

Birkrig, Skelmersdale, Lancashire

WN8 9BN.

Telephone: 01695 724730.



www.bishopmartin.lancs.sch.uk

Headteacher:

Mr IJ McDonald

BEHAVIOUR POLICY

2021-22

"The provider (school) has high expectations for learners' behaviour and conduct and applies these expectations consistently and fairly. This is reflected in learners' behaviour and conduct"
(Ofsted 2019)

1. STATEMENT OF PRINCIPLES

In line with our Christian foundation and our agreed school values, at Bishop Martin C. of E. Primary School we believe that every child has the right to be educated in a safe, caring, positive and supportive environment. We praise the positive and reward good behaviour. We believe good behaviour is the responsibility of all children, their parents and the staff. Understanding of what is acceptable and not acceptable behaviour is vital for all members of the school community.

We believe that through promoting personal development of all children we can:

- Enable pupils to take pride in their achievement and commitment to learning, supported by a positive culture across the whole school.
- Help pupils become self-confident, self-aware and understand how to be a successful learner.

To demonstrate our commitment to these principles, our school family has established what we call our 'Core Principles'. They are:

- Consistency and fairness
- Promoting positive behaviour
- Encourage responsibility for actions
- Immediate and proportionate
- Encourage a shared partnership between school and home
- A behaviour system in line with our Core Christian Values and applicable across the whole school

(Behaviour Review – 21/12/2021)

2. CONTEXT

This policy should be read in conjunction with those policies listed below:

- Health and Safety
- Child Protection and Safeguarding
- Online Safety and Acceptable Use
- Child Protection and Safeguarding
- Attendance
- Single Equalities
- Teaching and Learning
- Home - School Agreement
- Special Educational Needs and Disabilities (SEND)

3. CLASSROOM MANAGEMENT

At our school we seek to create a safe, secure environment in which effective teaching and learning can take place. We firmly believe that the greatest way to have a positive impact on behaviour is to provide a stimulating, enriching curriculum built around the principles of '*Quality First Teaching*'.

Both within our classrooms and the wider school environment expected standards of behaviour are encouraged in the following ways (*each one expanded on in other areas of this policy*):

- '*Quality First Teaching*'
- The School's Five Christian Values (*See Appendix 7*)
- Reinforcement of the Core British Values of: *Democracy, the Rule of Law, Individual Liberty, Mutual Respect and Tolerance of those with Different Faiths and Beliefs*
- '*Shine Bright*' (*See Appendix 5*)
- School Code of Conduct: The RESPECT code (*See Appendix 1*)
- Consistency and Fairness
- Positive Relationships
- Restorative Approaches
- Rewards (*all listed throughout this policy*)

4. CODE OF CONDUCT

Children and staff worked together and decided upon our '*Code of Conduct*' (*See Appendix 1*). This is based on mutual RESPECT - respect for staff, respect for others, and respect for the wider world in line with the five Core Christian values of our school (*See Appendix 7*).

5. REWARDS

At Bishop Martin we believe in positive reinforcement of behaviour. Some of the ways we encourage and acknowledge positive behaviour are:

- All staff model and discuss expected standards of behaviour with the children throughout the school year
- Weekly Headteacher Award
- Occasional Deputy Headteacher Award
- Occasional Assistant Headteacher Award
- Praise Assembly (including Star and Values awards)
- Team Points (*See Appendix 6*)
- Winning team termly Reward afternoon
- Being sent to different staff for recognition
- Postcards sent home
- Allocation of pupil roles and responsibilities
- Stickers and Certificates
- '*Shine Bright*' raffle and badges
- '*Shine Bright*' termly afternoon
- Celebration of children on weekly newsletter
- '*Values Club*' held weekly
- Communicating with parents about good behaviour (*texting, phone, verbally etc.*)
- '*Hatch Heroes*' awarded half termly by the Kitchen staff in recognition of good manners

Every Monday morning we come together as a whole school to acknowledge and celebrate the week's achievements in our Praise Assembly. Parents of those receiving an award are invited to

share in this assembly (in line with current school safe COVID Practice). We recognise the achievements of individual children, share our team successes and celebrate successes in the wider community (*Appendix 2*).

