



MANLEY PARK
PRIMARY SCHOOL
G R O W I N G T O G E T H E R

Embedding Our School Values and Healthy Relationships Policy

Document Control	
Title	School Values and Healthy Relationships Policy
Date	March 2026
Supersedes	May 2025
Approved by Governing Body	March 2026
Date Adopted by School	March 2026
Review Date	March 2027

Document Format:

Section 1: Who we are and what we believe

Section 2: How we embed our school values and relationship in every day

- Consistent rules and expectations
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Section 1:

Who we are and what we believe

1.1 Our Principles and Leadership

MANLEY PARK SCHOOL VALUES AND RELATIONSHIPS

At our school the following general principles will guide the headteacher in promoting expected behaviour for all pupils:

- We are all responsible for modelling expected behaviour
- We will promote expected behaviours for our whole school community. We will respect each other, celebrate difference, be positive, patient and compassionate
- We will work together to make sure that we all understand what expected behaviour looks and sounds like. We will be clear about our school values and rules
- We will connect with children to hear and understand the reasons for behaviour and support them, with their families, to celebrate good behaviour choices
- We will be patient when things go wrong. We will support children to regulate their emotions and understand that we can feel all our feelings but we don't need to act on all of them
- We will provide equity so that we can respond to specific pupils needs and create a calm and safe environment for all pupils to learn in

Our behaviour principles guide this policy and are interwoven throughout this document.

LEADERSHIP AND MANAGEMENT

HEADTEACHER: SARAH-JANE HENDERSON
BEHAVIOUR LEAD: ROBERT JONES

PHASE LEADERS

EYFS: GEMMA FRANKLAND-SLATER
KS1: CORALIE JAMES
KS2: JONATHAN EVANS

SENDCO: ROBERT JONES

PASTORAL TEAM: SCHOOL VALUES LEAD
SENDCO
DSL
THERAPEUTIC INCLUSION STAFF

1.2 Communication and Development

COMMUNICATING THE POLICY

The embedding school values and relationships policy will be communicated to families in a variety of ways:

School website: our whole school values policy will be accessible via our school website.

School values agreement: will be sent to all families at the start of the academic year. It states our overall principles and processes along with the importance of family support and consistent role modelling.

School values workshops: families will be invited to attend a behaviour workshop each term, whereby behaviour principles and processes will be shared by our behaviour lead. This will provide families with the opportunity for face to face discussion with the lead and other families.

STAFF INDUCTION AND SUPPORT

Induction - all new members of staff* are instructed to read the school's behaviour policy, they also receive an induction CPD session with the school values lead. Opportunities to observe best practice are offered to all new staff.

*External members of staff who are regularly delivering whole class or small group lessons are included.

Any external staff will also be aware of SEND children and any SEND specific adaptations to the behaviour policy via the SENDco.

Development - at least one CPD session per year will be allocated to whole staff behaviour development

Support - our school values policy promotes all staff taking ownership and not passing behaviour on. However, middle and senior leaders will always be available to support, guide or work alongside staff when required.

1.3 Our Belief

SCHOOL VISION

Together, we are committed to all learners being inspired to achieve academic success. We provide learning experiences that are relevant, motivational and challenging. Our curriculum and collaborative learning approaches nurture personal growth. Pupils become socially responsible citizens of our community and the world.

WHAT WE BELIEVE: SCHOOL VALUES + RELATIONSHIPS

We aim to ensure that all our children become socially responsible citizens of our community and the wider world. To enable this we provide consistent expectations, clear follow up and support when things might not go as expected. We want to ensure that children can learn and play in a calm and safe environment.

We understand that all behaviour is communication and recognise that children may require support in communicating effectively in a wide variety of social settings. In these times we will connect before correction and when required delve deeper into understanding the individual before taking next steps.

The world can be a complex place for children to navigate: our embedding school values and relationships policy aims to help children to find their way successfully; forming strong, positive and trusting relationships with both children and staff. Staff are proactive in building safe and trusting relationships with children. They will give time throughout the school day to get to know each individual so that they feel valued and understood. All staff will teach children appropriate behaviours and enable them to apply this learning to a variety of settings.

We establish an environment where exemplary behaviour is at the heart of productive learning. We know that a consistent environment along with understood routines and expectations aid children to feel safe and secure. We want our children to have a real sense of security in our adults.

Specific and labelled positive reinforcement develops self confidence and develops an understanding of appropriate behaviour. Our staff will note behaviour that goes beyond the expected expectation.

1.4 Safeguarding

Staff recognise that any change in children's behaviour may indicate underlying safeguarding concerns. Our staff will work together to support all children to ensure that any underlying concerns are addressed and interventions will be put in place to support them.

Please also refer to our safeguarding, SEND and e-safety policies for further information.

1.5 Aims and Consistency

AIMS OF THE POLICY

- To create a culture of **exceptionally good behaviour**: for learning and for community for life.
- To ensure that all learners are **treated fairly, shown respect** and to promote strong, positive relationships.
- To not provide attention and importance to negative behaviour..
- To help **learners manage** their behaviour and be responsible for the consequences of it.
- To **build a community** which values compassion, respect and empathy for self and others.
- To promote **community cohesion** through improved relationships.
- To ensure that **excellent behaviour** is an expectation for all.

CONSISTENCY IN PRACTICE

- **Consistent language; consistent response**: simple and clear expectations reflected in all conversations about behaviour.
- **Consistent follow up**: Ensuring 'certainty' and strong relationships at the classroom, phase and senior leadership level. Never passing problems up the line, teachers taking responsibility for behaviour interventions, seeking support but never delegating.
- **Consistent positive reinforcement**: Routine procedures for reinforcing, encouraging and celebrating appropriate behaviour.
- **Consistent consequences**: Defined, agreed and applied at the classroom level as well as established structures for repeated or more serious behaviours.
- **Consistent, simple rules/agreements/expectations**: promoting appropriate behaviour
- **Consistent respect from the adults**: Even in the face of disrespectful behaviours - we remain unshockable.
- **Consistent models of emotional control**: Emotional restraint that is modelled and not just taught, teachers as role models for learning
- **Consistently reinforced rituals and routines for behaviour**: In classrooms, around the site, at reception.
- **Consistent environment**: Display the quality of a good primary school, consistent visual messages that echoes our core values

1.6 Whole School Approaches

In order to achieve our 'aim' we have created an ethos that supports harmonious relationships, based on respect and compassion:

Embedding School Values and Healthy Relationships Policy

Manley Park 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. The policy guides staff to teach self-discipline. It echoes our core values with a heavy emphasis on respectful behaviour, a partnership approach to managing poor conduct and dynamic interventions that support staff and learners.

Children are aware of the expected behaviours that run throughout the school and these are applied fairly and consistently by all adults..

Adults as role models

It is expected that adults consistently display respectful, responsible and positive behaviours throughout the school day. Adults remain unshockable to all behaviour and any unwanted behaviours are dealt with in private - enhancing respect and an environment whereby positive behaviours are given attention.

Pupils as role models

Year 6 Prefects and play leaders play an integral role in the functioning of the school day and provide support and role modelling for younger pupils. These pupils are selected based on their daily behaviours being inline with the school's values. These children are introduced to the school community through an assembly at the start of the year and remain visible throughout due to their role and labelled uniform.

Curriculum themes

Our curriculum is designed with three clear objectives, one of these is - To provide experiences that develop confident, reflective and aspirational global citizens.

In order to achieve these we design our curriculum around 6 key themes that we believe promote confident, reflective and aspirational global citizens. The themes are drenched in teaching respect for people and our environment, alongside celebrating the diversity of the world around us.

EI and PSHE

EI themes work in conjunction with our curriculum themes, and drive our school values. A whole school assembly is supported by differentiated year group lessons (fortnightly) to embed our core values:

Respect, Understanding, Compassion, Responsibility, Patience and Positivity

Our PSHE curriculum which is delivered for one hour each week provides teaching on around three key concepts:

Relationships, Living in the Wider World, and Health and Well-Being.

Classroom environment

All our classrooms are calm and well-ordered and have pupil voice at the core. AFL tools are implemented to ensure that pupils continually have a voice throughout teaching sequences.

An ethos of peer and collaborative learning, supported by talk prompts, aids not only learning but a community spirit that is based on respect and compassion.

Adult supervision

Adult supervision is timetabled throughout the school day to ensure that children can be observed during movement and play. Due to the geography of the building and numbers of children we are aware that observation will not always be possible.

Staff briefing

Any child that is displaying behaviours that are a cause for concern are highlighted to staff on a weekly basis with clear and bespoke actions to enforce in future.

1.7 Roles of Staff, Families and Pupils

We believe that positive adult role modelling and consistency is essential in developing appropriate behaviours and in providing children with a feeling of security and safety. At our school, all our adults will act as exceptional role models and we promote family members to do the same.

ALL STAFF BEHAVIOUR WILL

- Be positive role models (encompassing the school's values) - verbal and non verbal.
- Be unshockable - not respond emotionally to unwanted behaviours.
- Follow the school processes and talk prompts when teaching behaviour.

ALL STAFF WILL

- Meet and greet children.
- Refer to Respectful, Responsible and Positive when teaching behaviour.
- Follow process and scripts as explained in this policy.
- Model positive behaviours and build positive and strong relationships.
- Be calm and give adequate time to reflect and implement when going through the steps.
- Use connection before correction.
- Follow up every time, retain ownership and engage in reflective dialogue with learners.
- Always deal with all learners whose behaviour is not inline with the school's expectations.
- Notice and celebrate children that go 'Above and Beyond'.

MIDDLE LEADERS - are not expected to deal with behaviour referrals in isolation. Rather they are to stand alongside colleagues to support, guide, model and show a unified consistency to the learners.

MIDDLE LEADERS WILL

- Be a visible presence in their phase to encourage appropriate conduct.
- Regularly celebrate staff and learners whose efforts go above and beyond the expectations.
- Encourage use of Above and Beyond, Positive Notes and Positive Phone Calls.
- Make sure that accountability remains.

SENIOR LEADERS - are not expected to deal with behaviour referrals in isolation. Rather they

are to stand alongside colleagues to support, guide, model and show a unified consistency to the learners.

SENIOR LEADERS WILL

- Be a visible presence around the school and especially at changeover time.
- Celebrate staff, leaders and learners whose effort goes above and beyond expectations.
- Support middle leaders in managing learners with more complex or entrenched negative behaviours.
- Regularly share good practice.
- Support middle leaders in managing learners with more complex or entrenched negative behaviours.
- Use behaviour data to target and assess school wide behaviour policy and practice.
- Take time to say goodbye to children at the end of the day.

FAMILIES WILL

- Be positive role models (encompassing the school's values) - verbal and non verbal.
- Get to know the school's behaviour policy.
- Reinforce the policy at home.
- Raise any concerns about behaviour management directly with the school while working in partnership with us.

CHILDREN WILL

- Use their best endeavours to follow the school rules.
- Do all they can to create a culture of exceptionally good behaviour: for learning and for community life.
- Not give others attention for poor conduct.
- Take responsibility for the consequences of their behaviour.
- Report misbehaviour to adults.
- Reach out if they feel they need support.

1.8 Supporting Our Pupils with SEND

OUR SCHOOL CULTURE

Our positive school culture aims to establish the highest standards of personal conduct, based around our core values and consistency of approaches by all. This culture aims to maintain high expectations through a calm environment created through inclusive approaches and practices to enable all students, including those with SEND, to succeed.

The school takes into account there are pupils whose needs and life experiences mean that the behaviour systems used by the school will not be appropriate or understood. Not all children can conform and follow the same systems and achieve the same outcomes as their peers and it's important that we ensure a flexible approach so all our children feel they listened to, are understood and feel respected.

Our practices are underpinned by the following duties:

- duties under the Equality Act 2010 to take such steps as is reasonable to avoid any substantial disadvantage to a disabled pupil caused by the school's policies or practices.
- under the Children and Families Act 2014, relevant settings have a duty to use their 'best endeavours' to meet the needs of those with SEND

- if a pupil has an Education, Health and Care plan, the provisions set out in that plan must be secured and the school must cooperate with the local authority and other bodies.

And we endeavour to observe, analyse, and subsequently anticipate likely triggers of misbehaviour in relation to SEND applying bespoke support to prevent. Illustrative examples of preventative measures include (but are not limited to):

- quality-first teaching practices in the classroom
- short, planned movement breaks for a pupil whose SEND means that they find it difficult to sit still for long;
- providing equipment to support sensory needs
- adjusting seating plans to allow a pupil with visual or hearing impairment to sit in sight of the teacher;
- adjusting uniform requirements for a pupil with sensory issues or who has severe eczema;
- training for staff in understanding conditions such as autism, ADHD or SEMH.

