

Thurlby Community Primary Academy



Behaviour and Relationships Policy

Updated January 2022 (COVID 19 Annex)	K Finch SLT	

- Thurlby Community Primary Academy is committed to creating an environment where exemplary behaviour is at the heart of productive learning. Everyone is expected to maintain the highest standards of personal conduct, to accept responsibility for their behaviour and encourage others to do the same. As members of our community, we adhere to our Thurlby Values and our Thurlby Charter (see below) and it is our primary aim that everyone feels valued, respected and treated fairly.
- We believe the successful management of behaviour is crucial to the smooth running of our Academy if there is to be effective teaching and learning and if a child is to work to his/her full potential.
- We have high expectations for behaviour and manners at our Academy.
- At Thurlby Community Primary Academy, behaviour management is recognised as a collective responsibility between children, staff, parents, the governing body and other agencies involved with school.
- Keeping Children Safe in Education September 2021 - All staff understand the importance of challenging inappropriate behaviours between peers; that are actually abusive in nature. Staff will not downplay certain behaviours, for example, dismissing sexual harassment as “just banter”, “just having a laugh”, “part of growing up”. At Thurlby, we believe this can lead to a culture of unacceptable behaviours, an unsafe environment for children and in worst case scenarios, a culture that normalises abuse; leading to children accepting it as normal and not coming forward to report it.
- All staff recognise that ‘peer on peer abuse’ is most likely to include, but may not be limited to: bullying - including cyberbullying, prejudice-based and discriminatory bullying. Bullying will not be tolerated at our Academy – see separate Anti-Bullying Policy.

Our Motto ~ 'Every Child Counts, Every Moment Matters'

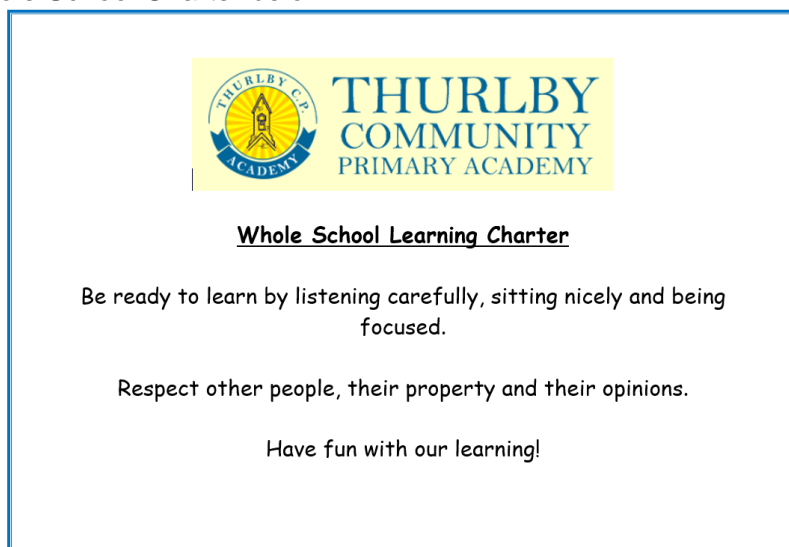
Thurlby Values:

A school's values are the essence of their identity by reflecting the community's beliefs about what it considers to be the most important and desirable qualities to guide everybody's behaviour. Our Thurlby Values are:

Teamwork
Hardworking
Upbeat
Respectful
Love learning
Be brave
You are unique

Thurlby Whole School Charter:

Teachers and children were asked what they felt the key expectations should be for all children in school. This was discussed during PSHE lessons (Jigsaw scheme) – see the Whole School Charter below:



Below, are some examples of how we demonstrate the above whole school charter:

- We follow instructions first time
- We walk around school sensibly and quietly
- We keep to the left of the corridors
- We use an indoor voice when inside the school building
- We keep our cloakrooms tidy so that it is safe
- We use please and thank you and always use kind words
- We tell the truth straight away
- We stop at the hand signal
- We wear the correct uniform
- We respect others and school property in school and when outside at play and lunch times
- We are enthusiastic about our learning and try our best

Behaviour Support & Intervention

- Our system for managing behaviours is outlined below with the focus for the school being inclusion for all. In rare circumstances, school may take the steps to exclude a child (see appendix A on exclusions).

1. Positive Reinforcement Strategies

Individual/Key Stage/Whole School Rewards:

Thurlby Values certificates
House points – based on Thurlby values
'Positive Post' Postcards home
Placing value on achievements e.g. work shown to another class, name in Head of School award book or stickers for caring for a peer or the school environment
Trophies and Special Awards e.g. sports, attendance
Name in the 'All Things Thurlby' weekly newsletter or part of Celebration Assembly
Special responsibilities e.g. pupil parliament/ being a monitor / house captain etc.
Child, group or class chosen as a role model
Moving up on the behaviour chart to praise positive behaviour
Written praise e.g. a positive comment on work
Verbal praise e.g. to the child, parent, another adult in school
Peer group praise e.g. a clap, praise action etc.
Smiles and thumbs up
Stickers



2. Discipline Procedures

- Clear 1st warning
- Move named peg from Green (or higher) to Amber (Details below)
- Move named peg to Red (Details below - some behaviour will result in immediate red – parents will always be informed of this by the class teacher/cover TA). **This should be logged on CPOMS.**



3. Restorative Discussion

Teacher (1:1 TA if appropriate) and child to review the triggers for behaviour and follow script/suggested questions (see appendix B) and set targets for the remainder of the term. This will be recorded on a simple template (see appendix C)
Teacher will phone home at the end of a week, to give feedback on progress



4. Behaviour Conference

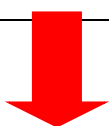
3 reds, in a small term, would trigger a behaviour conference – detailed below:

- A member of SLT to lead conference with parents, teacher, teaching assistants (1:1 child) and child (where appropriate)
- Discuss behaviour expectations within our Academy – explicit examples, frequency, severity
 - Discuss behaviours at home as above
 - Discuss intervention so far and impact if any
 - Discuss causes (if identified) and any support required
- Ensure the child's voice is considered in all target setting
- Produce a Pastoral Support Plan in school
- Conference Review at least once every half term



5. Referral To Single Agency or Multi-Agency Support - TAC

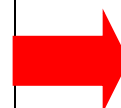
- If appropriate, complete an EHA
- Lead to advise local area TAC team and consider BOSS involvement (where appropriate)
- Recommendations/targets set and carried out through conferences and SLT meetings
 - Implement targets and actions generated by TAC group
- Monitor interventions and strategies being used at least once every 8 weeks.



Internal / Fixed Term or Permanent Exclusion

Internal and Fixed term exclusions can occur at any point within the cycle.

- Discussion with parents and Head of School or SLT
- Seclusion within our Academy
- Exclusion temporary
 - Managed move to more specialist location
 - Exclusion fixed



Behaviour Management Procedures

Teachers and paid staff can discipline children whose conduct falls below the standard which could reasonably be expected of them. This means that if a pupil misbehaves or fails to follow the school charter / a reasonable instruction; staff can impose the **hierarchy of sanctions on that pupil**. In the short term, sanctions can stop inappropriate behaviour. They must however, be used sensitively and respectfully (without shaming a child) and the emphasis should be on supporting and rewarding positive behaviour instead.

Movement from **Green** to **AMBER Warning** will result if behaviour:

- disrupts the learning of others or the individual themselves

Depending on the nature of the behaviour, the following sanctions can apply to an Amber Warning whilst avoiding shaming the child:

- A verbal apology - once they have self-regulated – see restorative approach guidance
- A verbal warning appropriate to the child and misbehaviour e.g. within the group or individually
- Child to assist in rectifying the problem they have caused e.g. talking to someone who was involved in the incident

The following behaviour is considered to be unacceptable and subject to **zero tolerance** as outlined in the **RED** section of the hierarchy sanctions:

- Bullying - individual or group; verbal or physical abuse; taunting; threatening/intimidating mimicking (including Cyber/social media bullying)
- Verbal or physical aggression towards children and adults
- Constant repetition of negative behaviour resulting in an Amber warning
- Swearing
- Deliberate Rudeness
- Stealing
- Drugs/cigarettes/alcohol/offensive weapon related incidents (a weapon can be any object used which can cause harm to an individual)
- Bringing the school into disrepute as a result of serious incidents out of school (including use of the internet/social media)
- Sharing of indecent images, sexualisation or indecent behaviour in or out of school

Depending on the seriousness of the behaviour, the following actions can be taken but, in all instances, where Red is given, parents will be informed:

- Losing some or all of playtime may be given for a serious 'RED / Zero Tolerance' or if a child continues the behaviour that resulted in an Amber
- Child sent to another appropriate adult to explain their misbehaviour
- Time out e.g. outside under supervision, another group, another class
- Referral to SLT/Head of School
- Parents informed and involved in the behaviour management process
- Use of a home/school book (learning journal if applicable) (SLT member to authorise)
- Use of a Personalised Support Plan (PSP) for behaviour (SLT member to authorise)

Passive Intervention and Prevention Strategies

Occasionally, there may be a need to safely handle a child. This will only be done as a last resort if the child is not safe or there is a risk to the safety of others or of significant damage to the environment. Some of our staff are 'Safer Handling' trained to ensure the needs of children are met in the behaviour management support process and that in the vast majority of incidents the situation is de-escalated without the need for restraint. Before safe handling is used, there should be significant evidence that the behaviour policy has been unsuccessful.

Any safe handling intervention will result in the creation or amendment of an individualised behaviour plan. Please see Appendix D for the Emergency Plan around Safer Handling.

Appendix A – Exclusions

The paragraphs below are taken directly from the Government for all schools on exclusions. At Thurlby CP Academy, we follow this guidance.

Good discipline in schools is essential to ensure that all pupils can benefit from the opportunities provided by education. The Government supports Head of Schools in using exclusion as a sanction where it is warranted. However, permanent exclusion should only be used as a last resort, in response to a serious breach or persistent breaches of the school's behaviour policy; and where allowing the pupil to remain in school would seriously harm the education or welfare of the pupil or others in the school.

The decision to exclude a pupil must be lawful, reasonable and fair. Schools have a statutory duty not to discriminate against pupils on the basis of protected characteristics, such as disability or race. Schools should give particular consideration to the fair treatment of pupils from groups who are vulnerable to exclusion.

Disruptive behaviour can be an indication of unmet needs. Where a school has concerns about a pupil's behaviour, it should try to identify whether there are any causal factors and intervene early in order to reduce the need for a subsequent exclusion. In this situation, schools should consider whether a multi-agency assessment that goes beyond the pupil's educational needs is required.

Schools should have a strategy for reintegrating a pupil who returns to school following a fixed-period exclusion and for managing their future behaviour.

All children have a right to education. Schools should take reasonable steps to set and mark work for pupils during the first five school days of an exclusion; and alternative provision must be arranged from the sixth day. There are obvious benefits in arranging alternative provision to begin as soon as possible after an exclusion.

The Head of School's Power to Exclude

Only the Head of School, with the agreement of the Executive Headteacher, can exclude a pupil and this must be on disciplinary grounds. A pupil may be excluded for one or more fixed periods (up to a maximum of 45 school days in a single academic year), or permanently. A fixed-period exclusion does not have to be for a continuous period.

A fixed-period exclusion can also be for parts of the school day. For example, if a pupil's behaviour at lunchtime is disruptive, they may be excluded from the school premises for the duration of the lunchtime period. The legal requirements relating to exclusion, such as the Head of School's duty to notify parents, apply in all cases. Lunchtime exclusions are counted as half a school day for statistical purposes and in determining whether a governing board meeting is triggered.

The law does not allow for extending a fixed-period exclusion or 'converting' a fixed-period exclusion into a permanent exclusion. In exceptional cases, usually where further evidence has come to light, a further fixed-period exclusion may be issued to begin immediately after the first period ends; or a permanent exclusion may be issued to begin immediately after the end of the fixed period.

Under the Equality Act 2010 (the Equality Act), schools must not discriminate against, harass or victimise pupils because of: sex; race; disability; religion or belief; sexual orientation; pregnancy/maternity; or gender reassignment. For disabled children, this includes a duty to make reasonable adjustments to policies and practices and the provision of auxiliary aids.

In carrying out their functions, the public sector equality duty means schools must also have due regard to the need to:

- eliminate discrimination, harassment, victimisation, and other conduct that is prohibited by the Equality Act;
- advance equality of opportunity between people who share a protected characteristic and people who do not; and
- foster good relations between people who share a protected characteristic and people who do not share it.

These duties need to be complied with when deciding whether to exclude a pupil. Schools must also ensure that their policies and practices do not discriminate against pupils by unfairly increasing their risk of exclusion. Provisions within the Equality Act allow schools to take positive action to deal with particular disadvantages, needs, or low participation affecting one group, where this can be shown to be a proportionate way of dealing with such issues

The Head of School and governing board must comply with their statutory duties in relation to SEN when administering the exclusion process. **This includes having regard to the SEND Code of Practice.**

Statutory guidance to the Head of School on the exclusion of pupils with Education, Health and Care plans (EHC plans) and looked after children

As well as having disproportionately high rates of exclusion, there are certain groups of pupils with additional needs who are particularly vulnerable to the impacts of exclusion. This includes pupils with EHC plans and looked after children. The Head of School should, as far as possible, avoid permanently excluding any pupil with an EHC plan or a looked after child.

Schools should engage proactively with parents in supporting the behaviour of pupils with additional needs. In relation to looked after children, schools should cooperate proactively with foster carers or children's home workers, the local authority that looks after the child and the local authority's virtual school head.

Where a school has concerns about the behaviour, or risk of exclusion, of a child with additional needs, a pupil with an EHC plan or a looked after child, it should, in partnership with others (including the local authority as necessary), consider what additional support or alternative placement may be required. This should involve assessing the suitability of provision for a pupil's SEN. Where a pupil has an EHC plan, schools should consider requesting an early annual review or interim/emergency review.

The Head of School's duty to inform parents about an exclusion: A guide to the law

Whenever a Head of School, with the agreement of the Executive Headteacher, excludes a pupil they must, without delay, notify parents of the period of the exclusion and the reason(s) for it.

They must also, without delay, provide parents with the following information in writing: • the reason(s) for the exclusion;

- the period of a fixed-period exclusion or, for a permanent exclusion, the fact that it is permanent;
- parents' right to make representations about the exclusion to the governing board and how the pupil may be involved in this;
- how any representations should be made; and

- where there is a legal requirement for the governing board to consider the exclusion, that parents have a right to attend a meeting, to be represented at that meeting (at their own expense) and to bring a friend.

Written notification of the information mentioned in the above paragraph can be provided by delivering it directly to the parents, leaving it at their usual or last known home address, or posting it to that address.

Notices can be given electronically if the parents have given written agreement for this kind of notice to be sent in this way.

The Head of School should ensure that information provided to parents is clear and easily understood. Where the parents' first language is not English consideration should be given, where practical, to translating the letter or taking additional steps to ensure that the details of the exclusion and their right to make representations to the governing board have been understood.

The Head of School's duty to inform the governing board and the local authority about an exclusion: A guide to the law

The Head of School must, without delay, notify the governing board and the local authority of:

- any permanent exclusion (including where a fixed-period exclusion is followed by a decision to permanently exclude the pupil);

- any exclusion which would result in the pupil being excluded for a total of more than five school days (or more than ten lunchtimes) in a term; and

- any exclusion which would result in the pupil missing a public examination or national curriculum test.

The Head of School must also notify the local authority and governing board once per term of any other exclusions not already notified.

Notifications must include the reason(s) for the exclusion and the duration of any fixed-period exclusion.

In addition, within 14 days of a request, a governing board must provide to the Secretary of State and (in the case of maintained schools and PRUs) the local authority, information about any exclusions within the last 12 months.

Temporary Reduced Timetable

In some cases, the school may consider it appropriate to the needs of a particular child, to offer a reduced timetable for a limited period. In this situation, paramount consideration would be given to safeguarding the child and a thorough risk assessment would be carried out. Any reduced timetable would be planned within a pastoral support plan (PSP). The timetable would be time-limited with a clear plan to increase attendance back to full time, involve professionals working with the child/family, and ensure that parents have given their full consent. A proforma for a temporary reduced timetable would be completed, signed and then sent to the LA.

Changes to the school suspension and permanent exclusion process during the coronavirus (COVID-19) outbreak

Temporary arrangements applying to suspensions and permanent exclusions occurring between 25 September 2021 and 24 March 2022

All suspensions and permanent exclusions occurring between 25 September 2021 and 24 March 2022 (inclusive of those dates) are subject to temporary arrangements with regards to the use of remote access technology (for example, videoconferencing or telephone conferencing software) for meetings of governing boards or independent review panels. This is a contingency measure should there be any further public health restrictions to limit the spread of COVID-19 that might make it difficult for meetings to be held in person within the normal statutory timescales.

Governing boards and independent review panels (IRPs) who have a duty to meet to discuss a suspension or permanent exclusion that occurs between 25 September 2021 and 24 March 2022 (inclusive), must ensure that any such meeting takes place within the normal statutory timescales described in the statutory guidance [Suspensions and permanent exclusions from maintained schools, academies and pupil referral units in England](#).

If the deadlines are missed because of COVID-19, the meeting must be held as soon as it becomes reasonably practicable to meet either in person or via remote access (respecting the conditions for such a meeting).

For the full Government Statutory Guidance document, please follow this link: https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/921405/20170831_Exclusion_Stat_guidance_Web_version.pdf

Coronavirus Addendum

COVID-19 Behaviour principles, which must be followed by all pupils at Thurlby Community Primary Academy:

- Children MUST wash their hands on entry to the building, before eating, after being outside and before, after using the toilet and after a new activity if equipment is involved.
- If bubbles are to be used in school – children should only socialise with children in their bubbles and they should maintain a 2m distance from their peers and staff where possible.
- Pupils must use the red toilet signs.
- Pupils should use the designated toilets and must not enter if a red sign is on the door.
- Pupils must follow the expectations about sneezing, coughing, tissues and disposal ('catch it, bin it, kill it') and avoiding touching their mouth, nose and eyes with hands
- Pupils must tell an adult if they are experiencing symptoms of coronavirus
- Pupils must not cough or spit at or towards any other person
- Pupils must limit physical contact with other pupils or staff. This includes positive and negative touching. Identify any reasonable adjustments that need to be made for students with more challenging behaviour and/or an EHCP.

Appendix B – Scripts, the Restorative Discussion and Ideas to Support Behaviour Management

Disrupting behaviour patterns

The 30 second intervention should be used in the first instance to ensure you don't spend too much time dealing with behaviour issues in the classroom.

Privately... "You own your behaviour. Your poor behaviour does not deserve my time. You are better than the behaviour you are showing today. Remember when..." firmly and dispassionately leave the child anchored in a previous positive moment. This is where the adult uses the professional relationship and knowledge they have of the child.

The school adult investigative conversation should take the child back to the original behaviour choice. The suggested interaction is 'tell me what happened'. The sentence starter for the child should be, 'I...' the adult should insist on the child owning their own behaviour by gently repeating, 'I...' and assuring the child that you will be asking all involved the same question. The child owning their choices is essential in instigating a restorative approach and ensuring the child is not controlling the situation. Interventions in this manner are scripted.

The scripted intervention - the 30 second script... allows the behaviour to be addressed within a set timeframe and not detract from the learning. Microscripts can be developed by the teacher to suit circumstance but adhere to these basic examples;

1. You need to...
2. I need to see you...
3. I expect...
4. I know you will...
5. thank you for...
6. I have heard what you said, now you must...
7. We will...

Deeper script examples

1. You need to understand that every choice has a consequence. If you choose to do the work, then that will be fantastic and this will happen... if you choose not to do the work, then this will happen... I'll leave you to make your decision.
2. Do you remember yesterday when you helped me to tidy up? That's the Stephan I need to see today, that is the Stephan you can be all of the time.
3. I don't like your behaviour. Your behaviour is disruptive, damaging and dangerous. I don't like your behaviour but I believe you can be a success.
4. I am not leaving. I care about what happens. You are going to be brilliant.
5. What do you think the poor choices were that caught my attention?
6. What do you think you could do to avoid this happening in the next lesson?
7. Darrel it's not like you to...

Scripts for asking for assistance ... we should try to avoid discussing a child's behaviours, as adults, in front of the child - no matter how emotionally involved we have become.

1. Mr Smith, could you work with John he needs to think about his choices.
2. Mr Smith, John has been asked to go to the thinking spot. He's choosing not to.
3. Mr Smith, could you walk with John. He needs to think deeply about his choices.

If a child turns from you while you are delivering a script, then continue. If a child needs to regulate, say "I will come back when you have calmed down." Choose your moment to deliver the script. Children will see you are not serious about a script if you are not consistent.

It is extremely important to be careful if telling a child to look at you when you are delivering the script / sanction. Depending on the needs of the child (e.g. SEN or subject/witness to previous abuse), this can be very challenging for some children and they may completely shut down.

Seeking support

We all need support and advice and should never feel we cannot ask a colleague for support.

We should all also feel duty bound to assist colleagues' interaction with our children. They may not have the developed relationship we have and will require your intervention / presence or guidance.

The Head of School

The best way to disempower an individual is to pass over responsibility to a 'higher power'. The Head of School or SLT member will support you but do not deliver a child to the Head Of School's office unless you have been asked to by the Head of School. SLT will work with you to solve the challenge but will not remove your responsibility. However, the Head of School may decide that they can lead a restorative meeting with the child.

The walk

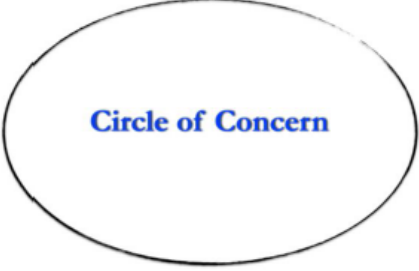
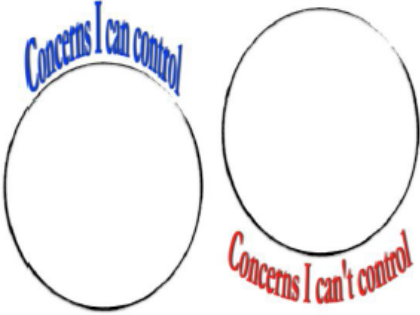

In a restorative meeting, children will, where possible, complete a walk and talk. The walk around school is to remove the fear of the enclosed office and allow opportunities to discuss real life behaviours in action as they present themselves. There will then need to be an action which brings back the colleague who made the referral to consider further actions.

CPOMS and the Cause for Concern

We use CPOMS to record our concerns and actions. This system is not for the transfer of responsibility. It is to make a record and undertake analysis over time. The report of behaviour must be dealt with by the adult involved, who then includes others for an action and support. The class teacher should be involved to support the script but not always deliver it. We all take responsibility for changing behaviour.

Supporting behaviour conversations:

Choices sheets to work through - Adapted from Stephen Covey (The Seven Habits of Highly effective People). This discussion is the preferred method of examining a child's decision path and making an intervention to support the choices they are making in their lives and learning.

<p>What do you think of YOUR BEHAVIOUR? You determine yourself...</p> <p>CHOICE</p> <p>Can you begin with the end in mind? What are your values?</p> <p>RESPONSE - ABILITY</p>	<p>As already discussed in this document, the success of any behaviour intervention is dependent on the relationship the child has with the adult and the institution. In this series of interactions it is important to develop the relationship with the child. The ultimate aim is to show the child that they have control over their choices and can positively affect their behaviour.</p>
 <p>Circle of Concern</p>	<p>The circle of concern is a place to record everything that is concerning the child. It should be part of a conversation geared towards getting the child to open up about the concerns they have. It cannot be forced and should be completed over a series of sessions.</p>
	<p>Separating the concerns into categories is important. The child needs to know that there are aspects of their lives they can control and aspects they cannot. Knowing that they have no control over a concern is an important step towards accepting a situation.</p>
 <p>CONTROL</p>	<p>This area examines how a child can control a situation or how the control changes depending on the behaviour of others. It is important for a child to know how their actions affect others and what they can do to positively affect the outcome of a situation.</p>

<div style="border: 1px solid black; padding: 5px;"> <p style="color: green; margin: 0;">I can be...</p> <div style="border: 1px solid black; height: 150px; width: 100%;"></div> </div> <div style="border: 1px solid black; padding: 5px; margin-top: 5px;"> <p style="color: red; margin: 0;">I will be happy when I have</p> </div>	<p>Ultimately, the child needs to know what they want. Do they know what will make them happy and how will we help them achieve this goal?</p>
<div style="border: 1px solid black; padding: 10px;"> <p style="color: green; font-size: small;">If I want to improve I can work on the one thing I can control... MYSELF</p> <div style="text-align: center; margin: 10px 0;"> </div> <p style="color: green; font-size: large; text-align: center;">I will work on....</p> </div>	<p>Changing is a process. The process is dependent on the child understanding that their choices have consequences and that they cannot control these. They are set by others or by the result of an action. For example, smashing a vase. The immediate consequence is a mess on the floor that needs cleaning. Additionally, there will be a sanction attached for the person who broke the vase.</p>
<div style="border: 1px solid black; padding: 10px;"> <p style="color: red; margin: 0;">MISTAKES</p> <div style="border: 1px solid black; padding: 2px; margin: 5px 0;"> <p style="color: red; font-size: small; margin: 0;">ACKNOWLEDGE</p> </div> <div style="border: 1px solid black; padding: 2px; margin: 5px 0;"> <p style="color: red; font-size: small; margin: 0;">CORRECT</p> </div> <div style="border: 1px solid black; padding: 2px; margin: 5px 0;"> <p style="color: green; font-size: small; margin: 0;">LEARN</p> </div> </div>	<p>Mistakes are steps towards better understanding. Children will make mistakes. They need to be identified and discussed. There still needs to be consequences but a child who understands consequences will accept the process of a restorative approach.</p>

Prompt Sheet

Initiating a dialogue...

- You need to...
- I need to see you...
- I expect...
- I know you will...
- Thank you for...
- I have heard what you said, now you must...
- We will...

The restorative meeting...

The discussion during the restorative meeting focuses on the outcome and work backwards through the choices that were made. In any given situation, the responses from the adult will be different. The points below can guide you to a satisfactory conclusion, punishment or ultimately to a plan, if one is necessary:

- Redraw the route with different choices that achieve the preferred outcome.
- Ask questions and give your reflections.
- Make sure the child is comfortable and feels safe.
- Stay on course. Identify the primary concern. Don't deviate to secondary issues.
- 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?

While undertaking the restorative discussion think about:

● Safeguarding - does any of the conversation constitute a disclosure? Refer to the Child Protection Policy

- Redrawing the route with different choices that achieve a desired outcome.
- Ask questions and give your reflections.
- Make the child comfortable and feel safe... get a drink; leave the door open.
- Stay on course. Don't deviate to secondary issues.
- Do not use judgemental language. This is a meeting not a private shaming.
- End the meeting well with a plan to support the child's future choices. I can choose to...
- Use the choices material above
- Record on CPOMS

Appendix C: Restorative Discussion Template

RESTORATIVE DISCUSSION

Date:	
Time of incident:	
Time of restorative discussion:	
Name of child completing the form:	
Name of adult completing the form:	

What happened?

Your thoughts

•What were you thinking when this happened? What are you thinking now?

The impact

•What impact has this had on you and others?

Repair

•What needs to be done to make things right?

Trust

•What can be done to rebuild trust?

Actions from now on

I agree to do my best to stick to our plan of actions going forwards.

Signed _____

Appendix D: The Emergency Plan for Safer Handling:

All class teachers should have a plan that can be put into operation should a child have a problem in the classroom. It should include safe removal of the class from the room they are in and appropriate actions thereafter. For example, contacting another teacher or senior leader for assistance.

<p>1 Children in class working well.</p>	<p>Needs of the children are being met. The teacher is using positive verbal and non-verbal behaviour management strategies as a part of their normal classroom environment.</p>
<p>2 Child is not working in accordance with the behaviour expectations in class.</p>	<p>The teacher gives the child time and techniques to manage their distractions with the aim of de-escalating the behaviour issues.</p> <p>The teacher or TA ensures that the learning needs are being met and notes any triggers in barriers to learning.</p>
<p>3 The child is still experiencing behaviour barriers and is not fulfilling expectations of the the teacher or TA.</p> <p>The teacher or TA must consider the possible reasons for the challenging behaviour.</p>	<p>Attempts must be made to address any triggers using additional adult. Strategies identified for the child. If the child has an individual plan ensure that it is being followed. Any time out of the classroom must be minimal and not conflict with the aim of increasing the attachment to the class environment. In accordance with the behaviour policy, time out of the classroom must be 'Thinking time' and follow the required procedure in the policy.</p> <p>The teacher or TA ensures that the learning needs are being met and notes triggers in barriers to learning.</p>
<p>4 The child has not responded to the above and is causing a distraction to learning that cannot be ignored or is not safe to ignore.</p>	<p>The class teacher or TA cannot modify the behaviour of the child and are concerned that the behaviour may become violent or aggressive.</p> <p>Possibly the child is noncompliant and the adult/s have been unable to influence the escalation in behaviour.</p> <p>This situation continues to fall under the behaviour policy guidelines. The adults must take care not to trigger a situation which escalates into the use of Safe Handling.</p> <p>As within the behaviour policy, the teacher should remain in control of the situation and ALWAYS be supported by another member of staff if they feel they need assistance before becoming emotionally involved. In this instance, a senior teacher or a member of staff not in the classroom could be utilised.</p> <p>The teacher or TA ensures that the learning needs are being met and notes triggers in barriers to learning.</p>

5 There is an incident that cannot be contained in the current environment whilst keeping everyone safe.

The teacher or TA should seek the assistance of another member of staff and the Head of School should be informed. The safety of all children should be considered. Safe Handling could be used at the discretion of the adults involved if there is an immediate concern for the safety of any individual.

The other children should always be removed from the learning space before safer handling is used wherever possible as this is the last resort. If the concern is that the child is going to cause harm to themselves or others, then safer handling, with 'caring c's', should be used to protect everyone. There are steps that can be taken before this such as removing child's shoes etc. Adults must always remove their lanyard/scarves etc before safer handling is used.

The teacher or TA ensures that the learning needs are being met and notes triggers in barriers to learning. All behaviour concerns should be shared with parents and the teacher should seek triggers or possible reasons for the changes in behaviour leading to de-escalation strategies. These should be noted in CPOMS.

If a child has reached points 4 or 5, an individual behaviour plan / PSP should be written. If the child has an individual plan then it should be reviewed and adapted in light of the escalation of behaviour. This is the responsibility of those who are applying the plan. It may be prudent to seek the views of a senior leader. All staff should read and sign the care plan. Parents should be informed of any changes to the plan.