher.

We encourage parents to contact staff if they have any concerns about their child's welfare or education. If you have any queries about school, please come and see us to discuss matters; we will be pleased to talk to you. Staff may not always be able to speak to parents at the very beginning or end of a school day, but will be able to arrange a meeting at a mutually convenient time.

Parents Teachers and Friends Association

The PTFA meets on an informal basis about twice a term. All parents are welcome to attend. Through fund raising activities and special events, the PTFA have provided many additional resources for the school.



Brackley Junior School

CHURCH OF ENGLAND

Dear Parents and Carers,

Free School Meals and Pupil Premium

Introduced in 2011, the pupil premium is a sum of money given to schools each year by the Government to improve the attainment of eligible children. This is based on research showing that children from lower income families perform less well at school than their peers. The pupil premium is intended to directly benefit the children who are eligible, helping to narrow the gap between them and their classmates. Schools can choose how to spend their pupil premium money, as they are best placed to identify what would be of most benefit to the children who are eligible.

If you are in receipt of any of the following, your child may be eligible for free school meals.

- Income Support
- Income based Job Seekers Allowance
- Income related Employment and Support Allowance
- Support under Part VI of the Immigration and Asylum Act 1999
- Child Tax Credit, with no element of Working Tax Credit, and a household income below £16,190 (as assessed by HM Revenue and Customs)
- Guarantee Element of State Pension Credit
- Universal Credit - income dependent

Checking your eligibility and applying for free school meals is a simple 5 minute job using the online form at: <http://www3.northamptonshire.gov.uk/councilservices/children-families-education/schools-and-education/Pages/free-school-meals.aspx>. You only need your address and National Insurance to check your child's eligibility.

If you would like assistance with the process, please call Miss Collins at school who will happily make an appointment to register your child with you in school. All cases will be treated in the strictest confidence. **If your child qualifies for free school meals, it's important that we claim.** Whether they subsequently take the free meals or take packed lunches, we can use the additional money to help your child achieve their full potential.

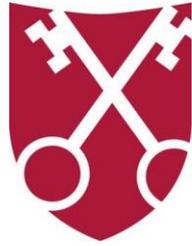
We would like as many children as possible to be registered for free meals **as soon as possible** in preparation for census day when the funding is calculated.

Please take time to check to see if your child qualifies and contact us if you would like help with making an application. ****Please note: If you apply and find your child to be eligible, we will purchase one complete set of school uniform for them for the coming academic year.** Thank you in anticipation.

Yours sincerely,

Rosalyn Peet
Headteacher





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INTERNET SAFETY AGREEMENT

New technologies have become integral to the lives of children and young people in today's society, both within schools and in their lives outside school. The internet and other digital information and communications technologies are powerful tools, which open up new opportunities for everyone. These technologies can stimulate discussion, promote creativity and raise awareness of context to promote effective learning. Young people should have an entitlement to safe internet access at all times.

This document, **Internet Safety Guidelines** is intended to ensure that at Brackley C of E Junior School:

- children will be responsible users and stay safe while using the internet and other communication technologies for educational, personal and recreational use;
- school ICT systems and users are protected from accidental or deliberate misuse that could put the security of the systems and users at risk and
- parents and carers are aware of the importance of e-safety and are involved in the education and guidance of children with regard to their on-line behaviour.

The school will try to ensure that children will have good access to IT to enhance their learning and will, in return, expect them to agree to be responsible users.

Parents and carers are requested to sign the **School Permission Form (5.)** to show their support of the school in this important aspect of the school's work.

Use of Internet and IT

As the parent or carer of a child at Brackley C of E Junior School, I give permission for the school to give my child access to:

- the Internet at school;
- the school's online managed learning environment and
- IT facilities and equipment at the school.

I accept that, ultimately, the school cannot be held responsible for the nature and content of materials accessed through the Internet and mobile technologies, but I understand that the school takes every reasonable precaution to keep pupils safe and to prevent pupils from accessing inappropriate materials.

I understand that the school can, if necessary, check my child's computer files and the Internet sites they visit at school and if there are concerns about my child's e-safety or e-behaviour they will contact me.

Website and Use of Digital Images and Photography

I understand the school has a clear policy on "The use of digital images" and I support this.

I understand that the school will on occasions use photographs of my child to support learning activities.

I accept that the school may use photographs that include my child in publicity that reasonably promotes the work of the school, and for no other purpose.

I will not take and then share online, photographs of other children (or staff) at school events.

Staff are not allowed to take photographs on their personal equipment.

Examples of how digital photography may be used at school include:

- your child being photographed (by the class teacher or teaching assistant) as part of a learning activity; e.g. taking photos of progress made, as part of the learning record, and then sharing with their parent/carer.
- your child's image being used for presentation purposes around the school; e.g. in class or wider school wall displays or PowerPoint© presentations.
- your child's image being used in a presentation about the school and its work in order to share its good practice and celebrate its achievements.

Local Press Publications and the use of Digital Images

To comply with the Data Protection Act 1998, we need your permission before we can photograph your child.

We follow the following rules for any external use of digital images:

**If the pupil is named, we WILL NOT use their photograph.
If their photograph is used, we WILL NOT name the pupil.**

Where showcasing examples of pupils work we only use their first names, rather than their full names. Only images of pupils in suitable dress are used.

In rare events, your child's picture could appear in the media if a newspaper photographer or television film crew attends an event.

Note: If we, or you, actually wanted your child's image linked to their name we would contact you separately for permission, e.g. if your child won a national competition and wanted to be named in local or government literature.

Expectations of Children using the Internet

- I will only use the Internet when I have permission and I am supervised.
- I will only send emails to people who a member of staff has approved.
- I will not give out my full name, address, home or mobile telephone number, photograph or school name and address on the Internet or in an email. I will not give out personal details of another child or adult either.
- I agree never to meet someone I communicate with through email and I will tell a member of staff, parent or carer straightaway if a stranger tries to contact me on the Internet or by email.
- I will tell a member of staff straightaway if I come across any unsuitable pictures or information on the Internet by accident or if anything makes me feel uncomfortable or upset.
- I will only use search engines or websites that have been chosen by a member of staff. I will not try to access any inappropriate websites, chat rooms, Instant Messaging or Social Networking sites in school.
- I will not download any files from the Internet in school unless I have permission.
- I understand that staff will have access to children's emails and other Internet related files and may check on a regular basis to ensure expectations of behaviour are being met.



HOME-SCHOOL AGREEMENT

SCHOOL

The Governors and Staff agree to:

1. Provide an education which develops your child to their fullest potential, in context of Christian beliefs and practices.
2. Care for your child and keep them safe.
3. Help your child to achieve their best academically and socially, and to become a valued member of the school and the wider community.
4. Mark and assess your child's work regularly.
5. Encourage your child to show care for other people and their surroundings.
6. Encourage your child to follow the School Values from the School's Behaviour Policy
7. Regularly inform you about the school curriculum, school activities and your child's progress.
8. Be open and welcoming at all times.
9. Handle concerns in line with the school policy.
10. Inform you if your child is absent, and no notification has been received by school, as soon as possible after the registers close.

CHILD

I will agree to:

1. Behave and follow the School Values in conjunction with School's Behaviour Policy as displayed in classrooms.
2. Wear the correct school uniform.
3. Take responsibility for any possessions which I choose to bring in to school, and leave my mobile phone at home.
4. Arrive at school between 8.35am and 8.40am, and bring the equipment that I need each day.
5. Do my best with classwork and homework at all times.
6. Take care of my school and its environment.
7. Make sure I give school letters and forms to the person who looks after me.
8. Tell an adult if I am worried at school and ask them for help.
9. Treat adults and other children with respect and be polite and friendly.
10. Use the Internet responsibly at all times in and out of school.

PARENTS AND CARERS

The Family agree to:

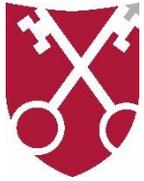
1. Support the School's Behaviour Policy including the School Values to keep a positive working atmosphere.
2. Make sure my child attends school regularly and punctually as detailed in the Attendance and Punctuality Policy.
3. Inform the school by 9.00am if my child will not be attending.
4. Ensure my child brings the necessary equipment each day and leaves their mobile phone at home.
5. Dress my child in the correct school uniform and ensure they bring the necessary equipment each day.
6. Support my child with homework and other learning activities.
7. Attend school meetings and parent interviews to discuss my child's progress.
8. Read letters and newsletters in order to keep fully updated about activities, school news and information.
9. Inform the school promptly of any concerns or problems, which may affect my child's education.
10. Not post on any social media sites any offensive or slanderous comments about any child, parent, carer or professional at the school or publish any photos which include other children, taken at school or in a school context.

Signed by School _____ Dated _____

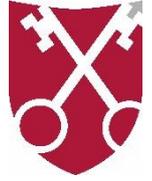
Signed by Child _____ Dated _____

Signed by Parent _____ Dated _____

DO NOT RETURN THIS FORM TO SCHOOL. PLEASE KEEP FOR YOUR REFERENCE – THANK YOU.



Brackley Church of England Junior School



'We are a Caring, Celebratory, Courageous, Christ-inspired Community rooted in love'

Attendance and Punctuality Policy

Policy Title	Attendance & Punctuality
Policy Ownership	Curriculum Committee
Statutory Requirement	No
Date reviewed by committee	19 October 2020
Adopted by Full Governing Body	Delegated to Committee
Policy Review Date	October 2022

Coronavirus (COVID-19) update: Please note, [Appendix A](#) has been created in line with the current government guidance. Schools need to ensure that this template reflects any local guidance and the specific needs of their school.

Statement of intent

1. [Legal framework](#)
2. [Roles and responsibilities](#)
3. [Definitions](#)
4. [Training of staff](#)
5. [Pupil expectations](#)
6. **[New]** [Pupils at risk of persistent absence](#)
7. [Absence procedures](#)
8. **[New]** [Parental involvement](#)
9. **[Updated]** [Attendance register](#)
10. **[Updated]** [Attendance officer](#)
11. [Lateness](#)
12. [Term-time leave](#)
13. [Leave during lunch times](#)
14. [Truancy](#)
15. [Missing children](#)
16. [Religious observances](#)
17. [Appointments](#)
18. [Modelling, sport and acting performances/activities](#)
19. [Young carers](#)
20. [Rewarding good attendance](#)
21. [Monitoring and review](#)

Appendix

- a) **[Updated]** [Attendance During the Coronavirus \(COVID-19\) Pandemic](#)
- b) [Attendance Monitoring Procedures](#)

Statement of intent

Brackley C of E Junior School believes that in order to facilitate teaching and learning, good attendance is essential. Pupils cannot achieve their full potential if they do not regularly attend school.