When pupils are identified as SEND the school will use the graduated approach: assess, plan, deliver and then review the impact of the support and adaptations applied to provision.

REASONABLE ADJUSTMENTS

When considering an adaptation for a pupil, the school must decide whether the adjustment is 'reasonable' (Equality Act 2010). What is reasonable is not defined in law and will consider:

- Cost
- Practicality
- Effectiveness of the adjustment
- Effect on other pupils
- Health and safety considerations.
- The need to uphold academic, musical, or sporting standards. (As outlined in Manley Park SEND policy)

** On occasions when specialist support is sought (see below) the school will always consider the advice provided and implement only actions that the school considers to be reasonable adjustments.*

RESPONDING TO THE BEHAVIOUR OF PUPILS WITH SPECIAL EDUCATIONAL NEEDS (SEND)

Our school consistently and fairly promotes high standards of behaviour for all pupils and provides additional support where needed to ensure pupils can achieve and learn as well as possible. We take the following into account:

- We do not assume that because a pupil has SEND, it has resulted in poor behaviour
- Individual incidents will be reflected upon, using professional judgement, and based on facts, via the school's Pastoral team
- SEND will always be considered when making decisions on sanctions
- School will consider whether reasonable adjustments should be made in relation to sanctions in response to SEND
- School will determine any further necessary support based on underlying needs and especially reflect on:
 - *Were likely trigger preventative actions in place?*
 - *Were agreed reasonable adjustments in place?*

Which will subsequently inform next steps in relation to provision.

SPECIALIST SUPPORT

If, despite the implementation of reasonable adjustments and preventative measures, misbehaviour of pupil with SEND continues, the school will reflect on:

- Impact on other pupils
- Health and Safety considerations
- The upholding of academic standards

The School will consult with wider agencies to review provision and practice (This could include Bridgelea Outreach, Educational Psychologists or Specialist Support Organisations).

The school may reach the conclusion that the SEND need of the pupil cannot be met within the mainstream setting and will begin the process of seeking alternative provision. Where a pupil has an EHCP, the school will call an emergency annual review of the pupil's EHCP and invite the Local Authority to attend to determine next steps.

When behaviour is demonstrated that is verbally or physically abusive the school may take the decision that pupils will continue their learning away from other pupils.

PARENTS/CARERS/FAMILIES

We will work with families of children with SEND and agree with them on effective communication, relating to Assess, Plan, Deliver, Review and Graduated Response: collectively delivering transparency. The communication agreement between school and families should take account of reasonable adjustments and the well being of all parties involved. This communication could take a variety of forms:

- half termly review meetings
- weekly phone calls/emails
- home/ school daily communication cards

Team around the family will be established when required and implemented when a review of current provision is required.

During the communication process the school will always capture the voice of the child and reflect on this when working with families or the TAF to enhance provision.

EXPECTATIONS OF STAFF

All staff working with children with SEND will:

- be familiar with one page profiles
- implement agreed adaptations (in and out of the classroom)
- begin each day positively, as a new opportunity.

REASONABLE ADJUSTMENTS WHEN CONSIDERING SUSPENSION OR EXCLUSION

The Head teacher will only permanently exclude a pupil as a last resort after considering the individual circumstances with other staff and professionals as appropriate. If the pupil is a Looked After Child (LAC) or has a statement of Special Educational Needs (SEN) there will be a review of the pupil's education plan as part of this process. There may be exceptional circumstances where the head teacher may decide to permanently exclude for a serious 'one-off' offence.

Support beyond the classroom to avoid suspensions/exclusion

- calm spaces available to support regulation
- quiet clam spaces available at break times
- therapeutic support

- social stories

Alternatives to exclusion

- learning to take place in other specialised areas of the school
- reduced timetable to allow students to gradually return to full-time provision
- specialised outreach support from PRU

Section 2:

How we embed our school values and relationships in every day

2.1 Teaching our School Values and Relationships

TEACHING BEHAVIOUR

OUR 3 SIMPLE RULES

These 3 simple rules form our expected behaviours. We will teach children when their behaviour goes above and beyond these expectations or when their behaviour does not align with these.

INFANTS

WE ARE RESPECTFUL: we care about ourselves and others.

WE ARE RESPONSIBLE: we look after our school and take pride in our work.

WE ARE POSITIVE: we try our best in all that we do.

JUNIORS

WE ARE RESPECTFUL: we try our best in all that we do and assist others to do the same.

WE ARE RESPONSIBLE: we are where we should be and contributing effectively.

WE ARE POSITIVE: we have a can-do attitude and remain solution focused.

Our quality first teaching, strong positive relationships, curriculum and consistent systems will enable exceptional behaviour to occur.

Our 3 simple rules provide the basis for consistent expectations, response and follow up. These rules and the adult consistency will provide pupils with security and an internalised reference point that will assist them with co and self regulation.

Each half term will start with teachers reminding the children of our agreed and whole school values and rules. Children will be reminded of the clear expectations, routines and follow up procedures.

Supporting our Behaviour Curriculum is our Emotional Intelligence curriculum which is taught weekly (1 week as a phase assembly, the following week as a class based lesson). Each half term we teach our school values: RESPECT, UNDERSTANDING, COMPASSION, RESPONSIBLE, PATIENT, POSITIVE. Each value is taught progressive across the school with our unique curriculum focusing on SELF, OTHERS and AS A LEARNER / PROBLEM SOLVER.

2.2 Movement Expectations in Class and Around the School

Transitions occur at many points throughout the day for all children, successful and calm transitions play an essential role in establishing a culture of exceptionally good behaviour. We create clearly understood expectations that are consistently implemented and therefore understood by all. This helps our children who are more comfortable with consistent systems and quiet environments.

To aid all to remain learning focused, movements in classrooms should be learning based (eg. getting resources, reading a working wall). All other reasons for movement in class should have systems established to keep any movement that is non-learning to a minimum (eg water bottles - should have a monitor or filled at break times; resource replenishment should be checked before the start of the lesson; toilet to be used outside of lesson times whenever possible).

Playground to classroom

- The Lead adult will blow a whistle to signal the end of breaktime.
- Children will stand still.
- The Lead adult will blow the whistle a second time.
- Children will quietly walk to their designated lines.

(Exception. At the junior site at 8:45 a whistle will be blown, then each year group will be invited to independently make their way to their classrooms. Promoting self regulation).

In lesson transitions - Adults with use the acronym TROGS to share transitional instructions

- **T**ime - how long of the task
- **R**esources - what resources could the children access to support them
- **O**utcomes - what is expected by the end of the task
- **G**roups - who will the children be working with
- **S**top point - how will the children know that it is time to stop and come together

Moving to a legendary line (in class)

- Adult will complete table check (environment and resources)
- Children stand behind places / chair
- 1, 15 and 30 got quietly to their correct places (children collect any necessary belongings before joining the line)
- Front half of line quietly go to their correct place (children collect any necessary belongings before joining the line)
- Back half of line quietly go to their correct place (children collect any necessary belongings before joining the line)

Legendary lines (non verbal signalling with two hands to indicate a letter L can be used to support/remind)

- Stand in your line up order (this will usually be register order but may be adapted according to cohort need).
- Be silent.
- Face the direction of travel.
- Consider what you will be doing next and how you will follow our school values.

Tremendous transitions (non verbal signalling with two hands to indicate a letter T can be used to support/remind)

- Travel in line order
- Be silent
- Face the direction of travel.
- Consider what you will be doing next and how you will follow our school values.
- If you hold the door, return to your line order.
- Thank the person who is holding the door, silently.
- Lead adult will provide clear stopping points and will guide from mid to rear of the line.
- Lead adult will escort children to the next adult lead environment

Walking with Manley Park Pride

- Heads up

- Shoulder back
- Positive posture
- Present your uniform with pride

Entering learning areas

- Enter silently.
- Consider your learning task.
- Put your belongings in the correct place.
- Begin the learning task that has been given to you.

During any free movement times (internal)

- Children walk respectfully and quietly
- Walk on the left hand side of corridors / stairwells
- No more than two pupils wide

2.3 Responding to Behaviour

The school takes into account there are pupils whose needs and life experiences mean that the behaviour systems used by the school will not be appropriate or understood. Not all children can conform and follow the same systems and achieve the same outcomes as their peers and it's important that we ensure a flexible approach so all our children feel they listened to, are understood and feel respected.

- We will always take any opportunity to teach behaviour.
- We will identify positive behaviours first but will and ensure that praise is specific and labelled.
- We will all recognise, teach and celebrate children that are going above and beyond the expected behaviour standards.
- We will all recognise and teach children that are not following the expected behaviour standards.
- We will always label the behaviour, not the child.

VERBAL FEEDBACK - *Good behaviour.*

When we notice children going above and beyond we will all use the acronym WEEKS as a framework to support our teaching of behaviour. This ensures that teaching of behaviour is specific and therefore teaches the child the impact of their behaviour on themselves and/or others.

- **W**HO - name the child or group
- **E**XAMPLE - what is the positive behaviour choice that is being recognised
- **E**I VALUE/RULE - what rule are they following
- **K**ONSEQUENCE - what their action leads to
- **S**TOP POINT - thank you/above and beyond

RECOGNITION AND REWARDS

We notice and reward learners who go 'above and beyond' our expected standards. We understand that above and beyond will look and sound different for many children in our school. Through our strong relationships, working in collaboration with families and our in school communication systems all of our staff will identify and celebrate pupils who are going 'above and beyond' in their own way.

Although there are tiered rewards, our staff understand that a quiet word of personal praise can be as effective as a larger, more public, reward. The use of praise in developing a positive atmosphere in the classroom cannot be underestimated. It is the key to developing positive

relationships, including with those learners that are hardest to reach.

Recognition and rewards, when possible, will be done publicly in order to show the community that we notice and give attention to positive choices.

REWARDS to support positive behaviour:

- thank you in person, explaining their positive behaviour and its consequences.
- taken to a middle/senior leader in the school to share their positive action/consequences
- postcard to be sent home, explaining their positive behaviour and its consequences.
- telephone call home, explaining their positive behaviour and its consequences.
- name placed on the above and beyond display in the classroom (INFANTS)
- stamp placed on the child's individual above and beyond values card (JUNIORS)
- certificate awarded during the whole school assembly.

At the junior school site, each child will receive a values card with each of our 6 school values labelled on it. If a child is identified as going above and beyond (in their own unique way) in any value they will receive a school stamp on their card. Once their card is complete with all 6 stamps they will receive a bronze values badge. This process then repeats for silver and gold. Pupils that have received values badges will be considered for the role of prefects in UKS2.

RESPONDING TO CHILDREN'S BEHAVIOUR THAT IS NOT FOLLOWING THE EXPECTED BEHAVIOUR

1. **QUICK CHANGE BEHAVIOURS** - low level behaviour that they know or can reasonably work out is not appropriate.
2. **BEHAVIOUR THAT REQUIRES FURTHER ATTENTION AND / OR TEACHING** - when behaviours are repeated, impacting negatively on the learning of others or when the child requires educating / boundaries around the behaviour shown.
3. **PARTNERSHIP STAGE** - school and families collaborate to understand and support

We want to ensure high standards and expectations for all children whilst recognising that individual children may require adaptations in the below. Adaptations may be required in the short term due to a child's current situation or may be required in the long term. The pastoral team will work with class teachers to ensure that any necessary adjustments are in place, understood and adhered to.

In class and around the school, when children are not following the expected behaviour the principles and processes below will be followed by all adults.

1. **QUICK CHANGE BEHAVIOURS** - low level behaviour that they know or can reasonably work out is not appropriate.

On many occasions, low level behaviour can quickly be altered through clear instruction. On these occasions, we want adults to talk to create **quick change**, so as to avoid providing overt attention whilst ensuring high expectations remain by all. When instructional behaviour change is provided it can be done publicly. The scripts and stems below support adults in delivering these messages consistently, assertively and without causing emotional damage. The choice of strategy will depend on the individual and the environment.

Principles

- Be unshockable.
- Deliver in a friendly yet assertive manner.
- Use scripts to support conversations.

Choice of strategies:

State the behaviour

Never ask 'why questions' to correct behaviour (opens discussion / debate and is too cognitively complex)

X, you are running

X, you are chewing gum

X, you are swinging in your chair

Follow this statement quickly by noticing the positive change eg, *thank you for walking*

State the behaviour you want (clear behaviour change stated)

X, walk please

X, focus on your work

X, write neatly

Noticing and praising the positive of those nearby (noticing positive choices to allow for self regulation)

Thank you to all the children that are giving respectful eye contact.

Thank you to all the children that are focusing on their work.

X, thank you for walking sensibly.

Promoting Self Reflection (used when we know they can)

What poor choices do you think caught my attention?

Raising their Expectation of Self (showing the individual that we believe in them and have high expectations of them)

X, it is not like you to not to hold the door. I have high expectations of you.

X, that behaviour is Y (eg not respectful). I believe you can make better choices and be successful.

2. **BEHAVIOUR THAT REQUIRES FURTHER ATTENTION AND / OR TEACHING** - when behaviours are repeated, impacting negatively on the learning of others or when the child requires educating / boundaries around the behaviour shown.

Principles

- When possible, any responses will be done privately.
- We always label the behaviour, not the child.
- Reference the school value / rule
- Be unshockable - if required use the phrase...I am going to take some time to consider what I will do next.
- Deliver in a friendly yet assertive manner.
- Use scripts to support conversations.
- If further understanding is required a member of the pastoral team will support.
- Be calm and give 'take up time' when going through the steps.

The school processes below are to ensure that classes remain learning focused and to ensure that negative behaviour is not given attention. They are also aimed to ensure that the child knows we believe they can (and we can prove it). In all stages below we want the teacher to **connection before correction**, therefore before delivering the script providing a connection statement that supports the child to feel that they are understood eg. *I can see that you are a bit tired today, we can talk about this later. I know that you may want to talk to friends*

however. I can see that you want to move and we can talk later about how the school could help with this.

If at any point during the process below a member of staff believes they want support to gain a deeper understanding about the child so the school can support the individual, the member of staff will request support from a member of the pastoral team. The member of the pastoral team will work with the individual at the earliest possible opportunity' therefore ensuring the child feels listened to, valued and understood whilst the teacher is able to continue with the whole class teaching.

The school processes below are to ensure that classes remain learning focused and to ensure that negative behaviour is not given attention. They are also aimed to ensure that the child knows we believe they can (and we can prove it).

The stages below are for the duration of the school day. Each day is a new start. Where there is a change of adults, they must communicate if any children are at any stage of the process.

Nursery to Year 4

Reminder - *delivered in the learning space one to one*

A reminder of the expectations, explaining it is the same for all learners, Respectful, Responsible and Positive, delivered privately to the learner. The teacher makes them aware of their behaviour.

The learner has a choice to do the right thing.

Script: *Your behaviour is not being (school value/rule). You need to/ I need to see you /I expect /I know you will...*

(Bringing back on track)

Caution - delivered outside of the classroom

A clear verbal caution delivered privately to the learner making them aware of their behaviour and clearly outlining the consequences if they continue. The learner has a choice to do the right thing.

Script: *The behaviour choice that you are making is having a negative consequence (share if you believe they require educating). Your behaviour is not being (School Value) If you choose to... (positive choice) that would be great, this will happen...if you choose not to, then this... will happen and we will move to LAST CHANCE, I will leave you to make the choice.*

(Making the child responsible)

Last chance - delivered outside of the classroom

Learners will be reminded of their previous good conduct to prove that they can make good choices.

Script:

- I have noticed that you are continuing to...

- The rule that behaviour is not following is...

- Do you remember yesterday/last week when...

- That is the behaviour I need to see today. Make a positive choice.

- If you do not make a positive choice when we return to learning I will be asking you to complete your learning elsewhere.

- *Thank you for listening.*

(Proving that they can do it and it is therefore a choice)

Time to reflect - delivered outside of the classroom

Boundaries are reset and the learner is asked to reflect on their next step.

Script: *I have explained how your behaviour choices are impacting on yourself and others. We are all trying to learn together. I know you can be a fantastic member of our team as I have seen it so many times before. But I now need you to reflect on your behaviour. I look forward to you returning to the class as a fantastic member of the team.*

Reflection and opportunity to calm/alter behaviour: 10 mins spent away from the class to complete a reflection sheet. (outside of the classroom or in a parallel year group). The child will be expected to complete any missed school work during the next breaktime.

If the step above is unsuccessful, or if a learner refuses to take a time in, then a member of staff that is available will escort the learner to an appropriate space. (refer to use of reasonable force)

The child may need to miss some of their next break time to catch up on missed classwork or to complete their reflection task.

The repair - one to one with the child, in or out of the classroom after a time to reflect.

We know that meaningful repair happens best when children are regulated and are ready to contribute to discussions about how to move forward positively. This means that sometimes restorative discussions may not always occur immediately. In this stage of the discussion children are supported to reflect about what could have been done differently in order to provide a roadmap should they find themselves in a similar situation in the future.

Restorative conversation: Completed by a classroom adult. Completed informally when possible.

- *What happened?*
- *What have you thought since?*
- *How did it make people feel?*
- *What should we do to put things right?*
- *How can we do things differently in the future?*

(Developing understanding and self regulation)

If at any point during any of the above steps the child attempts to disagree:

Script choices:

- *Do you remember when you did this and that caused(positive reminder), that's the behaviour I want to see today. Thank you*
- *I have heard what you said, now you must...*
- *I am going to talk about your behaviour because that is the only behaviour you can control. I need you to...thank you.*

Upper Key Stage 2 - Years 5 and 6

By the time our pupils reach upper Key Stage 2 we believe that they will have internalised the schools expectations and processes; therefore we want them to be self regulating in line with these. Research demonstrates that, continuing to talk to children about behaviour that they know or can reasonably work out is not appropriate, can be condescending to the individual and may be providing the misbehaviour with the attention the individual is attempting to gain. Therefore we want the adult response to be one that delivers high expectations and compassionate discipline.

(Children new to the school will follow the N - Year 4 approach, until the class teacher believes they understand our expectations)

Reminder - delivered in the learning space one to one

A reminder of the expectations, explaining it is the same for all learners, Respectful, Responsible and Positive, delivered privately to the learner. The teacher makes them aware of their behaviour.

The learner has a choice to do the right thing. The adult will remind the child of the next step should the individual not get back on track.

Script: *Your behaviour is not being (school value / rule). You need to/ I need to see you /I expect /I know you will...*

(Bringing back on track)

Take a break - delivered privately in the learning space

The learner will be made aware that 'Your behaviour is demonstrating that you need to take a break from the classroom. You are not in trouble, but please take 2 mins outside'. During this time, the child will self administer a two minute break (timer will be available), whereby they must sit at a designated space outside of the classroom without stimulus. After the break, the child is expected to return to the classroom and continue with the lesson.

Time to reflect and making result of misbehaviour less appealing

Any further misbehaviour on that day will automatically lead to another break being implemented.

2.4 A Time to Reflect / Complete Lost Learning / Action Consequence

A TIME TO REFLECT / COMPLETE LOST LEARNING / ACTION CONSEQUENCE

At Manley Park we want pupils to reflect on the impact of their behaviour on themselves and others. This time will be used for the child to reflect, complete lost learning time or complete an action consequence. The class teacher will make this professional decision. . This will be implemented in years N - 6 and will take place on the same day as the incident and last for a maximum of 10 minutes. Ensuring that the individual gets some time to socialise outside.

- In Year N, R, 1, 2, 3 and 4, it should be imposed by the class teacher should the child reach 'last chance', or has not completed adequate classwork, during this time the child will need to complete unfinished work, a reflection sheet or an action consequence (class teacher will decide).
- Years 5 and 6, should be imposed by the class teacher should the child reach 'take a break', or has not completed adequate class work, during this time the child will need to complete unfinished work, a reflection sheet or an action consequence (class teacher will decide).

Section 3:

Working together to improve school values and relationships

3.1 Communicating Behaviour that is Not In Line with Our School Values with Families

We want to establish a collective responsibility in ensuring that the school values are followed to the best of a child's current ability. It is the collective responsibility of families, school and the child to do this.

In order for us to communicate with families in an efficient and effective manner we will inform you in writing at the earliest possible opportunity.

If a child's behaviour reaches 'time to reflect'(up to year 4) or has to 'take a break' (years 5 & 6) a stage one behaviour letter will be sent to families informing them of their child's behaviour and next steps. This will be repeated on three occasions before moving to stage 2 (please see partnership stage below).

3.2 Partnership Stage

The partnership stage will be initiated once we identify that a child is demonstrating behaviour that is impacting negatively on themselves and / or the school community. The aim of the partnership stage is to work alongside colleagues and families to help the child to improve behaviour. We will work collaboratively to understand the behavioural function, set clear and agreed expectations and follow up along with any necessary adjustments or support.

If at any stage of the below process the class teacher or phase leader wishes to seek further understanding of the child they will seek the support of the pastoral team. Also from stage 2 onwards the pastoral team will be made aware of behaviours demonstrated and will make collaborative decisions about the level of involvement required.

STAGE 1: INITIAL CONCERNS SHARED

When a child has demonstrated behaviour that is not in line with the school values (reached last chance, N - Y4, or take a break Y5 and 6). Stage one will also be initiated should a child require frequent reminders or cautions.

A letter will be sent to the family informing them that their child is at stage 1 of the behaviour policy along with information about the behaviour demonstrated. (See Appendix)

Stage one has 3 sections:

1.1 Reminder - letter sent to families, teacher follows school process with the child

1.2 Caution - letter sent to families, teacher follows school process with the child

1.3 Last Chance - letter sent to families. The class teacher will inform the phase leader that they have reached stage 1.3. The phase leader will discuss the school's expectations with the child and check their understanding.

The phase leader will pass this information on to a member of the school's pastoral team. In collaboration with the phase leader and class teacher the pastoral team will decide if any further steps are required at this stage.

During each of the above stage one elements, the child may be asked to remain in at break time to complete missed class work, complete a reflection or complete payback.

STAGE 2: MEETING THE FAMILY

The child continues to demonstrate behaviour that is not inline with the school values.

A letter will be sent to the family informing them that their child is at stage 2 of the behaviour policy along with an instruction to contact the school. (See Appendix)

At this stage the class teacher and the phase leader will meet with the family to share their observations, explain the school's expectations and consider ways that we can collectively support the child.

Areas to be discussed with family:

- their experience of similar behaviour
- consistent effective follow up
- routines inc bed time, diet and quality time with adults
- Impact of adult role modelling
- next steps should the child's behaviour not improve (see stage 3)

The phase leader will pass this information on to a member of the school's pastoral team. A member of the team will meet with the child in an attempt to identify any evident underlying need. Further actions may be implemented by the pastoral team.

At key stage 2, children that reach stage 2 will remain behind to complete missed class work or to complete their reflection at the end of the school day.

STAGE 3: IMPLEMENTATION OF MONITORING PROCESSES AND ACTION CONSEQUENCE

The child continues to demonstrate behaviour that is not inline with the school values.

A letter will be sent to the family informing them that their child is at stage 3 of the behaviour policy along with an instruction to contact the school. (See Appendix)

The phase leader and class teacher will meet with the family to share behaviours that are continuing to be demonstrated. A maximum of three targets will collectively be set (the child could be involved at this point depending on age / ability, if the child is not involved they will be informed of the targets set).

A weekly report card will be established and used for an agreed period (no shorter than 2 weeks, no longer than a school term). The weekly report card will serve a variety of functions:

- as an incentive to improve behaviour based on specific targets and privileges.
- support the families conversations with the child and allow the family to work closely with the school
- enable the school to track any patterns of misbehaviour

The phase leader will pass this information on to a member of the school's pastoral team. The pastoral team will decide if further support is required.

STAGE 4: IMPLEMENTATION OF AN INDIVIDUAL SUPPORT PLAN

If at the review of stage three, there is not sufficient evidence that behaviour has improved, a decision will be made to move to stage 4. This will involve the Behaviour Lead along with the Pastoral team and when appropriate the Headteacher.

See Individual Support Plan section of this document.

STAGE 5: SEEKING FURTHER SUPPORT

After reviewing an Individual Support Plan with the families and the school having developed a variety of support options, thorough plan, assess and review (used this cycle at least twice), if behaviour has not improved the school will choose to move to Stage 5 of the policy.

At stage 5 the school will consult with wider agencies to review provision and practice (This could include Bridgelea Outreach, Educational Psychologists or Specialist Support Organisations).

Once advice has been received this will be implemented into provision and practice, along with the necessary amendments made to the support plan.

STAGE 6: RESTORATIVE CONFERENCE

If improved behaviour is not evident after a further two cycles of plan, assess, review the school will decide to move to stage 6.

- A restorative conference that takes a 360 degree view of the learner will be convened. This meeting will include the Teacher, Learner, Parent/Guardian, Governor representative and a member of the Senior Leadership Team. The meeting will address the learner's progress and achievement, learning needs, attitude, behavioural routines and personal organisation.
- There may be an element of 'payback' in the action plan from this meeting. Learners may be asked to positively contribute time back to school life as part of the process of repairing the damage they have caused.
- Actions agreed at the meeting will come under the terms of the final warning. If the learner does not complete the actions then the procedure will move to the next stage.
- Every effort will be made to encourage and support a change in the learner's behaviour
- If the learner refuses to attend or engage with the Restorative Conference then the process moves to the final stage.

THE FINAL STAGE

The school will work collectively with the family, the local authority and other agencies involved to seek alternative provision that can better support the individual's needs.

3.3 Serious Disregard for the School's Values

A serious disregard for the School's Values is an incident whereby a child has acted in a manner that puts the safety, education or welfare of themselves or others at risk.

It is not possible to provide an exhaustive list; however, it is possible to provide some examples as reference points:

- purposeful, physical act on another adult/child;
- discriminatory behaviour and prejudiced behaviour (inc all characteristic protected under the Equality Act)
- derogatory language (inc all characteristic protected under the Equality Act)
- damaging school or another person's property.
- persistent disruption of the learning environment.

NB. Any form of peer on peer abuse (Peer-on-peer abuse includes, but is not limited to: physical and sexual abuse, sexual harassment and violence, emotional harm, on and offline bullying).

Will be reported to our safeguarding team and processes will be followed in accordance with our safeguarding policy.

Serious disregard for school values incidents will lead to an action consequence. Depending on the severity, it could lead to a suspension or permanent exclusion (this decision must be made by the headteacher).

When implementing action consequences or dealing with a serious disregard for school values, the school will take account of all SEND information that they have for the individual before taking action. Consequences should not be implemented for a child that displayed behaviours directly associated with their needs. In such cases, the incident(s) will be discussed with the SENDCo, the child's family and an agreed course of action taken that will enable learning to take place for all involved (adults and children). Please see the SEND section

PROCESS - When a serious disregard for school values occurs adults must ensure that they **remain unshockable** and follow the 6 step process below.

1. **Recover** - make safe, allow time for individuals to return to a calm state
If a child already has a behaviour plan - follow the steps on the behaviour plan
2. **Reveal** - uncover what has happened, establish the truth. Ask adults and children to report what they actually heard or saw
3. **Responsible** - inform witnesses, decide future actions, inform families
4. **Restorative** - moving forward
 - A restorative conversation will be held with any children involved in the event. If the adults feel it will aid the restoration this conversation can occur with more than one child present.
 - Future actions will be shared with children directly involved.
5. **Review** - make a plan ensure child and family understand pre/post plan
6. **Repair/Reconnect** - post restorative approach
 - Invite parents to review progress and reflections
 - Time for teacher to feedback positives about the child

We know that meaningful restorative happens best when children are regulated and are ready to contribute to discussions about how to move forward positively. This means that sometimes restorative discussions may not always occur immediately. In this stage of the discussion children are supported to reflect about what could have been done differently in order to provide a roadmap should they find themselves in a similar situation in the future. They discuss the best way to move forward in a positive way, and are involved in decisions about what could make the situation better.

The aim is to reach an agreed outcome where the people affected are satisfied and where the child displaying the behaviours is given the opportunity to correct or make up for their action.

3.4 Action Consequence

Where the action has caused a direct loss or negative impact on an individual, group or property, the repair will involve an action consequence. This will involve 'giving back' to the recipient what has been lost either by way of action, for example a child that injures another child during play could write a letter of apology or carry out an act of kindness to demonstrate remorse. Some repairs may involve 'paying back' to the school community. For example, a child who has damaged school displays, might choose to give up some of their free time to help the teacher to create a new one.

The school will decide which action consequence is best suited to ensure that the child learns from their behaviour choices and that the community recognise that the school acts on unwanted behaviours. Action consequences may also be included following repeated lower level disruption that have negatively impacted on the others.

An action consequence will come under one or more of the following headings:

Payback - this consequence will be applied when a child's choices have had a direct negative impact on others/property and it is appropriate to give directly back to the recipient/s in a short space of time. (Short term)

Community service - this consequence will be applied when a child's actions require a more sustained period of reflection time. This can reflect the amount of time it took to resolve or if their actions were overtime/impacted on many.

Restorative - this consequence will be applied when it is believed that the individual should attempt to repair any emotional damage.

Educative - this consequence will be applied when it is believed that the child does not fully understand how their behaviour has affected others or how to improve their behaviour.

When an action consequence is being implemented, the lead adult will use 'TRAP' to support them in creating the best course of action:

T - Timely - a response should happen soon after the incident and the consequence applied. This ensures the child, those involved, and any witnesses see that serious breach is dealt with quickly and efficiently, reinforcing the message that these behaviours are taken seriously.

R - Related - consequences should if possible be related to the incident. Following the descriptions above.

A - Appropriate - due accommodation to the needs of the child should be taken into account. For example a child struggling with a personal situation may need to have a personalised consequence to ensure that it is meaningful to the child and provides a useful opportunity for learning.

P - Proportionate - the degree of consequence should match the degree of the breach and the age of the child (or their emotional developmental stage).

INFORMING FAMILIES OF A SERIOUS DISREGARD

The school will send the families of the children involved, a letter (Perpetrator, Victim and Witness - please see appendix), documenting what has occurred. This will be sent by the administration team on the day of the incident (if an incident occurs at the end of the school day, or staff are made aware of it at the end of the school day then the school may send the letter the following day). The letter will include an invite to contact the school to arrange to discuss the incident with the relevant member of staff.

Where possible, staff should seek to summarise the details of the behaviour incident on the form to ensure parents have a full picture of the incident and any subsequent queries come from a place of knowledge. Where staff feel that they cannot adequately articulate this within the letter format, more direct contact via telephone or meeting may be judged as appropriate.

Section 4: Anti Bullying

4.1 Our Aim

To create an ethos of good behaviour, where pupils treat one another and the school staff with respect because they know that this is the right way to behave. A culture that extends beyond the classroom to the corridors, the dining hall, the playground, and beyond the school gates including travel to and from school. Values of respect for staff and other pupils, an understanding of the value of education, and a clear understanding of how our actions affect others will permeate the whole school environment and are reinforced by staff and older pupils who set a good example to the rest.

4.2 What bullying is

Bullying is behaviour by an individual or group, repeated over time, that intentionally hurts another individual or group either physically or emotionally. Bullying can take many forms (for instance, cyber-bullying via text messages, social media or gaming, which can include the use of images and video) and is often motivated by prejudice against particular groups, for example on grounds of race, religion, gender, sexual orientation, special educational needs or disabilities, or because a child is adopted, in care or has caring responsibilities. It might be motivated by actual differences between children, or perceived differences.

Bullying can include a wide range of behaviours:

- **physically aggressive:** hitting, kicking, taking or damaging belongings
- **verbal:** name-calling, nasty teasing or spreading rumours
- **indirect:** deliberately leaving someone out with an intention to cause rejection

Bullying, especially if left unaddressed, can have a devastating effect on individuals. It can be a barrier to their learning and have serious consequences for their mental health. Bullying which takes place at school does not only affect an individual during childhood but can have a lasting effect on their lives well into adulthood.

Many experts say that bullying involves an imbalance of power between the perpetrator and the victim. This could involve perpetrators of bullying having control over the relationship which makes it difficult for those they bully to defend themselves. The imbalance of power can manifest itself in several ways, it may be physical, psychological (knowing what upsets someone), derives from an intellectual imbalance, or by having access to the support of a group, or the capacity to socially isolate. It can result in the intimidation of a person or persons through the threat of violence or by isolating them either physically or online.

4.3 What bullying is not

The word bullying is now frequently used to describe any unwanted behaviours towards an individual: this is inaccurate use of the term. Whilst it is important to understand what bullying is, it is equally important to be clear on what it is not:

Not liking someone – It is very natural that people do not like everyone around them and, as unpleasant as it may be to know someone does not like you, verbal and non-verbal messages of “I don’t like you” are not acts of bullying.

Being excluded – Again, it is very natural for people to gather around a group of friends and we cannot be friends with everyone, so it is acceptable that when kids have a party or play a game at the playground, they will include their friends and exclude others.

Accidentally bumping into someone – When people bump into others, the reaction depends mostly on the bumped person’s mood. If they have had a bad day, they think it was an act of aggressive behaviour, but if they are in a good mood, they smile back and attract an apology. This is also relevant for playing sports, like when kids throwing the ball at each other hit someone on the head.

Making other kids play things a certain way – Again, this is very natural behaviour. Wanting things to be done our way is normal and is not an act of bullying. To make sure kids do not fall into considering it as an aggressive or “bossy” behaviour, we need to teach them assertiveness.

A single act of telling a joke about someone – Making fun of other people is not fun for them, but the difference between having a sense of humour and making fun of someone is very fine. It is important to teach kids (and grownups) that things they say as jokes should also be amusing for the others.

Arguments – Arguments are just heated disagreements between two (or more) people (or groups). It is natural that people have different interests and disagree on many things.

Expression of unpleasant thoughts or feelings regarding others – Communication requires at least two players. Although it may be unpleasant to hear what someone thinks about you, it is NOT a form of bullying but a very natural thing. In every communication, there are disagreements and some form of judgement about each other’s attitude and behaviour.

Isolated acts of harassment, aggressive behaviour, intimidation or meanness – The definition of bullying states that there is repetition in the behaviour. Bullying is a conscious, repeated, hostile, aggressive behaviour of an individual or a group abusing their position with the intention to harm others or gain real or perceived power.

4.4 Our Duty and Safeguarding

We have a duty of care to protect all our pupils and provide a safe, healthy environment, and these obligations are highlighted in law and guidance detailed in this briefing.

The Department for Education (DfE) has produced guidance for all schools, including academies and free schools, which outlines its duties towards preventing and tackling bullying in schools: <https://www.gov.uk/government/publications/preventing-and-tackling-bullying>

The Education Act 2002 Section 175 placed a legal duty on maintained schools and Local Authorities to safeguard and promote the welfare of children.

The Government has also issued statutory guidance under s175 called Keeping children safe in education, this applies to all schools including academies, free schools, alternative provision, maintained nursery schools and independent schools. It describes what schools and colleges should comply with. Schools also have obligations under the statutory guidance Working Together to Safeguard Children 2015. 'Safeguarding' covers more than child protection. The guidance states that it specifically covers issues such as health and safety and bullying.

A failure to have necessary arrangements in place under section 175 may be grounds for the Secretary of State to take action against a Local Authority or Governing Body.

Some incidents of bullying may also be a child protection issue. A bullying incident should be addressed as a child protection issue under the Children Act 1989 when there is 'reasonable cause to suspect that a child is suffering, or is likely to suffer, significant harm. These concerns must be reported to the member of staff in school responsible for child protection and then reported to the local authority's children's social services.

Section 89 of the Education and Inspections Act 2006 provides that maintained schools must have measures to encourage good behaviour and prevent all forms of bullying amongst pupils. These measures should be part of the school's behaviour policy which must be communicated to all pupils, school staff and parents.

By effectively preventing and tackling bullying, schools can help to create safe, disciplined environments where pupils are able to learn and fulfil their potential

4.5 Our Approaches to Deal with, Identify and Prevent Bullying - At MPPS

listen - all pupils and parents and carers are listened to and influence strategies and approaches to prevent, report and respond to incidents of bullying.

include all - all pupils, including those with SEN/Disability, are included, valued and participate fully in all aspects of school life.

respect - all school staff are role models to others within the school in how they treat others.

challenge - all forms of discriminatory language – including all protected characteristic groups – is challenged and taken seriously.

celebrates difference – difference is actively and visibly celebrated and welcome across the whole school.

understand - all school staff, pupils and parents and carers understand what bullying is and what it isn't.

believe - all pupils, including disabled children and those with SEN, and their parents and carers are acknowledged, believed and taken seriously when reporting incidents of bullying.

report bullying - all pupils within the school and their parents and carers understand how to report incidents of bullying.

take action - we respond quickly to all incidents of bullying. Pupils, including disabled pupils and those with SEN, participate fully in decisions made about them and help to formulate appropriate action to respond to incidents of bullying.

clear policy - our school's anti-bullying policy reflects these principles and is embedded within other school policies. They are widely and actively promoted to school staff, pupils and their parents and carers.

4.6 Further Prevention - Whole School

In addition to our whole school approach on promoting exemplary behaviour we will address bullying in the following ways.

Apply disciplinary measures to show that bullying is wrong

We will apply disciplinary measures to pupils who bully in order to show clearly that their behaviour is wrong. Disciplinary measures are applied fairly, consistently, and reasonably taking account of any special educational needs or disabilities that the pupils may have and taking into account the needs of vulnerable pupils.

Educating pupils about their responsibility if they witness any form of bullying

The behaviour of the wider peer group can influence the level of bullying behaviour which occurs. If the remainder of the peer group ignores or colludes with the bullying, it will increase. If they challenge it and support the victimised students, it will decrease' (Sharp, 1997, p. 3).

We are fully aware that likelihood of bullying behaviour continuing to depends significantly on the reaction of the audience; therefore each term we hold a school assembly explaining to children their role in preventing bullying and what they can do if they witness it :

- showing disapproval
- supporting the victimised student
- reporting the incident to a member of staff

4.7 Process for when bullying is deemed to be occurring

Investigation and complaints process

Our Investigation process is set out below and works as part of our Anti-bullying policy. Any complaints can be made following our complaints procedure that parents have easy access to via the school website.

Our investigation process and complaints procedure will guarantee that all matters raised are dealt with professionally and in a structured manner and that this in turn will lead to events being properly investigated.

A written response is drawn up and sent to the parent explaining the school's process once a bullying incident has been reported.

Clear and understood process that takes place when any form of bullying is reported. Bullying may be reported by one of, or a combination of three people: parents/carers, the victim, observers.

Below is the process that will take place for each of the above with individualised specifics:

- Bullying is reported
- School bullying description (what it is, what it is not) shared with the reporter. Confirm they still want to go forth and initiate the bullying investigation.
- Incident passed on to 'the investigator' (further information see 'The Investigator' section)
- Investigator informs parents and the child (victim) that the school are now investigating - commitment shared that we will report back within two working days
- Investigator with support when required (depending on interviews required and time restraints) begins the investigation
- Investigator to interview: the pupil; bystanders, who were named as being present; other staff, learning support assistants and playground supervisors, the pupil accused of bullying, other pupils who are not particular friends of either child. (investigator to ask and record responses to prescribed questions - see appendix)
- Investigator to decide if this is a bullying case or not - if not refer to serious breach in school behaviour policy and report findings and next steps to parents/carers and children.
- Investigator to draw evidence together and conclusions.
- Investigator to work with a member of the SLT to develop a plan of action for both the victim and where deemed necessary the perpetrator.
- Bullying action plan (see appendix) to be completed to include disciplinary measures(that reflect the severity of the actions), any changes that are required and any restorative work.

Make it easy for pupils to report bullying so that they are assured that they will be listened to and incidents acted on.

- Strong relationships between staff and pupils promote confidentiality and a supportive environment.
- Designated person is identified for bullying incidents and is known to all children.
- Worries and wishes boxes are in every classroom that are checked by adults daily.
- Any form of reported bullying - formal process is started with immediate effect - child informed that process is underway

Parents are clear that the school does not tolerate bullying and are aware of the procedures to follow if they believe that their child is being bullied.

- Our anti bullying policy will be available via the school website
- There will be clear lines of communication made available for all parents (reporting in person to the school office, via email, telephone).

All pupils understand the school's approach and are clear about the part they can play to prevent bullying, including when they find themselves as bystanders

- Disciplinary sanctions reflect the consequences of bullying so that others see that bullying is unacceptable.
- A termly whole school assembly explains how bullying can be reported and what you could do if you see bullying occurring.

Supporting pupils that have been bullied

In all cases we have a responsibility to support children who are bullied and make appropriate provision for a child's needs. The nature and level of support will depend on the individual circumstances and the level of need. These can include a quiet word from a teacher that knows the pupil well, asking the pastoral team to provide support, providing formal counselling, engaging with parents, referring to local authority children's services, completing a Common Assessment Framework or referring to Child and Adolescent Mental Health Services (CAMHS).

Separate provision

Removing bullied children from school, even for a short time, disrupts their education and can make it difficult for them to reintegrate. In itself it also fails to address the causes of the problem and can send the wrong message that victims of bullying are unwelcome. School will respond sensitively where an absence arises as a result of bullying.

School will do all they can to ensure bullied children continue to attend school. In addition to the examples of support listed above, this could include using separate on-site provision that provides respite for bullied pupils, whilst maintaining their educational progression. It is important that this support goes hand-in-hand with measures to tackle bullying so that bullied children feel safe at school, and on their way to and from school.

Supporting the perpetrator

We will carefully consider the motivations behind bullying behaviour and whether it reveals any concerns for the safety of the perpetrator. Where this is the case the child engaging in bullying may need support themselves.

In all cases we have a responsibility to support children who are bullied and make appropriate provision for a child's needs.

Bullying which occurs outside school premises

School staff members have the power to discipline pupils for misbehaving outside the school premises. Sections 90 and 91 of the Education and Inspections Act 2006 say that a school's disciplinary powers can be used to address pupils' conduct when they are not on school premises and are not under the lawful control or charge of a member of school staff, but only if it would be reasonable for the school to regulate pupils' behaviour in those circumstances. This may include bullying incidents occurring anywhere off the school premises, such as on school or public transport, outside the local shops, or in a town or village centre.

Where bullying outside school is reported to school staff, it should be investigated and acted on. The headteacher should also consider whether it is appropriate to notify the police or anti-social behaviour coordinator in their local authority of the action taken against a pupil. If the misbehaviour could be criminal or poses a serious threat to a member of the public, the police should always be informed.

While school staff members have the power to discipline pupils for bullying that occurs outside school, they can only impose the disciplinary sanction and implement that sanction on the school premises or when the pupil is under the lawful control of school staff, for instance on a school trip.

Section 5:

Appendices

APPENDIX 1

Individual Support Plans

An individual support plan aims to support the individual directly and the whole school community.

An individual support plan will be put into place by the school values lead and the pastoral team in collaboration with the family. The development of the Individual support plan will include deeper analysis and observations. It will provide supportive and preemptive approaches whilst providing clear and effective strategies for communicating the school expectations.

It will reflect and respond to the individual's needs whilst providing clear boundaries and high expectations. The plan will be used by the whole school community and sections that are appropriate should be implemented at home. All adults will remain consistent in accordance with the plan. It will provide clear opportunities to celebrate success whilst ensuring consistency if expectations are not met.

An individual support plan will be implemented for varying reasons:

- A child is repeatedly displaying behaviours that are having a detrimental effect on the learning of themselves and others (stage 4 the of partnership stage)
- If a child performs 3+ serious breaches within a school year.
- A repetition of serious breach behaviours over time.
- A new child joins the school with a history of individual behaviour requirements.
- There is a sudden and significant change in a child's behaviour.

The school's pastoral team will always be consulted prior to the implementation of an individual support plan. The team will decide how best to gain further understanding of the child's needs and subsequently the necessary steps the school can implement. Working in conjunction with an individual support plan the pastoral team may also offer therapeutic support to aid the child's development.

Once the decision has been made to implement an Individual Support Plan, the behaviour lead will collaborate with the class teacher, phase leader, pastoral team and the family. Further observations of the child may take place along with reviewing records to analyse patterns. To gain further understanding, the relevant diagnostic support tools (see below) will be conducted (permission required from families) and the findings will be analysed to support the plan and any subsequent adaptations to provision and practice. Due to the analysis work that is required it may take a significant amount of time to create an ISP but we believe that the work required to gain deep understanding is essential in achieving improvement. In the interim period, the school will continue to implement any practice that has already been put into place, and the pastoral team will monitor the individual.

When the support tools (below) or behaviour displayed shows evidence that children are finding it difficult to follow expected boundaries, then the support plan may include practices

from the RAISING LIONS METHODOLOGY. This methodology uses short action consequences without judging or identifying the behaviours so children learn to internally self-prompt, self-correct and exercise better impulse control. It promotes teachers to use less talk about misbehaviour.

All individual plans will be reviewed at the end of a term and then a decision will be made as to if the plan should continue, cease or be amended.

If progress is not visible after 2 cycles, refer to the next step in the partnership stage.

SUPPORT TOOLS USED TO AID THE IMPLEMENTATION OF SUPPORT PLANS

Before discussing a plan, one must work collaboratively, through a process, aimed at understanding the behaviour. During which, we will use the tools the school has available (see below) to support this process. At this stage we must be specific and avoid generalisations. We will analyse situations (inc adults) and not blame a trait or disposition of the individual.

The school uses a wide variety of support materials to aid the implementation of support plans:

STAR analysis: help to understand the response that the actions were attempting to gain - designed for children with Autism but can be used generally.

(Will be used when repeated isolated incidents are occurring)

Boxhall profile: resource for the assessment of children and young people's social, emotional and behavioural development in all educational settings.

(Will be used when we believe that there is an emotional underlying need that is causing the behaviour of which the school is in a position to rectify/support)

Diagnostic behaviour questionnaire: explores situations, cycles and exceptions.

(Will be used when patterns and/or need appears unclear)

SDQ: brief behavioural screening questionnaire. It exists in several versions to meet the needs of researchers, clinicians and educationalists.

(Will be used to support any of the above when required)

APPENDIX 2

External Additions / Requirements for this policy

Confiscation and Search - *the school will follow the advice of Searching, Screening and Confiscation Advice for schools published by the DofE. Key areas are below*

Ensuring school staff and pupils feel safe and secure is vital to establishing calm and supportive environments conducive to learning. Using searching, screening and confiscation powers appropriately is an important way to ensure pupil and staff welfare is protected and helps schools establish an environment where everyone is safe.

Before screening or conducting a search of a pupil, it is vital that schools consider their obligations under the European Convention on Human Rights. Under Article 8, pupils have a right to respect for their private life. In the context of these rights and obligations, this means that pupils have the right to expect a reasonable level of personal privacy.

Headteachers and staff they have authorised have a statutory power to search a pupil or their possessions where they have reasonable grounds to suspect that the pupil may have banned items (see below).

When exercising their powers, schools must consider the age and needs of pupils being searched or screened. This includes the individual needs or learning difficulties of pupils with Special Educational Needs (SEN) and making reasonable adjustments that may be required where a pupil has a disability.

The headteacher should oversee the school's practice of searching to ensure that a culture of safe, proportionate and appropriate searching is maintained, which safeguards the welfare of all pupils and staff with support from the designated safeguarding lead (or deputy).

The designated safeguarding lead (or deputy) should be informed of any searching incidents where the member of staff had reasonable grounds to suspect a pupil was in possession of a prohibited item.

Before any search takes place, the member of staff conducting the search should explain to the pupil why they are being searched, how and where the search is going to take place and give them the opportunity to ask any questions.

The authorised member of staff should always seek the cooperation of the pupil before conducting a search. If the pupil is not willing to cooperate with the search, the member of staff should consider why this is. Reasons might include that they:

- are in possession of a prohibited item;
- do not understand the instruction;
- are unaware of what a search may involve; or
- have had a previous distressing experience of being searched.

If a pupil continues to refuse to cooperate, the member of staff may sanction the pupil in line with the school's behaviour policy, ensuring that they are responding to misbehaviour consistently and fairly.

If the member of staff still considers a search to be necessary, but is not required urgently, they should seek the advice of the headteacher, designated safeguarding lead (or deputy) or pastoral member of staff who may have more information about the pupil.

Any search by a member of staff for a prohibited item and all searches conducted by police officers should be recorded in the school's safeguarding reporting system, including whether or not an item is found.

Banned items of which a search can be made:

Weapons (eg knives), alcohol, illegal drugs, stolen goods, tobacco products (eg cigarettes, e-cigarettes), pornographic images, fireworks, anything that has been, or is likely to be, used to cause injury or commit an offence.

School Values outside of school premises

The school has the power to sanction pupils for misbehaviour outside of the school premises to such an extent as is reasonable.

The school will follow our behaviour policy for behaviour outside the school premises, including online conduct, misbehaviour that this may include:

- when taking part in any school-organised or school-related activity;
- when travelling to or from school;
- when wearing school uniform;
- when in some other way identifiable as a pupil at the school;
- that could have repercussions for the orderly running of the school;
- that poses a threat to another pupil; or
- that could adversely affect the reputation of the school.

SUSPECTED CRIMINAL BEHAVIOUR

In cases when a member of staff or headteacher suspects criminal behaviour, the school will make an initial assessment of whether an incident should be reported to the police only by gathering enough information to establish the facts of the case. These initial investigations should be fully documented, and schools should make every effort to preserve any relevant evidence. Once a decision is made to report the incident to police, schools should ensure any further action they take does not interfere with any police action taken. However, the school may continue investigations and enforce their own sanctions so long as it does not conflict with police action.

Monitoring Behaviour

The school has a variety of methods to capture and monitor school behaviour data.

When behaviour incidents occur all staff record these using CPOMS.

Each term the school collates and analyses data from CPOMS on the following:

- Exclusions and Suspensions
- Incidents of poor behaviour and any use of internal isolation
- Bullying incidents

- Discriminatory behaviour and prejudiced behaviour (racist, sexist, disability, LGBTQ+)
- Derogatory / Racist language
- Sexual harassment, online sexual abuse and sexual violence
- Restrictive Physical Intervention

Each school term the school also gains feedback from stakeholders about behaviour at the school:

- All pupils complete an online pupil voice survey (except EYFS which is completed verbally)
- All staff complete an online survey
- Families are invited to complete a school survey

School leaders analyse data with an objective lens and from multiple perspectives: at school level, group level and individual staff and pupil level. School leaders drill down further to identify possible factors contributing to the behaviour, system problems or failure to provide appropriate support.

A termly behaviour report is produced, analysed and drilled down further with the governing body.

An action plan is produced and implemented.

Use of Restrictive Intervention

Manley Park is committed to demonstrating our school values in all our interactions. We treat our pupils with respect, compassion, understanding and patience. We therefore only use reasonable as a last resort and with the safety and welfare of the whole community in mind.

SUMMARY (sections taken from DofE, restrictive interventions, April 2026)

The use of restrictive interventions, including reasonable force and seclusion, can have a significant impact on the pupils, staff members and parents involved, as well as the wider classroom. However, there are times when the use of restrictive interventions will be lawful and necessary; for example, to keep individuals and the wider school community safe.

RESTRICTIVE INTERVENTION

Means to prevent, restrict, or subdue movement of the body, or part of the body, of a pupil. This guidance uses 'restrictive interventions' as the umbrella term to describe both physical and non-physical actions aimed to restrain pupils in different ways.

REASONABLE FORCE

A term used in legislation which includes physical restrictive interventions. All members of school staff have the legal power to use reasonable force in limited circumstances. Reasonable means using no more force than is necessary for the least amount of time, the application of which will depend on the circumstances.

SECLUSION

A non-disciplinary intervention involving keeping a pupil confined to a place away from others, and preventing them from leaving either by physical obstruction, blocking, or making them believe they will be punished if they try to leave

RESTRAINT

A term used in legislation referring to a non-disciplinary intervention which immobilises a pupil or limits their movement. This may or may not include direct physical contact. For example, holding a pupil's arms to their sides or removing a pupil's crutches would both be considered forms of restraint.

WHAT THE LAW SAYS

All members of school staff have a legal power to use reasonable force in certain circumstances. To prevent or stop a pupil from:

1. causing injury to themselves or others
2. committing a criminal offence
3. damaging property
4. causing disorder among pupils at the school, whether during a teaching session or otherwise

SCHOOLS CANNOT

- use force as a punishment – it is always unlawful to use force as a punishment.

DETERMINING APPROPRIATENESS

We will only use restrictive interventions as a last resort, when all other planned de-escalation strategies have been exhausted or when an immediate, unforeseen risk of harm arises. In every instance, we will ensure that the intervention is both reasonable and proportionate: the degree of force or restriction used will be the minimum required to achieve safety, for the shortest duration possible, and will be balanced against the severity of the behaviour and the individual needs or vulnerabilities of the pupil. We will always prioritise the safety and dignity of the pupil throughout the process.

RECORDING AND REPORTING

We will maintain our statutory duty to record every significant incident involving the use of force, seclusion, or restraint. All such incidents must be recorded by the staff involved on CPOMS as soon as practicable, and we will endeavour to do so no later than the same day. Our CPOMS records will include the pupil's name and SEN status code, the approximate duration and location of the intervention, a description of the de-escalation strategies we used, and a clear justification for why we deemed the intervention necessary. We will apply these requirements to all significant incidents, including those that do not involve physical force, such as the removal of mobility aids or the use of seclusion where physical restraint has not occurred.

We will provide a written report of any significant incident to the pupil's parents as soon as practicable, ideally by the end of the same day. This report will detail the date, duration, and reason for the intervention, as well as any physical injuries sustained. We will only bypass this reporting requirement if we believe reporting to a parent is likely to result in serious harm to the pupil, in which case we will notify the local authority. Following an incident, we will facilitate a debriefing process for the staff and pupils involved to support their wellbeing, and we will periodically review our incident data to identify patterns and improve our future practice.

SECLUSION

We define seclusion as a non-disciplinary safety measure, not a punishment, which we will only use to protect others from harm when a pupil is experiencing high levels of emotional or behavioural dysregulation. When we use seclusion, we will confine the pupil to a safe, non-threatening space where they are prevented from leaving; however, we will ensure they are supervised at all times and released as soon as the immediate risk of harm reduces. We recognise that seclusion is not a response to wilful misbehaviour, so we will never implement it through threats of punishment, and we will ensure every instance is recorded and reported to parents following our statutory procedures.

SAFETY AND PREVENTION

We do not operate a 'no contact' policy, as staff have a duty of care to intervene when safety is at risk. However, we will never use any technique that interferes with a pupil's breathing or circulation. If a pupil is held on the ground, we will reposition them as soon as it is safe to do so. For pupils with SEND, we will co-produce individual Behaviour Support Plans with families to identify triggers and minimise the need for intervention. We will judge an incident as 'significant' and therefore requiring formal recording and reporting based on the force used, the pupil's vulnerability, and any resulting distress or injury.

EXCLUSION

The head teacher can suspend a pupil for a short period of time if they have seriously broken school rules and if allowing the pupil to stay in school would seriously harm their education or welfare, or the education or welfare of other pupils.

Disruptive behaviour can be an indication of unmet needs. When we have concerns about a pupil's behaviour, we will try to identify whether there are any causal factors and intervene early in order to reduce the need for a subsequent exclusion, as set out in the above documentation.

A pupil may be suspended for one or more fixed periods (up to a maximum of 45 school days in a single academic year), or permanently.

The principal legislation to which this guidance relates is:

- the Education Act 2002, as amended by the Education Act 2011;
- the School Discipline (Pupil Exclusions and Reviews) (England) Regulations 2012;
- the Education and Inspections Act 2006;
- the Education Act 1996; and
- the Education (Provision of Full-Time Education for Excluded Pupils) (England) Regulations 2007, as amended by the Education (Provision of Full-Time Education for Excluded Pupils) (England) (Amendment) Regulations 2014.

The school follows the guidance set out in the DFE document 'Exclusion from maintained schools, academies and pupil referral units in England' September 2017'. Please refer to this for full details.

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/641418/20170831_Exclusion_Stat_guidance_Web_version.pdf

Below is our key information taken from the documentation.

Only the headteacher or those acting in the capacity of the headteacher will decide to exclude a pupil. In all cases, the decision to exclude will be lawful, rational, reasonable, fair, and proportionate.

Whenever the head teacher excludes a pupil they will, without delay, notify parents of the period of the exclusion and the reason(s) for it.

The headteacher will 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 (in line with the requirements set out in paragraphs 52 to 60) 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.

The head teacher 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 teacher must also notify the local authority and governing board once per term of any other exclusions not already notified. While they are excluded the pupil is not allowed to attend the school or enter the school grounds. The head teacher may withdraw an exclusion that has not been reviewed by the governing board.

There are two different types of exclusions: fixed-term and permanent.

SUSPENSION

The head teacher can exclude a pupil for a short period of time if they have seriously broken school rules and if allowing the pupil to stay in school would seriously harm their education or welfare, or the education or welfare of other pupils. After a fixed period of exclusion pupils will return to their school.

A fixed-period exclusion can and will 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 teacher'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.

'Informal' or 'unofficial' exclusions, such as sending a pupil home 'to cool off', are unlawful, regardless of whether they occur with the agreement of parents or carers. Any exclusion of a pupil, even for short periods of time, must be formally recorded.

We believe that all children have a right to education. We will take reasonable steps to set and mark work for pupils during the first five school days of an exclusion; an alternative provision will be arranged from the sixth day.

The governing board's duty to arrange education from the sixth day of a fixed-period exclusion is triggered by consecutive fixed-period exclusions totalling more than five days.

For a fixed-period exclusion of more than five school days, the governing board must arrange

suitable full-time education for any pupil of compulsory school age. This provision must begin no later than the sixth school day of the exclusion. Where a child receives consecutive fixed-period exclusions, these are regarded as a cumulative period of exclusion for the purposes of this duty. This means that if a child has more than five consecutive school days of exclusion, then education must be arranged for the sixth school day of exclusion, regardless of whether this is as a result of one fixed-period or more than one fixed period exclusion.

Where an excluded pupil is of compulsory school age the head teacher will notify the pupil's parents of the days on which they must ensure that the pupil is not present in a public place at any time during school hours. These days would be the first five school days of an exclusion (or until the start date of any alternative provision or the end of the exclusion where this is earlier). Any parent who fails to comply with this duty without reasonable justification commits an offence and may be given a fixed penalty notice or be prosecuted.

The school will hold a meeting with parents to explain the strategy for reintegrating the pupil who is returning to school following a fixed-period exclusion and for managing their future behaviour.

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.

School will provide work for the first 5 school days of any exclusion. Parents and carers are responsible for ensuring that their children are supervised during school hours on these days and complete the work which has been set. This will ensure that they will have the best chance to keep up with their learning and be less at risk of becoming involved in anti-social activities. From the sixth day the school will inform the parent or carer what arrangements have been made for full time supervised education until the end of the exclusion period.

PERMANENT EXCLUSION

The Head teacher will only permanently exclude a pupil as a last resort after considering the individual circumstances with other staff and professionals as appropriate. If the pupil is a Looked After Child (LAC) or has a statement of Special Educational Needs (SEN) there will be a review of the pupil's education plan as part of this process. There may be exceptional circumstances where the head teacher may decide to permanently exclude for a serious 'one-off' offence. If a pupil has been permanently excluded they do not return to their school and will receive their education from a Manchester Pupil Referral Unit (PRU).

A decision to exclude a pupil permanently will only be taken:

- 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 behaviour of a pupil outside school can be considered grounds for an exclusion.

Schools have a legal duty under the Equality Act 2010/ DDA not to discriminate against disabled pupils by excluding them from school because of behaviour which is related to their disability. Schools must make reasonable adjustments to policies and practices so that a disabled pupil can participate in education at school and are not disadvantaged because of their disability.

When establishing the facts in relation to an exclusion decision the head teacher must apply the civil standard of proof; i.e. 'on the balance of probabilities' it is more likely than not that a fact is true, rather than the criminal standard of 'beyond reasonable doubt.' This means that the head teacher should accept that something happened if it is more likely that it happened than that it did not happen.

Maintained schools have the power to direct a pupil off-site for education to improve their behaviour. A pupil at any type of school can also transfer to another school as part of a 'managed move' where this occurs with the consent of the parties involved, including the parents and the admission authority of the school. However, the threat of exclusion must never be used to influence parents to remove their child from the school.

For permanent exclusions, the local authority must arrange suitable full-time education for the pupil to begin no later than the sixth school day of the exclusion. This will be the pupil's 'home authority' in cases where the school is maintained by (or located within) a different local authority.

In any cases of suspension or exclusion the headteacher will refer to the Manchester City Council Toolkit for Exclusion, to support any decision making and / or future actions.

APPENDIX 3

Letters for Families

LETTERS TO FAMILIES - STAGE 1 LETTERS INFANT SITE

STAGE 1 LETTER TO FAMILIES - INFANT SITE (1st communication - reminder)

Child's Name:

Date:

Dear Family

We aim to ensure that all our children become socially responsible citizens of our community and the wider world. We are committed to creating an environment where exemplary behaviour is at the heart of productive learning.

We regret to inform you that despite verbal reminders by adults in school, your child has acted in a manner, in school today, that was not in line with our school values. Their actions have had a negative impact on theirs and others' learning.

We believe that it is ok to recognise and feel all our feelings but we do not need to act on all of them. Therefore please provide the opportunity for your child to share how they were feeling in the moment and support them by collectively considering more positive choices along with explaining how their actions would have impacted on themselves and others.

If this conversation is something that you would like support with, then please do contact the behaviour lead at the school. Additionally, if during the discussion with your child you find information that you feel is important for the school to know, then please do inform us. It is important that we have a collective understanding so that we can support every child the best way possible.

The Value / Rule that child's behaviour did not align with was:

Value	Rule	
Respect	We care about ourselves and others.	
Responsible	We look after our school and take pride in our work.	
Positive	We try our best in all that we do.	

Respect		Responsible		Positive	
Did not follow adult instructions.		Did not transition responsibly.		Did not complete adequate school work.	
Was talking / distracting themselves		Did not look after school property		Did not complete tasks to the best of their	

and others.		effectively.		ability.	
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Any other comments:

With your support in this matter, we hope that this behaviour does not repeat. However, if we do see a repeat of actions that do not align with our school values you will receive a caution letter within stage 1 of our behaviour policy.

At this stage your child may have had to remain in at break or lunchtime to allow them time to catch up on missed school work, to reflect on their behaviour or complete a school based action consequence.

STAGE 1 LETTER TO FAMILIES - INFANT SITE (2nd communication, caution)

Child's Name:

Date:

Dear Family

We aim to ensure that all our children become socially responsible citizens of our community and the wider world. We are committed to creating an environment where exemplary behaviour is at the heart of productive learning.

We regret to inform you that despite verbal reminders by adults in school, and a previous letter being sent to yourselves, your child has acted in a manner, in school today, that was not in line with our school values. Their actions have again had a negative impact on theirs and others' learning.

We believe that it is ok to recognise and feel all our feelings but we do not need to act on all of them. Therefore please again provide the opportunity for your child to share how they were feeling in the moment and support them by collectively considering more positive choices along with explaining how their actions would have impacted on themselves and others. Please also refer back to the previous conversation you had with your child and your agreed positive future actions.

If this conversation is something that you would like support with, then please do contact the behaviour lead at the school. Additionally, if during the discussion with your child you find information that you feel is important for the school to know, then please do inform us. It is important that we have a collective understanding so that we can support every child the best way possible.

The Value / Rule that child's behaviour did not align with was:

Value	Rule	
Respect	We care about ourselves and others.	
Responsible	We look after our school and take pride in our work.	
Positive	We try our best in all that we do.	

Respect		Responsible		Positive	
Did not follow adult instructions.		Did not transition responsibly.		Did not complete adequate school work.	
Was talking / distracting themselves and others.		Did not look after school property effectively.		Did not complete tasks to the best of their ability.	

Any other comments:

With your support in this matter, we hope that this behaviour does not repeat.

At this stage your child may have had to remain in at break or lunchtime to allow them time to catch up on missed school work and / or to reflect on their behaviour.

If similar actions repeat you will receive our last chance at stage 1 communication letter. The last chance letter will explain the next steps should your child's behaviour not improve.

STAGE 1 LETTER TO FAMILIES- INFANT SITE (3rd communication - last chance)

Child's Name:

Date:

Dear Family

We aim to ensure that all our children become socially responsible citizens of our community and the wider world. We are committed to creating an environment where exemplary behaviour is at the heart of productive learning.

We regret to inform you that despite our previous communication and combined interactions, your child has acted in a manner, in school today, that was not in line with our school values. Their actions have again had a negative impact on theirs and others' learning.

This letter now acts as your child's final warning within stage one (please refer to an embedding of our school values and relationships policy). If actions are repeated that do not align with our school values, our next letter will be inviting you into school for a meeting. This meeting will be us moving to stage two of our policy. At stage 2 the class teacher and the phase leader will meet with you to share their observations, explain the school's expectations and consider ways that we can collectively support your child.

The Value / Rule that child's behaviour did not align with was:

Value	Rule	
Respect	We care about ourselves and others.	
Responsible	We look after our school and take pride in our work.	
Positive	We try our best in all that we do.	

Respect		Responsible		Positive	
Did not follow adult instructions.		Did not transition responsibly.		Did not complete adequate school work.	
Was talking / distracting themselves and others.		Did not look after school property effectively.		Did not complete tasks to the best of their ability.	

Any other comments:

If you wish to discuss this matter further please contact the school office who will support you in arranging a time to talk with the class teacher.

LETTERS TO FAMILIES - STAGE 1 LETTERS JUNIOR SITE

Behaviour letter to families (Juniors) - stage 1. **(1st communication - reminder)**

Child's Name:

Date:

Dear Family

We aim to ensure that all our children become socially responsible citizens of our community and the wider world. We are committed to creating an environment where exemplary behaviour is at the heart of productive learning.

We regret to inform you that despite verbal reminders by adults in school, your child has acted in a manner, in school today, that was not in line with our school values. Their actions have had a negative impact on theirs and others' learning.

We believe that it is ok to recognise and feel all our feelings but we do not need to act on all of them. Therefore please provide the opportunity for your child to share how they were feeling in the moment and support them by collectively considering more positive choices along with explaining how their actions would have impacted on themselves and others.

If this conversation is something that you would like support with, then please do contact the behaviour lead at the school. Additionally, if during the discussion with your child you find information that you feel is important for the school to know, then please do inform us. It is important that we have a collective understanding so that we can support every child the best way possible.

The Value / Rule that child's behaviour did not align with was:

Value	Rule	
Respect	We try our best in all that we do and assist others to do the same.	
Responsible	We are where we should be and contributing effectively.	
Positive	We have a can-do attitude and remain solution focused.	

Respect		Responsible		Positive	
Did not follow adult instructions.		Was not in the correct place at the correct time.		Did not complete adequate school work.	
Was talking / distracting themselves and others.		Was not engaging in learning inc. using resources effectively.		Did not complete tasks to the best of their ability.	

Any other comments:

With your support in this matter, we hope that this behaviour does not repeat. However, if we do see a repeat of actions that do not align with our school values you will receive a caution letter within stage 1 of our behaviour policy.

At this stage your child may have had to remain in at break or lunchtime to allow them time to catch up on missed school work, to reflect on their behaviour or complete a school based action consequence.

Behaviour letter to families (Juniors) - stage 1. **(2nd communication, caution)**

Child's Name:

Date:

Dear Family

We aim to ensure that all our children become socially responsible citizens of our community and the wider world. We are committed to creating an environment where exemplary behaviour is at the heart of productive learning.

We regret to inform you that despite verbal reminders by adults in school, and a previous letter being sent to yourselves, your child has acted in a manner, in school today, that was not in line with our school values. Their actions have again had a negative impact on theirs and others' learning.

We believe that it is ok to recognise and feel all our feelings but we do not need to act on all of them. Therefore please again provide the opportunity for your child to share how they were feeling in the moment and support them by collectively considering more positive choices along with explaining how their actions would have impacted on themselves and others. Please also refer back to the previous conversation you had with your child and your agreed positive future actions.

If this conversation is something that you would like support with, then please do contact the behaviour lead at the school. Additionally, if during the discussion with your child you find information that you feel is important for the school to know, then please do inform us. It is important that we have a collective understanding so that we can support every child the best way possible.

The Value / Rule that child's behaviour did not align with was:

Value	Rule	
Respect	We try our best in all that we do and assist others to do the same.	
Responsible	We are where we should be and contributing effectively.	
Positive	We have a can-do attitude and remain solution focused.	

Respect		Responsible		Positive	
Did not follow adult instructions.		Was not in the correct place at the correct time.		Did not complete adequate school work.	
Was talking / distracting themselves and others.		Was not engaging in learning inc. using resources effectively.		Did not complete tasks to the best of their ability.	

Any other comments:

With your support in this matter, we hope that this behaviour does not repeat.

At this stage your child may have had to remain in at break or lunchtime to allow them time to catch up on missed school work and / or to reflect on their behaviour.

If similar actions repeat you will receive our last chance at stage 1 communication letter. The last chance letter will explain the next steps should your child's behaviour not improve.

Behaviour letter to families (Juniors) - stage 1. **(3rd communication - Last chance)**

Child's Name:

Date:

Dear Family

We aim to ensure that all our children become socially responsible citizens of our community and the wider world. We are committed to creating an environment where exemplary behaviour is at the heart of productive learning.

We regret to inform you that despite our previous communication and combined interactions, your child has acted in a manner, in school today, that was not in line with our school values. Their actions have again had a negative impact on theirs and others' learning.

This letter now acts as your child's final warning within stage one (please refer to an embedding of our school values and relationships policy). If actions are repeated that do not align with our school values, our next letter will be inviting you into school for a meeting. This meeting will be us moving to stage two of our policy. At stage 2 the class teacher and the phase leader will meet with you to share their observations, explain the school's expectations and consider ways that we can collectively support your child.

The Value / Rule that child's behaviour did not align with was:

Value	Rule	
Respect	We try our best in all that we do and assist others to do the same.	
Responsible	We are where we should be and contributing effectively.	
Positive	We have a can-do attitude and remain solution focused.	

Respect		Responsible		Positive	
Did not follow adult instructions.		Was not in the correct place at the correct time.		Did not complete adequate school work.	
Was talking / distracting themselves and others.		Was not engaging in learning inc. using resources effectively.		Did not complete tasks to the best of their ability.	

Any other comments:

If you wish to discuss this matter further please contact the school office who will support you in arranging a time to talk with the class teacher.

LETTER TO FAMILIES TO FAMILIES - STAGE 2 - INFANT SITE

STAGE 2 LETTER TO FAMILIES

Behaviour letter to families - stage 2

Child's Name:

Date:

Dear Family

We aim to ensure that all our children become socially responsible citizens of our community and the wider world. We are committed to creating an environment where exemplary behaviour is at the heart of productive learning.

We regret to inform you that, despite informing yourselves and having discussions with your child, their behaviour is continuing to have a negative impact on themselves and others.

The Value / Rule that child's behaviour has often not aligned with::

Value	Rule	
Respect	We care about ourselves and others.	
Responsible	We look after our school and take pride in our work.	
Positive	We try our best in all that we do.	

This means that we will be moving to stage 2 of our behaviour policy, as explained in our previous correspondence we now wish to meet with yourselves. This meeting will be held with the class teacher and phase leader, where we will share our observations and discuss how we can collectively support your child with their behaviour.

Please contact the school office at your earliest opportunity to arrange a time for the meeting.

LETTER TO FAMILIES TO FAMILIES - STAGE 2 - JUNIOR SITE

Behaviour letter to families - stage 2

Child's Name:

Date:

Dear Family

We aim to ensure that all our children become socially responsible citizens of our community and the wider world. We are committed to creating an environment where exemplary behaviour is at the heart of productive learning.

We regret to inform you that, despite informing yourselves and having discussions with your child, their behaviour is continuing to have a negative impact on themselves and others.

The Value / Rule that child's behaviour has often not aligned with::

Value	Rule	
Respect	We try our best in all that we do and assist others to do the same.	
Responsible	We are where we should be and contributing effectively.	
Positive	We have a can-do attitude and remain solution focused.	

This means that we will be moving to stage 2 of our behaviour policy, as explained in our previous correspondence we now wish to meet with yourselves. This meeting will be held with the class teacher and phase leader, where we will share our observations and discuss how we can collectively support your child with their behaviour.

Please contact the school office at your earliest opportunity to arrange a time for the meeting.

LETTER TO FAMILIES - STAGE 3 - INFANT SITE

Behaviour letter to families - stage 3

Child's Name:

Date:

Dear Family

We aim to ensure that all our children become socially responsible citizens of our community and the wider world. We are committed to creating an environment where exemplary behaviour is at the heart of productive learning.

We regret to inform you that, despite meeting with yourselves and having discussions with your child, their behaviour is continuing to have a negative impact on themselves and others.

The Value / Rule that child's behaviour has often not aligned with::

Value	Rule	
Respect	We care about ourselves and others.	
Responsible	We look after our school and take pride in our work.	
Positive	We try our best in all that we do.	

This means that we will be moving to stage 3 of our behaviour policy, as explained in our previous meeting. The phase leader and class teacher wish to meet with you to collaborate on clear targets and implement a daily reporting system.

Please contact the school office at your earliest opportunity to arrange a time for the meeting.

LETTER TO FAMILIES - STAGE 3 - JUNIOR SITE

Behaviour letter to families - stage 3

Child's Name:

Date:

Dear Family

We aim to ensure that all our children become socially responsible citizens of our community and the wider world. We are committed to creating an environment where exemplary behaviour is at the heart of productive learning.

We regret to inform you that, despite meeting with yourselves and having discussions with your child, their behaviour is continuing to have a negative impact on themselves and others.

The Value / Rule that child's behaviour has often not aligned with::

Value	Rule	
Respect	We try our best in all that we do and assist others to do the same.	
Responsible	We are where we should be and contributing effectively.	
Positive	We have a can-do attitude and remain solution focused.	

This means that we will be moving to stage 3 of our behaviour policy, as explained in our previous meeting. The phase leader and class teacher wish to meet with you to collaborate on clear targets and implement a daily reporting system..

Please contact the school office at your earliest opportunity to arrange a time for the meeting.

LETTERS TO FAMILIES - SERIOUS DISREGARD

SERIOUS DISREGARD LETTER TO FAMILIES - PERPETRATOR

Child's Name:

Date:

Dear Family

We aim to ensure that all our children become socially responsible citizens of our community and the wider world. We are committed to creating an environment where exemplary behaviour is at the heart of productive learning.

We regret to inform you that your child has displayed behaviours today that are a serious disregard of our school values. A serious disregard is an incident whereby a child has acted in a manner that puts the safety, education or welfare of themselves or others at risk.

We believe that it is ok to recognise and feel all our feelings but we do not need to act on all of them. Therefore please provide the opportunity for your child to share how they were feeling in the moment and support them by collectively considering more positive choices along with explaining how their actions would have impacted on themselves and others.

If this conversation is something that you would like support with, then please do contact the behaviour lead at the school. Additionally, if during the discussion with your child you find information that you feel is important for the school to know, then please do inform us. It is important that we have a collective understanding so that we can support every child the best way possible.

Today your child has:

Possible Incident:	Indicate	Possible Incident:	Indicate
Been physical towards another adult/ child.		Removed themselves from the classroom or learning environment without permission.	
Thrown an object at another adult / child.		Has used foul or abusive language to a child / adult	
Displayed discriminatory behaviour against one or more of the protected characteristics groups.		Has purposefully damaged / stolen school or other property.	
Used discriminatory language against one or more of the protected characteristics groups.		Has used threatening language.	

An adult at the school will have gone through the following process with your child:

Recover - make safe, allow time for individuals to return to a calm state

Reveal - uncover what has happened, establish the truth. Ask adults and children to report what they actually heard or saw

Responsible - inform witnesses, decide future actions, inform families

Restorative - moving forward

A restorative conversation will be held with any children involved in the event. If the adults feel it will aid the restoration this conversation can occur with more than one child present. Future actions will be shared with children directly involved.

A serious disregard for school values will always be followed by an action consequence. An action consequence is required to ensure that the child learns from their behaviour choices and the community recognise that the school acts on unwanted behaviours. The adult involved has chosen the best action consequence relating to your child's behaviour.

Action Consequence	Indicate
PAYBACK - this consequence will be applied when a child's choices have had a direct negative impact on others/property and it is appropriate to give directly back to the recipient/s in a short space of time.	
COMMUNITY SERVICE - this consequence will be applied when a child's actions require a more sustained period of reflection time. This can reflect the amount of time it took to resolve or if their actions were overtime/impacted on many.	
RESTORATIVE WORK - this consequence will be applied when it is believed that the individual should attempt to repair any emotional damage.	
EDUCATE - this consequence will be applied when it is believed that the child does not fully understand how their behaviour has affected others or how to improve their behaviour.	

The action consequence decided for your child will always take place outside of curriculum time. It will be appropriate to the needs of your child and proportionate to the degree of the breach and their age.

Please take some time to talk with your child about the positive behaviour choices that you would want them to display in the future, along with explaining the impact of their behaviours on themselves and others.

If your child performs three or more serious breach behaviours within a school year or a repetition of serious breach behaviours over time, we will contact you to arrange a meeting to discuss future actions the school will take.

SERIOUS DISREGARD LETTER TO FAMILIES - VICTIM

Child's Name:

Date:

Dear Family

We aim to ensure that all our children become socially responsible citizens of our community and the wider world. We are committed to creating an environment where exemplary behaviour is at the heart of productive learning.

We regret to inform you that a member of our school community has displayed a serious disregard for our school values and your child was a victim within this. A serious disregard is an incident whereby a child has acted in a manner that puts the safety, education or welfare of themselves or others at risk.

Today your child has been a victim of

Possible Incident:	Indicate	Possible Incident:	Indicate
Physical abuse.		Foul or abusive language.	
Discriminatory behaviour.		Property damage / stolen.	
Discriminatory language.		Threatening language /behaviour.	

An adult at the school will have gone through the following process with your child:

Recover - make safe, allow time for individuals to return to a calm state

Reveal - uncover what has happened, establish the truth. Ask adults and children to report what they actually heard or saw

Responsible - inform witnesses, decide future actions, inform families

Restorative - moving forward

A restorative conversation will be held with any children involved in the event. If the adults feel it will aid the restoration this conversation can occur with more than one child present.

Future actions will be shared with children directly involved.

On behalf of the school we apologise that your child has had to go through this experience. We will be in communication with the other child's family, we will work with them and the child to do all we can to ensure this is not repeated and that the child learns from their behaviour choices. The child will receive an in school action consequence. We will continue to monitor this child's behaviour closely.

If you wish to discuss this matter further, please contact the school office and they will support the organisation of a meeting with the class teacher.

SERIOUS DISREGARD LETTER TO FAMILIES - WITNESS

Child's Name:

Date:

Dear Family

We aim to ensure that all our children become socially responsible citizens of our community and the wider world. We are committed to creating an environment where exemplary behaviour is at the heart of productive learning.

We regret to inform you that your child has witnessed another pupil displaying behaviours today that were a serious disregard of our school values. A serious disregard is an incident whereby a child has acted in a manner that puts the safety, education or welfare of themselves or others at risk.

Today your child has witnessed another pupil:

Possible Incident:	Indicate	Possible Incident:	Indicate
Being physical towards another adult/ child.		Removing themselves from the classroom or learning environment without permission.	
Throwing an object at another adult / child.		Using foul or abusive language to a child / adult	
Displaying discriminatory behaviour against one or more of the protected characteristics groups.		Purposefully damaged / stolen school or other property.	
Using discriminatory behaviour language against one or more of the protected characteristics groups.		Using threatening language.	

A member of the staff team will be working with the children immediately involved in this incident and their families. Your child may have been asked to speak to a member of the staff team to help us with our investigations.

The behaviours that your child witnessed will not be tolerated by the school and we will be doing all we can to ensure they are not repeated.

We want to ensure that your child feels they can talk to adults about what they witnessed if they feel they would like to do so. Please reiterate this to your child.

If you would like any further information about any of the above please do contact the school office who will inform the correct adult.

REFLECTION TASK

Infants: Today your behaviour did not follow our school values / rules. You will now take 10 mins to complete the following task with adult support. You can write or draw your responses. Please take this home to discuss (or complete) with your families and return it to your class teacher tomorrow.

Value	Rule	
Respect	We care about ourselves and others.	
Responsible	We look after our school and take pride in our work.	
Positive	We try our best in all that we do.	

What happened?

What have you thought since?

How did it make people feel?

What should we do to put things right?

How can we do things differently in the future?

Family Comments:

REFLECTION TASK

Juniors: Today your behaviour did not follow our school values / rules. You will now take 10 mins to complete the following task with adult support. You can write or draw your responses. Please take this home to discuss (or complete) with your families and return it to your class teacher tomorrow.

Value	Rule	
Respect	We try our best in all that we do and assist others to do the same.	
Responsible	We are where we should be and contributing effectively.	
Positive	We have a can-do attitude and remain solution focused.	

What happened?

What have you thought since?

How did it make people feel?

What should we do to put things right?

How can we do things differently in the future?

Family Comments:

Bullying action plan - for both victim and perpetrator

Action plans will be written, logged on CPOMS and communicated with all the parents of the children involved. We will ensure that all consequences reflect the severity of the behaviour and where appropriate implement restorative approaches.

Headings for action plan:

- Brief description of bullying events
- Actions that will now be implemented
- How long plan will be in place
- What success will look like
- Date of reflective meeting (child, parents and member of SLT)

Investigator interview questions.

The Investigator

The Diversity expert appointed should be impartial and should have the appropriate expertise required to investigate any complaint and/or deal with all enquiries / concerns raised by parents. This person does not necessarily need to be a teacher or even a member of the full-time teaching staff at the school. This dedicated person will ensure that;

- The class teacher is not distracted from his/her teaching duties and will not need to get involved in a contentious, heated, debate with a distressed parent or child
- Any teacher who may feel implicated in a case (ie within his/her own classroom) will be able to stand back from the contentious situation that, ordinarily, may have placed that teacher in a conflict of interest.
- The parent will feel they are being listened to and taken seriously
- The pupils themselves will feel safe and will both understand and appreciate that structure, openness, clarity in terms of process and a professional approach in all contentious circumstances is of paramount importance.

Our investigating officer will be one of our deputy head teachers. They will remain impartial throughout and where a deputy head teacher has a more established relationship with either the victim or the perpetrator they will hand the case over to the other deputy head.

Victim

- How long has the bullying been going on?
- What has been happening?
- Where is it happening?
- Who was involved?
- Were other pupils or adults around at the time?
- How is it affecting you?
- Have you informed your teacher or any other adult?

Other children involved in the interview process

“We have been informed that you may have witnessed bullying involving x and y. We are currently in the process of investigating so that we can support these individuals to move forward from this and focus back on their learning and our core values. I would like to ask you some questions about what you may have witnessed. Is that ok? When responding please just inform me of the things that you witnessed, avoid telling me what other people have informed you that they witnessed?”

- What has happened between x and y?
- How long has this been going on?
- Where have you witnessed it happening?
- Was anybody else involved?
- How is this affecting you?

Adults involved in the interview process

We are currently investigating a possible bullying case (name the children involved) and would appreciate hearing your insights to assist us in understanding what happened. I would like to ask you some questions, please only inform me of facts that you have witnessed.

- Have you witnessed anything happening between x and y?
- What happened?
- How long has this been going on?
- Where have you witnessed it happening?
- Was anybody else involved?

Parent / Carer Logging form - MUST BE LOGGED ON CPOMS

I have read the school documentation that states what bullying is and what bullying is not.

I _____ (name of parent/carers) have concerns that my child
_____ is / or is becoming a victim of bullying.

Due to this, I would like to formally request that the school begin an investigation so that we all have an improved understanding of the current situation and can collectively work towards a solution.

School response to parent / carer bullying log

We regret to hear that your child may currently be a victim of bullying. Please be assured that the school takes any form of bullying extremely seriously and we will not tolerate such behaviour.

As we are sure you can understand, it may take us a short time to investigate the situation to ensure that we have a full understanding of what has been happening for your child.

Our school's investigating officer will now be informed. They will contact you and talk to your child as soon as possible (we commit to this being within 24 hours) to gain more information. Your child will be spoken to initially, if at this point we believe that your child is in any potential physical or mental danger, we will put immediate safety precautions in place and communicate these with you.

Once your child has been spoken to by the investigating officer, and we agree that bullying has been occurring, we will begin the formal investigation. During which, predesigned questions will be asked to all those people involved and who have been witness to the events. We will report our findings to yourself in 48 hours and discuss our potential plan with you. A plan will be developed and shared with you within 72 hours. Once agreed we will implement the plan.

Our plans will aim to ensure that your child feels safe during their future with us and we will continue to communicate with you throughout. Please be aware that we will also work with the perpetrator as we believe that most bullying behaviour stems from an unmet need. In all cases we have a responsibility to support children who are bullied and make appropriate provision for a child's needs.

Weekly Report Card - Class Focus

Name:	Class:	Starts:	Review date:
Target 1			
Target 2			
Target 3			

	Session 1	Break	Session 2	Lunch	Session 3	Break	Session 4
Mon							
Tues							
Weds							
Thurs							
Fri							

■ - not achieved targets

■ - partially achieved targets

■ - achieved targets

■ during a session results in privileges (break/lunch/club) being accessible directly after the session.

■ during a session results in privileges (break/lunch/club) being accessible for 50% directly after the session.

■ during a session results in privileges (break/lunch/club) being removed and action consequence being introduced.

Teacher / SLT Comments:

Family Comments:

Weekly Report Card - BREAKTIME FOCUS

Name:	Class:	Starts:	Review date:
Target 1			
Target 2			
Target 3			

	Breaktime 1	Lunchtime	Breaktime 2
Mon			
Tues			
Weds			
Thurs			
Fri			

■ - not achieved targets
 ■ - partially achieved targets
 ■ - achieved targets

- will receive full following breaktime
- will receive 50% of following breaktime
- will complete reflection task during the following breaktime

Teacher / SLT Comment

Family Comments: