



Heathfield Primary School

Reflective Behaviour Policy

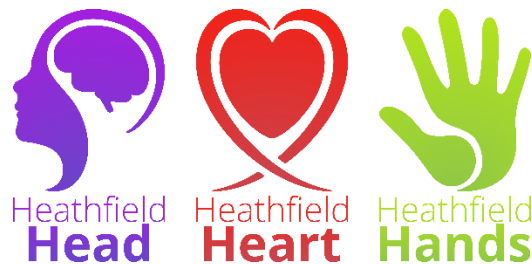
***Our Mission Statement:
Learning together, Learning for Life***

Chair of Governors	Zulfi Jiva
Headteacher	Mr M D Thornley
Policy written by	SLT
Date approved by governors	February 2023
Date of next review	February 2024
Committee Responsible	Learning Challenge

INTRODUCTION

At Heathfield, our curriculum lays out the way we teach our children to achieve our mission statement;
Learning together, learning for life.

The curriculum consists of all the planned activities and routines that we organise in order to promote learning, confidence and self-esteem. It includes not only the formal requirements of the National Curriculum, but also the range of extra-curricular activities that the school organises in order to enrich the experience of the children. The children at Heathfield are provided with an inter connected curriculum that promotes meaningful connections between concepts and knowledge (**Heathfield Head**), develops genuine and robust character traits to prepare children for life in the modern world (**Heathfield Heart**) and opportunities for children to use and apply their Head and Heart to answer learning questions (**Heathfield Hands**) resulting in knowledgeable, physically and mentally healthy children that achieve their potential and have a solid foundation to become life-long learners.



POLICY AIMS

This policy aims to outline the Heathfield expectations:

- Provide a **reflective and consistent approach** to behaviour management to support Heathfield's intent (see above)
- **Define** what we consider to be unacceptable behaviour, including bullying
- Outline **how pupils are expected to behave**
- Summarise the **roles and responsibilities** of different people in the school community with regards to behaviour management
- Outline our system of **rewards and sanctions**

OUR ETHOS

We aim to create a warm, welcoming, safe environment for visitors, staff and pupils alike.

We place much emphasis on high standards of conduct and achievement by our pupils. This policy is an essential part of our Heathfield Heart, promoting:

- High moral standards and personal qualities of good character and behaviour.
- Good personal relationships, a sense of responsibility, teamwork and loyalty.
- Social awareness, courtesy, consideration for others and sensitivity to one's surroundings.
- Respect for other people's beliefs and culture, underpinned by British values.
- Self-awareness, self-discipline, independence, a knowledge of health and safety and the ability to care for oneself.
- All children receive fair and consistent treatment throughout the school.
- An understanding of how to contribute to, and benefit from, living in a well organised community.
- Communication with parents re. schools expectations of appropriate behaviour and to work in partnership with parents to ensure these standards are met.

IMPLEMENTATION OF POLICY

Heathfield Primary School strives for excellence and aims to provide high quality education for all pupils. In order to attain the most effective learning environment, staff and pupils need to establish consistently high standards of behaviour, both in and out of the classroom. These standards and expectations will be set and modelled by all staff.

CODE OF CONDUCT EXPECTATIONS

Our code of conduct is summarised by the Heathfield Gold Standard:

- Respect,
- Safety,
- Learning

We **Respect** people and property at all times

We consider our **Safety** and that of others

We always engage with our **Learning**

Children who demonstrate the 'Golden Standard' outside of the classroom children will be given a Golden Standard Card that is worth 1 family points. If children demonstrate this standard in the classroom, family points are rewarded.

Golden Standard Expectations		
Respect	Safety	Learning
I always listen carefully	I can walk around the school sensibly	Independent inquirer -a child who is curious - they want to find out new things
I always follow instructions first time, whoever gives them	I use equipment carefully	Resourceful thinker - innovative and makes links, bringing skills and knowledge together
I am always polite and thoughtful.	I am safe online	Team worker -collaborates well, sharing their own ideas and listening to and respecting others
I set an outstanding example and encourage others to do the same	I consider mine and my peers safety inside and outside of school i.e. playground, local environment, trips and visits.	Reflective learner - resilient, knowing what they have done well and how it could be improved
I can understand how other people feel.	I follow the schools safety procedures (invac, evac, lockdown) to protect myself and others.	Effective participator - willing to take risks and have a go
I am an excellent ambassador for Heathfield		Self-manager -Organised and takes responsibility for their learning, physical and mental health
I recognise and appreciate differences between individuals		

CHILDREN'S MORAL CODE EXPECTATIONS

At Heathfield:

- We have the **right** not to be bullied in any way, shape or form. (UNICEF Article 2)
We have the **responsibility** not to bully others and to report any bullying we see.
- We have the **right** to an education and to learn according to our ability. (UNICEF Article 28)
We have the **responsibility** not to ridicule others for the way in which they learn or to disturb the learning of others.
- We have the **right** to be treated with respect by all people irrespective of age, gender, colour or status. (UNICEF Article 2)
We have the **responsibility** to respect all others within our community.
- We have the **right** to express our own opinions and to be heard. (UNICEF Article 12)
We have the **responsibility** to allow others to express their opinions and to be heard.
- We have the **right** to choose our friends. (UNICEF Article 15)
We have the **responsibility** not to force our friendship on others and to show kindness to everyone.
- We have the **right** to develop our personality, talents and abilities to the full (UNICEF Article 29)
We have the **responsibility** to respect everyone and not discriminate.
- We have the **right** to be protected from being hurt and mistreated, in body or mind (UNICEF Article 19)
We have the **responsibility** to report if we see anyone getting hurt or mistreated.

CLASSROOM MANAGEMENT EXPECTATIONS

All Heathfield staff will:

- Promote and model the Golden Standard
- Carry Family point Cards to be given out to children (Not in their class)
- Be consistent, mean what you say.
- Expect high standards of conduct
- Expect high standards of work and presentation in relation to pupils' abilities (See Presentation policy)
- Ensure children have a period of reflection
- Communicate with parents on the same day for when a child has been issued a reflection card
- Children have a pre-set lining up order
- Teachers lead their class from place to place at the front of the line, insisting on straight , quiet/silent lines
- Teachers collect children from the playground promptly
- Ensure children wear school uniform correctly

QUITE SIGNAL/ROUTINES FOR LISTENING

All staff will use an agreed consistent approach for getting class attention;
EYFS - 'Show me ten'

Years 1-6 'Show me five'

When this signal is presented the expectation is that all children:

- Face me
- Silence
- Things down
- Still
- Listening bodies

Children do this **first time, every time**.

TALE TELLING – MAYBE, BUT STRATEGY

Whilst we encourage children to seek adult support where needed to resolve disputes, every effort will be made by staff to minimise any disruption to learning. This links to our Gold Standard. This will mean that minor issues may be dealt with using '**maybe, but**' strategy to ensure that disputes do not eat into valuable learning time.

I.e. 'Maybe he did, but we will give the benefit of the doubt as it is learning time now.'

'Maybe she did take your pencil, but here is another and we are learning now.'

'Maybe they did, but now is the time for learning and we will follow this up at break time.'

In this way, children are routinely taught to appreciate and value learning time above all else, whilst also understanding the adult values what is being reported.

Where it is apparent issues are more serious and in need of investigation, this will be followed up at the appropriate time, out of learning time. **It is acknowledged that this is not always possible; sometimes the support of the Learning Mentor may be sourced here.**

BEHAVIOUR SUPPORT

Positive behaviour support/strategies are holistic approaches intended to reduce risk, restraint and restriction. Strategies include:

- Use of space
- Management of time
- Changes to the environment
- Distraction
- Stance, posture and gestures
- Facial expressions
- Eyes, voices and words
- Simple positive messages

The above will be deployed 95% of the time. It is school's responsibility empower children to regulate their own behaviour and develop self-control. Self-regulation is a Heathfield value. Challenging behaviour is often a breakdown in communication. As a school, we aim to understand what function the behaviour serves and support children in learning more socially acceptable ways to express their feelings. Behaviour interventions that seek only to control behaviour are likely to prevent children from achieving their potential.

C.A.L.M COMMUNICATION

When dealing with challenging behaviour and/or a child in crisis, we adopt CALM communication

COMMUNICATION

Stance, posture, gesture, facial expression, intonation

AWARENESS AND ASSESSMENT

Understanding behaviour, knowledge of behaviour plans, anticipating what might happen next

LISTENING AND LEARNING

Give time and space, allow pauses for take up time (at least 10 seconds), giving a way out

MAKING SAFE

Objects, space, hotspots and safety responses

On rare occasions (5%) Heathfield staff may need to use prompts and guides to reduce risk to the child/adult (or other children/adults). **This should be reasonable, proportionate and necessary.** Heathfield staff will work collectively to understand triggers, worries and escalators for individual children to identify and anticipate where we can proactively take action to support a child to self-regulate.

Team teach techniques seek to avoid injury, but it is possible that bruising or scratching may occur accidentally, and these have not been necessarily as a failure of professional technique, but a regrettable and infrequent 'side effect' of ensuing that the service user remains safe. (George Mathews- Founder)

CONSISTENT LANGUAGE

Staff help

If a member of staff requires additional support to de-escalate a situation and/or to carry out a two –person guide, the member of staff shouts, 'Staff help'

Help is here

When a member of staff arrives, they will say, 'Help is here' and listen for the help required

More help available

If a member of staff says, 'more help available' this means they will swap with the staff member. At this point, the staff member must remove themselves. This should not be seen as a weakness/failure and/or an act to undermine each other; 'change of face' is an effective de-escalation strategy.

BEHAVIOUR PLAN/RISK ASSESSMENT

If we identify that guides might need to be used with a child, a behaviour plan will be written. As part of the behaviour plan, the six stages of crisis will be considered; behaviours and responses will be identified including restoration strategies. See Behaviour plan.

If following a dynamic risk assessment (the continuous process of assessing risk and taking action in the rapidly changing circumstance) guides are employed, a formal behaviour plan will be written and implemented.

RECORDING

Any member of staff that uses guides, must record the incident on CPOMs using simple, clear descriptive words to enable a clear picture of what happened. Staff must not guess and if certain information cannot be remembered, say so.

Staff members should consider the following:

- Did you stop to think?
- Did you try to de-escalate?
- What might have happened if you had chosen another option?
- Why do you think your choice was in the best interest of the child?

THE USE OF REASONABLE FORCE

Human rights act (1998) defines reasonable force as, 'no more than absolutely necessary' At Heathfield, we will only restrain if the child is at **risk of significant harm** and **for the shortest time possible**. Heathfield staff will carry out a dynamic risk assessment (A continuous process of identifying hazards, assessing risk, taking action to eliminate or reduce risk, monitoring and reviewing, in the rapidly changing circumstances of an operational incident.

Any member of staff needing to make use of physical intervention must record this in full on CPOMS and speak to the Head/deputy/assistant headteacher so that parents can be informed. Any occasion where restraint has been used will be reported to the parent within twenty four hours by a member of SLT.

REWARDS

We actively praise more than criticise. This includes individuals as well as the whole class. We also use praise as a means of reminding all children of the behaviour we expect to see.

Praise is **specific and descriptive** so children understand exactly what they have done in order to gain a positive comment/action. **Where possible reference should be explicitly made to the Golden Standard and/or Heathfield Head, Heart and Hands.**

If a child's behaviour is in line with the Heathfield Expectations a child is rewarded. Rewards could be:-

- Text message to parents (*looking into more cost effective text message packages*)
- A written comment on a piece of work
- A green card home
- A certificate in assembly (See celebration assemblies for types of certificates)
- Sending the pupil to the AHT/DHT/HT
- Family points (Maximum 3 points)
- Family point reward (End of term)
- Golden standard card issued
- ALWAYS children reward

IN CLASS FAMILY POINT SYSTEM (PIP)

- Children start each session on green

Children moved up to silver to earn 1 family point

Expectations:

- I listen carefully, asking questions about what is being discussed.
- I follow instructions first time.

I actively take part in lessons.
I can get on with my work and stay focused.
I use my targets to help me improve my work.
I can reflect on my own learning.
I am polite and friendly to others.
I can walk calmly and sensibly around school.

Children moved up to gold to earn 3 family points

Expectations:

I take every chance I can to learn.
I always listen carefully and take an active part in every lesson.
I always follow instructions first time, whoever gives them.
I always start my work quickly.
I always stay focussed my work, reflect upon it and aim to improve it.
I am always polite, respectful and thoughtful.
I set an outstanding example and encourage others to do the same.
I work well in a group or on my own.
I can understand how other people feel.

FRIDAY CELEBRATION ASSEMBLY

At Heathfield there is a weekly achievement assembly at 2:30pm every Friday led by the Headteacher (or SLT member).

During the celebration assembly the following certificates are given out:

- Start of the week (This links to the Golden Standard/ Heathfield Head/Heart)
- Timestable Rockstar of the Week

The Commando Joe Cup is awarded to the class that demonstrated the Commando Joe focus for that week the most effectively.

The whole school and class with the highest attendance is celebrated.

LINING UP PROCEDURES

All children have a pre-set lining up order. This would usually be register order. Each time the class lines up, this order is used.

At the end of break/lunch, children should line up swiftly following the second whistle. If this is not done swiftly, time can be taken from the next break/lunch to practise this.

At the end of break/lunch the class teacher should promptly collect the class. Leading from the front of the line, class teacher should walk children into the building. Children should enter the building in silence, taking their coat off and silently create a line outside of the classroom/go into classroom if adult is there.

Teacher should praise individual children/class when they do this well (PIP). If a child/group of children are not fulfilling the expectation, conversations should be had (RIP) and the class/groups can practice during break times.

HAND WASHING PROCEDURES

Children wash hands and then line up one behind the other to use the hand dryer.
This should be done silently/quietly

MANNERS

Good manners are a vital part of a child's behaviour and attitudes. All staff must model and reinforce good manners and hold children to account if they do not show good manners to adults and children for example, not saying good morning, holding the door open for an adult, saying thank you etc.

SANCTIONS

If a child is not meeting the Heathfield expectations, the children will be given 2 reminders/warnings (RIP)

If the reminders do not change the child's behaviour a reflection card will be issued. (A reflection card for low level behaviours must not be issued if the above warnings have not been given).

REFLECTION CARDS

At Heathfield, we adopt a reflective approach to behaviour, where children are supported in reflecting on and taking ownership of their behaviour. Where possible, reflections take place in private, or through a quiet word. All staff have a duty to demonstrate respect to children during reflection times. Reflections will usually take place once the child is ready to engage in dialogue with the adult. For some children, this may mean calming down time is given following an incident. Children should not be sent out of the classroom as a sanction, but may be encouraged to take some thinking time in another class until they are ready for a discussion over their choices, or where their behaviour may be disrupting the learning of others.

The reflective behaviour card is a way for children to reflect on their behaviour, thinking about what happened, why the behaviour does not meet the Heathfield Golden Standard, what led to this behaviour, what they could do differently and how it affected other children.

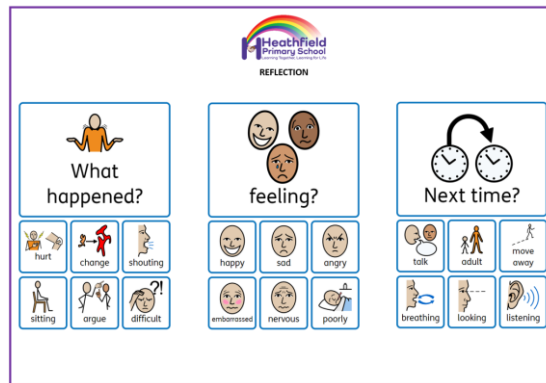
There are three levels of incident on the reflection card. Staff select the sanction based on the level of the behaviour; level 1, 2 or 3.

Reflective behaviour card level 1 – 1 x BREAK MISSED

Reflective behaviour card level 2 – 1 x BREAK MISSED + 15 mins of lunchtime break

Reflective behaviour card level 3 – sanction decided by SLT member

When completing reflection cards, the following prompt will be used for all children and may be particularly useful for younger children and/or children with Speech, Language and Communication Needs.



LEVEL 1 INCIDENTS

There are a number of lower level behaviours where staff would issue a level 1 card. This may include behaviours such as:

- Chatting that disturbs learning.
- Running or wandering about.
- Failure to listen to adults or other learners.
- Shouting out.
- Refusing to work.
- Throwing small items.
- Interfering with other pupils' belongings.
- Mis-using school equipment
- **Speaking in an assessment**

Reflective behaviour card level 1 – 1 x BREAK MISSED

Reflection carried out by adult that has given the reflection card. (If this staff member is on break duty, the reflective discussion must take place with the adult that has given the card and then sent to phase leader/AHT/DHT to miss the break)

LEVEL 2 INCIDENTS

If a child's level 1 behaviours are layered or are a child demonstrates more serious behaviours such as the ones outlines below, a level 2 card will be issued.

- Swearing
- Fighting
- Unprovoked attacks
- Sexism
- Racism
- Homophobia
- Verbal abuse

- Malicious allegations
- Physical aggression
- Physical assault
- Walking away from an adult
- Non compliance
- Theft
- Damage to Property
- Leaving class/school without permission
- **Cheating in an assessment**

Reflective behaviour card level 2 – 1 x BREAK MISSED + 15 mins of lunchtime break

As above for level 1. For lunch, Reception – Year 2 goes to Middle school phase leader at 12:00pm; KS2 children to go to Learning Avenue at 12:30pm.

Monday HT

Tuesday DHT

Wednesday AHT

Thursday UKS2 lead

Friday HT

LEVEL 3 INCIDENTS

If a child's level 2 behaviours are layered or the behaviour is reoccurring then a Level 3 reflection will be issued.

Child on Child abuse (physical and sexual abuse, sexual harassment and violence, emotional harm, on and offline bullying) will result in a Level 3 reflection card.

SLT only can issue a Level 3.

Reflective behaviour card level 3 – Working in isolation with SLT member for the remainder of the lesson/session including playtime/30 minutes of lunchtime. Parent's informed by SLT.

LOST LEARNING TIME

Any work not completed in line with a child's ability and standard must be completed during break and lunch times

INTERNAL EXCLUSION

If a child's Level 3 behaviours are layered or considered more serious than a level 3, an internal isolation will be issued. SLT only can issue an internal isolation.

Internal Exclusion – Working in isolation with SLT member for ½ or full day. Parent conversation with Deputy Headteacher or Headteacher. Letter sent home (template below)

FIXED TERM EXCLUSION

If a child's behaviours are layered or considered more serious than an internal isolation, a fixed term exclusion will be issued. Headteacher only can issue a fixed exclusion.

Fixed exclusion – 1 - 5 day external exclusion with work supplied from class teacher dependent on independent working level. Parent conversation with Headteacher. Letter sent home (template below) This will be followed by formal reintegration interview with Headteacher (or SLT) and Learning Mentor which the child and parent must attend.

PERMANENT EXCLUSION

If a child's behaviours are layered or considered more serious than a fixed term exclusion, a permanent exclusion will be issued. Headteacher only can issue a permanent exclusion.

Permanent exclusion - Letter sent from Headteacher and copied to BSS. Another school place must be sought for the child with support from BSS

All incidents are unique and therefore it is difficult to lay down hard and fast rules. **DECISIONS ABOUT EXTERNAL EXCLUSIONS CAN ONLY BE MADE AT THE HEADTEACHER'S DISCRETION. THIS IS A LEGAL REQUIREMENT.**

EARLY YEARS

Heathfield Primary School acknowledges that different rewards and sanctions are appropriate for our youngest children. As with all children in school, the high behaviour standards are set within the culture at Heathfield and this is promoted through praise and reward.

Positive behaviour will be rewarded by children being given a gold star sticker for excellent behaviour and learning. Stickers are an in the moment celebration and they also support parent's recognising children's achievements in school. At the end of each week, the class teacher will decide on a 'star of the week' pupil. This child will take home their class mascot for the weekend, with a certificate celebrating their specific achievement.

Sanctions

Level 1 behaviour: as outlined above.

Distraction techniques – attention not given to unhelpful behaviour

Removal to a different continuous provision area

Praising positive choices

Level 2 and 3: Major incidents as described above

Level 2 sanction:

Timed reflection time – children will be asked to reflect on their behaviour in a quiet space. A timer will be given. With adult support, First steps will reflect for 2 minutes, Nursery for 3 minutes and Reception for 4 minutes.

Level 3 sanction

Reflection time with specified adult (FS - Nursery, Nursery - Rec, Rec - EYFS Lead).

SLT to speak to child where appropriate or as an escalation

RECORD KEEPING

Heathfield uses an online record keeping system called CPOMS. This system is used not only for behaviours, but also for child protection, SEN, parental communication and medical issues to be recorded. Not all staff have access to all document vaults, as some may be of a sensitive nature.

Staff needing to access further information for a child in their care must speak to AHT to access full details.

All incidents from level 1 upwards, must be recorded on CPOMS to ensure an accurate and full history of each child is kept. **Staff should keep the recording brief.** The responsibility for completing this is as follows;

CPOMS **incident** added by member of staff witnessing behaviour incident

CPOMS **action** added to incident by member of staff who applied sanction or parent communication follow up. Incidents can also alert other staff members to keep them informed i.e. Headteacher/ Learning Mentor.

All staff are responsible for monitoring their CPOMS dashboard daily to ensure they are aware of all alerts that have come through.

Staff should also record improvements in children's behaviour so that we can monitor improvements.

Learning Mentor analysis behaviour records half termly and this is reported to governors.

It is the office team responsibility to arrange for transfer documents for new pupils via CPOMS where appropriate.

PLAYTIME/LUNCHTIME PROCEDURES

REWARDS

For children who are meeting the Heathfield Expectations the staff member on duty may issue a 'Golden Standard Card' and/or speak to the class teacher.

SANCTIONS

Similar to in the classroom, children will be given two warnings. For children who ignore warnings receive a level 1 reflection card

If a serious incident occurs, then a member of the SLT/learning mentor will be informed immediately and procedures to deal with serious incidents will come into effect.

Pupils who do not respond to rewards and sanctions at lunchtimes may need to go home for their lunch. Initially this would be for a short period of time at the discretion of the Headteacher.

If the pupils' behaviour is still causing problems after the initial lunchtime exclusion, then the child may be required to go home for lunch for a longer period of time. This further exclusion would be reviewed on a termly basis.

THEFT

Where theft is suspected, the school reserves the right to search personal property in attempt to return belongings to the rightful owner. This will be sanctioned by a member of the senior leadership team. This is covered in DFE guidance 2014

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/554415/searching_screening_confiscation_advice_Sept_2016.pdf

If items are found in personal property, parents will be spoken to and accounts taken from children. Outcome will be made on balance of probabilities. A child's dignity will always be considered when conducting any search and attempts at discretion will be made.

INDIVIDUAL PUPILS

Pupils whose repeated low-level poor behaviour leads to more than four exclusions from class over a period of half a term any half term will have a PLP (personal learning plan) for behaviour and their name will be entered on the Special Needs Register for E.D.B.

Parents are invited into school and targets on their child's PLP (personal learning plan) are discussed with them. A copy of the plan is given to parents. The SENCO may discuss whether a referral to BSS (behaviour support service) is appropriate to support the child's individual needs, if this is the case, the parent will be invited to attend a meeting to complete the Early Help Assessment (EHA).

The EHA is then reviewed with parents termly and the procedures laid out in the 'Special Needs Code of Practice' apply.

ADDRESSING SPECIFIC BEHAVIOURS

If staff wish to alter or address specific behaviour this is done via a detailed individual behaviour plan and will be recorded on a PLP. Where children have a PLP in place, this will highlight the ways in which this policy is being adapted to suit the child's specific needs.

Where PLPs for behaviour are in place, there will usually be support in the way of nurture intervention from our Learning Mentor or from the Behaviour Support Service.

Provision may include additional provision in terms of group working and take up time following instructions. Calming time may also be agreed before accepting sanctions, but PLPs will not excuse the incorrect behaviour choices that have been made and consistent sanctions will still apply for all pupils.

Some children may go onto a weekly behaviour chart, which will be written into the PLP and shared with parents. In order to recognise the achievements of these pupils, a record is completed once a week by the class teacher, this will chart the child's behaviour in lessons over the week. Once a term, the most significant of these achievements is selected to be transferred onto a certificate to be presented to the child by the Headteacher.

THE ROLE OF THE SENCO/LEARNING MENTOR

- To oversee PLPs and parental involvement
- To support staff with setting PLPs and monitoring the impact of them

- To advise on differentiated curriculum
- To maintain record keeping systems - CPOMS
- To liaise with outside agencies
- To share relevant information with the Headteacher and Learning Mentor during the weekly meetings.
- To consider patterns and trends from CPOMS
- To advise on pre-emptive measures; Chill Zone/ nurture
- To make referrals to BSS

THE ROLE OF THE LEADERSHIP TEAM

The role of the Leadership Staff is crucial in supporting staff with behaviour management. SLT are able to offer practical advice on:-

- Strategies for behaviour management
- Contact with S.E.N.C.O.
- Contact with parents
- To liaise with outside agencies
- To determine whether a referral to the Headteacher is appropriate
- To respond to patterns and trends on CPOMS

THE DEPUTY/ASSISTANT HEAD CAN DIRECTLY INTERVENE BY

- Speaking to individual pupils or the whole class.
- Monitoring behaviour
- Contacting parents
- Advising the Headteacher of the situation.
- Recording of incidents on CPOMS
- Adding actions to CPOMS alerts

THE ROLE OF THE CLASS TEACHER

- To work with the SENCO to develop PLPs
- To work with the SENCO to develop positive behaviour strategies
- Speaking to individuals or the whole class
- Contact with the SENCO
- Regular contact with parents
- Recording of incidents on CPOMS
- Meet with parents if repeated behaviour patterns are identified (see model letter in appendices)

THE ROLE OF THE LEARNING MENTOR/FAMILIES ENGAGEMENT OFFICER

- To work with the SENCO and class teacher to implement PLPs
- To liaise with TAs and SMSAs about behavioural patterns
- To be first port of call for a child in crisis
- To feed information to parents
- To offer support/ strategies to parents
- To work to promote positive behaviour and relationships in school
- To feed into formal CAM meetings and reports concerning behavioural responses
Recording of incidents on CPOMS

EQUAL OPPORTUNITIES

We aim to offer an education and working environment appropriate to each individual pupil's needs regardless of their race, colour, ethnic or national origins, gender, disability or religious beliefs.

SAMPLE LETTERS

The appendices cover sample letters which may be sent to parents to inform them of sanctions applied. In the majority of cases, for level 2 and 3 incidents, the card itself will suffice as the communication at home and this will usually be followed with verbally follow up from the class teacher/ learning mentor.

For more serious incidents, including internal or external exclusion, a member of SLT will send a letter, using a template letter or similar. For external fixed term exclusion, this letter will come from the Headteacher.

Internal Exclusion



Heathfield Primary School
Henniker Road
Bolton
BL3 3TP
Tel: 01204 333595
Fax: 01204 333594

Headteacher: Mr. M D Thornley

Date:

Dear

Your child behaved in an unacceptable and dangerous manner at school today.

Further incidents of this nature may lead to off site exclusion from school.

I trust you will support school and encourage to behave more appropriately in future.

If you wish to discuss this incident with me please contact me at school.

Please sign the information slip below and return to school

Yours sincerely

Mr. M D Thornley
Headteacher

✂.....✂

I understand that my child will be/has been on internal exclusion on
From until

I realise that this is a sanction imposed for unacceptable behaviour.

Signed Parent/Guardian



Fixed Exclusion Letter

Heathfield Primary School
Henniker Road
Bolton
BL3 3TP
Tel: 01204 333595
Fax: 01204 333594

Headteacher: Mr. M D Thornley

Date:

Dear

I am writing to inform you of my decision to exclude _____ for a fixed period of _____. This means that he will not be allowed in school for this period.

The decision to exclude _____ has not been taken lightly. _____ has been excluded for this fixed period because of _____.

You have a duty to ensure that your child is not present in a public place in school hours during this exclusion on **DATE** unless there is reasonable justification for this. I must advise you that you may receive a penalty notice from the local authority if your child is present in a public place during school hours on the specified dates. If so, it will be for you to show reasonable justification. We will set work for _____ to be completed on the afternoon specified.

You have the right to make representations about this decision to the governing body. If you wish to make representations please contact Mr Zulfi Jiva through a letter to the school office as soon as possible. Whilst the governing body 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.

You should be aware that if you think the exclusion 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/guidance/courts-and-tribunals/tribunals/send/index.htm>).

You and _____ are requested to attend a reintegration interview with myself at 9am on _____.

If that is not convenient, please contact the school to arrange a suitable alternative date and time. The purpose of the reintegration interview is to discuss how best _____ return to school can be managed. Failure to attend a reintegration interview will be a factor taken into account by a magistrates' court if, on future application, they consider whether to impose a parenting order on you.

You also have the right to see a copy of _____ school record. Due to confidentiality restrictions, you will need to notify me in writing if you wish to be supplied with a copy of this. I will be happy to supply you with a copy if you request it.

We understand this is a challenging time for the family and would like to signpost to other advice and support that is available. You may wish to contact the local authority on 01204 338133, who can provide advice from their Behaviour Support Team. You may also find it useful to contact - The Children's Legal Centre, they aim to provide free legal advice and information to parents on education matters. They can be contacted on 0845 345 4345 or at <http://www.childrenslegalcentre.com/>. The advice line is open from 9.00 am to 6.30 pm Monday to Friday also The Advisory Centre for Education (ACE) — an independent national advice centre for parents of children in state schools. They offer information and support on state education in England and Wales, including on exclusion from school. They can be contacted Monday – Thursday from 10.00 – 1.00pm – on 0808 800 5793 or at <http://www.ace-ed.org.uk> You may also wish to source local independent advice at parent partnership on 01204 848722

_____ exclusion expires on _____ and we expect _____ to be back in school on _____, where we look forward to supporting his return.

Yours sincerely,

Mr. M D Thornley

Headteacher



Heathfield Primary School
Henniker Road
Bolton
BL3 3TP
Tel: 01204 333595
Fax: 01204 333594

Behaviour Review Meeting

Headteacher: Mr. M D Thornley

Date

Dear

Due to poor behaviour choices, your child has had three lunch time sanctions this half term.

We would like you to make arrangements to come into school this week to discuss this with your class teacher.

Please sign and return the slip below or ring for an appointment to discuss the matter.

Yours sincerely

Mr M D Thornley
Headteacher

✂.....✂

Name of child Class

I have read the letter regarding my child's behaviour at school. I understand that I need to make arrangements to speak to the class teacher

Signed Parent/Guardian

Date