We are committed to:

- Ensuring parents follow the framework set in section 7 of the Education Act 1996, which states that:
“The parent of every child of compulsory school age shall cause him/her to receive efficient full-time education suitable –

(a) to age, ability and aptitude, and

(b) to any special educational needs he/she may have

Either by regular attendance at school or otherwise.”
- Promoting and modelling good attendance behaviour.
- Ensuring equality and fairness of treatment for all.
- Implementing our policies in accordance with the Equality Act 2010.
- Early intervention and working with other agencies to ensure the health and safety of our pupils.
- Rewarding regular attendance.

Legal framework

1.1. This policy has due regard to legislation and statutory guidance, including, but not limited to, the following:

- Education Act 1996
- Equality Act 2010
- Education (Pupil Registration) (England) Regulations 2006 (As amended)
- Children (Performances and Activities) (England) Regulations 2014
- Children and Young Persons Act 1963
- DfE (2020) 'School attendance'
- DfE (2015) 'Child performance and activities licensing legislation in England'
- DfE (2020) 'Keeping children safe in education'
- DfE (2016) 'Children missing education'

2. Roles and responsibilities

2.1. The governing board has overall responsibility for:

- The implementation of this policy and procedures of Brackley C of E Junior School.
- Ensuring that this policy, as written, does not discriminate on any grounds, including, but not limited to, ethnicity/national origin, culture, religion, gender, disability or sexual orientation.
- Handling complaints regarding this policy as outlined in the school's Complaints Procedures Policy.
- Having regard to 'Keeping children safe in education' (2020) when making arrangements to safeguard and promote the welfare of children.

2.2. The headteacher is responsible for the day-to-day implementation and management of this policy and procedures of the school, and distributing these to parents.

2.3. Staff, including teachers, support staff and volunteers, are responsible for:

- Following this policy and ensuring pupils do so too. They are also responsible for ensuring this policy is implemented fairly and consistently.
- Modelling good attendance behaviour.
- Using their professional judgement and knowledge of individual pupils to inform decisions as to whether any welfare concerns should be escalated.

- 2.4. Parents are expected to take responsibility for the attendance of their child during term-time.
- 2.5. Parents are expected to promote good attendance behaviour and ensure that their child attends school every day.
- 2.6. Pupils are responsible for their own attendance at school and any agreed activities throughout the school year.
- 2.7. The school will ensure that absence procedures are understood by pupils, parents and carers.
- 2.8. Parents are responsible for:
 - Providing accurate and up-to-date contact details.
 - Providing the school with more than one emergency contact number.
 - Updating the school if their details change.

3. Definitions

- 3.1. For the purpose of this policy, the school defines:
 - **“Absence”** as:
 - Arrival at school after the register has closed.
 - Not attending school for any reason.
 - An **“authorised absence”** as:
 - An absence for sickness for which the school has granted leave.
 - Medical or dental appointments which unavoidably fall during school time, for which the school has granted leave.
 - Religious or cultural observances for which the school has granted leave.
 - An **“unauthorised absence”** as:
 - Parents keeping children off school unnecessarily or without reason.
 - Truancy before or during the school day.
 - Absences which have never been properly explained.
 - Arrival at school after the register has closed.
 - Absence due to shopping, looking after other children or birthdays.
 - Absence due to day trips and holidays in term-time which have not been agreed.
 - **“Persistent absenteeism”** as:
 - Missing 10 percent or more of schooling across the year **for any reason**.

4. Pupils at risk of persistent absence

- 4.1. The SLT will:
 - Establish a range of evidence-based interventions to address barriers to attendance.
 - Monitor the implementation and quality of escalation procedures and seek robust evidence of the escalation procedures that work.
 - Attend or lead attendance reviews in line with escalation procedures.
 - Establish robust escalation procedures which will be initiated before absence becomes a problem by:
 - Sending letters to parents.
 - Engaging with Educational Welfare Officer.
 - Using fixed penalty notices.
- 4.2. The governing board will engage in attendance panels to reinforce messages and outline relevance in terms of training and employment.
- 4.3. Pupils potentially at greater risk of harm who need a social worker will be supported with pastoral and academic support, alongside action by statutory services in response to any unauthorised absences.

5. Absence procedures

- 5.1. Parents will contact the school as soon as possible on the first day of their child's absence and every day thereafter.
- 5.2. A phone call will be made to the parent of any pupil who has not reported their child's absence on the first day that they do not attend school.
- 5.3. In the case of persistent absence, arrangements will be made for parents to speak to the headteacher.
- 5.4. The school will inform the LA, on a termly basis, of the details of pupils who fail to attend regularly, or who have missed 10 school days or more without authorisation.
- 5.5. If a pupil's attendance drops below 85 percent, an Educational Welfare Consultant will be informed, and a formal meeting will be arranged with the parents.
- 5.6. Where a pupil has not returned to school for 10 days after an authorised absence, or is absent from school without authorisation for 20 consecutive school days, the school will remove the pupil from the admissions register if the school and the LA have failed to establish the whereabouts of the pupil after making reasonable enquiries.

6. Parental involvement

- 6.1. The school will build respectful relationships with parents and families to ensure their trust and engagement.
- 6.2. The school will communicate openly and honestly with pupils and their families about their expectations of school life, attendance and performance so that they understand what to expect and what is expected of them.
- 6.3. The school will liaise with other agencies working with pupils and their families to support attendance, e.g. if a pupil has a social worker.
- 6.4. Parents will be expected to:
 - Treat staff with respect.
 - Actively support the work of the school.
 - Call staff for help when they need it.
 - Communicate with the school about possible circumstances which may affect their child's attendance or require support.

7. Attendance register

- 7.1. The designated staff members will take the attendance register at the start of each school day and at the start of the afternoon session. This register will record whether pupils are:
 - Present.
 - Absent.
 - Attending an approved educational visit.
 - Unable to attend due to exceptional circumstances.
- 7.2. The school will use the national attendance codes to ensure attendance and absence are monitored and recorded in a consistent way. The following codes will be used:
 - / = Present in the morning
 - \ = Present in the afternoon
 - L = Late arrival before the register has closed
 - C = Authorised absence
 - E = Excluded but no alternative provision made
 - H = Authorised holiday
 - I = Illness
 - M = Medical or dental appointments
 - R = Religious observance
 - B = Off-site education activity
 - G = Unauthorised holiday
 - = Unauthorised absence
 - U = Arrived after registration closed
 - N = Reason not yet provided
 - X = Not required to be in school

- T = Gypsy, Roma and Traveller absence
- V = Educational visit or trip
- P = Participating in a supervised sporting activity
- D = Duel registered – at another educational establishment
- Y = Exceptional circumstances
- Z = Pupil not on admission register

- 7.1. When the school has planned in advance to be fully or partially closed, the code '# ' will be used for the relevant pupils who are absent. This code will also be used to record year groups who are not due to attend because the school has set different term dates for different years, e.g. induction days.
- 7.2. All amendments made to the attendance register will include the original entry, the amended entry, the reason for the amendment, the date of amendment and the name and role of the person who made the amendment.
- 7.3. Every entry received into the attendance register will be preserved for three years.
- 7.4. An agreed member of the staff will complete the '[Educational setting status form](#)' on a daily basis, based on the information on the attendance register.

8. Attendance officer

- 8.1. If they are persistently absent, pupils will be referred to an Educational Welfare Consultant who will attempt to resolve the situation through a parent agreement.
- 8.2. If the situation cannot be resolved and attendance does not improve, the Educational Welfare Consultant has the power to issue sanctions such as prosecutions or penalty notices to parents.
- 8.3. The School Administrator and Headteacher will monitor and analyse attendance data regularly to ensure that intervention is delivered quickly to address absence.
- 8.4. The School Administrator and Headteacher will provide regular reports to staff across the school to enable them to track the attendance of pupils and to implement attendance procedures.

9. Lateness

- 9.1. Punctuality is of the utmost importance and lateness will not be tolerated.
- 9.2. The school day starts at 8.45am. Pupils should be in their classroom at this time.

- 9.3. Registers are marked by 9:15am. Pupils will receive a late mark if they are not in their classroom by this time.
- 9.4. The register closes at 9:15am. Pupils will receive a mark of absence if they do not attend school before this time.
- 9.5. After lunch, registers are marked by 1:00pm. Pupils will receive a late mark if they are not in their classroom by this time.
- 9.6. The register closes at 1:10am. Pupils will receive a mark of absence if they are not present.
- 9.7. Pupils attending after 9:15am will receive a mark to show that they were on site, but this will count as a late mark.

10. Term-time leave

- 10.1. At Brackley C of E Junior School, our aim is to prepare pupils for their future lives and careers. With this in mind, we require parents to observe the school holidays as prescribed.
- 10.2. The headteacher will be unable to authorise holidays during term-time.
- 10.3. The headteacher will be only allowed to grant a leave of absence in exceptional circumstances. Applications will be made in advance and the headteacher will be satisfied by the evidence which is presented, before authorising term-time leave.
- 10.4. The headteacher will determine the amount of time a pupil can be away from school during term-time. Any leave of absence is at the discretion of the headteacher.
- 10.5. Any requests for leave during term-time will be considered on an individual basis and the pupil's previous attendance record will be taken into account.
- 10.6. Requests for leave will not be granted in the following circumstances:
 - Immediately before and during assessment periods
 - When a pupil's attendance record shows any unauthorised absence
 - Where a pupil's authorised absence record is already above 10 percent for any reason
 - For family holidays
- 10.7. If parents take their child out of school during term-time without authorisation from the headteacher, they may be subject to sanctions such as penalty fines.

11. Truancy

- 11.1. Truancy means any absence of part, or all, of one or more days from school, during which the school has not been notified of the cause behind such absence.

- 11.2. All staff will be concerned about the regular attendance of pupils, and the importance of continuity in each child's learning.
- 11.3. All pupils are expected to be in their classes by 8.40am and 12.50pm, where the teacher will record the attendance electronically.
- 11.4. Any pupil with permission to leave the school during the day must sign out at the school office and sign back in again on their return.
- 11.5. Immediate action will be taken when there are any concerns that a child might be truanting.
- 11.6. If truancy is suspected, the headteacher is notified, and they will contact the parent in order to assess the reasons behind the child not attending school.
- 11.7. The following procedures will be taken in the event of a truancy:
 - In the first instance, a letter of warning will be sent to the parents of the pupil, informing them of the truancy and stating that any future occurrences could result in further action being taken.
 - If any further truancy occurs, then the school will consider issuing a penalty notice.
 - A penalty notice will be issued where there is overt truancy, inappropriate parentally-condoned absence, excessive holidays in term-time and persistent late arrival at school.

12. Missing children

- 12.1. Pupils are not permitted to leave the school premises during the school day unless they have permission from the headteacher.
- 12.2. The following procedures will be taken in the event of a pupil going missing whilst at school:
 - The member of staff who has noticed the missing pupil will inform the headteacher immediately.
 - The office staff will also be informed as they will act as a point of contact for receiving information regarding the search.
 - A member of staff will stay with the rest of the class, and all other available members of staff will conduct a thorough search of the school premises as directed by the headteacher.
 - The following areas will be systematically searched:
 - All classrooms
 - All toilets
 - The library

- Any outbuildings
 - The school grounds
 - Available staff will begin a search of the area immediately outside of the school premises, and will take a mobile phone with them so they can be contacted.
 - If the pupil has not been found after 10 minutes, then the parents of the pupil will be notified.
 - The school will attempt to contact parents using the emergency contact numbers provided.
 - If the parents have had no contact from the pupil, and the emergency contacts list has been exhausted, the police will be contacted.
 - The missing pupil's teacher will fill in an incident form, describing all circumstances leading up to the pupil going missing.
- 12.3. If the missing pupil has an allocated social worker, is a LAC, or has any SEND, then the appropriate personnel will be informed.
- 12.4. When the pupil has been located, members of staff will care for and talk to the pupil to ensure they are safe and well.
- 12.5. The headteacher will take the appropriate action to ensure that pupils understand they must not leave the premises, and sanctions will be issued if deemed necessary.
- 12.6. Parents and any other agencies will be informed immediately when the pupil has been located.
- 12.7. The headteacher will carry out a full investigation, and will draw a conclusion as to how the incident occurred.
- 12.8. Appropriate disciplinary procedures are followed in accordance with the Behaviour Policy.
- 12.9. Prolonged periods of unauthorised absence without contact will be handled in accordance with this policy.
- 12.10. A written report will be produced, and policies and procedures will be reviewed in accordance with the outcome.

13. Religious observances

- 13.1. The school will take advice from local religious leaders of all faiths to establish the appropriate number of days of absence required for religious festivals.
- 13.2. Parents will inform the school in advance if absences are required for days of religious observance.

14. Appointments

- 14.1. As far as possible, parents will attempt to book medical and dental appointments outside of school hours.
- 14.2. Where this is not possible, a note and appointment card will be sent to the school office.
- 14.3. If the appointment requires the pupil to leave during the school day, they will be signed out at the school office by a parent.
- 14.4. Pupils will attend school before and after the appointment wherever possible.

15. Modelling, sport and acting performances/activities

- 15.1. Under Section 37 of the Children and Young Persons Act 1963, all pupils engaging in performances/activities (whether they, or another person, receives payment or not), which require them to be absent from school, will be required to obtain a licence from the LA which authorises their absence(s).
- 15.2. Where a pupil requests to be absent for a performance or activity, the individual or organisation responsible for organising, producing or running the activity/performance will request a licence from the LA.
- 15.3. The organiser will allow sufficient time for the LA to process the request – the LA will refuse to consider an application if the performance or activity is less than 21 days away.
- 15.4. The LA will only approve a licence application once it is satisfied that:
 - The pupil's education, health and wellbeing will not suffer; and
 - The conditions of the licence will be observed.
- 15.5. The LA will impose any conditions it considers necessary to ensure that the pupil is fit to take part in the performance/activity, that there will be proper provision for the pupil's wellbeing, and that the pupil's education will not suffer.
- 15.6. The school will make additional arrangements for pupils engaging in performances or activities that require them to be absent from school to ensure they do not fall behind in their education.
- 15.7. The organiser of the performance/activity is responsible for ensuring these arrangements are carried out.
- 15.8. The pupil will receive education that, when taken together over the term of the licence, amounts to a minimum of three hours per day that the pupil would be required to attend a school maintained by the LA issuing the licence.
- 15.9. The above requirement will be met by ensuring a pupil receives an education:
 - For not less than six hours a week; and

- During each complete period of four weeks (or if there is a period of less than four weeks, then during that period), for periods of time not less than three hours a day; and
 - On days where the pupil would be required to attend school if they were attending a school maintained by the LA; and
 - For not more than five hours on any such day.
- 15.10. Where the applicant is unable to specify the dates of the performance/activity, and the LA decides to grant the application, the LA will specify that the pupil can only take part in the activity for a specified number of days within a six-month period.
- 15.11. Where a licence has been granted by the LA and it specifies dates of absence, no further authorisation is needed from the school.
- 15.12. Where an application does not specify dates, and it has been approved by the LA, it is at the discretion of the headteacher to authorise the leave of absence for each day.
- 15.13. The headteacher will not authorise any absences which would mean that a pupil's attendance would fall below 96 percent.
- 15.14. Where a licence has not been obtained, the headteacher will not authorise any absence for a performance or activity.
- 15.15. The LA will be satisfied that arrangements for chaperones, accommodation, place of performance and rehearsal, and travel are suitable before it grants the application.
- 15.16. The LA may decide to place restrictions on any performance or activity – this can include maximum hours and breaks.
- 15.17. The maximum number of consecutive days that a child can perform is six – this applies to performances only.
- 15.18. Pupils who perform are entitled to a break of at least 14 days following the last performance where the pupil has been performing on the maximum number of consecutive days over a period of eight weeks, unless the period to which the licence applies is less than 60 days.
- 15.19. A licence is also required where a pupil will be absent from school and conducting a performance or activity abroad.
- 15.20. The LA is responsible for enforcing all licence requirements; they may carry out inspections of the premises:
- Where rehearsals during the performance period are taking place;
 - Where performances or activities are taking place; or

- Where the pupil is receiving their education, in order to check that licensing conditions are being met.

15.21. The LA has the power to amend or revoke existing licences at any time.

15.22. If the LA refuses to grant a licence, it will provide reasons for this decision in writing to the individual/organisation applying for the licence.

15.23. The organiser of the performance/activity has the right to appeal the decision to a magistrates' court, including its refusal, revocation or variation, and against any condition under which a licence is granted or an approval is given.

16. Young carers

16.1. The school understands the difficulties that face young carers.

16.2. The school will endeavour to identify young carers at the earliest opportunity from enrolment at the school and throughout their time at the school.

16.3. The school will take a caring and flexible approach to the needs of young carers and each pupil will be examined on a case-by-case basis, involving other agencies if appropriate.

17. Rewarding good attendance

17.1. The school acknowledges 100 percent attendance in the following ways:

- Sticker in Celebration Assembly every long term

17.2. School trips and events are a privilege. Where attendance drops below 90 percent, these privileges may be taken away.

18. Monitoring and review

18.1. The school monitors attendance and punctuality throughout the year.

18.2. Brackley C of E Junior School attendance target is 96 percent.

Attendance During the Coronavirus (COVID-19) Pandemic

From September 2020, all pupils are required to attend school. As such, the arrangements set out in the main body of this policy (above) will be adhered to. This appendix has been developed in line with the latest government guidance to set out the additional measures that have been put in place to support pupils' attendance at school.

The school will have due regard for the DfE's '[Recording attendance during the coronavirus \(COVID-19\) outbreak](#)' guidance when recording attendance during the pandemic.

1. Attendance expectations from September

- 1.1 As of September 2020, attendance is mandatory for all pupils.
- 1.2 From September, the usual rules on school attendance (as set out in the main body of this policy) apply, including:
 - Parents' duty to ensure that their child attends school regularly.
 - The school's responsibility to record attendance and follow up absence, in line with the procedures in the main body of this policy.
 - The availability to issue sanctions, including fixed penalty notices in line with the LA's code of conduct.

2. Shielding or self-isolating pupils

- 2.1 Shielding advice for all adults and children paused on 1 August. This means that pupils who were shielding can return to school, as can pupils who have family members who were shielding.
- 2.2 Pupils who are no longer required to shield but who generally remain under the care of a specialist health professional should discuss their care with their health professional before returning to school. Parents should inform the school of any particular measures that need to be in place to ensure their child can return to school safely.
- 2.3 The school understands that there will be occasions where some pupils may not be able to attend school due to coronavirus, including for the following reasons:
 - They are self-isolating and have symptoms of coronavirus or a positive test result themselves, or because they are a close contact of someone who has coronavirus.
 - Rates of coronavirus in the local area have risen and certain individuals are asked to temporarily shield.
- 2.4 Absences relating to pupils following clinical and/or public health advice will not be penalised.
- 2.5 Where a pupil is unable to attend school because they are complying with clinical and/or public health advice, they will be immediately offered access to remote learning.

3. Reluctance to return to school

- 3.1 Parents will be advised to contact the school if they have concerns about their child returning to school.
- 3.2 If a parent raises a concern, a relevant staff member will hold a discussion with the parent to discuss their concerns and provide reassurance on the measures that are in place to reduce risk in the school.

4. Monitoring attendance

- 4.1 The School Administrator and Headteacher will monitor the school's attendance rates once the school is open to all pupils in September.
- 4.2 Any trends in non-attendance will be identified (e.g. due to anxiety) and measures will be put in place to reengage affected pupils with the school.

