

Our vision is for our children to be happy and responsible young people who achieve their best



Pupil Behaviour Policy

[including the use of reasonable force]

Approved and adopted by the Full Governing Body
on 20th September 2016

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Why do we need a school behaviour policy?

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Through having a clear school behaviour policy we can ensure that pupils in our care have the following rights:

- the right to a good quality education [Article 28]
- an education which helps pupils use and develop their talents and abilities. It should also help pupils learn to live peacefully, protect the environment and respect other people [Article 29]
- the right to choose their own friends and join or set up groups, as long as it isn't harmful to others [Article 15]
- the right to play and rest [Article 31]

This policy aims to:

- create an environment which encourages and reinforces good behaviour
- promote self-esteem, self discipline and positive relationships
- support children to recognise, name and manage their emotions
- have consistency of response to both positive and negative behaviour
- ensure the school's expectations and strategies are widely known and understood
- involve both home and school in the implementation of this policy

School code of conduct:

At this school we will:

- Care for each other, respecting the feelings, bodies and property of others
- Tell the truth
- Be responsible for all our actions
- Always try our best in everything we do [Remember: Good, better, best]
- Tidy up after ourselves and be responsible for our own property as well as the materials and equipment we use in class
- Make sure that the school is a happy place

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What are our school behaviour rights and responsibilities?

| Staff | |
|--------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Rights | Responsibilities |
| To be supported by peers and managers | To ask for support when needed To offer support to colleagues and managers |
| To be treated courteously by all others in the school community | To model courteous behaviour To recognise and acknowledge positive behaviour in others |
| To be made fully aware of the school's systems/ policies/ expectations and to be part of creating the policy | To seek information and use lines of communication following the correct protocol To follow agreed school policy and protocol To promote consistency |
| To receive appropriate training to increase skills in behaviour management | To support others developing their skills in promoting positive behaviour and good attendance To acknowledge areas of own behaviour management skills which could be developed To try new approaches in discussion with the SLT To be consistent in dealing with children To meet the educational, social and behavioural needs of the children |

| Parents/Carers | |
|------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Rights | Responsibilities |
| To be treated with respect | To behave respectfully towards others |
| To be kept informed about their child's progress | To make sure their child attends school regularly To talk to their child about what he/she does in school To talk to teachers if they have any concerns about their child's learning or wellbeing |
| To be listened to | To listen to others |
| To have access to information on the school's approach to behaviour and attendance | To absorb information and share concerns To cooperate with the school by allowing and supporting any appropriate assessment of their child's social and emotional needs including giving consent to referrals for additional services. |
| To have concerns taken seriously | To share concerns constructively |

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| | |
|--------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------|
| To know behavioural issues will be dealt with and to support the school in their implementation of the school behaviour policy | To inform the school about behavioural issues and work with them towards resolving them |
|--------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------|

| Staff and children | |
|----------------------------|------------------------------------------------------------------------------------------------------------------------|
| Rights | Responsibilities |
| To be treated with respect | To behave respectfully to others To treat others as you expect to be treated yourself |
| To be safe | To behave in a way which keeps self and others safe |
| To learn | To attend school regularly To be willing to learn To allow others to learn To take responsibility for actions |
| To make mistakes | To own mistakes To allow others to make mistakes |
| To be listened to | To listen to other |
| To share opinions | To give opinions in a constructive manner |

How do we encourage good behaviour?

Good Better Best Points

Our School Dojo reward system is used across the school from Year 1 - Year 6 in order to encourage good behaviour, presentation, effort, kindness and manners. All staff are asked to praise any good behaviour that they see going on in any part of the school, and every member of staff can also give children a GBB (Good Better Best) point if they are particularly pleased with their behaviour. Children's Good Better Best points are then collected onto their DOJO character on the APP and once they reach 50 points they will be awarded a Bronze tie/jumper badge in assembly. When they reach another 50 points they will receive a Silver badge, and when they get another 75 points (175 in total) they will receive a Gold badge. If anyone reaches 225 points they will receive a Platinum badge. A letter telling parents that they have received their badge and how pleased we are with them also goes out to parents by email. Names and photos of children receiving

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these awards are displayed on a prominent board in school.

Other strategies that are used to encourage good behaviour include:

FU: Go through 'would you'... 'let's...' strategies

Use the key relational skills to help children recognise, name and regulate their emotions (see Appendix 2 for more information)

A system using 'Gogos' to encourage children to make the right choices and decisions is used across the Foundation Stage.

KS1 and KS2:

Class charters

'Good to be green' - traffic light system

Class clap, whoosh, firework etc

Verbal praise

Choice of seating

Class Certificates

Additional responsibilities / 'special' person

Year group reward system [reward chosen by children] e.g. marble jar, extra playtime, party

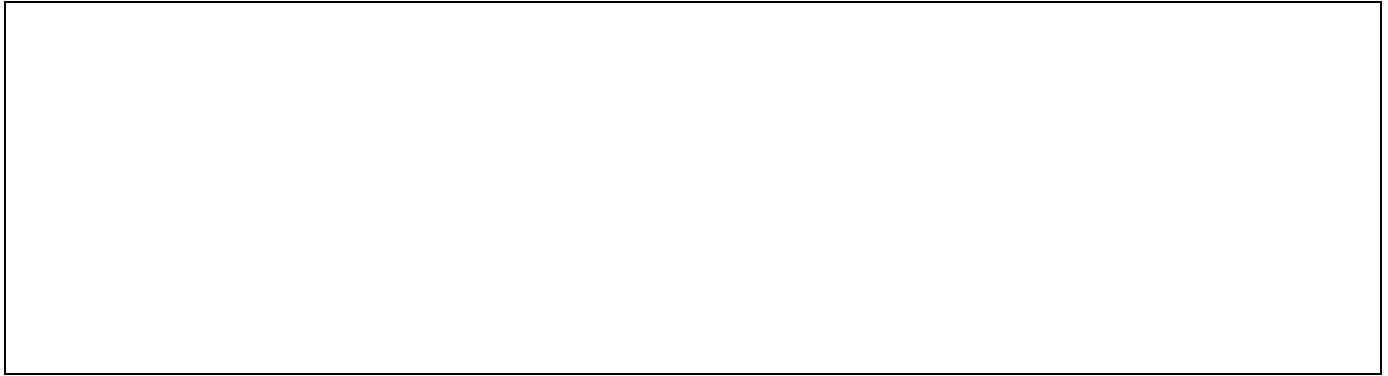
Teachers in Years 1-3 reward children in their classes with Golden Time if they have stayed on Green all week, with a reduced amount of time for those who have been on Amber or Red.

Sharing success and good work:

If a teacher is particularly pleased with a child's work, they can send that child to share their work with another teacher, or they can send them to the Deputy Head or Headteacher during 'Celebration Time' before lunch every day with their work and a post-it explaining why they are so pleased with that piece of work. This child will be awarded a gold star in their work, and also a raffle ticket which goes into a pot. 5 raffle tickets will be pulled out of the pot at the end of each term and those children whose tickets have been pulled out will be given a small prize.

Hidden Talent or Learning Award- every half term a special assembly will be held where children will be given an award to recognise them for something special they have done. This might also include sporting success, artwork, music etc

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How do we encourage respect for others?

- R time [Rights respecting and circle group time]
- Rights Respecting group
- Assemblies
- Staff and pupil role models

How do we support children who are struggling with their behaviour

We work very hard in our school to try to support children who are struggling with their behaviour to get back on track and behave in the way that we expect in our school. We have various strategies that we employ to help children to know and understand how they need to behave. These strategies include:

- Appreciative enquiry meetings
- Mentoring
- Life skills classes 1-1 or in small groups
- TA support
- SLT regular contact
- Additional parent meetings
- Solihull Parenting courses
- Family support

What is the role of all adults in the school?

'What you pay attention to is what you get more of'

All adults when circulating around the school are asked to be mindful of behaviour. Ensure that you model appropriate behaviour and that you recognise and praise all good behaviour you see being displayed by children. Particularly good behaviour can be rewarded with a GBB token. Additionally staff are asked to respond to misbehaviour, following the guidelines set out in this policy, whenever and wherever it is seen. **As a staff we are collectively responsible for the**

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behaviour and welfare of all the children in the school. In addition all staff will work together to support identified children with managing their behaviour according to an agreed plan.

How do we manage unacceptable behaviour?

We have a system where all children start each day on *Green* (Good to be Green). Children will stay on green all day, unless they display any of the behaviours that we have identified as being unacceptable behaviour (see Appendix 1.)

Level 1 behaviour consequence: Move to **Amber**. A child will first be reminded about the appropriate behaviour that we expect to see, and then if the inappropriate behaviour continues, they will then be given one more warning. If the behaviour still continues they will be moved onto **Amber**.

