



Behaviour

&

Discipline

## Behaviour and Discipline Policy

The policy was reviewed and amended by staff in January 2000.

It was approved by the Governing Body in February 2000.

It was reviewed during 2006, 2009, 2012 and 2016 through a process of consultation with teaching staff, pupils, parent and governors.

This policy will be reviewed again during 2018-9.

This policy should be read in conjunction with school policies on Anti-Bullying, Attendance, Special Educational Needs, PSHCEe, May Bank Infants Rewards System, Use of Physical Intervention, as well as Primary Strategy "Behaviour and Attendance" materials and DfE guidance on Behaviour and Discipline 2016. It should also be read in conjunction with the Home School Agreement, which parents must be asked to sign following their child's admission to the school.

This behaviour policy also acknowledges the school's legal duties under the Equality Act 2010, in respect of safeguarding and in respect of pupils with special educational needs (SEN), disability and other vulnerable pupils. All of these groups may at some point require the adults in school to take account of their individual needs and circumstances when applying the school's behaviour policy to ensure that any sanctions do not constitute less favourable treatment for reasons linked to the pupil's disability, or to ensure that reasonable steps are taken to support the child to manage his/her behaviour. Schools should consider whether continuing disruptive behaviour might be the result of unmet educational or other needs. At this point, the school should consider whether a multi-agency/Early Help Assessment is necessary.

***Acts of racism, aggression, physical abuse, defiance and forms of bullying are to be brought to the immediate attention of the Headteacher.***

### **Our Mission statement**

At May Bank Infants School we work towards:

"The whole and wholesome development of each child in a happy and caring learning environment."

***Together we grow and learn.***

### **Aims**

This policy supports the school's aims regarding positive behaviour management and discipline. It has the School's Mission Statement and Aims at its heart.

It is a legal requirement that every school sets out measures in their Behaviour Policy which aim to:

- promote good behaviour, self-discipline and respect;
- prevent bullying;

- ensure that pupils complete assigned work;
- and which regulate the conduct of pupils.

At May Bank Infants School we pride ourselves on the very high standard of behaviour, good manners and respect demonstrated by our children.

From the Early Years onwards, children are taught how to behave and interact appropriately through positive role modelling, stories, interactions and specific teaching. We promote and praise children for demonstrating positive behaviour and this sets a positive example to others.

Good discipline is an essential element in the overall philosophy of the nursery and school. We aim to create a caring, nurturing and orderly school community in which effective learning can take place and in which there is mutual respect between all members of the school community.

**We promote a clear and consistent approach.**

Pupils are expected at all times to follow reasonable instructions by school staff, obey school rules and accept sanctions in an appropriate way. They are also expected to show respect to school staff, fellow pupils, visitors, school property and the school environment. Teachers' powers to discipline include the power to discipline pupils even when they are not at school or in the charge of a member of staff. A teacher may discipline a pupil for any misbehaviour when the child is:

- taking part in any school-organised or school-related activity or
- travelling to or from school or
- wearing the school uniform or
- in some other way identifiable as a pupil at the school.

or for misbehaviour at any time, whether or not the conditions above apply, that:

- could have repercussions for the orderly running of the school or
- poses a threat to another pupil or member of the public or
- could adversely affect the reputation of the school.

Teachers have statutory authority to discipline pupils whose behaviour is unacceptable, who break the school rules or who fail to follow a reasonable instruction (Section 91 of the Education and Inspections Act 2006). The power also applies to all paid staff (unless the head teacher says otherwise) with responsibility for pupils, such as teaching assistants. Teachers can discipline pupils at any time the pupil is in school or elsewhere under the charge of a teacher, including on school visits. Teachers can also discipline pupils for misbehaviour outside school. Teachers can confiscate pupils' property.

### **Whole-school strategy**

The greatest and most important discipline is self-discipline and our whole strategy is linked towards achieving this. Self-discipline enables children to develop as confident, responsible and caring individuals who value themselves and others. This policy aims to develop self-confident, responsible and caring children who value and respect

themselves and others and who have the necessary skills to enable them to grow into thinking, caring adults.

In order to provide a safe environment for children and to maintain an atmosphere conducive to learning, some rules and constraints are necessary. These are kept to a minimum (see appendix). Rules for different contexts (Playground, Lunchtime and Class) are all based on overarching "Golden Rules" which are simple and are reflected in our every day expectations. The Golden Rules are taught through stories which can be comprehended by our youngest children with a clear and consistent for all. These are taught at the start of each school year and built upon throughout the year.

We encourage a policy of "non-retaliation" and children are provided with strategies and encouraged to resolve conflicts when they are able (see appendix 2), but are encouraged to seek support from an adult whenever they feel that they cannot resolve the situation.

School rules are explained to the children at regular intervals both in the classroom and during assemblies and are displayed in the classrooms and in the hall. When a child breaks a rule he/she is reminded what the rule says and asked to explain what the appropriate behaviour should have been. Emphasis is placed on the inappropriate behaviour, not the child. It is stressed that any breakdown in behaviour not only affects individuals but also creates problems for others and that is unacceptable. Assemblies and the PSHE scheme of work support personal behaviour management and conflict resolution strategies.

This policy draws on "Responding to Inappropriate Behaviour", part of the Primary National Strategies Behaviour and Attendance materials and "Ensuring good behaviour in schools. A summary for head teachers, governing bodies, teachers, parents and pupils" (DfE 2012).

#### **Key principles:**

- The importance of positive recognition of appropriate behaviour;
- The need for clear, robust systems for positive recognition;
- The importance of developing and maintaining positive relationships;
- The importance of being aware of adults' emotional responses to inappropriate behaviour.
- Maintaining adult and child self-esteem through win-win outcomes.

#### **Key features of the classroom behaviour plan:**

##### **Rules**

- Linked to agreed rights and responsibilities
- Maximum five or six
- Emphasis on positive wording - what we want to see, not what we don't want
- Clear and succinct
- Based on observable behaviours

- Discussed with and agreed by the children

### **Routines**

- Simple, sensible, clear, taught, consistent
- Provide structure to all classroom activities

### **Positive recognition**

- Acknowledges when children make a good choice about their behaviour;
- Is linked to the language of choice;
- Builds self-esteem and positive relationships;
- Used to motivate children to choose to behave appropriately;
- Can include low-key, personal interactions (a smile, a thumbs-up signal, a quiet word of praise); public, status-linked communications (certificates and awards, praise in an assembly); social or tangible transactions (from praise through to stamps and stickers through to time on a favourite activity or a concrete reward);
- Can be used as individual, group, classwide or whole-school incentive schemes

### **Negative consequences**

- Are the least used part of the behaviour plan;
- Are linked to the language of choice and signal that the child is making an inappropriate choice about his/her behaviour;
- Follow a clear, known hierarchy;
- Are discussed with and understood by the children;
- Are used in a consistent, fair way;
- Are appropriate to the behaviour and not humiliating or excessive;
- Because they are used fairly, consistently and dispassionately, enable positive relationships to be maintained.

### **Self-discipline**

Self-discipline is an on-going process which requires much practice and its development will vary from one child to another but we believe that children should recognise and understand the consequences of their actions and be prepared to accept responsibility for them from the earliest possible opportunity. In order to provide children with an environment in which self-discipline can develop it is important to focus on good behaviour and recognise this as an achievement, which is just as important as academic success. Our approach to discipline aims to be positive and to recognise and reward good behaviour.

Good behaviour is recognised through verbal praise, stickers, collaborative class rewards, golden time, letters home and merit certificates. Good manners at Dinner Time are recognised and praised by lunchtime staff. Positive Play stickers are given out by Lunchtime Supervisors; Children are rewarded for good behaviour with a 'golden brick' and certificate in our Friday Rewards Assembly and this is displayed on the 'Wall of Fame' in the cloakroom.

All staff follow a consistent and structured framework of discipline sanctions. Children are encouraged to "Stop, Think, Choose" and are reminded that " We never say or do

anything to hurt or upset anyone else". This is supported by a visual system of coloured cards and smiley faces to encourage children to make appropriate choices:

- **GREEN:** *well done...you are on task...good behaviour...good choice...*
- **AMBER:** *careful...behaviour is not appropriate...last warning before time out is called N.B. if this is achieved, scale back by showing the green card to acknowledge that the child has made an appropriate choice)*
- **RED:** *unacceptable behaviour - time out (step/chair/spot/ partner classroom. This is not a punishment but a time to reflect and to choose to come back and behave appropriately. This is an expectation. If refuse to do time out or to come back appropriately then they lose a privilege e.g. golden time, free choice, playtime, part of lunch time and a letter telling their parents that they are not co-operating will be sent home.*

### **Classroom Practice**

A range of possible interventions, from least to most intrusive are suggested as:

- Non-verbal messages
- Tactical ignoring (this should be followed up at the end of the lesson to ensure the child is aware that their behaviour was unacceptable)
- Description of reality
- Simple direction
- Rule reminder
- Question and feedback
- Expressing disappointment or disapproval, or using humour
- Blocking or assertive statements
- Choices and consequences

Other effective strategies include:

- use of a short "time-out" period to provide an opportunity for the child to reflect on appropriate behaviour or to calm down: this is **not** a punishment.
- Criticising the behaviour, not the child, for example: 'I felt really disappointed when you pushed Sarah out of the way. You are usually such a kind boy' rather than 'Stop pushing Sarah'.
- Giving the child a choice: 'Either put that in your bag now or give it to me, thank you'.
- Allowing 'take-up time' - not requiring immediate compliance so pupils do not lose face in front of their peers.
- Noticing as soon as the child begins to behave appropriately and giving positive feedback verbally 'You're listening really well' or non-verbally.

- Speaking in a calm, controlled voice, not raising the volume, and refusing to be drawn into argument.
- Negotiating an outcome you can live with, such as 'Well, I'd like to see at least three sentences written by the time I come back'.
- Having a quiet word with the child, rather than a public harangue.
- Referring to the behaviour you require rather than what you don't want.
- Using gentle humour, but not sarcasm.
- Giving the child a way out, such as 'Do you need some help with that?'
- Using 'I messages', for example: 'When you keep interrupting I feel disappointed because we won't be able to finish on time'.

### **Sanctions**

A range of sanctions may be used, depending on the seriousness of the misbehaviour including:

- a reprimand;
- change of activity or place in the classroom;
- missing an activity he/she enjoys;
- during playtime a child misbehaving may be asked to walk with the teacher on duty;
- missing a playtime (child to be supervised by staff on cloakroom duty and work may be given to be completed during this time);
- during lunchtime a child misbehaving may be asked to walk with a Lunchtime Supervisor on duty;
- staying in at dinnertime;
- isolation (working away from others but within the sight of the class teacher);
- matter brought to the attention of the class teacher if he/she is not present when inappropriate behaviour occurred (e.g. play time, dinner time);
- matter brought to the attention of the deputy headteacher or headteacher;
- parents informed of behaviour and, as appropriate, their co-operation sought.

If a child has broken a class or school rule s/he will be asked to take 'time out' to reflect on his/her behaviour. Continued breaking of that rule will mean that he/she will be told that the consequence of any further rule breaking behaviour will result in being sent to the Head Teacher. His/her behaviour will be discussed with him/her by the Headteacher and at this point he/she will be warned that any further unacceptable behaviour will result in a second visit to the Head Teacher who will then contact his/her parents or guardian. Further concerns about behaviour will result in an appointment being made with the parents or guardian to discuss the situation.

We believe that in cases of persistent misbehaviour the parents must be involved at an early stage. Parents and staff working closely together can have a marked effect on a child's behaviour.

Children with persistent behaviour problems may need to be placed on a Behaviour Chart or Diary, and/or on the Special Needs Register as 'monitored'. This decision will be made in consultation with the parents, who will also be involved in discussions about

appropriate strategies to be tried in the classroom in order to improve the behaviour. For more complex or persistent behaviour problems children can progress to 'supported' and external agencies such as the Behaviour Support Team, CAMHS and the Educational Psychologist can give advice (see Special Needs Policy for more information).

The staff deal with playground incidents, as they arise, and Lunchtime Supervisors are also encouraged to deal with minor problems themselves, as we believe this enhances their role and supports the unity of approach. They report the names of children who misbehave to the class teacher. Any misdemeanours reported to the class teacher result in the child being moved onto the next step in the behaviour process.

In cases of a more serious nature, e.g. fighting, the midday and teaching staff will send the child/ren straight to the Deputy/Head Teacher. Discussions will take place with the child/ren and the Deputy/Head Teacher, who may then consult with the class teacher and a course of appropriate action will be agreed. If the incident is of a serious nature the parents will be informed. A child sent straight to the Deputy/Head Teacher may lose a break or lunchtime period. We feel that this can have an effective impact by giving the child time to reflect as well as removing them from the area of conflict. The power of a verbal apology is never overlooked and children are expected to say, "I'm sorry", and understand the implications of this ("I won't do it again"). The idea of letting oneself down as well as letting others down is part of the realisation needed for genuine self-discipline.

### **Exclusion**

Whilst every case will be treated individually, in cases of serious breaches of misconduct, for example physical or verbal attacks (swearing) against staff or children, repeated refusal to comply with instructions from staff or bullying (see below) the Headteacher will consider a fixed-term exclusion. Please refer to Staffordshire County Council, Directorate for Children, Young People and Families guidelines.

### **Bullying**

Additional guidance is provided for situations where behaviour is deemed to be "bullying" i.e. *"The intentional hurting of one person by another, where the relationship involves an imbalance of power. It is usually repetitive or persistent, although some one-off attacks can have a continuing harmful effect on the victim."* See May Bank Infants School Anti-Bullying Policy for more details.

#### **The role of staff: classteachers, teaching assistants and lunchtime supervisors**

Staff are expected to model good behaviour and never denigrate pupils, promoting positive behaviour through active development of pupils' social, emotional and behavioural skills. They are required to support, praise and, as appropriate, reward pupils' good behaviour, applying sanctions fairly, consistently, proportionately **whilst reasonably taking account of SEN, disability and the needs of vulnerable children, and offering support as appropriate.**

Staff are also required to keep parents informed of their child's behaviour, good as well

as bad, use appropriate methods of engaging them and, where necessary, support them in meeting their parental responsibilities. A key point is that as the teacher or teaching assistant is the adult and the professional in this situation it is up to him/her to take responsibility for managing classroom situations in a way that is likely to preserve everyone's dignity and feeling of being valued.

In dealing with behaviour all staff need to:

- be fair
- be consistent
- be firm
- be flexible (to individuals and situations)
- respond promptly

Whenever possible, behaviour issues should be dealt with by the class teacher or HLTA. Children **must not** be sent to stand outside the classroom.

Children **must not** be sent to the headteacher unless staff are sure that he/she is in her room and able to deal with the situation at that time. An explanation from the member of staff about what the child has done needs to be given. When a number of children are involved it is important to ascertain what actually happened in the incident.

### **The role of the headteacher**

If a child misbehaves persistently, the headteacher (or classteacher) will inform the child's parent or guardian.

Where there is no improvement, an invitation will be given to parents to come into school to discuss their child's behaviour.

Following this discussion the situation will be monitored with the parents' help. A behaviour modification programme may be initiated.

A referral may be made to outside agencies e.g. educational psychologist, Behaviour Support, School Health or Local Support Team and an Early Help Assessment initiated.

### **The role of parents**

Parents are informed of school rules and the school's discipline policy through the school induction process, the school prospectus, school web-site, VLP and home-school agreement. It is the parents' responsibility to respect the school's behaviour policy and the disciplinary authority of school staff and to help ensure that their child follows reasonable instructions by school staff and adheres to school rules. It is also their responsibility to be prepared to work with the school to support their child's positive behaviour and to attend meetings with the head teacher or other school staff, if requested, to discuss their child's behaviour.

In working to maintain a welcoming atmosphere in school and good relationships with parents, informal discussions or comments to parents about their child's behaviour would be appropriate at any suitable time and their support encouraged.

At all times parents are encouraged to work with the school in providing children with firm guidance and positive models.

### **Equal Opportunities/ Disability Equality Scheme**

May Bank Infants School is committed to working toward the equality of opportunity for all children in all aspects of school life. **Teachers must be sensitive to individual pupil's circumstances at all times.**

All resources and methods have been checked to ensure that they will enable all children, regardless of gender, age or special educational needs, to access the scheme of work as provided for their year group, while avoiding racism, sexism and other forms of stereotyping. Work will be developmental and appropriate to the age and stage of the child. Children identified as having a special educational need will have resources and activities differentiated appropriately.

### **Special Educational Needs**

May Bank Infants School is a dyslexia friendly school. We endeavour to meet the needs of children with a specific learning disability through good practice on a day to day basis. All classrooms are equipped with the necessary prompts and resources to support the children. Children are involved in the assessment and evaluation of their learning. Groupings are flexible and staff consider a range of teaching and learning styles to meet the need of dyslexic children in their lessons.

### **Inclusion**

In school we aim to meet the needs of all our children by differentiation in our planning and in providing a variety of approaches and tasks appropriate to ability levels. This will enable children with learning and/or physical difficulties to take an active part in learning and practical activities and investigations and to achieve the goals they have been set; IEPs are considered. Some children will require closer supervision and more adult support to allow them to progress whilst more able children will be challenged through extension activities. By being given enhancing and enriching activities, more able children will be able to progress to a higher level of knowledge and understanding, appropriate to their abilities.

**Signed (Chair of Governors)** \_\_\_\_\_ **Date** \_\_\_\_\_

**Signed (Headteacher)** \_\_\_\_\_ **Date** \_\_\_\_\_

## References

- Behaviour and Discipline in Schools: Advice for headteachers and school staff (January 2016)
- Primary National Strategy materials:
  - Primary National Strategy behaviour attendance professional development materials
  - Responding to Inappropriate Behaviour
  - Social and Emotional Aspects of Learning
- School Discipline and Pupil Behaviour Policies: Guidance for schools (DfES 2008)
- Ensuring good behaviour in schools: A summary for head teachers, governing bodies, teachers, parents and pupils (DfE 2012)
- May Bank Infants School Anti-Bullying Policy

## Appendix 1: School Rules

### Golden Rules:

- |                           |  |
|---------------------------|--|
| ➢ We are gentle           | We don't hurt others                   |
| ➢ We are kind and helpful | We don't hurt anybody's feelings       |
| ➢ We listen               | We don't interrupt                     |
| ➢ We are honest           | We don't cover up the truth            |
| ➢ We work hard            | We don't waste our own or others' time |
| ➢ We look after property  | We don't waste or damage things        |

### Playground

- |                                       |                                   |
|---------------------------------------|-----------------------------------|
| ➢ We are gentle                       | We don't hurt others              |
| ➢ We are kind and helpful             | We don't hurt anybody's feelings  |
| ➢ We play well with others            | We don't spoil others' games      |
| ➢ We care for the playground          | We don't damage or spoil anything |
| ➢ We listen                           | We don't interrupt                |
| ➢ We are honest                       | We don't cover up the truth       |
| ➢ We keep the playground safety rules |                                   |

### Lunchtime

- We line up quietly
- We walk in the dining hall
- We finish what we are eating before we speak
- We remember to say 'please' and 'thank you'
- We put our rubbish away
- We put our hands up to ask to leave the hall
- We talk quietly to the people next to us

## **Appendix 2: Supporting Strategies**

### **Be in Control prompts**

- Be able to control your anger
- Be able to walk away and choose something new
- Be able to ignore unkind words
- Be willing to apologise
- Be willing to listen to each other
- Be ready to make a plan together
- Be ready to compromise and meet in the middle

### **Appendix 3: Unacceptable behaviour**

- Aggressive behaviour e.g. fighting, kicking, biting, spitting, pinching, scratching.
- Disobedience and disregard for authority.
- Telling lies.
- Verbal abuse and swearing.
- Rudeness.
- Bullying and harassment.
- Taking things that belong to someone else.
- Destroying school articles.
- Spoiling other children's work or property.

## Appendix 4: Rights and responsibilities

<b>SCHOOL</b>	
<b>RIGHTS</b>	<b>RESPONSIBILITIES</b>
<ul style="list-style-type: none"> <li>• To make clear the school's statutory power to discipline pupils and that pupils and parents will need to respect this.</li> <li>• To enforce their school-behaviour policy – including rules and disciplinary measures.</li> <li>• To expect pupils' and parents' cooperation in maintaining an orderly climate for learning.</li> <li>• To expect pupils to respect the rights of other pupils and adults in the school.</li> <li>• Not to tolerate violence, threatening behaviour or abuse by pupils or parents. If a parent does not conduct himself/herself properly, a school may ban them from the school premises and, if the parent continues to cause nuisance or disturbance, they may be liable to prosecution.</li> <li>• To take firm action against pupils who harass or denigrate teachers or other school staff on or off premises – engaging external-support services, including the police, as appropriate.</li> </ul>	<ul style="list-style-type: none"> <li>• To ensure the whole school community is consulted about the principles of the school-behaviour policy.</li> <li>• To establish and communicate clearly measures to ensure good order, respect and discipline.</li> <li>• To cooperate and agree appropriate protocols with other schools in the local school partnership for behaviour and persistent absence.</li> <li>• To ensure the school-behaviour policy does not discriminate against any pupil on, e.g. grounds of race, gender, disability or sexual orientation, and that it promotes good relations between different communities.</li> <li>• To ensure teachers' roles in school discipline matters are consistent with the National Agreement Raising Standards and Tackling Workload, and workforce-remodelling agenda, so that there is due recognition of the enhanced roles of support staff and not all responsibilities are focused on teachers.</li> <li>• To ensure staff are clear about the extent of their disciplinary authority and receive necessary professional development on behaviour strategies.</li> <li>• To support, praise and, as appropriate, reward pupils' good behaviour.</li> <li>• To apply sanctions fairly, consistently, proportionately and reasonably – taking account of SEN, disability and the needs of vulnerable children, and offering support as appropriate.</li> <li>• To make alternative provision from day six for fixed-period excluded pupils, and where appropriate to arrange reintegration interviews for parents at the end of a fixed-period exclusion.</li> <li>• To take all reasonable measures to protect the safety and well-being of staff and pupils, including preventing all forms of bullying and dealing effectively with reports and complaints about bullying.</li> <li>• To ensure staff model good behaviour and never denigrate pupils or colleagues.</li> <li>• To promote positive behaviour through active development of pupils' social, emotional and behavioural skills.</li> <li>• To keep parents informed of their child's behaviour, good as well as bad, use appropriate methods of engaging them and, where necessary, support them in meeting their parental responsibilities.</li> <li>• To work with other agencies to promote community cohesion and safety.</li> </ul>

<b>PUPILS</b>	
<b>RIGHTS</b>	<b>RESPONSIBILITIES</b>
<ul style="list-style-type: none"> <li>• To contribute to the development of the school-behaviour policy, with every pupil involved in the consultation process.</li> <li>• To be taught in environments that are safe, conducive to learning and free from disruption.</li> <li>• To expect appropriate action from the school to tackle any incidents of violence, threatening behaviour, abuse, discrimination or harassment.</li> <li>• To appeal to the head teacher/ governors, and beyond that to the Secretary of State, if they believe the school has exercised its disciplinary authority unreasonably.</li> </ul>	<ul style="list-style-type: none"> <li>• To follow reasonable instructions by school staff, obey school rules and accept sanctions in an appropriate way.</li> <li>• To act as positive ambassadors for the school when off school premises.</li> <li>• Not to bring inappropriate or unlawful items to school.</li> <li>• To show respect to school staff, fellow pupils, school property and the school environment.</li> <li>• Never to denigrate, harm or bully other pupils or staff.</li> <li>• To cooperate with, and abide by, any arrangements put in place to support their behaviour, such as Pastoral Support Programmes or Parenting Contracts.</li> </ul>
<b>PARENTS</b>	
<b>RIGHTS</b>	<b>RESPONSIBILITIES</b>
<ul style="list-style-type: none"> <li>• To contribute to the development of the school-behaviour policy.</li> <li>• To be kept informed about their child's progress, including issues relating to their behaviour.</li> <li>• To expect their children to be safe, secure and respected in school.</li> <li>• To have any complaint they make about their child being bullied taken seriously by the school and investigated/resolved as necessary.</li> <li>• To appeal to the head teacher/ governors, and beyond that to the Secretary of State, if they believe the school has exercised its disciplinary authority unreasonably.</li> <li>• To appeal against a decision to exclude their child, first to the governing body of the school and then, in cases of permanent exclusion, to an independent appeal panel.</li> </ul>	<ul style="list-style-type: none"> <li>• To respect the school's behaviour policy and the disciplinary authority of school staff.</li> <li>• To help ensure that their child follows reasonable instructions by school staff and adheres to school rules.</li> <li>• To send their child to school each day punctually, suitably clothed, fed, rested, and equipped and ready to learn.</li> <li>• To ensure school staff are aware of any SEN-related or other personal factors which may result in their child displaying behaviours outside the norm.</li> <li>• To be prepared to work with the school to support their child's positive behaviour.</li> <li>• To attend meetings with the head teacher or other school staff, if requested, to discuss their child's behaviour.</li> <li>• To adhere to the terms of any Parenting Contract or Order relating to their child's behaviour.</li> <li>• If their child is excluded from the school, to ensure the child is not found in a public place during school hours in the first five days of exclusion and, if invited, to attend a reintegration interview with the school at the end of a fixed period exclusion.</li> </ul>

**Reference:(Teachernet) School discipline and pupil-behaviour policies: guidance for schools**