Attendance Monitoring Procedures

Brackley C of E Junior School has adopted the following attendance monitoring procedures, to ensure that pupils' attendance meets the expected standard, and effective intervention is provided where pupils' attendance falls below the standard:

1. A list is analysed on a termly basis detailing weekly and annual attendance to date.
2. Contact is made with parents on the first day of absence for any pupil absence not reported. 'N' codes are used to indicate that the pupil is absent for a reason not yet provided.
3. Contact is made to the parents of any pupils marked using the N code. Any N codes not established after a week are recorded as an unauthorised absence.
4. If contact is not established the school will follow the NCC Safeguarding Children Missing in Education Process for Schools.
5. If a pupil's attendance falls below 92 percent, a letter is sent home raising concerns that their attendance has fallen below the school's expected standard.
6. If a pupil's attendance falls below 87 percent, a letter is sent home explaining that the pupil's attendance is now being monitored, and an Educational Welfare Consultant will be contact the parents to discuss this. Parents are required to attend a meeting in school with the Headteacher and set targets for their child. If parents are unwilling to cooperate, or are genuinely unable to attend the local education welfare conduct (EWC), may conduct a home visit.
7. The pupil's attendance is monitored for six weeks. If targets are not met, the Headteacher makes a referral to the EIPT (Educational Inclusion Partnership team). If there is no improvement a fixed-penalty notice may be issued.
8. After the six-week monitoring period, and if targets are met, a letter is sent home from the Educational Welfare Consultant to congratulate the pupil and their parents on improving attendance. Monitoring and communication with the parents continues until attendance stabilises to 96 percent.

Education Inclusion Partnership

The school will work with Education Inclusion Partnership team (EIP) regarding pupils who are causing concern. Consequently the EIP may visit home, see and support parents and pupils in school and help make efforts to secure high attendance.

In extreme cases the Educational Inclusion Partnership Team is able to initiate legal proceedings against parents who have not fulfilled their responsibility of getting their child to school. Before a case goes to court, the above process will have been followed. There may also be interviews, which could lead to a fixed penalty notice. The prime aim of all action is to ensure that the child attends school on a regular basis.



Brackley Church of England Junior School



'We are a Caring, Celebratory, Courageous, Christ-inspired Community rooted in love'

Homework Policy

Policy Title	Homework
Policy Ownership	Curriculum Committee
Statutory Requirement	No
Date reviewed by SLT and Teaching Staff	June 2019
Adopted by Full Governing Body	
Policy Review Date	June 2021

Brackley Church of England Junior School

Homework Policy

We are a Caring, Celebratory, Courageous, Christ-Inspired Community rooted in love'

INTRODUCTION

"Homework is an important extension of classroom learning. It helps to cement the ideas that children learn at school, helping concepts to embed and potentially expand their knowledge. The complexity and amount of homework that needs to be carried out obviously increases considerably as children progress through school. The amount of homework given to primary aged children varies, but they are likely to get some on a regular basis. Getting used to doing homework from an early age will definitely be an advantage, as children are more likely to continue doing so as they progress through their school years." Early Childhood Education Website

Brackley C of E Junior School is committed to providing the best possible quality of education to all learners. To help achieve this commitment, our homework system is designed to ensure that parents and carers can support children's learning at home.

AIMS OF THE POLICY

Homework provides a child with the opportunity to organise his/her own learning time and develop the skills and attitudes for lifelong learning by:

- providing opportunities for parents and pupils to work together to enjoy learning experiences,
- to ensure parents/carers have a clear understanding of the expectations placed on them, and the pupil, by the school,
- to ensure progression towards independence and individual responsibility,
- to support the learning experience,
- in Year 6, to prepare children for transfer to secondary school.

ARRANGEMENTS

Homework can be a useful way of consolidating and extending learning. It can be a regular example of home and school working together to support children's learning. In Year 6 it can be a very useful way to introduce children to the expectations of secondary education, where homework will be a daily requirement.

It is expected that parents will support their children by:

- taking an active interest in their child's homework,
- encouraging them and praising their efforts,
- supporting them in particular tasks (where necessary),
- reminding them to hand in their homework on time.

The school will ensure that:

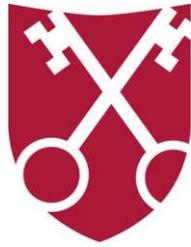
- tasks set are reasonable and matched to the pupils' needs;
- always acknowledge completed homework (with a signature, smiley face and/or comment);
- support and listen to parents who ask for our help
- have systems in place in each classroom to ensure that they are alerted if parents have written in the reading diaries.

Homework Guidelines:

Year Grp	Homework Expectation
Years 3, 4 and 5	<ul style="list-style-type: none"> • Reading– Children should read for a minimum of 10 minutes at least 4 times a week at home. • Spellings and Grammar–Differentiated spellings are set weekly, and are based on phonic or spelling patterns learned throughout the week. • Maths – 4 or 5 number calculations to help retain and embed taught calculation methods at school. Task set weekly based on the learning in class. Complete a minimum of 12 garage activities of their TT Rockstars or where requested on paper versions. • Creative homework - this is a topic based homework that children can complete in their preferred way. This will be set once a term.
Year 6	<ul style="list-style-type: none"> • Reading– Children should read for a minimum of 10 minutes at least 4 times a week at home. A weekly reading comprehension activity. • Spellings and Grammar–Differentiated spellings are set weekly, and are based on phonic or spelling patterns learned throughout the week. • Maths – A calculations sheet to help retain and embed taught calculation methods at school. Task set weekly based on the learning in class. Complete a minimum of 12 garage activities of their TT Rockstars or where requested on paper versions. • Creative homework - this is a topic based homework that children can complete in their preferred way. This will be set once a term.
Additional	<p>There are many parents who value the opportunity to help their child engage in their learning and ask for further opportunities.</p> <p>In order to support this the school, subscribe to online activities created by the planning tool teachers use. All children will be provided with a log on for Bug Club and Abacus maths when they start with us at Brackley C of E Junior School. A range of resources are available for both of these activities. These activities will support prior learning and help embed skills.</p>

Note:- The above is not an exhaustive list – Occasionally we may send additional homework which will tie in with a particular event or activity taking place in school i.e. Science Day, Easter, Local/National Competitions

Details of each week's homework expectations will be written in each child's homework book



Privacy Notice – for parents and carers

Privacy Notice: Parents & Carers

This notice is to help you understand **how** and **why** we collect personal information about you and your child and **what** we do with that information. It also explains the decisions that you can make about your own information.

Why do we collect and use pupil information?

We use the pupil data:

- to support pupil learning
- to monitor and report on pupil progress
- to provide appropriate pastoral care
- to assess the quality of our services
- to comply with the law regarding data sharing
- to allow students to enter public examinations
- to provide a rewards structure
- to track how well the school is performing as a whole
- to provide tailored online learning
- to provide an online payment system

The categories of pupil information that we collect, hold and share include:

- Personal information (such as name, unique pupil number and address)
- Characteristics (such as ethnicity, language, nationality, country of birth and free school meal eligibility)
- Attendance information (such as sessions attended, number of absences and absence reasons)
- Assessment information including grades, targets, levels and progress
- Relevant medical information
- Special Needs information
- Information on behaviour and incidents, if applicable, at the school including suspension/exclusion

Why do we collect parent information?

- to report on pupil progress
- to provide appropriate pastoral care
- to allow access to the catering system
- to provide an online payment system

The categories of parent information that we collect, hold and share include:

- personal information (such as name, address, email addresses, telephone number)
- characteristics (such as ethnicity, nationality)

The lawful basis on which we use this information

The lawful basis on which we collect and use pupil and parent information is:

- In order to carry out our **public interest** duties from Article 6 from the GDPR – May 2018
- To carry out the **obligations of** and **legitimate interests** of the school under Article 9 from the GDPR – May 2018

Collecting pupil and parent information

Whilst the majority of pupil information you provide to us is mandatory, some of it is provided to us on a voluntary basis. In order to comply with the General Data Protection Regulation, we will inform you whether you are required to provide certain pupil information to us or if you have a choice in this.

Storing pupil and parent data

We hold pupil data for up to seven years after they leave the school. We hold SEN information for a minimum of 35 years. If any safeguarding information has been recorded about a child, we are required to archive those records for the lifetime of that child.

Who do we share pupil and/or parent information with?

We routinely share pupil and parent information with:

- Schools/academies/ that the pupils attend after leaving us - please see below
- Department for Education (DfE) - please see below
- Northamptonshire County Council - in order to administrate legal information between local authorities/services providers and other schools
- Kingswood Catering – to order school meals, to operate the catering services
- SIMS – to operate attendance procedures
- Wonde Group – A provider that links the SIMs service to the use of App services i.e. sQuid
- Groupcall - A provider that links the SIMs service to the use of App services i.e. Primarysite
- FMS – To process payments i.e. trips
- Primarysite – to operate school communications i.e. text messages, tweeting, emails
- EasiPC – To provide logins and passwords in order to access the school ICT facilities
- Oneteamlogic (MyConcern) – For recording and sharing of Safeguarding Concerns
- Classroom Monitor – To record and track pupil progress
- Activelearn – To provide online learning
- Accelerated Reader – To assess, record, track and provide appropriate individualised reading materials
- TT Rockstars – To provide individualised online times-table materials
- ClassDojo – A learning platform to communicate with parents i.e. rewards, homework....
- GoogleDoc - Docs is a real-time collaboration and document authoring tool.
- Edukey – To process, track and audit SEN provision
- sQuid – To process online payments

Why we share pupil information

We do not share information about our pupils with anyone without consent unless the law and our policies allow us to do so. We share pupils' data with the Department for Education (DfE) on a statutory basis. This data sharing underpins school funding and educational attainment policy and monitoring.

We are required to share information about our pupils with the (DfE) under regulation 5 of The Education (Information About Individual Pupils) (England) Regulations 2013.

Data collection requirements:

To find out more about the data collection requirements placed on us by the Department for Education (for example; via the school census) go to <https://www.gov.uk/education/data-collection-and-censusesfor-schools>.

The National Pupil Database (NPD)

The NPD is owned and managed by the Department for Education and contains information about pupils in schools in England. It provides invaluable evidence on educational performance to inform independent research, as well as studies commissioned by the Department. It is held in electronic format for statistical purposes. This information is securely collected from a range of sources including schools, local authorities and awarding bodies.

We are required by law, to provide information about our pupils to the DfE as part of statutory data collections such as the school census and early years' census. Some of this information is then stored in the NPD. The law that allows this is the Education (Information About Individual Pupils) (England) Regulations 2013.

To find out more about the pupil information we share with the department, for the purpose of data collections go to <https://www.gov.uk/education/data-collection-and-censuses-for-schools>.

To find out more about the NPD, go to <https://www.gov.uk/government/publications/national-pupildatabase-user-guide-and-supporting-information>.

The department may share information about our pupils from the NPD with third parties who promote the education or well-being of children in England by:

- conducting research or analysis
- producing statistics
- providing information, advice or guidance

The Department has robust processes in place to ensure the confidentiality of our data is maintained and there are stringent controls in place regarding access and use of the data. Decisions on whether DfE releases data to third parties are subject to a strict approval process and based on a detailed assessment of:

- who is requesting the data
- the purpose for which it is required
- the level and sensitivity of data requested: and
- the arrangements in place to store and handle the data

To be granted access to pupil information, organisations must comply with strict terms and conditions covering the confidentiality and handling of the data, security arrangements and retention and use of the data.

For more information about the department's data sharing process, please visit:

<https://www.gov.uk/data-protection-how-we-collect-and-share-research-data>

For information about which organisations the department has provided pupil information, (and for which project), please visit the following website:

<https://www.gov.uk/government/publications/national-pupildatabase-requests-received>

To contact DfE: <https://www.gov.uk/contact-dfe>

Requesting access to your personal data

Under data protection legislation, parents and pupils have the right to request access to information about them that we hold. To make a request for your personal information, or be given access to your child's educational record, contact Mrs Samantha Nyali in the first instance.

You also have the right to:

- object to processing of personal data that is likely to cause, or is causing, damage or distress
- prevent processing for the purpose of direct marketing
- object to decisions being taken by automated means
- in certain circumstances, have inaccurate personal data rectified, blocked, erased or destroyed; and
- claim compensation for damages caused by a breach of the Data Protection regulations

If you have a concern about the way we are collecting or using your personal data, you should raise your concern with us in the first instance or our Data Protection Officer (DPO), or directly to the Information Commissioner's Office at <https://ico.org.uk/concerns/>

Contact:

If you would like to discuss anything in this privacy notice, please contact:

Mrs Samantha Nyali

Email: bursar@bjs.northants-ecl.gov.uk

DPO: Mrs Sue Parry

Email: bursar@waynflete.northants-ecl.gov.uk



Privacy Notice – for pupils

Privacy Notice: Pupils

This notice is to help you understand **how** and **why** we collect personal information about you and **what** we do with that information. It also explains the decisions that you can make about your own information.

Why do we collect and use pupil information?

We use the pupil data:

- to support pupil learning
- to monitor and report on pupil progress
- to provide appropriate pastoral care
- to assess the quality of our services
- to comply with the law regarding data sharing
- to provide a rewards and behaviour structure
- to track how well the school is performing as a whole

The categories of pupil information that we collect, hold and share include:

- Personal information (such as name, unique pupil number and address)
- Characteristics (such as ethnicity, language, nationality, country of birth and free school meal eligibility)
- Attendance information (such as sessions attended, number of absences and absence reasons)
- Assessment information including grades, targets, levels and progress
- Relevant medical information
- Special Needs information
- Information on behaviour and incidents, if applicable, at the school including suspension/exclusion.

The lawful basis on which we use this information

- The lawful basis on which we collect and use pupil information is:
- In order to carry out our **public interest** duties from Article 6 from the GDPR – May 2018
- To carry out the **obligations of** and **legitimate interests** of the school under Article 9 from the GDPR – May 2018

Collecting pupil information

Whilst the majority of pupil information provided is mandatory, some of it is provided to us on a voluntary basis. In order to comply with the General Data Protection Regulation, we will inform you whether you are required to provide certain pupil information to us or if you have a choice in this.

Storing pupil data

We hold pupil data for up to seven years after they leave the school or 25 years from the child's date of birth. SEN information is kept for a minimum of 35 years. If any safeguarding information has been recorded about a child, we are required to archive those records for the lifetime of that child.

Who do we share pupil information with?

We routinely share pupil information with:

- Schools/academies/ that the pupils attend after leaving us - please see below
- Department for Education (DfE) - please see below
- Northamptonshire County Council - in order to administrate legal information between local authorities/ services providers and other schools
- Kingswood Catering – to order school meals, to operate the catering services
- SIMS – to operate attendance and admittance procedures
- Wonde Group – A provider that links the SIMs service to the use of App services i.e. sQuid
- Groupcall - A provider that links the SIMs service to the use of App services i.e. Primarysite
- NHS – To provide medial support
- FMS – To process payments i.e. trips
- SIS – required to supply destinations data to local authority
- Primarysite – to operate school communications i.e. text messages, tweeting, emails
- EasiPC – To provide logins and passwords in order to access the school ICT facilities
- Legacyleisure – To process pupil's achievement in swimming
- Oneteamlogic (MyConcern) – For recording and sharing of Safeguarding Concerns
- Classroom Monitor – To record and track pupil progress
- Activelearn – To provide online learning
- TTRockstars – To provide online learning
- ClassDojo – A learning platform to communicate with parents i.e. rewards, homework....
- GoogleDoc - Docs is a real-time collaboration and document authoring tool.
- Edukey – To process, track and audit SEN provision
- sQuid – To process online payments
- Accelerated Reader – To assess, record, track and provide appropriate individualised reading materials
- The School Photography Company – To capture professional individual and group photos of pupils

Why we share pupil information

We do not share information about our pupils with anyone without consent unless the law and our policies allow us to do so.

We share pupils' data with the Department for Education (DfE) on a statutory basis. This data sharing underpins school funding and educational attainment policy and monitoring.

We are required to share information about our pupils with the (DfE) under regulation 5 of The Education (Information About Individual Pupils) (England) Regulations 2013.

Data collection requirements:

To find out more about the data collection requirements placed on us by the Department for Education (for example; via the school census) go to <https://www.gov.uk/education/data-collection-and-censuses-for-schools>.

The National Pupil Database (NPD)

The NPD is owned and managed by the Department for Education and contains information about pupils in schools in England. It provides invaluable evidence on educational performance to inform independent research, as well as studies commissioned by the Department. It is held in electronic format for statistical purposes. This information is securely collected from a range of sources including schools, local authorities and awarding bodies.

We are required by law, to provide information about our pupils to the DfE as part of statutory data collections such as the school census and early years' census. Some of this information is then stored in the NPD. The law that allows this is the Education (Information About Individual Pupils) (England) Regulations 2013.

To find out more about the NPD, go to <https://www.gov.uk/government/publications/national-pupil-database-user-guide-and-supporting-information>.

The department may share information about our pupils from the NPD with third parties who promote the education or well-being of children in England by:

- conducting research or analysis
- producing statistics
- providing information, advice or guidance

The Department has robust processes in place to ensure the confidentiality of our data is maintained and there are stringent controls in place regarding access and use of the data. Decisions on whether DfE releases data to third parties are subject to a strict approval process and based on a detailed assessment of:

- who is requesting the data
- the purpose for which it is required
- the level and sensitivity of data requested: and
- the arrangements in place to store and handle the data

To be granted access to pupil information, organisations must comply with strict terms and conditions covering the confidentiality and handling of the data, security arrangements and retention and use of the data.

For more information about the department's data sharing process, please visit:

<https://www.gov.uk/data-protection-how-we-collect-and-share-research-data>

For information about which organisations the department has provided pupil information, (and for which project), please visit the following website:

<https://www.gov.uk/government/publications/national-pupil-database-requests-received>

To contact DfE: <https://www.gov.uk/contact-dfe>

Requesting access to your personal data

Under data protection legislation, parents and pupils have the right to request access to information about them that we hold. To make a request for your personal information, or be given access to your educational record, contact Mrs Samantha Nyali.

You also have the right to:

- object to processing of personal data that is likely to cause, or is causing, damage or distress
- prevent processing for the purpose of direct marketing
- object to decisions being taken by automated means
- in certain circumstances, have inaccurate personal data rectified, blocked, erased or destroyed; and
- claim compensation for damages caused by a breach of the Data Protection regulations

If you have a concern about the way we are collecting or using your personal data, we request that you raise your concern with us in the first instance or our Data Protection Officer or you can contact the Information Commissioner's Office at <https://ico.org.uk/concerns/>

Contact

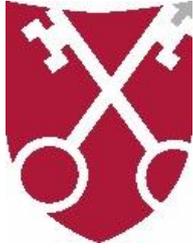
If you would like to discuss anything in this privacy notice, please contact:

Mrs Samantha Nyali

Email: bursar@bjs.northants-ecl.gov.uk

DPO: Mrs Sue Parry

Email: bursar@waynflete.northants-ecl.gov.uk

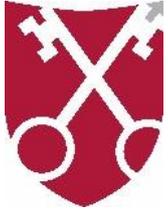


Brackley Church of England Junior School

'We are a Caring, Celebratory, Courageous, Christ-inspired Community rooted in love'

Restorative Approaches & Behaviour Policy

Policy Title	Restorative Approaches & Behaviour Policy
Policy Ownership	Curriculum Committee
Statutory Requirement	Yes
Date reviewed by committee	
Adopted by Full Governing Body	
Formal Review	



Brackley Church of England Junior School



Restorative Approaches & Behaviour Policy (RA & BP)

Key values

'We are a Caring, Celebratory, Courageous, Christ-Inspired Community rooted in love'

Ethos Statement

Recognising its historic foundation as recorded in the school's Trust deed, the school will preserve and develop its spiritual character in accordance with the principles and practice of the Church of England. This will include respecting other faiths and working in partnership with the Church in the parish of St. Peter with St. James, Brackley and at diocesan level.

Pupils are helped to understand that the values promoted by the school are those described in the Gospel accounts of the life and teaching of Jesus Christ: the perfect example of a life well lived to the glory of God and the good of others.

Known in the community since 1871 as the 'Feed My Lambs' school, it uses this Gospel story as its model for the pastoral care of its pupils.

Introduction

At Brackley C of E Junior School (BJS) we believe that every member of our school community should have an equal opportunity to achieve his or her full potential regardless of race, colour, gender, disability, special educational needs or socio economic background. We like to work alongside parents/carers to encourage children to develop as fully as possible. We want to help our children to grow socially, personally and academically. The purpose of this is to promote positive attitudes to behaviour.

We consider that it is the right of all our pupils to be educated in an environment free from disruption or upset by others.

This policy sets out the framework for the behaviour, responsibilities, values and attitudes expected of our community members within a Restorative Approaches (RA) philosophy. RA aims to build on the ethos and values of the school and wider BJS community by repairing and strengthening relationships within the community.

The school embraces RA as a means of empowering teachers to be successful and effective practitioners within their classroom, raising standards and achievement across the school and developing aspirational, motivated and responsible pupils to strengthen our society for the future.

We believe that good behaviour needs to be carefully developed. We think young children learn best when they are clear about what it is that they need to do. This policy sets out:

What we mean by good behaviour.

What we think are the benefits of good behaviour.

How we encourage good behaviour in school.

Policy Aims

- To embed the use of RA in all aspects of school life.
- To develop frameworks within which initiative, responsibility and sound relationships can flourish
- To enable children to develop a sense of self-worth and a respect and acceptance for others
- To maintain a consistently orderly environment in which adults and children feel safe, secure and respected, both inside and outside of the classroom, which will enable everyone to work and learn
- To create a consistent environment that encourages and reinforces good behaviour
- To define acceptable standards and the principles of good behaviour
- To reward students for attitude, courtesy, achievement, completing and returning homework, being equipped for school and behaving and applying themselves well in lessons.

RA Philosophy Statement

Effective Restorative Approaches foster awareness of how others have been affected by inappropriate behaviour. This is done by actively engaging participants in a process which separates the deed from the doer and rejects the act not the actor, allowing participants to make amends for the harm caused. RA acknowledges the intrinsic worth of the person and their potential contribution to the school community.

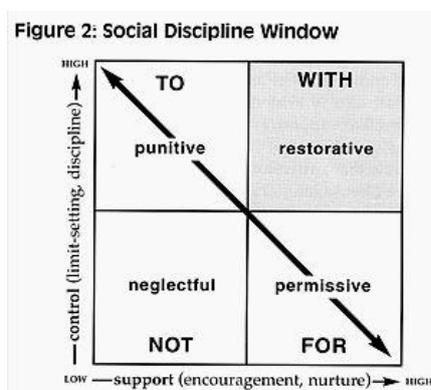
RA framework will

- Improve behaviour and attitudes; through making mistakes and putting them right
- Provide explicit tools within a defined framework to challenge unacceptable behaviour, resolve conflict and repair harm;
- Improve relationships; establish rights, accountabilities and responsibilities to the community.
- Provide a safe, philosophical basis for staff, pupils and parents to share ideas and discuss issues.

The 4 R's of RA are based on four key features

- RESPECT - listening to other opinions and learning to value them
- RESPONSIBILITY - taking responsibility for your own actions
- REPAIR - discussing how to repair harm
- RE-INTEGRATION - working through a process that solves the problem but allows pupil to remain in mainstream education

Social Discipline Window (Framework for working with ...)



Wherever possible we should try to work in the 'with box', offering high support, nurturing and encouragement in conjunction with consistently setting clear boundaries and expectations of behaviour. Staff should always, within their professional conduct, be positive and respectful role models to their pupils.

When an incident has occurred set questions are asked by the member of staff to the harmer and then to the harmed, to resolve a situation:

Restorative Questions

To respond to challenging behaviour

- What happened?
- What were you thinking about at the time?
- What were you feeling at the time?
- Who has been affected by what you did and how?
- What do you think you need to do to make things right?

To help those harmed by others actions:

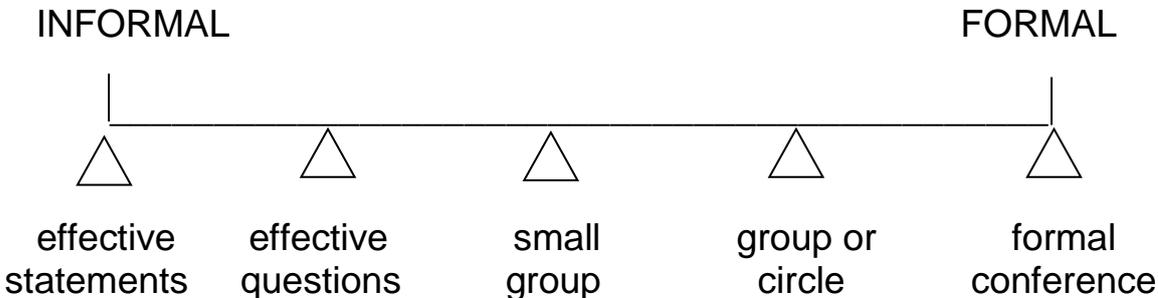
- What happened
- What were you thinking when you realised what had happened?
- What were you feeling?
- How has this affected you and others?
- What do you think needs to happen to make things right?

The questions are asked as part of an informal or formal conversation. In using this approach, the emphasis is on developing relationships through the perpetrator accepting responsibility for what they have done and making decisions about more appropriate future actions using a problem -solving approach. It also enables the victim to sense closure and that the perpetrator has faced up to their actions.

The teacher usually acts as facilitator. It is the children themselves, who come up with the solutions.

Restorative Approaches Continuum

At BCEJS we believe it is best to do things with people. Our response to challenging and/or inappropriate behaviour should involve building relationships and repairing harm. It is our aim that our community follows this Restorative Approaches framework.



Much of the work carried out to address challenging behaviour should be accomplished by working within the informal end of the spectrum.

Listed below are some examples of effective statements and questions which all staff can use with pupils:

Statements

- I was very disappointed when you did that to (insert victim's name).
- I am upset and disappointed by what has just happened.
- I feel that all the work I have done has been wasted through your actions.
- I feel that (describe action) was very disrespectful, when ...
- I feel disrespected and disappointed when you ignore me.
- I am sorry that I misunderstood the situation ...
- I felt really proud of you when I heard ...
- I feel really pleased and encouraged that you made the right choice.
- I respected your honesty and thank you.
- I want to thank you for your cooperation.

Worry Eaters

All children have worries or fears. Some are big, some are small, but all of them are very real. Parents and staff do their best to try and help children, but they can't if they don't know what the problem is. This is where the Worry Eater comes in. The Worry Eater's motto is 'We eat your worries', and sometimes with just a bit of help, this is exactly what they do!

Each classroom is equipped with their own class individual Worry Eater

These are located in an accessible place in children's classrooms, known by all members of the class, and are checked daily by teachers and classroom LSAs. Children are encouraged to write or draw their problems on a piece of paper, secretly if they prefer, and feed it into the mouth of their class Worry Eater, writing their name and date clearly too.

The next step, if needed, is outlined in our Anti-Bullying Policy

All aspects of Restorative Approaches are aimed at developing relationships within the school community. Through positive relationships appropriate and good behaviour are modelled for the children to witness and experience.

What do we mean by good behaviour?

At BJS, we have clear expectations so that the children know what is expected of them at a given time. Our approach to ensuring for appropriate behaviour is supported is achieved through the development of 'Class Rules' with the pupils at the beginning of each academic year. These are prominently displayed in all classrooms.

Throughout school, children are actively encouraged to consider the consequences of their behaviour and to take responsibility for their own actions. We believe that positive reinforcement is the best way to achieve good behaviour, to reward good behaviour and to help those who need support to make the right choices with their behaviour.

By accepting and being honest about their actions pupils will recognise that consequences are swiftly dealt and that the reparation process can begin immediately.

What do we mean by discipline?

Discipline is not control of children – many children are not easily controlled. When children's lives and behaviour are too regulated by others, they feel no need to control themselves, since others do it for them. It is important that children make mistakes, do wrong and use those experiences to learn how not to repeat unhelpful behaviours and to put things right. An important long-term goal is to facilitate the development of self-discipline. We believe that discipline is about leading by example, guiding and encouraging children within a framework of rights and responsibilities to consistently think about what they do and make good choices. These should work together to create a caring community atmosphere.

We have many approaches with our school to accomplish our aims, but the intended outcomes are exactly the same, irrespective of the age or ability of the child, in order to highlight positive behaviour and raise children's self-esteem.

PSHE is used in each classroom as and when required. This is a forum for the class to discuss issues that are causing them concern. This might include bullying; exclusion; friendships; playground disagreement; feelings of isolation; exclusions etc.

Each class establishes its own charter negotiated during the first weeks of the academic year. The Class 'Classroom Rules' are displayed in each classroom. Classroom Rules are underpinned by every child's rights to an education in a safe, secure environment.

Each person in our school community has the right to:

- feel safe (see also protective behaviours)
- learn
- respected and have fair treatment

'You OWN your OWN behaviour' is what we teach the children to encourage them to take full responsibility for their actions and also think about the consequences if they make the incorrect choice.

Benefits of good social behaviour

By encouraging good behaviour, we know we will be supporting our ethos at BJS, one that aims to foster a very positive attitude to life. We aim to promote self-image and respect for the attitudes and values of others.

We encourage children to play an active role in their education and to develop their self-confidence. We aim to create an environment in which children can achieve their full potential and do as well as possible in their learning. We want them to have a sense of identity with their school and show a high degree of self-motivation.

As a school, we aim to meet the needs of all pupils and good behaviour helps to facilitate this, enabling effective learning and teaching to take place, and our children are free to realise their potential.

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 feedback all help to avoid the alienation and disaffection which can lie at the root of poor behaviour.

It follows that lessons should have clear intentions, 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 feedback to the children on their progress and achievements and as a signal that the children's efforts are valued and that progress matters.

Classroom management

Classroom management and teaching and learning approaches 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 and labelled to aid accessibility and reduce uncertainty and disruption.

Displays should exemplify expectations of standards and provide prompts to aid learning and to help develop self-esteem through demonstrating the value of every individual's contribution. 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 excellent work. Situations should be handled sensitively and dealt with in a way appropriate to the situation.

Rewards

At BJS we consider it important that praise and rewards should have considerable emphasis within school in order that pupils achieve recognition for a positive contribution to school life. Such a contribution includes sound academic work and effort, a positive attitude, caring for others, good behaviour and adherence to school values.

It is expected that good standards of behaviour will be encouraged through the consistent application of our School Values (above) supported by a balanced combination of rewards and consequences within a constructive school ethos.

It is important to develop and maintain consistency in the application of the reward system, whilst ensuring that rewards are appropriate to each child.

Positive rewards will include:

- General praise and encouragement in lessons, which should be used as much as possible
- Praise from the rest of the class, another class or member of staff. (Some pupils who lack self-esteem or are socially unskilled may find it hard to accept public praise and private praise may be more effective)
- Head teacher or other senior staff to be invited to praise individuals, groups or classes
- Display of pupils' work
- Notes, messages and telephone call to parents where appropriate
- Head teacher Award stickers
- Achievements out of school recognised in Celebration Assemblies.