If a child goes onto Amber their name will go onto Amber on their class board and an **Amber** slip is filled out and is taken to DHT/HT who are informed about every amber incident and they record it in the Amber file. The child will be told that the DHT/HT have been informed of the incident and the member of staff who has filled out the amber slip will indicate at the bottom of the slip whether the child needs to be spoken to by the DHT/HT: immediately, some time that day, or not on this occasion. If the child needs to be spoken to by the DHT/HT they will come to the child's class and take the child out to speak with them as soon as they can, although there are times when this will not always be possible. The board in the staff room makes it clear which member of SLT should be sent for on any particular day. Every Amber incident also has an in-school consequence of:
KS1 - missing a 10 minute break/ missing 10 minutes of lunch/ missing 10mins of their afternoon break - usually to complete work that they have missed.
KS2 - missing a 15 minute break/ missing 15 minutes of lunch - usually to complete work that has been missed, although on occasion this work will be sent home with the child instead.

Every child can earn themselves the chance to go back to *Green* once in a day after they have been put on **Amber** (although the Amber consequence will still happen), but if they go back to **Amber** again they will receive another consequence and will stay there for the rest of that day, and could even move onto **Red** if the behaviour continues.

Some Level 1 behaviour is very hard to warn against, such as calling someone an insulting name, and on these occasions, a child will receive an amber slip immediately.

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3 Amber incidents in a term - Because we want children to see that we treat getting an amber slip as quite a serious thing in our school, and we hope that one amber slip will be enough for a child to want to improve their behaviour, if any child has been given 3 amber slips within a half term, that will automatically be the equivalent of getting a **Red** and the child will then get a phone call home to parents and an after school detention as per the behaviour policy for a **Red**. An email will go home to parents after a child has received **2 ambers** so that they can talk to their child about their behaviour and hopefully prevent any further incidents and therefore prevent a detention.

After school detention - The after school detention time will be used to discuss the behaviour with the child and a Detention Reflection Grid (see appendix 6) will be filled in with the child to help them to come up with some strategies to improve their behaviour in the future. The parent will be asked to come in and collect their child from after school detention and discuss the Detention Reflection Grid and their behaviour with the HT/DHT.

Continued amber slips after an after school detention - We would expect the detention, together with the discussion around the detention reflection grid, to prevent further amber slips being given to any child. However, if a child goes on to receive another amber slip after a detention, a meeting will be held with the parents to discuss the continued inappropriate behaviour and strategies to support their child to improve their behaviour. This meeting will involve the HT/DHT, the class teacher and SENCO where appropriate. The meeting is likely to result in a Behaviour Plan being set up for that child which will highlight strategies to support a child with their behaviour as well as agreed consequences.

A new term / A new start - Because we want children to be given the opportunity to have a fresh start and improve their behaviour, at the beginning of each new term, every child will be put back onto 0 amber slips. So if they had 2 amber slips at the end of the Autumn term, they start the Spring term from 0. This applies to all children. However, those children who received an after school detention the previous term, will still have a behaviour meeting with parents called if they receive another amber slip.

Red (any Level 2 behaviour or if a child has been moved on to Amber and continues to repeat the inappropriate behaviour in spite of being re-reminded):

- Incident to be recorded on the child's niggles sheet.
- Phone call home from the teacher who placed the child on Red

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- Child will be sent straight to see the DHT/HT (or AHT/ SENCO if both the DHT/AHT are unavailable). The DHT/HT will explain to the child exactly why they are so disappointed in their behaviour and why they have been placed on Red. An in-school consequence will follow which will be an *after school detention* for years 2, 3, 4, 5 and 6. This detention will be held with either of the Headteachers or with either of the Deputy Headteachers. Year 2 children will have a 30 minute detention and KS2 children will have a 45 minute detention. Parents will be given at least 24 hours notice of this detention to allow for parents to adjust their after school schedule accordingly. This is in accordance with the DFE publication from February 2014 'Behaviour and Discipline in Schools' which states:

What the law allows:

27. Teachers have a power to issue detention to pupils (aged under 18).

28. Schools must make clear to pupils and parents that they use detention (including detention outside of school hours) as a sanction.

29. The times outside normal school hours when detention can be given (the 'permitted day of detention') include: 11 a) any school day where the pupil does not have permission to be absent; b) weekends - except the weekend preceding or following the half term break; and c) non-teaching days - usually referred to as 'training days', 'INSET days' or 'noncontact days'.

The after school detention time will be used for the child to talk about the behaviour that led to them receiving the detention and a Detention Reflection Grid will be filled out in discussion with the child (see Appendix 6). The behaviour that caused the after school detention will also be discussed and strategies developed to help that child avoid repeating the inappropriate behaviour. If there is time left over after the Detention Reflection Grid has been filled out, the child will carry out an activity related to their spelling from that week. The parents/carers of the child who has been kept behind for a detention will be invited to have a short meeting with the Head/ Deputy Head at the end of the detention time to discuss future behaviour, and strategies to help them to improve their behaviour. On some occasions a behaviour plan will be put in place for a child who has received a RED.

Sometimes, instead of a behaviour plan being put in place after a RED incident, an appreciative enquiry meeting with parent, teacher and HT/DHT (and SENCO if relevant) will take place. This meeting will include reference to 'Listen to me', parental aspirations and an action/behaviour plan with agreed actions by parents and staff may well need to be created at this stage. The plan will include clear outcomes and a review date (see Appendix 4 and 5 below). Liaison with SENCO

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regarding whether the child's name should be added to our SEN register (see Appendix 5) and whether a referral to the Behaviour Support Team should be made at this stage.

Children with Behaviour Plans

Children with behaviour plans might well find themselves outside the normal behaviour systems for a while whilst strategies are being tried to support their behaviour. Regular reviews of the targets on the behaviour plan will be held so that any small adjustments can be made or alternatively things can be changed if strategies that have been put into place do not appear to be working.

What happens at lunchtimes?

MTAs follow the same behaviour rewards and consequences strategy as the rest of the school.

Behaviour at Lunchtime

We have arranged many different activities for lunchtimes, both inside and outside, in order to help children have a successful and happy lunchtime, and ensure that incidents are kept to an absolute minimum. MTAs can award GBB tokens to children (approximately 5 per day) who they see displaying particularly good behaviour. Where they see less positive behaviour, this behaviour is recorded in a lunchtime behaviour book. These books will be looked at once a week by the senior MTA or DHT in order to see if any further action needs to be taken. There will always be a member of SLT on duty every lunchtime and they can be found in the dinner hall eating lunch with the children, or outside with the children. The Senior MTA/ SLT member is responsible for any more serious behaviour issues and the MTAs can call the Senior MTA/SLT member to deal with these sorts of incidents. They will then decide on the course of action necessary depending on the severity of the behaviour incident, and as per the behaviour policy. Sometimes they will ask the child to have a time out in the playground in order to ensure an immediate consequence and to take the child away from any potential issues. For any Level 2 behaviour a detention will take place and the class teacher will be informed so that they can then phone the parents to arrange this.

Level 3 behaviour

Level 3 behaviour is that behaviour which as a school we have agreed is very serious and is the sort of behaviour we expect no-one to ever display. Level 3 behaviour will always result in an exclusion, and the particular exclusion that the child has will reflect the age of the child as well as take into account any individual behaviour care plan that the child might have. Therefore where it is

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more appropriate the exclusion might be an internal exclusion as opposed to a fixed term exclusion. This will be decided by the HT/DHT. In rare occasions, where a child has a behaviour care plan, a consequence more relevant to their particular need will be given.

How do we decide if fixed term/ permanent exclusion is appropriate?

In cases of persistent unacceptable behaviour or at least one incident of level 3 behaviour, the Council Exclusion good practice guidelines might at this stage be followed. Initially, any exclusion will probably be for a temporary fixed term [normally a period of up to five days], but if necessary permanent exclusion may be considered [in consultation with the Governing Body]. The decision for a temporary fixed term exclusion will be made by the head teacher or by the DHT/AHT in the head teacher's absence. Decisions to permanently exclude will be made by the head teacher only. The head teacher has the right to change a fixed term exclusion into a permanent exclusion if she sees fit.

What do we do where a child's behaviour puts themselves or others at serious risk of harm?

1. Remove other children from the area
2. Send a reliable child or another adult to the nearest available adult
3. One adult to stay with the main group of children, other adult to stay within a safe distance of the child
4. Send an adult to the office. Office staff to notify emergency services if necessary, headteacher or DHT/ AHT [in headteacher's absence].
5. Parents to be contacted immediately with the expectation they will come to school straight away to support their child and the school. Arrange parent meeting with teacher, AHT/DHT and HT (SENCo might also be included if appropriate).
6. A Behaviour Care Plan will always be put in place following any incident of this nature.

What do I do if I am worried about a safeguarding issue?

Staff should consider whether the behaviour under review gives cause to suspect that a child is suffering, or is likely to suffer, significant harm. Where this may be the case, school staff should follow the schools' safeguarding policy. They should also 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 assessment is necessary.

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How do we respond to poor behaviour outside the school premises?

Teachers have a statutory power to discipline pupils for misbehaving outside of the school premises. Bad behaviour and or bullying which occurs off the school premises and is witnessed by a member of staff or reported to the school will be dealt with in the same way as if it had occurred in school.

What further guidance can we refer to?

Where behaviour does not fit into the levels assigned in this policy, or where further guidance is required, the head teacher will refer to the DfE Behaviour and discipline in schools document [February 2014] in order to make an appropriate decision.

What about the use of reasonable force?

We follow the DfE guidance on the Use of reasonable force.

What is reasonable force?

This can form:

- The guiding of a pupil to safety by the arm
- Breaking up a fight

Reasonable force - means no more force than is needed

When should reasonable force be used?

The decision whether or not to physically intervene is down to the professional judgement of the staff member concerned and should always depend on individual circumstances.

In what situations would reasonable force be used?

- To prevent pupils from hurting themselves
- To prevent pupils from hurting others
- To prevent pupils from damaging property

Reasonable force will only be used as a last resort.

When will parents be informed?

Parents will be informed immediately. The member of staff who used the force will make a record of this incident on the child's niggles sheet and the AHT/DHT

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and Head teacher will be notified. The adult involved will also fill in an Incident Recording Form.

When else might staff have physical contact with pupils at HPS?

There are many occasions when touching a pupil is proper or necessary. For example:

- Holding the hand of the child at the front/back of the line when going to assembly or walking together around the school
- When comforting a distressed pupil
- When a pupil is being congratulated or praised
- To demonstrate how to use a musical instrument or hold a pen
- To demonstrate exercises or techniques during PE lessons or sports coaching
- To give first aid
- To prevent a child from hurting themselves or others - see Physical containment plan

What is an emergency physical containment plan?

Physical containment of a child is used as a last measure if it is felt that the safety of the child, other children or adults is at significant risk. The level of risk is to be assessed on a child-to-child basis and the approach may differ depending on the child. The proposed use of physical containment should be written into the child's Behaviour Care Plan.

In each case the Emergency Physical Containment Plan will outline:

1. When physical containment is to be applied
2. Who is responsible for carrying out the physical containment
3. How the physical containment will be carried out
4. The key phrases to be used with the child when carrying out physical containment
5. What will happen immediately after physical containment has been applied
6. How soon parents are informed that physical containment has been carried out

In addition, the SENCo/ HT/ DHT or AHT and class teacher will carry out a risk assessment that considers the child's potential physical reaction to being physically contained by an adult. If a child strikes out during the act of containment then this would not be considered Level 2 or 3 behaviour as per the behaviour policy.

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Appendix 1

| Level | Behaviour Type |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p>Level 1 This is behaviour where children get a reminder so they can improve their behaviour, then if it does not improve they get a warning and then if they still do not improve they move to amber and get an amber slip.</p> | <ul style="list-style-type: none"> ▪ Not on task ▪ Disrupting another child ▪ Distraction, interruption ▪ Answering back ▪ Not following instructions ▪ Lying/getting others into trouble ▪ Unsafe movement around school ▪ Careless damage ▪ Deliberate incomplete tasks ▪ Aggravating others ▪ Refusing to wear correct school uniform ▪ Refusal to work |
| <p>Level 1 that can't be warned against so result in an immediate amber slip</p> | <ul style="list-style-type: none"> ▪ Isolated acts of mild aggression e.g. pushing, shoving, poking ▪ Destruction of property ▪ Bad language ▪ Hurtful insulting language/ name calling |
| <p>Level 2 This behaviour is considered serious enough to be an immediate RED resulting in an after school detention of 30 mins KS1, 45 mins KS2 Children will be expected to fill in a detention reflection grid and then practise their spelling.</p> | <ul style="list-style-type: none"> ▪ Deliberate destruction of others' work ▪ Damaging school property ▪ Stealing/intent to steal ▪ Direct verbal abuse ▪ Threatening behaviour ▪ Inappropriate physical behaviour ▪ Bullying (see policy) ▪ Major disruption ▪ Obscene and explicit language or behaviour ▪ Racial abuse |
| <p>Level 3 This behaviour is considered totally</p> | <ul style="list-style-type: none"> ▪ Dangerous classroom disruption ▪ Unprovoked violence towards staff or pupils |

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unacceptable in our school environment as it stops others learning and feeling safe. This behaviour will usually result in an automatic exclusion, either an internal exclusion or a fixed term exclusion (usually one day).

- Vandalism of school building/property
- Abuse/threatening behaviour towards staff/parents
- Malicious accusations against staff
- Leaving school premises without consent

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Appendix 2

The EY curriculum puts great emphasis on Personal, Social and Emotional Development and the Foundation Unit recognises that young children need rich, engaging and cooperative social play opportunities. Some children may find it difficult to develop the necessary skills so the steps in the table below show the

linear progression in the FU approach to help these children acquire them.

| |
|-------------------------------------------------|
| Is there...? |
| A positive relationship with adults in the Unit |
| Parental contact and support |
| A written summary of PSE needs |
| Consideration of 'reasonable adjustments' |
| A programme of social skills intervention |
| A Thrive Action Plan in place |
| A Behaviour Care Plan in place |
| A DAF in place |
| A clear review cycle |

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Appendix 3

'Must haves' - these things are expected to be in place or to be used in every classroom, when necessary.

Seating plans
Special floor space [cushion/carpet piece]
Time in chair with a thinking adult
VAK styles of learning acknowledged and planned for
Skills taught explicitly
Differentiated work, challenging, at appropriate level
Class charter made with children, clearly displayed and referred to
Allowing calm down time and a safe place for this
Classroom layout/groupings
Positive reinforcement of good behaviour
High expectation of good behaviour
Flexibility to go with circumstances that distract e.g. snow storm, ambulance in playground etc
Achievable rewards
Time to talk to children as individuals and to let them talk to us
Verbal praise both quietly to an individual and publicly, to show child as a good example to the rest of the class

Ask yourself these questions

Am I creating a climate for success or failure?
Does the child understand the task?
Am I consistent?
Am I aware of children's individual circumstances and needs?
Am I a good role model?

Strategies to try

Angry feet
Mood boards
Visual aids timetable
Individual class sticker / star of the week
Use of timers to chunk work
Clear choice

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Appendix 4

Behaviour and SEN

Where a behaviour plan is put in place, or when a child has exhibited any Level 3 behaviour, the class teacher, Head Teacher and SENCO will discuss whether a child's name should be placed on our SEN register in the category of social, emotional and mental health difficulties. When making this decision we will take account of the guidance set out in Devon's model SEND policy for school, which states that the following may be evident:

- *Persistent emotional or behavioural difficulties which are not ameliorated by appropriate behaviour management strategies*
- *Emotional or behavioural difficulties which substantially and regularly interfere with the pupil's own learning or that of the class or group, despite having an individualised behaviour support programme*

However, due regard will be paid to Code of Practice, which states:

Persistent disruptive or withdrawn behaviours do not necessarily mean that a child or young person has SEN. Where there are concerns, there should be an assessment to determine whether there are any causal factors such as undiagnosed learning difficulties, difficulties with communication or mental health difficulties'

And:

Professionals should be alert to other events that can lead to learning difficulties or wider mental health difficulties, such as bullying or bereavement. Such events will not always lead to a child having SEN but it can have an impact on well-being and sometimes this can be severe. Schools should ensure they make appropriate provision for a child's short-term needs in order to prevent problems escalating. Where there are long-lasting difficulties schools should consider whether the child has SEN.

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Appendix 5

Behaviour Plans

Where a child's behaviour is a cause for a concern, either because it is a barrier to learning for the child or for others, or because it presents a danger to the safety of any members of the school community, a behaviour plan will be drawn up. This behaviour plan will be agreed in consultation with the HT/DHT/AHT, class teacher, parent, and child, as well as with the SENCO where appropriate. Behaviour plans will be constantly reviewed as needed by those working closely with the child, and will contain agreed timescales for sharing progress with parents. They will contain details of emergency procedures where these differ from those set out in this policy.

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Appendix 6

Detention Reflection Grid

Name

Class

Date

Tick the behaviour that you are in detention for:

- Lack of respect for adults
- Constant refusal to work
- Hurting another person
- Serious damage to school property

Draw or write what happened

How did you feel?

What could you have done differently to avoid detention?

How would you have felt if you had done that?

What next?

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Appendix 7 FIXED TERM EXCLUSION RETURN TO SCHOOL RECORD

Name of pupil:

Date:

Attendees at the meeting:

Actions taken by parent/carer to support the school during the exclusion period:

Pupil's comments:

Planned support for the pupil:

Next steps:

Agreed by:

Pupil:

HPS senior leadership representative:

Parent/carer: