



St Leonard's CE(A) First School Restorative Behaviour Policy



'Let your light shine before others so that they may see your good works and give glory to your Father who is in heaven.'

Matthew 5:16

Adopted by the Governing Board:
May 2023

Date for review: May 2024

Date of <u>last</u> policy reviewed	Changes made
June 2016	<p>1/2. Core values threaded in to this section.</p> <p>1. Photographs of good behaviour used, behaviour recovery and non-verbal strategies used. Reduction of low-level disruption. Recognition and pursuit of good behaviour. Self- discipline in EYFS. Positive notes home introduced.</p> <p>3. Expectations for teaching staff included. Meet and greet included, traffic light system taken out.</p> <p>4. Attendance rewarded each half term. Individual letters. First name used for positive praise. Recognition board and positive notes home used.</p> <p>5. House team point reward system. Learning behaviours added. Experience awards added.</p> <p>6. Private conversations about behaviour rather than public sanction chart to be used.</p> <p>Traffic light system of sanctions/ behaviour recovery areas.</p> <p>8/9. Traffic light procedure added. Playground leaders added.</p> <p>10. Staff well-being importance and strategies added.</p> <p>Appendix - a range of additional forms included.</p> <p>12. Family support work now done by school staff.</p>
Sep 2018	Names and dates changed only.
Sep 2019	Names and dates changed only.
March 2021	<p>Names and dates changed.</p> <p>Section on positive touch added.</p>
March 2022	<p>Name of policy changed.</p> <p>Focus behaviour board only if required at the start of the year.</p> <p>Addition of class tokens for house points to earn individual experiences.</p>
May 2023	<p>Additions:</p> <p>Dangerous behaviour p3.</p> <p>Updated section on searching and confiscation.</p> <p>Section 7 supporting pupils following a sanction.</p> <p>Inclusion of further sanctions based on list of acceptable sanctions in Gov.uk document.</p> <p>Alternative arrangements for sanctions.</p> <p>Lawful sanctions.</p> <p>Leadership section - Continue to teach children to behave well and appropriately in different contexts allowing them to learn, thrive and succeed personally.</p> <p>School aims on p4.</p>

	<p>Core responsibility of the headteacher p3. Removal from classroom section p9. P11 behaviour outside of the school premises P16 collection of behaviour data. P3 sharing policy with stakeholders annually. P10 behaviour and pupils with SEND. Exclusion letter revised in appendix</p>
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Restorative Behaviour Policy



Principals

- Everyone has a right to be listened to, to be valued, to feel and be safe. Everyone must be protected from disruption or abuse.
- Every child has the right to learn and this must not be disrupted.
- St Leonards First School is an inclusive school; all members of the school community should be free from discrimination, harassment, victimisation and any other conduct that is prohibited by or under the Equality Act 2010 .
- It is expected that all adults - staff, volunteers and governors - will set excellent examples to the children at all times.
- We seek to give every child a sense of personal responsibility for his/her own actions.
- The school's Behaviour Policy will ensure that there are positive measures to encourage good behaviour, self-discipline and respect and to prevent all forms of bullying amongst pupils; it also provides guidance on the use of reasonable force.
- Where there are significant concerns over a pupil's behaviour, the school will seek to restore the behaviour by working with parents to strive for common strategies between home and school and by seeking advice and support from appropriate outside agencies.
- *Where circumstances arise that endanger the safety of a pupil or staff member, the school will act swiftly and decisively to remove the threat and reduce the likelihood of its reoccurrence.*
- The school's Behaviour Policy will clearly reflect the school's approach to exclusions.
- The school's Behaviour Policy will set out the disciplinary action that will be taken against pupils who are found to have made malicious accusations against school staff.
- The school will fulfil its' legal duties under the Equality Act 2010 in respect of safeguarding, children with special educational needs and all vulnerable children.
- The school will keep abreast of current issues and initiatives with regard to Health and Safety at Work Act 1974 and related regulations.
- *The school will share its behaviour policy in writing to parents, staff and pupils annually.*

GOVERNORS' STATEMENT OF BEHAVIOUR PRINCIPLES

2022-23

Rationale and Purpose

This Statement has been drawn up in accordance with the Education and Inspections Act 2006, and DfE guidance (The school behaviour policy: the role of the governing body).

The purpose of this statement is to provide guidance for the Headteacher in drawing up the Behaviour and Discipline Policy at St Leonards First School so that it reflects the shared aspirations and beliefs of governors, staff and parents for the children in the school, as well as taking full account of law and guidance on behaviour matters. **This is a core responsibility of the Headteacher and cannot be delegated.** It is intended to help all school staff to be aware of and understand the extent of their powers in respect of discipline and sanctions and how to use them. Staff should be confident that they have the Governors' support when following this guidance.

This is a statement of principles, not practice: it is the responsibility of the Headteacher to draw up the Behaviour Policy at St Leonards First School, though she must take account of these principles when formulating this. The Headteacher is also asked to take account of the guidance in DfE publication Behaviour and Discipline in Schools: a guide for Headteachers and school staff (January 2016).

The Behaviour Policy must be publicised, in writing, to staff, parents/carers and children each year. It must also appear on the school's website.

1. STRONG SCHOOL LEADERSHIP

St Leonards First School Governing Board is committed to supporting high standards of behaviour through strategies based on an understanding of child psychology and of relationships between staff and pupils. The children will be able to voice their opinions about behaviour in school and help to create school policy. The headteacher will have a high profile amongst the children and develop positive relationships which will enable a more personal approach to dealing with unacceptable behaviour. The headteacher will support all staff in maintaining good discipline and will keep staff, parents and governors up to date with Dfe and local guidance relating to behaviour in schools. School leaders promote good discipline by ensuring that learning is as active as it can be, staff remain consistent, calm and confident, and communication with children is short and clear when related to behaviour.

Unacceptable behaviour will be dealt with promptly and effectively, and through private conversation where possible, to ensure that it does not escalate, that learning is not disrupted and that children's and staff's emotional wellbeing is not compromised. Our approach to behaviour will have due regard to the Equality Act, Special Educational Needs and safeguarding procedures. Our approach to behaviour follows the Staffordshire behaviour checklist which is kept in the pupil's file to show the progressive steps which have been taken.

The behaviour in our school should reflect the values we place on encouraging learning and co-operation in a civilised society. In particular our core school values of LOVE and RESPECT. It should also reflect the Christian character of the school. Children are encouraged to reflect on their own behaviour in relation to Christian values and are given chances to RECOVER their behaviour. The language of behaviour recovery is used by school staff in restorative conversations. As a school we are committed to equal opportunities including race equality. The behaviour policy also links with the anti-bullying policy. Positive reinforcement of appropriate behaviour is our key strategy for behaviour management. Alongside the assertive discipline method where children are encouraged to make the right choices and are encouraged to have responsibility for their own behaviour.

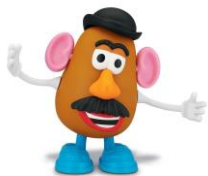
To achieve this, the school will: -

- **Create a culture where pupils and staff flourish in safety and dignity.**

- Be a school where all individuals are appreciated and valued always.
- Encourage parents to get to know the school's behaviour policy and take part in school life and culture.
- Build and maintain positive relationships with parents, keep them updated about their child's behaviour and encourage them to celebrate pupil successes through positive notes home and phonecalls home.
- Actively and relentlessly pursue the behaviour we do want by recognising and rewarding 'over and above' examples of it. Give first attention given to good behaviour.
- Explicitly teach our pupils what good behaviour looks like.
- Promote a classroom climate where individual and shared achievement is celebrated and valued.
- Provide displays of photographic examples of good behaviour around the school as reference points for staff and pupils. Non-verbal references can be made.
- Have clear expectations and core routines so that pupils feel certain and safe.
- Encourage listening, understanding and patience.
- Develop in children an understanding that their actions result in consequences.
- Foster positive relationships between members of the school community as an example of how people should live and work together.
- Have clear strategies to deal with anti-social behaviour but promote forgiveness and reconciliation.
- Encourage the children to develop personal responsibility for their actions and tolerance of the views of others.
- Identify pupils causing low-level disruption and tackle this to form a 'critical mass' of good behaviour in each class through private conversations and recognition of good behaviour.
- Identify individuals requiring targeted support for behaviour and provide intervention with kindness, commitment, patience and resilience.
- Ensure that self-discipline is taught well in the Early Years Foundation Stage, using the language of behaviour to keep pupils using their 'on task' behaviour.
- Continue to teach children to behave well and appropriately in different contexts allowing them to learn, thrive and succeed personally.
- Share behaviour successes with home as all staff share 'positive notes' to encourage celebration at home.
- Encourage pupils to reflect on their behaviour through a focused recognition board if needed.

2. OUR NEGOTIATED SCHOOL RULES

Our school rules may vary slightly from year to year as they are negotiated and agreed with the children. They will be based on the following principles.



- LOVE each other and ourselves.
- LOVE learning.
- RESPECT each other and ourselves.
- RESPECT the school environment and property.

MR POTATO HEAD CLASS RULES

- ☺ Thinking caps - try your best, work as hard as you can to learn as much as you can every day
(Endeavour and Curiosity core values)
- ☺ Looking eyes
- ☺ Listening ears - follow instructions straight away
- ☺ Quiet kind mouths
- ☺ Kind and helping hands
- ☺ Loving hearts
- ☺ Walking feet - stay safe

In addition to these rules, we have some common sense rules to maintain high standards.

We expect children to arrive at school between 8.50 am and 9.00 am.

We do not allow sweets or chewing gum in school.

Sweets may be brought on agreed special occasions e.g. Birthdays - although as part of our healthy school policy we encourage children and parents to consider healthier options.

We expect children to wear smart uniform and bring reading book/PE kit.

Any birthday treats sent in are given out at home- time.

We expect parents to inform the school to explain absences.

We do not allow the wearing of jewellery other than stud earrings and a watch, which must be removed for PE.

All clothing should be named.

Personal equipment eg. pens, pencils, rulers etc. will be provided.

3. CLASSROOM MANAGEMENT

Classroom management and the relationships between teachers and pupils are key to promoting good behaviour. At St Leonards we expect all classrooms to have:

- A positive school and classroom tone with staff actively meeting and greeting children as they enter.
- Clear classroom rules displayed which have been agreed by the teacher and the class.
- Recognition board with a daily or weekly focus (if required).
- Clear core daily routines for settling to learning and for transition times.
- Clear expectations about, and instructions for work and work that is set at an appropriate level for the child.
- A visual timetable so children know what is planned for the day (if required).
- An attractive, tidy, well-cared for environment.
- A well-planned environment so that children can move easily, can find resources, property respected etc.
- A time out, reflection area, used as a 'parking space' for children to 'cool down'.
- Class lists and details of pupils (with due regard to information sharing principles) who are being supported with their behaviour available for cover/supply teachers so that consistency can be maintained.
- Strategic seating arrangements for children when working on the carpet or at a table.

We expect all staff to:

- Behave consistently and calmly when dealing with behaviour.
- Reduce low-level disruption using non-verbal techniques and clear positive praise where possible.

- Avoid the use of questions, finger pointing or raised voices when dealing with behaviour as a way of de-escalating.
- Ask pupils to 'recover' their behaviour and engage in restorative conversations.

4. GOOD BEHAVIOUR

The first focus is on good behaviour with positive comments for those behaving well being commonplace i.e. rewarding good behaviour.

- Positive reinforcement strategies are used with all classes. The child's first name, followed by the praise is used for maximum effect and the frequency of positive praise is stepped up at transition periods of the school day.
- Peer approval, celebration of good work, stickers, and stamps are all used. A celebration worship is held once a week to acknowledge success in all areas of learning.
- At the beginning of the year a behaviour focus is given regularly and pupils displaying this behaviour are written on a recognition board, with the aim of everyone achieving this by the end of the day or week depending on the focus and class.
- All classes have an award for kindness, " Spark to a flame" and an award for good work "Star of the Week". Lunchtime awards are also given to reward good manners and good behaviour.
- To raise expectations pupils seen to be going 'over and above' the behaviour expected are recognised by staff and rewarded with a 'positive note' home or a phone call to home.
- Each class will negotiate together their own class rules in language appropriate to the age of the children in that class and worded positively. The school staff through praise and rewards and through the use of sanctions, if necessary, will reinforce these rules regularly. These rules are displayed in each class.
- Good attendance will also be rewarded and this will be done at the end of each half term when children will be presented with a certificate and reward and parents with a letter. Whole school and class attendance figures are shared regularly with parents in weekly newsletters and individual figures are reported on at parent consultation evenings and through individual letters to parents where there are concerns.

5. REWARDS

It is essential that staff refer to School rules frequently and reinforce them through praise and rewards. Children will be consulted on and will subsequently agree classroom and playground rules. We aim to develop a positive praise attitude. There are many ways that staff can achieve this on a day-to-day basis. Ultimately we want children to be satisfied with the inner sense of well-being that comes from presenting good behaviour. However, many children need interim steps towards this in the form of tangible rewards to recognise all forms of social and academic achievement.

Early Years Foundation Stage

There are some slight variations in how the policy is applied to Foundation stage. The children respond best to immediate rewards and they are often rewarded on the spot for "good sitting" or "good listening" . Class tokens (buttons/ gems/ coins etc) are collected as house points to earn experiences.

Rewards used include:

Verbal praise

Approving signs/acknowledgements

Weekly Head teacher's award
Star of the week
Spark to a Flame
Stickers/stars/stamps
Class rewards/tokens
Certificates
Sent to another teacher/headteacher with work
Written comments on work
Extra privileges
Displays in class
Opportunities to praise in assemblies
Handwriting and spelling awards
Trophies for Maths, English and Art, to be awarded at the leavers' assembly
Attendance awards
Circle time is used throughout the school to raise self-esteem and to reflect on attitudes and behaviour. It is also used to communicate and co-operate as a group to help learning and relationships. As part of our commitment to Learning behaviours- some awards will be given for these such as; concentrating crocodile and exploring elephant.

Favourite rewards

The rewards that the pupils at St Leonard's like the best and the ones we are moving more to using are the 'experience' type awards such as; tea and cake with the Headteacher, a trip to the shop, fast track ticket for lunch, best seats in the house assembly and so on.

Reward System

Pupils work to gain house points for their house team. House teams with the highest number of points each half term earn a reward such as visit to the local shop or park. Pupils earn individual 'experience' treats by earning house points.

6. SANCTIONS

The purpose of a sanction is:

- To ensure that children understand when their behaviour has been unacceptable
- To show that action has been taken where another child, or children, has been hurt or upset as the result of another child's behaviour

Whatever the sanction issued the behaviour will be discussed with the child so that they understand why the behaviour is acceptable. Staff should not punish the whole group unless this is unavoidable or appropriate.

It is essential that the sanction be proportional to the behaviour.

A sanction is lawful if it satisfies the following three conditions:

- The decision to sanction is made by a paid member of school staff (but not one who the headteacher has decided should not do so) or an unpaid member authorised to do so by the Headteacher.

- The decision to sanction the pupil and the sanction itself are made on the school premises or while the pupil is under the lawful charge of a member of staff.
- It does not breach any legislation (in respect to SEND, human rights and equality) and it is reasonable.

When unacceptable behaviour is noticed by a member of staff:

1. A non-verbal prompt should be used or a quick reminder of the rules.
2. CAUTION - A clear verbal 30 second caution delivered privately (where possible). Asking the pupil to think carefully about their next step.
3. LAST CHANCE - Give the pupil a final opportunity to make a positive choice. A pre-determined script to be used by the member of staff. A reminder of sanctions to stay behind 2 minutes after class or complete work at home will be given.
4. TIME OUT and REPAIR (40 mins max) - Pupil moves to the calm down area in the classroom or behaviour recovery area in the school with a Learning mentor, depending on the context. This prevents the disruption to the learning of others. During this time a restorative conversation should take place or work on emotional intelligence, where the pupil decides what the next steps should be to repair the behaviour. Staying behind for a short time after lesson can be used or pupils can pay back learning at home. *Loss of privileges or school based community service such as tidying a classroom may be used.*

If the behaviour occurs at break time or lunchtime, the pupil should have time out with the member of staff on duty, or for more serious incidents inside the school.

A more serious misdemeanour is one showing a lack of respect for school staff or where another child or member of staff has been hurt or when a pupil has been in behaviour recovery for over 40 mins and has not calmed. These incidents require the pupil to be taken to the Headteacher or senior member of staff *and the incident to be recorded on Myconcern*. The Headteacher will then make contact with pupil's parents and a letter will be sent home. If a child moves out of the classroom this is recorded on Myconcern.

Alternative arrangements for sanctions can be considered on a case-by-case basis for any pupil where the school believes an alternative arrangement would be more effective for that particular pupil.

7. REMOVAL FROM THE CLASSROOM

The use of the removal should allow for continuation of the pupil's education in a supervised setting and should still be meaningful for the pupil. It should be considered a serious sanction and should only be used when necessary and when other behaviour strategies have been tried. Unless the behaviour is so extreme to warrant immediate removal. Parents should be informed on the same day if their child has been removed from the classroom.

It should be used for the following reasons:

- To maintain the safety of all pupils and restore stability after disruption.
- To enable disruptive pupils to be taken to a place where education can be continued.
- To allow the pupil to regain calm in a safe space.

The class teacher will ensure that the pupil is re-integrated back into the classroom in a Sensitive and planned way.

8. SUPPORTING PUPILS FOLLOWING A SANCTION

Staff will consider strategies to help all pupils understand how to improve their behaviour and meet the behaviour expectations of the school. This may include:

- A targeted discussion with the pupil explaining what they did wrong, the impact of their actions, how they can do better in the future and what will happen if their behaviour fails to improve. This may include an apology.
- A phonecall with parents and the virtual school head for looked after children.
- Inquiries into the pupil's conduct with staff involved with the child.
- Inquiries into the child's circumstances outside of school conducted by the DSL.
- Re-evaluating any support being provided for behaviour management.

9. CONTINUAL BEHAVIOUR ISSUES

If there are concerns about behaviour parents will be contacted as soon as possible. In cases of extreme unacceptable behaviour children may be sent directly to the Head and parents contacted. Serious breaches of acceptable behaviour will result in a letter home with a return slip (as attached). ***For example: swearing, deliberately hurting another child, wilfully breaking/damaging property, or fighting.***

Some children may need a personalised approach to their specific behaviour needs and other programmes of intervention and support may be used in conjunction with external agencies.

A child in EYFS who is having difficulties managing behaviour should have an assessment of their receptive language skills carried out as soon as possible.

A school behaviour diary may be used for children who have specific/recurring difficulties and any patterns analysed. Short-term exclusion for a fixed period will be used in the last resort.

A child who regularly misbehaves and who does not respond to reasonable measures will be referred to the SENDCO and placed on the SEND register. In certain cases we will seek advice from other agencies e.g. Educational Psychologist, EWO, Behaviour support etc. and additional support and mentoring will be offered.

A pastoral support plan (PSP) will be written alongside the pupil and parents and reviewed regularly. This will contain two clear targets and be linked to rewards and sanctions consistent in all settings.

10. BEHAVIOUR EXPECTATIONS AND PUPILS WITH SPECIAL EDUCATIONAL NEEDS AND/OR DISABILITY

St Leonard's whole school approach to behaviour considers the needs of ALL of our pupils so that they can feel they belong in the school community and high expectations are maintained. We aim to provide a calm and orderly environment which benefits pupils with SEND enabling them to learn. Some pupils may not understand verbal instructions and therefore visual and other strategies are used. The behaviour of SEND pupils is monitored through the assess, plan, do, review approach to ensure effective management.

St Leonard's will ensure that:

- Disabled pupils are not disadvantaged by the school's policies and practices.
- Our best endeavours are used to meet the needs of those with SEND.
- Provision in pupil's Education, Health and Care Plans is secured.

School will anticipate likely triggers of misbehaviour for pupils with SEND and put in place support to prevent these including the writing of risk assessments if needed.

Examples of these may be:

- Short planned movement breaks
- Adjusting seating plans
- Adjusting uniform requirements

- Training for staff

Preventative measures will take into account the specific circumstances and requirements of the pupil concerned.

11. EXCLUSION

At St. Leonard's exclusion is seen as a last resort, after all other attempts to modify behaviour have failed.

Exclusion serves several purposes, including:

- To act as a punishment and reinforce, in the mind of the child, the seriousness of the behaviour.
- To maintain high standards of behaviour in school.
- To secure the well-being and entitlement of other children and staff in school.

Where a child's behaviour causes significant concern and the range of strategies outlined above has failed, there will be a referral of the issue to the Chair of Governors who acts on behalf of the governing body to agree whether or not it is appropriate to move him/her on to the terms of the Exclusions Procedure

(Appendix 1). As part of our positive behaviour strategy and depending upon the severity of a misdemeanour, the school expects to use supervised internal exclusions (in the school's reflection, behaviour recovery area) as much as possible before moving to the formal terms of our out of school Exclusions Procedure.

If the Headteacher decides to exclude a child, the parents will be informed as soon it is possible and the Local Authority guidance on exclusions will be followed. Parents do have the right to appeal against this decision and will be given the details of how to do this in the letter they receive the day of the exclusion.

12. PLAYTIME BEHAVIOUR

- Behaviour during morning and afternoon break times is monitored by the members of staff on duty.
- The same procedures are followed. Positive behaviour is reinforced and celebrated, positive notes are used. Private conversations are used to discuss inappropriate behaviour. If this escalates the same process as in section 6 will be used.

13. LUNCHTIME BEHAVIOUR

- Lunch times are the immediate responsibility of the midday supervisors.
- We aim to reduce playground problems by ensuring that staff and playground leaders initiate playground games and use positive behavioural management.
- Pupils have access to school based approaches such as stickers.
- At lunchtimes the staff report major problems to the Headteacher.
- Minor incidents are reported directly to the class teacher.
- School council buddies and playground leaders promote good behaviour on the playground.
- The same procedures for positive praise and sanctions are followed as detailed in sections 4 and 6.

14. BEHAVIOUR OUTSIDE THE SCHOOL PREMISES

School has the power to sanction pupils for misbehaviour outside of the school premises, including online behaviour.

This could be:

- When taking part in any school-organised or related activity.
- When travelling to and from school
- When wearing school uniform
- When identifiable as a pupil at the school
- When posing a threat to another pupil
- When adversely affecting the reputation of the school

Non-criminal behaviour and bullying which occurs off the school premises will result in the following sanctions dependent on the severity.

- Restorative conversation/ parent meeting/ Referral to external agencies
- Loss of school privileges
- School based community service
- Suspension/ Exclusion

15. BEHAVIOUR INCIDENTS ONLINE

St Leonard's school expect the same standards of behaviour online as offline. We expect everyone to be treated with kindness, respect and dignity. Parents are responsible for behaviour off school premises however incidents that occur online can affect the school culture therefore St Leonard's will sanction pupils where their behaviour online poses a threat or causes harm to another pupil or have repercussions for the school.

Inappropriate online behaviour including bullying, the use of inappropriate language, the soliciting and sharing of nude or semi-nude images and videos and sexual harassment will result in the following of this behaviour policy and where it raises a safeguarding concern will be dealt with by the DSL in accordance with the child protection policy.

16. SUSPECTED CRIMINAL BEHAVIOUR

Where the school suspects criminal behaviour, it should make an initial assessment of whether an incident should be reported to the police by only gathering enough information to establish the facts of the case.

These initial investigations should be fully documented and school should make every effort to preserve any relevant evidence.

Once an incident has been reported to the police school should not take any actions which may interfere with police actions.

When making a report to the police a report will also be made to local children's social care will by the school DSL.

Reports of child-on-child sexual violence and abuse should be managed following KCSIE part 5 guidance.

17. STAFF DEVELOPMENT AND SUPPORT

Development

- Part of the process of annually reviewing this policy involves all staff being reminded about practice and principles of promoting good behaviour whilst being able to contribute ideas to improving practice.
- The Headteacher will ensure that staff are kept up to date with Dfe publications and guidance.

- The school will provide training for staff around the specific needs of pupils with continual behaviour problems.

Support

- Staff well-being and mental health is paramount; therefore it is the Governors and Headteacher's responsibility to support staff, particularly when there is a child with challenging behaviour in their class. This can be done through offering advice, ensuring support with sanctions and paying due regard to staff health and wellbeing. Staff are coached to limit emotional responses to pupil's behaviour. The use of gestures and photographic examples of positive behaviour as a reference supports staff in maintaining control and conserving energy when dealing with difficult situations. As does the scripted conversations adopted in these situations.
- Where a member of staff has been accused of misconduct pending an investigation, employers should not automatically suspend that member of staff. The governing body should instruct the head teacher to draw on the advice in the Dfe '**Dealing with Allegations of Abuse against Teachers and Other Staff**' guidance when setting out the pastoral support school staff can expect to receive if they are accused of misusing their powers.

18. PUPIL SUPPORT SYSTEMS

At St Leonards we understand that how a child behaves can be a sign of an underlying issue. Staff are trained to look out for changes in behaviour which could include:

- A child who is withdrawn and unable to make friends
- A child who is unable to concentrate on classwork
- A child who may become disruptive and / or aggressive in class

In such cases any emotional / behavioural difficulties should be determined. Pupils will be given the opportunity to express their thoughts and feelings with a chosen adult. We may also take the decision to refer to an outside agency for additional emotional support after first working alongside the parents.

19. LIAISON WITH PARENTS AND OTHER AGENCIES

Working with parents is an important part of supporting children with their behaviour. At St Leonards we make sure that parents are informed of incidents involving their child, especially where this behaviour has been of a serious or of a continuous low-level nature.

Parents are actively encouraged to be involved in their children's education at all times. They have a major influence on the development of their child's personality and behaviour.

We have a number of agencies which are available to support children and families with behaviour either at home, at school or both. Many of these agencies are commissioned by our Local Support Team although much of this low level family support work will now be done by the school SENDCO and Designated Safeguarding Lead (Mrs Stanesby).

20. PHYSICAL INTERVENTION

Any Physical Intervention strategies comply with guidance detailed in (**Appendix 2**). A risk assessment will be drawn up should physical intervention become a likely need. At this point, support from outside agencies will also be commissioned, if it is not already in place. Any physical intervention needs to be accurately recorded on the attached form and passed to the Headteacher.

21. POSITIVE TOUCH

As a school we believe that positive touch has many benefits such as, for example, providing reassurance and guidance. This policy explains the school's position on positive touch and provides

some guidance on its use in order to protect both staff and children. The school's policy for restrictive physical intervention shows the procedures that we follow if physical intervention needs to be used in a restrictive way.

As a first school we interact daily with young children who are naturally tactile and affectionate. We want to make sure that their needs are met and that they develop caring, positive relationships with others. If a child initiates contact or needs reassurance, we want our staff to feel confident that they can respond naturally without fear of unfounded accusations. We want parents to feel confident that we will respond appropriately to their children's needs, and to understand that positive touch may be a part of that response.

We believe that avoiding using positive touch when appropriate would have a negative effect on the children in our school and our school community. The following examples are of situations where positive touch is appropriate. This list is not exhaustive and there will be many more instances where it may be used appropriately.

Examples of Acceptable Touch include

- First Aid - eg cleaning wounds, applying plasters
- Personal hygiene - eg changing soiled clothing, cleaning themselves
- Getting changed for PE - eg dressing, tying hair back, putting swimming hats on
- During lessons - eg supporting in PE, showing how to hold a pencil/ scissors, using mouse, applying make-up in drama
- Responding to their initiated contact - eg returning hug, holding hands
- Reassuring and comforting children - eg when they are upset, worried or in need of guidance, a child may be allowed to sit on an adult's lap in the classroom (younger children) or offered a hug, as appropriate
- Praise - eg reaffirming "Well done" with a gentle pat on the shoulder
- Safety - eg crossing the road, preventing children from hurting themselves

If there are concerns about inappropriate touch by a member of staff or by a child, these should be reported immediately to the headteacher and they will be dealt with following the school's safeguarding procedures.

22. SCREENING, SEARCHING AND CONFISCATION

Our policy regarding screening, searching and confiscation is to follow the advice as set out by the DfE: **Screening, searching and confiscation - Advice for Headteachers, Staff and Governing Bodies, September 2022** (www.education.gov.uk)

Our staff will Prioritise safeguarding

We have a duty of care to all pupils in our school. This means that we will balance:

- The need to safeguard all pupils by confiscating harmful, illegal, or disruptive items
- The safeguarding needs and wellbeing of pupils suspected of possessing these items

We will also consider that all pupils have a right to expect a reasonable level of personal privacy, under Article 8 of the European Convention on Human Rights. Any 'interference' with this right by your school must be justified and proportionate.

We will only search a pupil if we have good reason to but also consider that, for the pupil, it could infringe upon their wellbeing and rights in several different ways. For example:

- Physical loss of privacy when clothes, bags, or possessions are searched
- Loss of a sense of security, if they feel they are being monitored and searched without reason
- The impact to a pupil's dignity or reputation if they are unduly searched or suspected of possessing prohibited items

Our staff will be vigilant to bias

- We will be aware of, and encourage staff to be especially vigilant about, possible biases affecting decisions to carry out or escalate searches.

Our staff will treat confiscations as a safeguarding issue

Children in possession of drugs, alcohol or weapons will be considered vulnerable and at risk of exploitation.

We will be alert to the potential risks of children who are:

- Showing signs of being drawn in to anti-social or criminal behaviour
- In challenging family circumstances, such as drug and alcohol misuse
- Misusing drugs or alcohol themselves

A search can play a vital role in identifying pupils who may benefit from early help or a referral to the local authority children's social care services. Our designated safeguarding lead (DSL) will make an immediate referral if they find evidence that a child is at risk of harm.

How searches will be conducted, by whom and when

Staff members have the power to search pupils for any item if the pupil agrees, under the common law (paragraph 4 of the DfE guidance).

- **Only the headteacher and teacher in charge** authorised by the headteacher have the power to search a pupil for a prohibited or banned item, regardless of whether the pupil agrees (sections 550ZA and 550ZB of the Education Act 1996, and paragraph 10 in the guidance).
- **A search may only be carried out if the Headteacher or teacher in charge has 'reasonable grounds' to do so. This may be:**
 - Hear the pupil or other pupils talking about an item
 - Be told directly of an item
 - See an item
 - Notice a pupil behaving in a way that causes you to suspect that they're concealing an item
 -
- The informed cooperation of the pupil will be sought before the search takes place. Staff should not imply that the pupil will be sanctioned if they do not give consent as this may imply that they didn't consent freely.

Under law:

- The person carrying out the search **must** be the same sex as the pupil being searched
- There **must** be another member of staff present as a witness to the search

The only exception to this is if:

- The searcher reasonably believes that there is a risk of serious harm being caused to a person if a search isn't carried out urgently **and**
- It's not reasonably practical to summon another member of staff (to carry out the search or act as a witness) within the time available

When an authorised staff member conducts a search without a witness, they should immediately report it to another member of staff, and make sure that a record is kept

Headteachers and authorised staff members can search a pupil for:

- Any items with the pupil's informed consent
- Prohibited or banned items, with or without the pupil's consent

Prohibited items are:

- Knives or weapons
- Alcohol
- Illegal drugs
- Stolen items
- Tobacco and cigarette papers
- Fireworks
- Pornographic images
- Any article that the member of staff reasonably suspects has been, or is likely to be, used to:
 - Commit an offence
 - Cause personal injury (including the pupil) or damage to property

School staff are **not** allowed to carry out strip searches, including the headteacher and authorised staff. Only police who have been asked to come to the school may decide whether a search is necessary and carry it out. The police can only carry out a search if they:

- Think this is necessary to remove an item related to a criminal offence, **and**
- Reasonably consider the pupil might have concealed such an item

Call the police into school as a last resort

Always put the best interest of the child first. This means that before you decide to call the police into school you should first:

- Make sure that you've exhausted other approaches
- Carefully weigh up the risks to the pupil's mental and physical wellbeing with the need to conduct a search

you should make a record in your safeguarding reporting system of:

- Any searches for prohibited items
- Any search conducted by police officers

Record these whether or not any items were found.

Use your record to look for any trends in the searches carried out at your school, and to identify any possible risks that may require a safeguarding response.

Authorised staff members can confiscate any item they find that they have reasonable grounds for suspecting:

- Poses a risk to staff or pupils
- Is a prohibited or banned item
- Is evidence in relation to an offence

23. COLLECTION AND ANALYSIS OF SCHOOL BEHAVIOUR DATA

School will collect, monitor and analyse behaviour data internally in order to interrogate patterns and therefore make improvements.

The Headteacher will collect and present to the Governing board the following:

- Behaviour incident data
- Pupil removal from classroom data
- Attendance data
- Permanent exclusion and suspension data
- Use of pupil support units, off-site directions and managed moves
- Incidents of searching, screening and confiscation
- Anonymous behaviour surveys

The Governing Board will ask the following questions of the data:

- Is the school's behaviour policy being implemented effectively and consistently?
- Are interventions in place supporting pupils at risk, preventing suspensions and exclusions?
- What cost implications are there for the school in education pupils off-site or meeting their needs within school?
- Is enough being done to prevent permanent exclusions?
- Are pupils who are moved off-site reviewed at regular intervals?

Related policies:

Anti Bullying

Attendance

Safeguarding

Equality and Diversity

Special Educational Needs and disabilities

APPENDIX

- 1. Exclusion Procedure**
- 2. Letter home following an exclusion**
- 3. Reasonable Force**
- 4. Restrictive physical intervention incident form**
- 5. Behaviour incident form**
- 6. Letter home following a behaviour incident.**
- 7. Letter home requesting additional work be completed.**
- 8. Staffordshire Behaviour checklist**
 - 17. School behaviour poster**
 - 18. Time out and repair note**
 - 19. Positive note home**
 - 20. Example weekly behaviour chart**
 - 21. Behaviour Staff Guide**
- 22. Scripted conversation for difficult behaviour (staff)**
- 23. Restorative questions prompt (staff)**

Exclusions Procedure

At all times we work to the framework of national government guidance which can be found online:

DfE Exclusion from Maintained Schools, Academies and Pupil Referral Units in England – A guide for those with legal responsibilities in relation to exclusion.

A decision to suspend or exclude a pupil will be taken only:

- a) In response to a serious breach or persistent breaches of the school's behaviour policy; and
- b) If allowing the pupil to remain in school would seriously harm the education or welfare of the pupil or others in the school.

Only the head teacher or teacher in charge can suspend or exclude a pupil, and whenever a head teacher excludes a pupil they must, without delay, notify the following of the period of the exclusion and the reasons for it: **The parents of the pupil, the Governing Board, the pupil's social worker, virtual school Head and the Local Authority (for ALL suspensions/ exclusions).**

The regulations allow head teachers to exclude a pupil for one or more fixed periods not exceeding 45 school days in any one school year. The limit of 45 school days applies to the pupil and not to the institution.

Therefore, any days of fixed period exclusion served by the pupil in any school alternative provision in the same school year will count towards the total. It is important therefore that, when a pupil transfers to a new school during the academic year, records of the fixed period exclusions a pupil has received so far during the current academic year are also transferred promptly to the new school.

However, individual fixed period exclusions should be for the shortest time necessary, bearing in mind that exclusions of more than a day or two make it more difficult for the pupil to reintegrate into the school. Ofsted inspection evidence suggests that 1-3 days is often long enough to secure the benefits of exclusion without adverse educational consequences. Exclusions may not be given for an unspecified period, for example until a meeting can be arranged. Such a practice amounts to an indefinite exclusion for which no legal arrangements exist.

Before a decision is made by the Headteacher to exclude or suspend a pupil:

- the pupil's view of events should be taken into account, they should be offered the support of an advocate (parent/ social worker) for this process if needed. The pupil should be informed of how their views were taken into account in reaching a decision.
- Any professionals involved with the pupil should be consulted throughout the process.
- A balanced assessment of the needs of the child will be carried out, reviewing any safeguarding risks to them at home or in the community in which they live.

Work for the pupil should be set and marked for the first five days of a suspension or exclusion. Online platforms can be used to meet this requirement.

Where pupils are LAC or have a social worker the school will work with the Local Authority to arrange an alternative provision from the first day of the exclusion.

Where cases involve child on child abuse, a safeguarding investigation may run parallel to suspension/ exclusion.

A decision to exclude a child **permanently** is a serious one. It will usually be the final step in a process for dealing with disciplinary offences following a wide range of other strategies, which have been tried without success. It is an acknowledgement by the school that it has exhausted all available strategies for dealing with the child and will be used as a last resort. St Leonards' is committed to the prevention of exclusion and all possible efforts are made to work with pupils and families to create a safe and harmonious environment in school.

Where a child is permanently excluded, the DSL at St Leonard's will transfer the pupil's child protection file to the new school within 5 days for an in year transfer or within the first 5 days of a new term.

The school must not carry out any unlawful suspensions or exclusions which include directing a pupil off-site or not allowing them to attend school:

- Without following statutory procedure or formally recording the event.
- Because they have special educational needs and/or a disability that the school feels unable to support.

- Due to poor academic performance.
- Because they haven't met a specific condition, such as attending a re-integration meeting.

St Leonard's will not carry out off-rolling where:

- Pupils have left the school without formal processes.
- Parents have been encouraged to move their children.
- School leaders have not taken sufficient action to address the above.

Lunch time Exclusions

Pupils whose behaviour at lunch time is disruptive may be excluded from the school premises for the duration of the lunchtime period. Lunch time exclusion is a fixed period exclusion, deemed to be equivalent to one half of a school day, and should be treated as such. **The legal requirements in relation to exclusion, such as the Headteacher's duty to notify parents, still apply.**

Re-integration to school following a suspension or exclusion

At St Leonards' after any pupil suspension or exclusion the Headteacher will meet with the pupil and family, and any other professionals involved with the pupil to decide on a strategy going forward to prevent any further exclusions. The school will offer support for SEND and/or health needs alongside clear expectations of behaviour for the future. The school and family will; agree on regular communication of the plan's success and how best to achieve this involving a consideration of academic, pastoral, internal and external factors. If a part-time timetable for the pupil is considered appropriate it should be for the shortest time possible and reviewed regularly with a clear plan for full re-integration.

Use of alternative provision

St Leonard's will work with high quality alternative provision to effectively manage behaviour and prevent exclusion. Where outreach work from behaviour specialist provision can be sought it will be used for advice and strategy.

Any moves made to alternative provision temporary or permanent, should be made with the child, their SEND and their health needs in mind.

Before a pupil is moved to alternative provision the following will be defined and agreed:

- The nature of the intervention
- The objective
- The timeline for meeting these objectives.

The pupil must continue to receive a broad and balanced curriculum that will support their re-integration into mainstream school.

Offsite direction

St Leonard's Governing Board may require a pupil to attend another education setting to improve their behaviour. During this period the pupil must be dual-registered, they might be in alternative provision on a part-time or full-time schedule. The Governing Board must keep the placement under regular review.

Managed moves

This is when a pupil is transferred to another mainstream school permanently as part of a behaviour management process. Managed moves will be:

- Done strictly in the child's best interest
- Voluntary and agreed by all parties
- Offered as part of a planned intervention
- Preceded by information-sharing between the current school, receiving school and supported by an effective integration strategy

School staff will be careful that parents don't feel pressured into accepting a managed move. Doing so is considered off-rolling (see the section above entitled 'off-rolling and unlawful exclusions').

The role of Governors and the Local Authority

Governing bodies must review all permanent exclusions from their school, and all fixed period exclusions that would result in a pupil being excluded for more than 5 school days in any one term, or missing a public examination/national curriculum test.

Governing Boards must have regard for statutory government guidance on alternative provision.

Procedures set out in **Parts 4.3 – 6.3** of the guidance document: **DfE Exclusion from Maintained Schools, Academies and Pupil Referral Units in England – A guide for those with legal responsibilities in relation to exclusion (www.education.gov.uk)** are followed at all times.

The role of the local authority is also clearly laid out in this document.

Until the governing board has removed an excluded pupil from our admissions register we will, make sure we are using the appropriate attendance code to record their absence, and any alternative provision (AP) they are receiving. These are:

- **Code B:** off-site educational activity, for pupils in an approved educational activity that doesn't involve them being registered at another school, such as AP
- **Code D:** dual registered, for pupils at another establishment
- **Code E:** absent, for pupils not attending AP

We will provide exclusions data on pupils subject to permanent exclusion in the previous 2 terms via the termly school census, recording up to 3 reasons for each exclusion.

Example of an Exclusion letter to parents.

Dear

Re:

I am writing to inform you of my decision to suspend for a fixed period of school days. This means that they will not be allowed in school for this period. The suspension starts on and ends on..... Your child should return to school on.....

I realise that this suspension may well be upsetting for you and your family, but the decision to suspend has not been taken lightly..... has been suspended for this fixed period because of his

You have a duty to ensure thatis not present in a public place in school hours during this suspension period unless there is reasonable justification for this. I must advise you that you may be prosecuted or receive a penalty notice from the local authority if your child is present in a public place during school hours on the specified dates. It will be for you to show reasonable justification.

We will set work for during this suspension and would ask you to ensure that the work is completed and returned promptly to school for marking.

You have the right to make representations about this suspension to our Governing Board. If you wish to make a representation please contact Rev Jane Held via or **jane@janeheld.co.uk** as soon as possible. Whilst the Governing Board is not required to meet and has no power to direct reinstatement, they must consider any representations you make and may place a copy of their findings on your child's school record.

At the meeting you have the right to be accompanied by a friend or representative. We will also consider’s views. Taking into account their age and understanding, they may wish to communicate their views by other means.

You should also be aware that if you think the suspension relates to a disability your child has, and you think disability discrimination has occurred, you have the right to appeal, and/or make a claim, to the First Tier Tribunal <http://www.justice.gov.uk/tribunals/send/appeals> Making a claim would not affect your right to make representations to the governing body/PRU management committee.

You andare requested to attend a reintegration interview with Mrs Stanesby at..... onin school. The purpose of the reintegration interview is to discuss how best your child's return to school can be managed. In the meantime we will be arranging an emergency review meeting with’s Keyworker at the Local Authority. We will keep you updated regarding this.

You have the right to see and have a copy of your child's school record. I will be happy to supply you with a copy if you request it but due to confidentiality restrictions, you must notify me in writing if you wish to be supplied with a copy. There may be a charge for photocopying.

For your information the following sources of advice are available to you.

- Education Inclusion Officer see Staffordshire website
- Coram’s Child Law Advice service can be accessed through their website <https://childlawadvice.org.uk/information-pages/school-exclusion/> or contacted on 0300 330 5485 from Monday to Friday, 8am – 6pm
- ACE education can be reached on 0300 0115 142 on Monday to Wednesday from 10am to 1pm during term time. Information can be found on the website: <http://www.ace-ed.org.uk/>
- Staffordshire SENDIASS Family Partnership are Staffordshire’s Special Educational Needs and Disabilities Information, Advice and Support Service. They provide free, impartial, confidential advice and support to parents and carers of children and young people with special educational needs and disabilities. They can be contacted on 01785 356921, email to sfps@staffordshire.gov.uk or visit the website for more information <https://www.staffs-iass.org/>
- Independent Provider of Special Education Advice (known as IPSEA – www.ipsea.org.uk) is a registered charity. It offers free and independent information, advice and support to help get the right education for children and young people with all kinds of special educational needs (SEN) and disabilities.
- Statutory guidance on suspensions and exclusion can be found here: <https://www.gov.uk/government/publications/school-exclusion>

Yours sincerely,

Mrs K Stanesby

Executive Principal

Copy to:

Chairs of Governing Board (SH/JH)

Safeguarding Gov

District Inclusion Officer

Child's school file

Key Worker

Use of Reasonable Force

The governing body has notified the headteacher that it expects the school behaviour policy to include the power to use reasonable force

At St Leonards First School, we work to the framework of national government guidance *Use of Reasonable Force; Advice for head teachers, staff and governing bodies Dfe 2012*. This guidance is the framework for current LA policy development and links to their communication to all schools

All school staff members have a legal power to use reasonable force to prevent pupils committing a criminal offence, injuring themselves or others or damaging property, and to maintain good order and discipline.

If the force used is reasonable all staff will have a robust defence against any accusations. This guidance is intended to help staff feel more confident about using force when they think it is right and necessary, and to clarify our policy to the parents and carers of our pupils.

Whether the force used is reasonable will always depend on the particular circumstances of the case and the test is whether the force used is proportionate to the consequences it is intended to prevent. This means the degree of force used should be the minimum needed to achieve the desired result.

In schools force is generally used for two different purposes - to **control** pupils and to **restrain** them.

Control can mean either passive physical contact (e.g. standing between pupils or blocking a pupil's path) or active physical contact (e.g. leading a pupil by the hand or arm, or ushering a pupil away by placing a hand in the centre of the back).

When members of staff use **restraint** they physically prevent a pupil from continuing what they were doing after they have been told to stop. The use of restraint techniques is usually used in more extreme circumstances, such as when two pupils are involved in a fight and physical intervention is needed to separate them.

Some examples of situations where reasonable force might be used are:

- to prevent a pupil from attacking a member of staff, or another pupil, or to stop a fight between two or more pupils;
- to prevent a pupil causing deliberate damage to property;
- to prevent a pupil causing injury or damage by accident, by rough play, or by misuse of dangerous materials or object;
- to ensure that a pupil leaves a classroom where the pupil persistently refuses to follow an instruction to do so;
- to prevent a pupil behaving in a way that seriously disrupts a lesson;
- to prevent a pupil behaving in a way that seriously disrupts a school sporting event or school visit.

The power may be used where pupils (including those from another school) are on school premises or elsewhere under the lawful control or charge of the staff member (for example on a school visit).

The power to use force helps ensure pupil and school safety and the risk with a no-contact policy is that it might place a member of staff in breach of their duty of care towards a pupil, or prevent them taking an action needed to prevent a pupil causing injury to others.

However, because the use of force should only be a last resort, at St Leonards, we seek to minimise the possibility of force being needed by creating a calm, orderly and supportive school climate that lessens the risk and threat of violence of any kind. It is central to our ethos that de-escalation strategies should be used at all times so that all behavioural incidents can be managed calmly and swiftly and to minimise upset and anxiety amongst other children and staff.

The judgement on whether to use force and what force to use will always depend on the circumstances of each case and - crucially in the case of pupils with SEN or disabilities - information about the individual concerned. Individual risk assessments are set up where it is known that force is more likely to be necessary to restrain a particular pupil, such as a pupil whose SEN and/or disability is associated with extreme behaviour.

A procedure is in place for recording each significant incident in which a member of staff uses force on a pupil, and for reporting these incidents to the pupil's parents as soon as practicable after the incident. This is to ensure that parents are kept informed of serious events at school concerning their child. (If reporting the incident to a parent would be likely to result in significant harm to the pupil, then the incident will be reported to the local authority where the pupil normally lives.)

Whether an incident is significant will vary on a case by case basis, but in determining whether it is, factors such as the pupil's behaviour and the level of risk presented at the time, the degree of force used and whether it was proportionate in relation to the behaviour together with the effect on the pupil or member of staff, will be considered.

It should be noted that members of staff are asked not to put themselves at risk, so an individual would not be seen to be failing in their duty of care by not using force to prevent injury, if doing so threatened their own safety.

Use of force **WILL NEVER** be used as a punishment, because it would fall within the definition of corporal punishment, which is illegal.



St Leonard's CE First School

'From a tiny spark to a bright flame.'

CONFIDENTIAL

RESTRICTIVE PHYSICAL INTERVENTION FORM

To be completed and given to the Headteacher

RECORD OF RESTRAINT	
Name of child	
Date of birth	
Date of incident	
Time of incident	
Member of staff involved	
Adult witnesses to restraint	
Pupil witnesses to restraint	
Outline of event leading to the restraint	
Outline of incident of restraint (including method used)	
OUTCOME OF RESTRAINT	
Description of any injury	

<p>sustained and any subsequent treatment</p>	
<p>Date/ time parent/ carer informed of incident: By whom informed: Outline of parent/ carer response</p>	
<p>Signature/s of staff completing the report:</p>	
<p>Brief description of any subsequent inquiry/ complaint or action:</p>	



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BEHAVIOUR INCIDENT FORM

To be completed and given to the Headteacher

Date of incident: _____

Time of incident: _____

Name of child _____

Class _____

Nature of incident

Member of staff reporting incident

Actions



Class Letter

Date: _____

Dear Parent/Carer,

I am sorry to inform you that there were problems with _____ (child's name and class) behaviour today.

They were disruptive in class by _____

I gave them the opportunity to recover their behaviour by

Please discuss your child's behaviour with them at home and return the slip below to acknowledge receipt of this letter.

If you need to see me about this matter, please call the school to make an appointment.

Yours sincerely

Class Teacher

ST LEONARDS CE FIRST SCHOOL – CLASS LETTER

Name of child and class:-----

Date:-----

Signature of Parent/Carer:-----



Behaviour Letter

Date: _____

Dear Parents/Carers,

I am writing to inform you that your child _____ (child's name and class)

1. Has repeatedly not followed instructions
2. Has repeatedly been disruptive in class
3. Has been rude to: an adult/ a child / children
4. Has been aggressive physically by _____
5. Has been aggressive verbally by _____

The following action has been taken:

- a. The matter was referred to the Deputy / Assistant / Head Teacher
- b. They will / have missed part of their lunch / break
- c. They will / have missed their whole lunch / break
- d. Any other comments

Please discuss your child's behaviour with them, sign the slip and return to school. Remember that three such letters in one term will result in Parents being called into school to discuss behaviour which may result in your child missing their breaks for a week or exclusion.

Yours sincerely

(Senior Leadership member who dealt with the incident)

ST LEONARDS CE FIRST SCHOOL – BEHAVIOUR LETTER

Child's name and class:-----

Date:-----

I have received the Behaviour Letter: signed -----

(signature of Parent/Carer)

Behaviour letters for parents



Class Letter

Date: _____

Dear Parent/Carer,

I am sorry to inform you that there were problems with _____ (child's name and class) behaviour today.

They were not able to concentrate on the completion of their classwork due to _____

I gave them the opportunity to recover their behaviour by

Please discuss your child's behaviour with them at home and ensure that they finish the work at home that needed to be completed in class.

Please sign below to acknowledge receipt of this letter.

If you need to see me about this matter, please call the school to make an appointment.

Yours sincerely

Class Teacher

ST LEONARDS CE FIRST SCHOOL – CLASS LETTER

Name of child and class:-----

Date:-----

Signature of Parent/Carer:-----



Mr and Mrs Potato Head help us to remember how to be bright flames!



LOVE each other and ourselves.



LOVE learning.



RESPECT each other and ourselves.



RESPECT the school environment and property.



Thinking caps to think about God, about each other and about our learning.



Looking eyes to notice and learn.



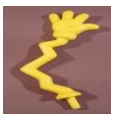
Listening ears to understand.



Loving hearts



Kind mouths with thoughtful words.



Helpful hands to do good deeds.



Walking feet to keep us safe.



St Leonard's CE First School
'From a tiny spark to a bright flame.'

BEHAVIOUR MANAGEMENT RECORD - TIME OUT AND REPAIR

SANCTION RECORD

Name:

Date:

Reasons why:

Sanction given:

Follow up action from restorative conversation:



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BEHAVIOUR MANAGEMENT RECORD - TIME OUT AND REPAIR

SANCTION RECORD

Name:

Date:

Reasons why:

Sanctions given:

Follow up action from restorative conversation:

Date:



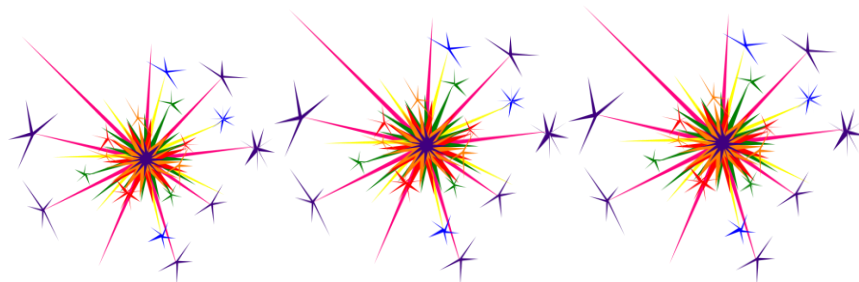
Positive Potato behaviour

Positive note home

for



because



Name:.....

My targets: 1.
2.



= Good



Warning given



TIME OUT



= Excellent (positive note)

Date		Monday	Tuesday	Wednesday	Thursday	Friday	Comments
	Am						
	Pm						
	Am						
	Pm						
	Am						
	Pm						
	Am						
	pm						
	Am						
	Pm						
	Am						
	Pm						
	Am						
	Pm						
	Am						
	Pm						
	Am						
	Pm						

Additional Comments:



Behaviour Policy Staff Guide!

Follow these guidelines to keep yourself well! No-one wants to be ill in the holidays!
Consistency across all staff, working as a team makes behaviour outstanding.

- Use Mr Potato head to reinforce the school rules.
- Meet and greet your pupils every day around school to show you care.
- Use School core values LOVE and RESPECT to foster understanding.
- Always recognise the GOOD behaviour FIRST and record on the recognition board.
- Use positive notes to recognise behaviour that goes above and beyond.
- Use Active learning where possible to promote engagement.
- Nip low-level disruption to ensure a critical mass of Good behaviour
- Draw a diagram of your class to show who the critical mass and who the floating voters are.
Work on the floating voters.
- Use the reflection area when pupils with behaviour needs need time out to keep other children learning.

To reduce low-level disruption:

- ✓ Use a pupils name before positive praise or a one or two word command to get them back to on task behaviour.
- ✓ Short and clear communication is needed.
- ✓ Lots of positive praise to reinforce good behaviour.
- ✓ Be relentless with routines! Practice them if necessary. 'Legendary line-ups, tremendous transitions'.
- ✓ Use even more praise at transition times of the day.
- ✓ Use a gesture, a look, raised eyebrows, stop and wait technique, stand in the pupil's personal space or point to a photograph of expected behaviour to reduce the use of your voice. (over use of voice leads to illness).

When dealing with unacceptable behaviour:

- ✓ Remain confident, calm and relaxed. Be unshockable (find your happy place)!
- ✓ No finger pointing or shouting!
- ✓ Use assertive phrases: Could you please try to recover your behaviour and I need to make sure you are happy, safe and learning.
- ✓ Use the script for difficult interventions. Use restorative follow up to teach good behaviour.

Sanctions

1. A **NON-VERBAL** prompt/ **REMINDER** of the rules.
2. **CAUTION** - A clear verbal 30 second caution delivered privately. Ask the pupil to think carefully about their next step.
3. **LAST CHANCE** - Final opportunity to make a positive choice. Script to be used by the member of staff. Reminder of sanctions.
4. **TIME OUT and REPAIR** (40 mins max) - Pupil moves to the calm down area in the classroom or behaviour recovery area in the school with a Learning mentor. Restorative conversation should take place or work on emotional intelligence.
5. A more serious misdemeanour is one showing a lack of respect for school staff or where another child or member of staff has been hurt or when a pupil has been in behaviour recovery for over 40 mins and has not calmed. These incidents require the pupil to be taken to the Headteacher or senior member of staff and an incident form to be completed. The Headteacher will then make contact with pupil's parents and a letter will be sent home. If a child moves out of the classroom, a form is filled in for the pupil's behaviour records.

Scripted conversation for difficult behaviour -30 seconds only (staff)

1. **You are responsible for your own behaviour.**
2. **This poor behaviour does not deserve my time.**
3. **You are better than this behaviour.**
4. **Remember yesterday/ last week when you**
5. **This is what I need to see.**
6. **Thank you for listening.**

(be an actor, exaggerate the positive and disappointment, with a serious and certain tone).

Restorative questions prompt (staff)

What happened?

What were you thinking at the time?

What have you thought since?

How did this make people feel?

Who has been affected?

How have they been affected?

What should we do to put things right?

How can we do things differently in the future?