- Team Points -The winning team is announced in Celebration Assembly, (on a Friday morning)
- Raffle Ticket System/Team Points. Children receive raffle tickets as a form of reward and they are put into a raffle during Celebration Assembly. Four prize winners are chosen to receive a small prize. Certificates are also presented weekly to individual children for each 30, 60, 90, 120 ... team points they have gained in the current school year
- Gold Awards - Each week two children from every class are entered in the newsletter as a reward for excellent attitude, behaviour or work. These children stand in assembly and receive a certificate
- Reading Certificates - Each year an incentive scheme is devised to encourage reading at home. Certificates are given out during the Friday assembly
- Times Table Star Leader – The top two participants for each class are announced weekly with an overall winner announced from this group
- Class Attendance Award - Every Monday each class brings their attendance figure for the previous week. Trophies are presented for the 1st, 2nd and 3rd highest figure.
- Individual Attendance Award – At the end of each term every child, whose attendance stands at 100% get recognition in assembly and given a reward sticker.

Consequences

We feel it is important to have consistency for helping children who have difficulty with making the right behaviour choices. There is no place for unacceptable behaviour and consequences exist to protect individuals from negative forms of behaviour in the classroom and in other areas of school life. Where choices of inappropriate behaviour are made we have a system of consequences, which, we feel, deals effectively with the inappropriate behaviour,

The following tables outline the undesired behaviours and the resulting consequences

Low Priority behaviours	Medium Priority behaviours	High Priority behaviours
<ul style="list-style-type: none"> • Name calling/ deliberately unkind e.g. put downs • Misuse of school property • Messing about/ preventing self and others from learning - fiddling/ distracting • Poor participation in class activities - not paying attention • Delay tactics such as wandering around the classroom or needlessly visiting the toilet • Swinging/ rocking on chair (repeatedly) • Lying - dependant on context e.g. in defence • Not responding to adult when called. 	<ul style="list-style-type: none"> • Persistent repetition of low level behaviours • Purposeful defiance • Deliberate throwing of objects e.g. rubber, pencils & papers (exercising poor judgement) • Rough play - pinching and pushing • Misbehaviour in toilets • Lying - dependant on context e.g. in defiance • Ignoring instructions • Misbehaviour in the dining hall • Non directed swearing • Climbing on school furniture • Cruel name calling with intent to belittle e.g. friendship issues that can be resolved with intervention • Responding inappropriately/ rudely to correction of behaviour from adult 	<ul style="list-style-type: none"> • Persistent repetition of medium level behaviours • Absolute defiance • Wilfully damaging property or damaging property as a result of a more serious misdemeanour • Throwing dangerous objects with the intention to hurt • Swearing at member of staff • Arguing with a member of staff • Refusal to cooperate with requests • Removing themselves from close supervision i.e. running out of the class without permission/ running away from a member of staff • Racist comments • Extremely aggressive behaviour towards others • Biting • Hitting a member of staff/pupil

Behaviour Flow Chart – See Appendix 1

Through the conference children should be made to understand what they did, why it was wrong and what the consequences are for themselves and others.

	Action to/ for the child	Other - for staff
Stage 1 – in class	<ol style="list-style-type: none"> 1. Positive reinforcement of desired behaviour 2. Visual signal from staff that the behaviour is unacceptable 3. Reminded of classroom rules classroom agreements and expectations 4. Verbal Warning 5. A warning acknowledging there will be a consequence 6. Informal restorative conference is undertaken when appropriate in terms of timing 	<ul style="list-style-type: none"> • if further investigation for purposes of clarity is needed, ask those involved to remain behind at end of session. Class teacher to seek support from other colleagues where appropriate
Stage 2 – excluded from class	<ol style="list-style-type: none"> 1. Child sent to another class or senior member of staff for 5minutes/ remainder of the session (this is dependent on exculpation of behaviour - Child required to attend reflection. <i>Please note:</i> Responsible pupil follows with description of misdemeanour (on label - initialled please) & work to be completed. 2. Child completes - ‘Restorative Thinking Plan’ 3. A formal conference is held by the senior member of staff, involving class teacher also <p>Should a child refuse to cooperate a responsible pupil is sent to nominated senior members of staff</p>	<ul style="list-style-type: none"> • Staff must log record of formal conference
Stage 3	<p>3 Visits to Reflection - If these types of behaviour are repeated and persist parents are involved and the child then moves to stage 3.</p>	<ul style="list-style-type: none"> • Headteacher to be informed • Child placed on Behaviour Plan drawn up based on pattern of behaviour. A home school diary may be set up following discussions with parents.
Stage 4	<p>Only to Instigated by Headteacher</p> <ul style="list-style-type: none"> • Child may be placed on an internal exclusion • Pupils may be excluded from the school at lunch time • Pupils may receive a fixed - term exclusion. • Pupils may be permanently excluded 	<ul style="list-style-type: none"> • Head teacher, SENCo & Class teacher meeting with parents • Review meetings set

Stage 1/ 2: Additional actions/ consequences that may be taken are:

- Planned ignore
- Child may be required to complete a (supervised) thinking plan
- Child may be reprimanded
- Child may need to apologise, either verbally or in writing
- Position in class changed to prevent recurrence and / or remove temptation
- Be separated from others for a specific period
- Loss of part or all break time (this must be supervised)
- Catch up with the work missed in lesson time, during their leisure / playtime
- Tidying up mess made
- Restorative activity
- Pupils may have their behaviour monitored over a period of time and then reviewed
- Where property is damaged, parents are informed and asked to attend a meeting to discuss a way forward

The consequence must always be appropriate for the behaviour.

If little progress is being made to improve behaviour identified as targets within the time frame agreed, or if other misbehaviours of concern occur, in addition to the previous steps, a member of the leadership team will become involved. A behaviour plan will be issued and behaviour recorded. The Head teacher will be informed if they are not the member of the leadership team dealing with the matter.

Fresh Start:

Although persistent or serious misbehaviour needs recording, every child must feel that every day is a fresh start.

Special Educational Needs

In exceptional circumstances, where a pupil with Special Educational Needs is unable to understand or comply with this policy because of the nature of their difficulties, a different range of strategies, rewards and sanctions will be used.

The Role of the Parent

If parents are at all concerned with any issues regarding behaviour, the person to speak to first is the child's class teacher. The school's aim is to promptly address these issues to a satisfactory conclusion. Parents can be assured that their children will receive support when they need it and, above all, they can feel welcome in the school to discuss their children's progress in a positive atmosphere. All parents should be given a copy of information on restorative approaches for parents

The Role of the Staff

We are aware that good classroom organisation and the provision of a high quality curriculum through interesting and challenging activities influences behaviour.

Staff at BJS are positive, enthusiastic and have high expectations of both learning and behaviour. They foster a sense of self-esteem in all children, linked with an understanding of the needs of others. They encourage a calm and responsive atmosphere, avoiding shouting.

Teachers deal with parental concerns in a timely, respectful, sympathetic and professional manner, involving senior staff as appropriate. Teachers expect that parents will behave in a reasonable manner towards them as professionals, and that issues will be dealt in an atmosphere of trust and mutual respect.

It is the responsibility of the all staff to ensure that expectations outlined in classroom rules and school behaviour policy are enforced in and out of lessons and that the children in their classes behave responsibly.

Role of the Governors

The governing body has the responsibility of ensuring the policy is reviewed yearly and is fit for purpose taking in to account the change needs of the school.

Role of the Head teacher

It is the responsibility of the head teacher to implement the school behaviour policy consistently throughout the school, and to report to governors, when requested, on the effectiveness of the policy. It is also the responsibility of the head teacher to ensure the health, safety and welfare of all children in the school.

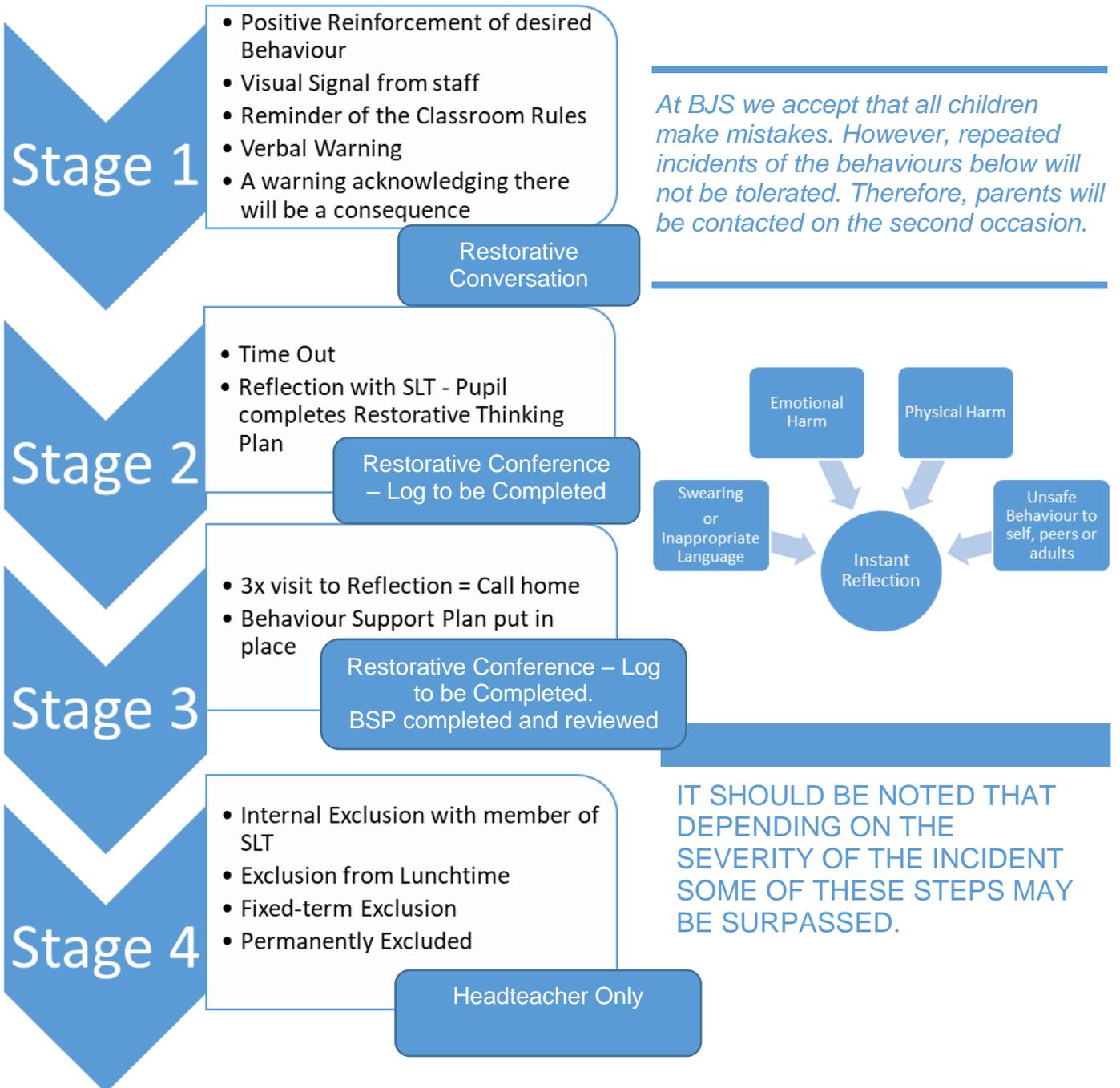
The head teacher supports the staff by implementing the policy, by setting the standards of behaviour, and by supporting staff in the implementation of the policy.

The head teacher has the responsibility for giving fixed-term exclusions to individual children for serious acts of misbehaviour. For repeated or very serious acts of anti-social behaviour, the head teacher may permanently exclude a child.

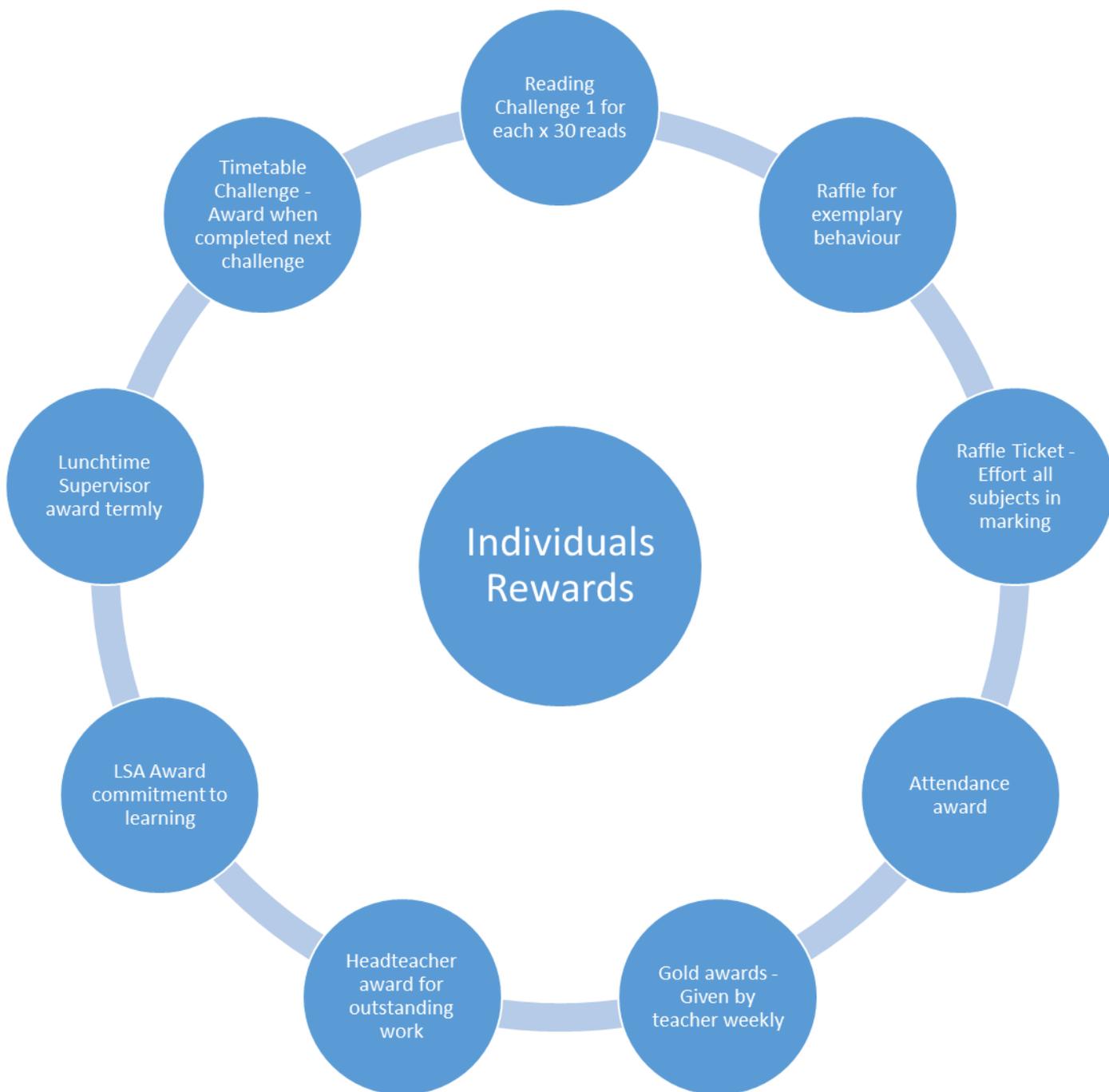


Behaviour Management Process

At Brackley Junior School we acknowledge that for the vast majority of our children will only ever need a gentle reminder. However, this diagram aims to make clear the processes in place should this not be the case.



At Brackley Junior School we acknowledge that children respond better to rewards. We like to acknowledge all achievements in and out of school. The diagram aims to show how we achieve this.





Covid19 Addition to Behaviour Policy - Annex A

To be read in conjunction with the Behaviour Policy

Arrival and Departure	<ul style="list-style-type: none">• All children must arrive and be picked up at the specified times• Children should be escorted and supervised to and from school by responsible adult• Social Distancing rules must be adhered to when waiting to enter the grounds or premises by both parents and children• Parents and children will depart promptly and not socialise outside the school gates
Hygiene	<ul style="list-style-type: none">• Any individual entering the school building will wash their hands following the government guidelines• All individuals follow government guidance about sneezing/ coughing, tissues and disposal (Catch it, Bin it, Kill it)• All individuals to avoid touching their mouth, nose and eyes with their hands• All individuals to regularly wash their hands throughout the day following government guidelines• All bubbles to use allocated toilet area – 1 individual at a time; number of breaks will be increased to provide more opportunities to wash hands and use the toilet.• All individuals to wash their hands before leaving the premises• All children will bring in their own water bottles which will be cleaned daily at home
Moving Around School	<ul style="list-style-type: none">• Children will remain in their ‘bubble’ throughout the day this includes during break and dinner times• Children will line up maintaining current social distancing rules in their bubble• Children will only move when directed and escorted by an adult• Children will stay within their allocated play zones• Children will stay seated at all times unless directed by an adult. This includes when eating their lunch
Maintaining Social Distancing	<ul style="list-style-type: none">• All individuals will maintain the current social distancing guidance• Children and adults will not socialise with other bubbles during the school day• All children will have an allocated desk• All children will have their own individual resources within the classroom inc. laptops• All Bubbles will have their own box of play equipment which will be wiped down at the end of each session• All children will bring their own water bottle to school which will be cleaned at home each day
Anti-Social Behaviour	<ul style="list-style-type: none">• All pupils will abide to the current social distancing rules• All pupils will adhere to the behaviour policy• Any pupil who intentionally behaves or threatens to behave in a manner that spreads the virus will move to stage 4 of the Behaviour Policy as set out in appendix i.• This includes intentional coughing, sneezing, breathing over or spitting



Brackley
Junior School
CHURCH OF ENGLAND

Our School Values and Ethos

Our school values and ethos form a huge part of our identity. We are proud of our historical Christian identity. We have been known in the community since 1871 first as 'Feed My Lambs' school and later Brackley C of E Junior School. It is this Gospel story that we use as the model for the pastoral care of our children. We use our hand to symbolise our core values:



We have extended the six Christian core Values which are most important in our school to show how they incorporate many of the other world faith values which our school think are important: hope, friendship, trust, humility, compassion, reverence, thankfulness, forgiveness, service and peace.

- **CARING** - Our little finger reminds us that God cares and we CARE about everyone and everything in our school and the world God created from the smallest to the tallest.

Including - **Compassion. Friendship.**

Matthew 25.44 'When was it that we saw you hungry or thirsty or a stranger or naked or sick or in prison, and did not take care of you?'

- **CELEBRATORY** – Our ring finger reminds us that we CELEBRATE and give thanks for all God's gifts. We are all special and have been given many gifts and talents.

Including - **Reverence. Thankfulness. Service.**

Deuteronomy 16.15 'The Lord your God will bless you in all your produce and in all your undertakings, and you shall surely celebrate'

- **COURAGEOUS** – Our middle finger reminds us to have the COURAGE to stand up for what is right and what we believe in, not just to follow the crowd. To try to be the best we can and not to give up.

Including - **Hope.**

1 Chronicles 22.13 'Be strong and of good courage. Do not be afraid or dismayed.'

- **CHRIST-INSPIRED** – We use our forefinger to point the way, just as Christ helps to guide us and show us the way in our lives. We can be CHRIST-INSPIRED and live our lives to reflect the qualities and spirit of Jesus Christ. Always asking the question '*what would Jesus do?*'

Including - **Forgiveness. Humility.**

Colossians 3:13 'Bear with one another and, if anyone has a complaint against another, forgive each other, just as Christ has forgiven you, so you must also forgive.'

- **COMMUNITY** – Our thumb wraps around our fingers, just as our COMMUNITY does. We give fellowship and support each other in our community, which holds us together. (KOINONIA).

Including - **Peace. Trust.**

Deuteronomy 15.7 'If there is among you anyone in need, a member of your community...do not be hard hearted or tight fisted towards your needy neighbour'

- **LOVE** – Our palm holds everything together and everything that happens in our school is based on LOVE. The love of God and our love for each other. Love holds all the others together.

Colossians 3.14 'And to all these qualities add love, which binds all things together in perfect unity'

Matthew 22.39 'Love the Lord your God with all your heart, with all your soul and with all your mind' and 'Love your neighbour as you love yourself.'