Throughout the school children are acknowledged for behaviour that exhibits a lived experience of one of our five Core Christian Values. This scheme is known as '*Values Club*'. The acts reflecting our school Values are in the school entrance area for visitors to read. The recognition of these acts is shown through pupils nominating their peers and the selected pupils attend a Reward afternoon (called '*Values Club*'). '*Values Club*' displays can also be found in all classrooms. (*Appendix 4*).

6. UNACCEPTABLE BEHAVIOUR

At Bishop Martin we strive to instil high expectations of behaviour in all parts of school life. We have a graduated approach towards managing escalations in behaviour over time and these are outlined below.

i) Within '*Shine Bright*'

In dealing with unacceptable behaviour, we are encouraging our children to develop a growing understanding of the choices they make and how THEY are responsible for those choices. Pupils will always be given the opportunity to correct their own behaviour and make the right choice.

To manage this principle of ownership we have developed our very own behaviour system called '*Shine Bright*'. This was developed over the Summer and Autumn terms in 2021 and initially thought of by a Year 6 pupil.

It is a system ALL classes follow from Nursery to Year 6. It is essentially a candle display divided into 4 sections. The top section is the '*Shine Brightly*' candle flame where we want ALL children to stay all the time in line with the following Gospel quote:

'Let your light shine before others, that they may see your good deeds'
(Matthew 5:16)

How the Steps Work

Step 1 (The first section on the candle)	<p>The pupil has their behaviour pointed out by the teacher and given the choice to settle but ignores this and continues making the wrong choices.</p> <p>At this stage the Pupil's name is moved to Step 1</p> <p>The pupil is moved back to '<i>Shining Brightly</i>' if they make the right choice and show the teacher the correct attitude.</p>
Step 2 (The second section of the candle)	<p>The pupil continues to make the wrong choices (eg: refusing to complete work/defiance to adults/disrupting learning) and at this stage is moved to Step 2 and sent to another class, with their work, for 5 minutes.</p> <p>At this Step you will be informed, as a parent, at the end of the day by the class teacher that your child was at Step 2.</p> <p>Parents WILL be informed EVEN if your child returned to Shining Brightly for the rest of the day (as this puts a positive aspect on their behaviour at Step 2 that you can share in).</p> <p>If the pupil refuses to go to the other class for 5 minutes, then a member of the school Pastoral Team will be called to help the pupil make the right choices and they will stay with the pupil in the other class for the 5 minutes.</p>
	If the pupil continues to refuse to move to the other class

Step 3 (the third section of the candle)	<p>to work for 5 minutes then they move to Step 3 and a school Senior Leader either the Deputy Head, Assistant Head or Early Years Lead will be called to help the pupil make the right choice and move to the other class.</p> <p>They will then stay with the pupil in the other class and help them return calmly after 5 minutes</p>
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Beyond 'Shine Bright'

If a pupil refuses to follow Step 3 then their name is moved outside of the candle and the Headteacher will be called. At this Step you, as the parent, may be contacted and asked to come to school immediately.

ANY child moving to Step 2 or beyond will have the incident logged and recorded on the school CPOMS system.

ii) Behavioural Intervention

If a member of the Pastoral Team or Senior Leadership Team was required to help the child move to another class to work for 5 minutes at Step 2 or 3, then this will also be logged onto CPOMS as a 'Behavioural Intervention'.

iii) 'Serious Behavioural Incident'

We define a '*Serious Behavioural Incident*' as being an occasion when staff members have need to move '*Beyond Shine Bright*' immediately due to the severity of the incident. This is when an incident has taken place before it was possible for Step 1 or further Steps on '*Shine Bright*' could be issued (*ie: escalated rapidly*). Examples of these include:

- Fighting
- Attempting to leave classrooms/school grounds without permission (Absconding)
- Persistently Defiant Behaviour
- Abusive Language
- Threatening Behaviour

ANY incident of this nature is recorded on CPOMS and MUST have a restorative strategy attached to it.

iv) Managed Transfer

Children at risk of exclusion may be offered a **Managed Transfer**. In this situation, the child will, by arrangement, attend a different local school for a maximum of 5 days. This is a time for reflection for the child on their behaviour without compromising learning by being sent home.

A member of staff will accompany the child to the host school. **Note:** A Managed Transfer is not appropriate for every child and the Headteacher will collaborate with the SENCO and parents before deciding if it will be used.

v) Fixed Term Exclusion

Our school has no desire to exclude a child. In very rare cases it may be necessary to suspend a pupil for a fixed period of time, usually three days (up to a maximum of 5). However this course of action will only ever be considered after all other possible avenues have been explored. We will support the child returning to school in managing their behaviour according to the principles of this policy. For cases of fixed term exclusion or permanent exclusion the LEA policy and guidance will be followed.

In the exceptionally rare cases of permanent exclusion, the child will be referred to the Governor's Pupil Disciplinary Committee. The members of this committee are reviewed annually at the Governor's Business Meeting each September.

vi) Managed Move

Where a child is at risk of Permanent Exclusion, the school will initially reach out to local partners to try to secure a 'Managed Move'. This is different to a Managed Transfer and the details of how a Managed Move could be negotiated are set out below (**Appendix 8**).

vii) Permanent Exclusion

Where ALL other graduated strategies outlined within this policy have been explored and exhausted (*including the seeking of external support as outlined in Section 11*) a permanent exclusion from school may need to be considered. This is always the absolute last resort and Local Authority policy and guidance will be followed.

In the exceptionally rare cases of permanent exclusion, the child will be referred to the Governor's Pupil Disciplinary Committee. The members of this committee are reviewed annually at the Governor's Business Meeting each September. Local Authority guidance will be followed as to the timescales and format under which this meeting would take place.

7. PREVENTING BULLYING

The Department for Education's definition of Bullying which this school adheres to is:

"Bullying is behaviour by an individual or group, repeated over time, that intentionally hurts another individual or group either physically or emotionally. Bullying can take many forms (for instance, cyber-bullying via text messages or the internet), and is often motivated by prejudice against particular groups, for example on grounds of race, religion, gender, sexual orientation, or because a child is adopted or has caring responsibilities. It might be motivated by actual differences between children, or perceived differences."

Bullying is wholly unacceptable at Bishop Martin CE Primary School and is treated very seriously by all members of staff. We include potential incidents of Peer on Peer abuse as types of bullying (**cross-ref: Child Protection & Safeguarding Policy Section 21**) as well as cases of Online Bullying (**cross-ref: Child Protection & Safeguarding Policy Sections 23 and 24**). While it is very difficult to eradicate bullying completely in any school, at Bishop Martin we do everything in our power to ensure that all children who attend school feel safe and secure.

In order to prevent bullying and deal with any incidents of bullying, we employ a range of strategies:

- 'Anti-Bullying Week' in each year forms a key feature on the school calendar
- 'Anti-Bullying Week' materials are also used throughout the year
- Jigsaw PSHE curriculum
- Collective Worship (encouraging an outlook on life in line with our Core Christian Values)
- Monitoring of communal areas
- Monitoring of playground by Pastoral/teaching staff and by Senior Leaders at the start and end of day
- Learning Mentor office (as a 'break out' space for pupils in crisis)
- Pastoral team
- 'The Hive'
- Educating the children about bullying and its effects

- Encouraging all children to tell if they are the victim of or witness to bullying
- Ongoing training and support given to Welfare and Support Staff
- Computing curriculum which includes online safety

8. CONFISCATION OF INAPPROPRIATE ITEMS

There are two sets of legal provisions which enable our school staff to confiscate items from pupils:

1. The general power to discipline enables a member of staff to confiscate, retain or dispose of a pupil's property as a punishment. Staff are protected against liability for damage to, or loss of, any confiscated items provided they have acted lawfully and reasonably. Confiscated items that represent potential harm to pupils or staff will be secured in the school office before they can be disposed of/handed to the relevant authority.

2. Power to search without consent for 'prohibited items' including:

- Knives and weapons
- Alcohol
- Illegal drugs
- Stolen items
- Tobacco and cigarette papers
- Pornographic images (***Cross-ref: Child Protection & Safeguarding Policy Section 24***)
- Any article that has been or is likely to be used to commit an offence, cause personal injury or damage to property
- Any item banned by the school rules which has been identified in the rules as an item which may be searched for

Weapons, knives illegal substances and extreme or child pornography must be handed to the Police. Otherwise it is for the teacher to decide if and when to return an item, or whether to dispose of it.

3. The school also reserves the right to follow DfE advice on Searching, Screening and Confiscation where there is a need to search a pupil for a mobile device relating to Online Safety (***cross-ref: Child Protection & Safeguarding Policy Section 23***)

9. POWER TO USE REASONABLE FORCE

At Bishop Martin we do not have a 'no contact' policy as there is a real risk that such a policy might place a member of staff in breach of their duty of care towards a pupil, or prevent them taking action needed to prevent a pupil causing themselves, or others, harm. Children who present an ongoing or frequent risk of causing themselves or others harm are subject to a Risk Assessment that leads to a 'Positive Handling Plan' (PHP). This outlines the de-escalation and positive handling techniques and strategies to be used with the child. It is signed and agreed by the parents and reviewed regularly.

School staff have a legal power to use reasonable force. We acknowledge there may be rare situations whereby a child requires physical restraint. This form of restraint is known as positive handling. There are identified staff within the school who have up to date training (Team Teach) on safe physical restraint techniques but this does not mean that they are the only members with the authority to use reasonable force. Staff are explicitly advised against the use of certain restraints at the annual Behaviour update delivered through INSET.

In all cases, staff will assess any given situation before employing reasonable, proportionate and necessary force in the circumstance for the shortest possible period of time. Key members of

staff have completed 'Team Teach' training. Where Positive Handling restraints have been required, this will be logged in the 'Bound and Numbered' book (stored in the Headteacher's office).

10. ROLES AND RESPONSIBILITIES

The Governing Body sets out the rationale for this policy which the Headteacher and Senior Leadership Team operate on a day to day basis. We expect all staff and pupils to adhere to this policy, carry out its actions and follow its principles. We expect all parents to support this policy; communication about any aspect of this policy and its application should be directed to the Headteacher.

11. SCHOOL SUPPORT SYSTEMS

As a fully inclusive school, we recognise that for some children additional or different action may be necessary as a result of a special educational need and/or disability. This is in accordance with the SEND code of practice. We recognise that a child with social, emotional and behavioural difficulties may require something additional or different (outside of the 'Shine Bright' system) in the same way that we would make curriculum adaptations for a child with learning needs.

Where this is the case, a child will be identified on our SEN register. Identified staff will then look at what support can be provided to help eradicate the behaviour in partnership with parents. This may include referral to our Learning Mentor/Pastoral Team and/or referral to an appropriate outside agency. It may also be appropriate to help other children in school understand what they can do to support this particular pupil. These strategies will be laid out in a '*Individual Behaviour Plan (IBP)*', shared with parents and reviewed regularly

Further information on the school's approach to inclusion is outlined in the Special Educational Needs Policy.

In addition, playground incidents are logged on CPOMS to ensure efficient communication. On the playground, in Key Stage 2, we follow a 'no lining up' approach at the end of playtimes/lunchtimes to reduce lost learning time in trying to marshal pupils into lines etc. This is not enforced in Key Stage 1 or Early Years.

At Bishop Martin we recognise that a calm, settled, ordered school culture and atmosphere is the most effective for positive behaviour. We always seek to resolve issues calmly but recognise raised voices may be necessary in certain circumstances (eg: pupil safety is potentially at risk and there is an immediate need for attention). This will always be done in a measured, proportionate way.

We fully recognise the need to ensure that staff access appropriate training and pastoral support to help them manage pupils who present with challenging behaviour. This includes following allegations as a result of reasonable force.

In all decisions taken, professionals will decide whether the action is REASONABLE, PROPORTIONATE OR NECESSARY

12. CONSULTATION, MONITORING AND EVALUATION

At Bishop Martin we are a community of Governors, teachers, teaching assistants, Welfare assistants, parents, pupils and other adults. It is the function of this school community, through the systems of relationships, rules, rewards and sanctions outlined in this policy to encourage and develop self-discipline within our children.

The principles in this policy have been developed through consultation with our school community. The policy will be monitored in accordance with the school's annual cycle of monitoring and evaluations shared with the governing body through the termly Headteacher's Report on Standards.

The policy will be reviewed annually at the start of each academic year with mid-year reviews where monitoring indicates that this is required.

Following the annual review of the policy, parents will be advised on any adaptations or changes through the school newsletter. The school newsletter and website will also be utilised to ensure the principles of the behaviour policy remain high profile for the whole school community.

13. COMPLAINTS PROCEDURE

This section should be read in conjunction with the school's complaint procedure. A full copy is available from the school office.

In respect of this particular policy it should be noted that:

- All complaints about the use of force should be thoroughly, speedily and appropriately investigated.
- Where a member of staff has acted within the law – that is, they have used reasonable force in order to prevent injury, damage to property or disorder – this will provide a defence to any criminal prosecution or other civil or public law action.
- When a complaint is made the onus is on the person making the complaint to prove that his/her allegations are true – it is **not** for the member of staff to show that he/she has acted reasonably.
- Suspension should not be an automatic response when a member of staff has been accused of using excessive force. We refer to the *“Dealing with Allegations of Abuse against Teachers and Other Staff”* guidance where an allegation of using excessive force is made against a member of staff. This guidance makes clear that a person should not be suspended automatically, or without careful thought.
- We will consider carefully whether the circumstances of the case warrant a person being suspended until the allegation is resolved or whether alternative arrangements are more appropriate.
- If a decision is taken to suspend a member of staff, we will ensure that the person concerned has access to a named contact who can provide support.
- Our Governing body will always consider whether a member of staff has acted within the law when reaching a decision on whether or not to take disciplinary action against them.
- As employers, we acknowledge that schools and local authorities have a duty of care towards their employees. It is important that schools provide appropriate pastoral care to all members of staff.
- Allegations against staff will be referred through the Local Authority Education Officer (LADO) (***Cross-ref: Whistleblowing Policy and Child Protection & Safeguarding Policy***)

We are satisfied that the above Behaviour Policy is appropriate and to be adopted by the school. To be reviewed on an annual basis by the School Council, staff and Governing body.

By order of the Governing Body of Bishop Martin CE Primary

(Signed) Dated
(Headteacher)

(Signed).....Dated.....
(Chair of Governing Body)

This policy is referenced in:

- Staff Induction and Annual Staff Update
- Child Protection & Safeguarding Policy
- Remote Learning Policy
- Online Safety and Acceptable Use Policy

Bishop Martin CE Primary School Code of Conduct



Remember God
he remembers you

Everyone has a chance
to be heard
we are all important

Show you care
it means a lot

Please and thank you
good manners are
important

Everybody tries their best
have a go!

Calm and quiet
a better way to play
and learn

Treat other people the
way you want to be
treated

Appendix 2: **Praise Assembly**

General Information

- Monday, Junior Hall, 10.45am (Invited Parents to arrive from 10:30am)
- For Autumn 2021, Praise Assembly will be held in separate Key Stages in each hall
- Sitting in class order from the front to the back of the hall.
- Names of those being awarded 'Good to Work' Star Certificates and 'VALUES' certificates should be added to CPOMS by 1pm on Friday so a text notifying parents can be sent inviting them to attend Praise the following Monday
- Winning attendance class gets a packet of biscuits
- '*Star Worker*' Certificates should be for **work** only. Other systems are in place that reward kindness and behaviour. '*Star Worker*' Certificates should reward work done in class (*teachers record pupils receiving certificates on the school CPOMS system*)
- Teachers should write on the certificates the reason for giving and sign it themselves

Running Order

1. Enter Hall quietly and calmly.
2. Headteacher (and occasional Deputy Headteacher/Assistant Headteacher) Award
3. '*Star Worker*' Certificates to be handed out by the member of SLT leading assembly followed by 'VALUES' certificates
4. Attendance award.
5. Occasional reports from key events
6. School Prayer
7. Quiet music or hymn will be played as assembly ends.

Return to class

Appendix 3:
Clergy Worship and Awards

General Information

- Tuesday, Junior Hall, 9.05am
- Sitting in class order from the front to the back of the hall with an aisle.
- Class teachers need to organise pupils to bring up raffle tickets for '*Shine Bright*'.
- Team Captains will have responsibility for the '*Shine Bright*' raffle (three raffles: KS1, LKS2, UKS2).
- Y6 will collect 'Values Notes'

Running Order

1. Enter Hall quietly and calmly.
2. Rev Paul will lead us in worship (as outlined on the Collective Worship overview)
3. '*Shine Bright*' raffle.
4. Values Club draw.
5. Any other certificates/reports on team events that week etc.
6. Team Points.
7. School Prayer
8. Quiet music or hymn will be played as assembly ends.

Return to class



Appendix 4: 'Values Club'



It's 'Cool to be... Kind, Trustworthy, Respectful, Loving and Full of Hope!'

We encourage our children to be Kind and Respectful to each other. It is one of our Golden Rules.

We all carry an invisible bucket that contains our feelings and when our bucket is full we feel great! A bucket filler is someone who says or does positive things and thinks of others feelings. Doing this fills other people's buckets with kindness and love and your own as well!

When somebody does something linked with one of our values, the pupil or staff member who received the kind act writes a values note. The values notes are then displayed in each classroom.

Values notes are then put into a class bucket. Each week, two notes are picked at random and taken to Clergy Assembly where invitations are given to the chosen children. Those children attend 'Values Club' with Miss McKnight during that week as a reward for showing acts linked to our values to other pupils and staff.

At 'Values Club' children enjoy a drink and a treat and then play a group game ensuring lots of full buckets!



Appendix 5: 'Shine Bright'



The candle is divided into 4 'sections': The Shining Bright at the top and then 3 'Steps' on the Candle. **All children start on the Brightest part of the candle and should all aim to remain there throughout the day and this links to a Gospel passage:**

'Let your light shine before others, that they may see your good deeds'
(Matthew 5:16)

How the Steps Work

Step 1 (The first section on the candle)	<p>The pupil has their behaviour pointed out by the teacher and given the choice to settle but ignores this and continues making the wrong choices.</p> <p>At this stage the Pupil's name is moved to Step 1</p> <p>The pupil is moved back to 'Shining Brightly' if they make the right choice and show the teacher the correct attitude.</p>
Step 2 (The second section of the candle)	<p>The pupil continues to make the wrong choices (eg: refusing to complete work/defiance to adults/disrupting learning) and at this stage is moved to Step 2 and sent to another class, with their work, for 5 minutes.</p> <p>At this Step you will be informed, as a parent, at the end of the day by the class teacher that your child was at Step 2.</p> <p>Parents WILL be informed EVEN if your child returned to Shining Brightly for the rest of the day (as this puts a positive aspect on their behaviour at Step 2 that you can share in).</p> <p>If the pupil refuses to go to the other class for 5 minutes, Mrs Boden (Behavioural Support) or Miss McKnight (Learning Mentor) will be called to help the pupil make the right choices and they will stay with the pupil in the other class for the 5 minutes.</p>
Step 3 (the third section of the candle)	<p>If the pupil continues to refuse to move to the other class to work for 5 minutes then they move to Step 3 and a school Senior Leader: either Mrs Warrington (Deputy Head), Mrs Hewitt (Assistant Head) or Miss Johnson (Early Years Lead) will be called to help the pupil make the right choice and move to the other class.</p> <p>They will then stay with the pupil in the other class and help them return calmly after 5 minutes</p>

Beyond 'Shine Bright'

If a pupil refuses to follow Step 3 then their name is moved outside of the candle and Mr McDonald (Headteacher) will be called. At this Step you, as the parent, may be contacted and asked to come to school immediately.

Appendix 6: Team Points

At Bishop Martin we like to be inspired and embrace challenge! Our Teams are named after people who have inspired the world in some way or other. We like to use our Team Points to learn more about British Values too! Each academic year we will choose new inspiring people to be the names of our teams but for 2021-22 they are:

Georgia Taylor-Brown



Edward Jenner



Yusra Mardini



Prince Philip (The Duke of Edinburgh)



Team Points can be given for (but not limited to):

1 Point: **A Good Piece of Work**
Listening
Participation
Good Manners
Helping Others

2 Points: **Not Giving up on a Longer, More Difficult Piece of Work**
Giving up of Their Own Time to Help an Adult
Kindness

3 Points: **Completing a Project**
An Example of Exceptional Behaviour
Meeting a Target

5 Points: **5 Team Points can ONLY be given out by the Headteacher in recognition of something truly special!**

Appendix 7: School Christian Values



Appendix 8: Managed Move

Birkrig, Skelmersdale, Lancashire

WN8 9BN.

Telephone: 01695 724730.



www.bishopmartin.lancs.sch.uk

Headteacher:
Mr IJ McDonald

Managed Move Agreement Form

Current School: _____

Host School: _____

Child Name: _____

Parent Details: _____

Address: _____

Tel: _____

Email: _____

Managed Move Dates:

Review Date:

Commitments from Parties Involved

Current School (Bishop Martin) Commitments:

- To ensure appropriate information is shared with the host school in relation to: Academic ability, pastoral needs, safeguarding/cp records, behavioural needs
- To negotiate with the host school regarding the contributing financially (where appropriate) in relation to any additional staffing/support costs during the Managed Move period.
- To liaise regularly with the Host school for updates on the pupil's progress/attendance etc
- To process, through Bishop Martin, any Fixed Term/Permanent Exclusions imposed while the pupil attends the Host School (during the period of the Managed Move only)
- To meet and review after 6 weeks (date set at the commencement of the Managed Move)
- To facilitate transitional meetings between class teachers/school staff as required

Signed:

Role:

Date:

Host School (XXXXX) Commitments:

- To take pupil on roll, dual registered with current school (Bishop Martin) for an initial 6 week period (and a further extended 3-6 week period if agreed at the Review Meeting)
- To agree that at the end of the initial period (or extension period if agreed), if the pupil has successfully integrated at the school during the Managed Move, to take them fully on the school roll (ie: no longer Dual Registered with the current school, Bishop Martin)
- To ensure the pupil is given every possible opportunity to succeed in the Host school

Signed:

Role:

Date:

Pupil/Parent Commitments:

- I understand that this agreement between schools and home is as a result of the pupil being at risk of permanent exclusion in their current school (Bishop Martin)
- I understand that if I/my child embrace/s this opportunity and makes a positive change then they can become fully on roll at their Host school and making a fresh start in their education
- I understand that if there are behavioural incidents resulting in Exclusion and the Managed Move being cut short by the Host school then the Current school reserves the right to consider Permanent Exclusion

Signed (Parent):

Signed (Pupil):

Date: