Behaviour Policy

Ms Sarah Walker

01 September 2025

The difference between try and triumph is UMPPHHH!

Behaviour Policy

Original date approved	Autumn 2021
Current date approved	Click or tap to enter a date.
Date of next review	September 2026
Policy owner	Ms Sarah Walker
Policy type	Non statutory

Document History:			
Version	**Date of review**	**Author**	**Note of revisions**
5	05 September 2025	Ms Sarah Walker	

Contents

At Skelton Primary School our pupils demonstrate impressive attitudes to learning in lessons and this makes a significant contribution to the progress they make. There is a buzz in the classrooms where pupils are motivated and eager to learn. Pupils are supportive of each other and the behaviour of all groups around the school is highly commendable. Children want to learn and understand that having a calm and purposeful environment is conducive to this. The school actively promotes values of perseverance and children are able to understand how this encourages them to be effective learners.

Pupils show a high level of respect and tolerance for others, both in school and in the wider community. Pupils make a valuable contribution to wider society and feel a strong sense of moral purpose to help others

Our children show teamwork and a 'can do' attitude; this is all a part of our children's personal development, which permeates through everything we teach, explore and value. It is not a subject that is taught in isolation as it entwines itself in everything we learn and do at school.

Aims, expectations and principles

At Skelton Primary School we pride ourselves on the reputation we have for being a caring and welcoming school. Our school is a community where we believe it is vitally important that everyone is safe and happy. We aim to provide an environment in which our children are secure and confident, irrespective of gender, disability, ethnicity, social, cultural or religious background. We also pride ourselves on exemplary behaviour throughout the school where children's potential can be realised in a calm learning environment.

The primary aim of this policy is to promote good choices which lead to effective relationships so that everyone can support each other, work together and learn well. It aims to promote relationships which are happy, safe and secure. This policy aims to help children to become positive, responsible and increasingly independent members of the school community and the wider community.

We expect the highest standards of good behaviour from everyone in our school, all members of staff, pupils, parents and visitors. Our expectations and this policy apply equally to all school based activities, educational visits and extended school events. High standards of behaviour are vital in ensuring that teachers can teach, and children can learn. Having high expectations is also pivotal in ensuring that children feel safe in school. Attention to small details such as uniform, also allow conversations to be focussed on learning.

The school rewards good behaviour as it believes that this will develop an ethos of kindness and co-operation. This policy is designed to promote good behaviour. Central within the policy is choice: we refer to good choices (which lead to good consequences) and wrong choices (which lead to negative consequences - usually based around our system of sanctions). There are two key reasons for using the language of 'choice':

• it promotes self-management of behaviour and self-discipline, promoting reflection of what behavioural choices existed.

• it avoids labelling children - instead, we refer to the choices we all make and that we should always try to make good choices.

Appropriate praise is key to nurturing motivated, engaged children who make good choices and consequently build positive relationships. Throughout school, all stakeholders aim to 'catch' good behaviour. If we became complacent, many good choices could be taken for granted and many children who always make good choices could become 'invisible'. Positive behaviour is acknowledged and praised.

Expectations

The 5Rs guide our principles and the language of good conduct at Skelton Primary School.

We aim for all of our children to be

open minded, brave, positive and inquisitive individuals.

We want our learners and teachers to be

READY *(to learn)*

RESILIENT *(to get stuck in, learn from our mistakes)*

RESPONSIBLE *(make wise decisions and ask for help if needed)*

REFLECTIVE *(think carefully & learn from our actions)*

RESPECTFUL *(polite)*

Roles, Rights and Responsibilities

ROLES We believe that all members of our school community play a crucial role in creating a positive and supportive learning environment. We are committed to taking positive action that will open up the curriculum opportunities to everyone to ensure that difference and diversity is embraced, and everyone is treated fairly and with respect.

Pupils

It is the responsibility of pupils to make good choices at all times and with all adults and pupils in school. This will lead to pupils behaving well and building up and maintaining good relationships. Pupils are highly aware of the importance of positive relationships and respectful behaviour to all members of our school community and they understand what unkind behaviour is. The strong family ethos of the school means that pupils actively support each other and look after each other. Children understand this and have confidence in the systems in school. All members of staff respond promptly and with empathy to all situations where a child requires support.

Class teacher

All staff in our school have high expectations of the children in terms of their relationships, choices and behaviour. A key priority is to reward and praise good choices in order to reinforce good behaviour and positive relationships. With these principles in mind, specific responsibilities of the class teacher are to:

• be a positive role model by demonstrating positive relationships with everyone in school. praise children on individual / group basis.

• treat each child fairly and with respect and understanding.

• keep a record and any relevant notes if a child misbehaves on a regular basis, involving parents/carers when necessary.

• liaise with external agencies to support and guide the progress of each child.

• report to parents about the child's social and emotional aspects of school life, including behaviour and relationships.

Support Staff

It is the responsibility of teaching assistants, office staff and all other adults in school to support the Headteacher and teachers in meeting the above objectives. As with teachers, a key priority is to reward and praise good choices in order to reinforce good behaviour and positive relationships. All staff should be proactive in 'catching' pupils behaving well and exclaiming about how well a pupil has behaved. This is a fundamental part of our school ethos.

Headteacher

In addition to the above, it is the responsibility of the Headteacher to:

• support the staff by implementing the policy and by setting the standards of behaviour.

• implement this policy consistently throughout the school, and to report to governors, when requested, on its effectiveness.

• ensure the health, safety and welfare of all children in the school.

• maintain record of all reported serious incidents.

• issue suspensions to individual children for serious acts of misbehaviour and for repeated or very serious acts of anti-social behaviour. The Headteacher may permanently exclude a child.

Parents / Carers

We work collaboratively with parents / carers so children receive consistent messages about how to behave. We aim to build a supportive dialogue between the home and the school. We inform parents immediately if we have concerns about their child's welfare or behaviour. We expect parents to:

• Support the school in its aims to educate their child.

• Accept responsibility for their child's behaviour and support the school's polices.

• See that their child attends school regularly and on time, informing school of reasons for absence.

• Check that their child brings everything required for school.

• Support their child with learning at home.

• Attend Consultation Evenings to discuss their child's progress.

• Make sure that books and equipment are cared for.

• Ensure that their child is dressed appropriately in school uniform.

• Be aware of the school's expectations.

If parents have any concern about the way that their child has been treated, they should initially contact the class teacher. If the concern remains, they should contact the Headteacher. If still unresolved, the school. Governing Body should be contacted. If these discussions cannot resolve the problem, a formal grievance or appeal process can be implemented.

Governing Body

The Governing Boady has the responsibility of setting down these general guidelines on standards of discipline and behaviour, and of reviewing their effectiveness. The Governing Body support the Headteacher in carrying out these guidelines. The Headteacher has the day-to-day authority to implement the school behaviour and discipline policy but the Governing Body may give advice to the Headteacher about particular disciplinary issues. The Headteacher must take this into account when making decisions about matters of behaviour.

Consequences
Positive consequences

Positive consequences for the good choices and good behaviour include:

 • Regular verbal feedback to reinforce positive behaviour.

- Reference to good role models.

- Children are congratulated.

- Stickers

- Celebration of individual's achievement inside and outside of school in our weekly Friday Flyer.

- Headteacher award in weekly celebration assembly shared with families on the Friday Flyer & social media.

- Visit to another member of staff to highlight praise.

- Classroom visits from senior leaders.

- Children's involvement in pupil leadership

- Attendance at events such as trips and school discos

- Certificates and acknowledgements

Assemblies, especially our Friday assembly, are an opportunity to publicly celebrate all children in school. In addition, we celebrate achievements out of school in order to promote a wider range of interests and a broad outlook. Children are encouraged to bring in any trophies or medals gained during out of school clubs/activities to be acknowledged in assembly.

Negative consequences

Our school is a safe and secure environment where everyone can learn without worry. At Skelton Primary School, we do all we can to sustain a positive, happy and healthy whole school ethos in which any unkind or hurtful behaviour is regarded as unacceptable and immediately dealt with in an appropriate manner and documented on CPOMs. Staff at Skelton Primary employ consistently and clearly a hierarchy of negative consequences if a child breaks a school rule. This is to ensure a safe and effective learning environment in which positive, happy, healthy relationships flourish.

Unacceptable behaviour includes:

- Disruption to learners

- Refusing to follow commands

- Name calling / verbal threats

- Swearing

- Racial / homophobic language

- Vandalism

- Taking without permission

- Physical aggression

- Leaving the teaching area/building/playground without permission

In the vast majority of circumstances and for the vast majority of pupils, we promote a consistent approach to dealing with all incidences of undesirable behaviour. We do, however, recognise that our pupils are individuals and that they each have unique strengths, areas of difficulty and in some cases, very specific emotional/behavioural problems. We recognise that, at times, it may be necessary to be more flexible than usual if a child acts out of character and against the agreed rules. Consideration should always be given to the cause of unusual behaviour when dealing with a situation. Similarly, pupils with recognised and specific emotional/behavioural problems require a prescribed and planned response which must be followed by all staff members.

We have a series of consequences if someone breaks a rule:

• Teachers have the freedom to impose sanctions as they see fit depending on the behaviour, and age, of the pupil:

- In the first instance, the teacher will use redirection to support the child in modifying their behaviour
- If the pupil does not stop immediately, the teacher will give a reminder.
- If the pupil continues to not follow school rules, the teacher will give a warning, advising that if they continue, they will need to complete time out in the classroom. The child will lose 2 minutes of playtime/lunchtime to discuss their behaviour.
- If the pupil continues the behaviour following the final warning, time out will be completed within the classroom.
- If behaviour is impacting on the learning of other children, time out in another classroom or involvement of SLT will follow
- Sanctions will be dependent on the seriousness of the misdemeanor.
- If a pupil is sent to another classroom, misses playtime, or receives another sanction, the teacher will record this on CPOMS under the appropriate behaviour category.
- Persistent poor behaviour may lead to an in-school internal exclusion or a fixed term exclusion
- Children in EYFS are taught about kind and thoughtful conduct from day 1 in Nursery. Inappropriate behaviour is dealt with personally and very sensitively through a warning and explanation of how the conduct is wrong and how it can be rectified; it may result in a time out or speaking to parent/ carer. However, it depends upon the age and development of the child. If a child's behaviour causes concern, they will be given a warning commensurate with the offence. "That is not acceptable. Please put it right/ fix it."
- A reminder about behaviour and choices with class teacher.

Serious misbehaviour is very rare at Skelton. Such behaviour would mean warnings are automatically bypassed and the Headteacher becomes involved. Similarly, any pattern of negative behaviour means parents/carers are contacted. We contact parents to keep them informed and to discuss ways to respond and gain a consistent message between home and school. We do recognise that there are occasionally overriding factors or circumstances but these are rare and so variation from the sanctions system is rare. This is to maintain their effect and impersonal nature ie we aim to remove the personal judgement so children understand and accept the school rules. The safety of the children is paramount in all situations. If a child's behaviour endangers the safety of others, the class teacher stops the activity and prevents the child from taking part for the rest of that session. The school does not tolerate bullying of any kind. If we discover that an act of bullying or intimidation has taken place, we act immediately to prevent any further occurrences of such behaviour.

The class teacher will contact parents or carers if a pupil has had a challenging day or there have been physical or other serious behaviour incidents.

If a pupil misbehaves on the playground, the same process will be followed and the pupil will be asked to stay with the adult on duty or sent inside to spend the rest of their playtime/lunchtime indoors, after reaching the 'time out' stage within the behaviour system. Any pupils that are sent indoors will be always supervised by an adult.

Unacceptable Sanctions

In dealing with misbehaviour, staff will not resort to any form of physical reprimand or negative verbal rebukes including the use of sarcasm, "belittling a child," or actions which would lead to undue emotional upset.

Reasonable Force

The use of reasonable force may at times be necessary, ranging from guiding a pupil to safety by the arm through to more extreme circumstances such as breaking up a fight or where a student needs to be restrained to prevent violence or injury. All members of school staff have a legal power to use reasonable force. Reasonable force can be used to prevent pupils from hurting themselves or others, from damaging property or causing disorder. The actions are taken in line with Government Guidelines as shown on the following link: https://www.gov.uk/government/publications/use-of-reasonable-force-in-schools

Special Educational Needs

Where the behaviour of a child is a significant cause for concern, or their emotional and social needs require significant additional support, that child would be registered for SEND and the child's parents aware of all concerns and their child's needs. School will record the steps taken to meet the pupil's individual needs, along with the outcomes of consultation with parents, thus:

- A Positive Behaviour Plan will be written in collaboration with parents and signed by the class teacher, parent and pupil. A copy of this will also be stored on CPoms. All staff members will be directed to read the document to ensure consistency in approach. All staff members will be directed to read the document to ensure consistency in approach.
- Records of school and external provision will be entered on the child's individual provision map.
- CPoms should be used to record specific incidents. They needn't be lengthy but should cover such elements. They should not include personal feelings.

Records of consultations had with parents, updates on progress and specific incidents will be recorded on CPoms.

Equality

At Skelton Primary School we are committed to ensuring equality of opportunity for all pupils, staff, parents and carers irrespective of race, gender, gender identity, disability, faith, belief, sexual orientation, age or socio-economic background. We are determined to develop a culture of inclusion and diversity in which all those connected to the school feel proud of their identity and ability to participate fully in school life. We tackle discrimination through the positive promotion of equality, by challenging bullying and stereotypes and by creating an environment which champions respect for all. At Skeltonn Primary School we believe that diversity is a strength which should be respected and celebrated by all those who learn, teach and visit us.

Our Equality Objectives are:

• To ensure that all pupils achieve their full potential.

• To identify barriers to learning and close any gaps in achievement.

• To promote a deep awareness, understanding and appreciation of the diversity of our local, national and global communities.

We shall achieve these objectives by:

• Maintaining the highest possible expectations of all pupils. We will realise this ambition by ensuring teaching is consistently of the highest quality, using assessment and feedback to inform planning, and rigorously monitoring progress and standards. • Identifying vulnerable groups and individuals and developing teaching and learning that is tailored to individual needs; thus ensuring progress is sustained and achievement gaps can be closed.

• Identifying and exploiting every opportunity in the curriculum and in all the activities of the school for deepening the appreciation, understanding and respect for diversity. The role of all the pupils:

• All pupils of Skelton Primary School agree that all pupils of all races, backgrounds, nationalities, gender, gender identity, religions and disabilities should be treated equally.

• All pupils agree to promote tolerance and respect for all pupils within school.

• All pupils agree to educate all members of the school community on all aspects of equality and tolerance of all.

• All pupils agree to take positive action against any aspect of discrimination and inequality.

SMSC

At Skelton Primary School, we know that the personal development of pupils, spiritually, morally, socially and culturally (SMSC) plays a significant part in their ability to learn and achieve. We therefore aim to provide an education that provides pupils with opportunities to explore and develop their own values and beliefs and spiritual awareness. This results in high standards of personal behaviour, a positive, caring attitude towards other people, an understanding of social and cultural traditions and an appreciation of the diversity and richness of all cultures. This is achieved through our rich and varied curriculum where SMSC principles form the foundations.

We aim to provide an education that provides pupils with opportunities to explore and develop:

• their own values and beliefs,

• spiritual awareness,

• high standards of personal behaviour,

• a positive, caring attitude towards other people,

• an understanding of their social and cultural traditions

• and an appreciation of the diversity and richness of the culture

British Values

We actively promote the fundamental British Values; those universal values, of democracy, the rule of law, individual liberty, mutual respect and the importance of tolerance of those with different faiths, beliefs and cultures. We do this by providing opportunities through our PSHE and Relationships Education, Collective Worship, Story Time and the wider curriculum and our embedded school values to explore, stimulate discussion and reflect. By promoting respect of others, whatever personal circumstances, backgrounds or beliefs may be, we are preparing our pupils for a happy and fulfilling life in modern day society in which they play a positive role and become responsible citizens.

Pupil Voice

Pupil voice is given a real status at Skelton Primary School; our children have many wonderful ideas and suggestions and they play a very important role within school. We believe that children need to be active participants in their own learning and to feel that their opinions will be heard and acted upon within our school and the wider community. At Skelton Primary School, we seek ways to listen to the views of our pupils and involve them in decision-making so that they are engaged as partners in the life of the school. We believe that this will make a positive contribution to the school environment and ethos. Pupil voice is embedded into the curriculum with teaching and learning activities being used to enable pupils to focus on how to make informed decisions about their lives, their health and well-being and the environment.

Attendance

As a result of a robust and comprehensive set of actions, pupil attendance has been sustained above national averages. The school works very effectively to promote attendance and to ensure a high quality of pastoral care. The high profile we give to attendance and the instilled sense of pride and community we foster in the children of Skelton, resulting in their desire to attend on a regular basis. The relationships we build with parents and the care we show their children when they are unwell creates a trust that enables them to bring them in when they are not feeling their best but want to 'give it a go'. The support we provide to actually get the children to and from school where in many cases it would otherwise result in absences. success and in ensuring that all children have full and equal access to all the school has to offer.

Safeguarding

A vigilant and rigorous approach to safeguarding means that children are safe and secure. Safeguarding is of paramount importance in school and the school has excellent professional relationships with multi agency partners.

Pupils know Skelton Primary School is a safe school and they can explain how school keeps them safe. Pupils know how to manage risks, including in terms of internet safety. They understand clearly what constitutes an unsafe situation and how to keep themselves safe. Pupils say they feel safe and secure in school (pupil questionnaires and talking to pupils) and that they value the support and commitment of all school staff.

Safeguarding children, the action we take to promote the welfare of children and protect them from harm, is everyone's responsibility at Skelton Primary School. It is at the heart of all that we do. Everyone, who comes into contact with our children and families, has a role to play. We take great pride in our strong and effective safeguarding culture. Everything we do, and the ways in which we behave, all contribute to this ethos. Our entire school community is expected to share a common purpose to protect our children and adults from harm and to create a safe environment in which we all thrive. This responsibility sits with our staff, our parents, our governors, our community and our children. Everyone is expected to behave in a way which contributes to a safe and happy learning environment. This means that all adults and young people are expected to treat others with respect and not behave in any way that might cause harm to anyone else.

Personal Development

Personal development is at the heart of our school as it promotes and embeds a range of skills that allow children to be life-long learners. It encourages our pupils to believe, achieve and succeed. It is our purposeful intent to create a place of belonging; where all our pupils feel they belong and can become their best possible self. Whilst celebrating and embracing unique virtues and qualities, our intent is that our children are informed citizens with a respectful compassion for all.

We passionately believe that strong personal development is the most fundamental part of our curriculum as it supports the children to acquire the knowledge, understanding and skills they need to manage their lives, now and in the future. We strive to offer an education to the children that enables them to develop the qualities and attributes needed to thrive. We prepare them to manage many of the most critical opportunities, challenges and responsibilities they will face growing up in such rapidly changing and challenging times.

At Skelton Primary School, the personal development of our children is part of a whole school approach, which promotes effective relationships between all members of the wider school community. We believe in helping our children to build their personal identities, confidence and self-esteem and understand what influences their decisions. Developing self-understanding, empathy and the ability to work with others, helps our pupils to enjoy healthy and productive relationships in all aspects of their lives.

Monitoring

This policy is monitored on a day-to-day basis by the Head teacher, who reports to Governors about the effectiveness of the policy on request. Information for monitoring and review purposes is gathered from talking with children, both formally and informally, from parents' communications and from staff observations and reporting.

Addendum 1 - Suspensions and Permanent Exclusions

Skelton Primary School is committed to valuing diversity and to equality of opportunity. We aim to create and promote an environment in which pupils, parents and staff are treated fairly and with respect, and feel able to contribute to the best of their abilities.

Partnership with Parents and Carers

Parents/Carers working in partnership with the school to consistently reinforce the school's expectations is an important factor in every child's success. At Skelton Primary School, we work in partnership with parents and carers to ensure that expectations are clear. This includes ensuring that parents and carers are kept informed about decisions made in response to a child's behaviour so that we can work together in the best interests of pupils to ensure expectations for behaviour are made clear.

The school is responsible for communicating to pupils, parents/carers and staff its expectations of standards of conduct.

Supporting Pupils to Succeed

We aim to include, not exclude, and we approach all challenging behaviour in a supportive and positive way. We recognise that such behaviour can sometimes be symptomatic of a real, deeper need for our support and understanding. No exclusion/suspension will be initiated without first attempting other strategies or, in the case of a serious single incident, a proper investigation.

Types of Exclusion

Internal Exclusion: Internal exclusion is when a pupil is excluded from the rest of the school and must work away from their class for a fixed amount of time. This will be in a different classroom or a leadership office. An internal exclusion is a discretionary measure, where a pupil's behaviour is escalating and more serious measures need to be taken but there are not yet grounds for a suspension.

Suspension: A suspension is when a child is excluded from school and must remain home for a fixed amount of time. This should be for the shortest time necessary to ensure minimal disruption to the child's education, whilst mindful of the seriousness of the breach of policy.

Permanent exclusion: A permanent exclusion is when a child is permanently excluded from school and not allowed to return. This is a very serious decision and the Headteacher will consult with senior leaders and Chair of the Governing Body as soon as possible in such a case.

Reasons for Suspension and Permanent Exclusion

This can either be a very serious incident or the repetition of serious incidents. Any exclusion will be at the discretion of the Headteacher. A decision to exclude/suspend a pupil for a fixed period or permanently is seen as a last resort by the school. The physical and emotional health of our children and staff is our primary concern. Therefore, we accept that in some serious situations exclusion may be necessary.

The decision to exclude/suspend will be in response to a very serious breach of school rules and policies or serious risk of harm to the education or welfare of the pupil or others in the school.

Exclusion/suspension may be the result of persistently poor behaviour or a serious single incident.

The length of an exclusion/suspension will depend upon a number of factors such as the severity of the incident and the likely impact on the child's learning and ability to succeed on returning to school. Such decisions will be made in the best interests of the child, whilst also mindful of the need to maintain order and reinforce the rules and expectations of the school in a clear and consistent way. In the most serious cases, where the problem persists and there is no improvement permanent exclusion may be necessary. A suspension/exclusion will not be enforced if doing so may put the safety of the pupil at risk. In cases where parents/carers will not comply by, for example, refusing to collect the child, the child's welfare is the priority. In this situation, depending on the reason for exclusion, the school may consider an internal exclusion until the end of the day, implementing the original exclusion decision from the time the child is collected from school, or, in more severe circumstances the school may contact Social Services and/or the Police to safely take the pupil off site.

Re-integration

 After a suspension the pupil and parent/carer will be requested to attend a reintegration meeting with a senior member of staff. At this meeting, the behaviour leading to exclusion will be discussed and targets will be set for improvement. Support around behaviour will be also be discussed.

Behaviour outside school

Pupils' behaviour outside school on school related matters e.g. on school trips, at sports events, is subject to the school's behaviour policy. Unacceptable behaviour in such circumstances will be dealt with as if it had taken place in school; additionally, this includes any serious breach of policy which could 'bring the school into disrepute'.

Pupils with special educational needs and disabled pupils

The school must take account of any special educational needs when considering whether or not to exclude/suspend a pupil. The Headteacher should ensure that reasonable steps, in line with the Disability Discrimination Act have been taken by the school to respond to a pupil's disability so the pupil is not treated less favourably for reasons related to the disability.

Equal Opportunities

The Governing Body recognise that it is unlawful to take into account anyone's gender, marital status, colour, race, nationality, ethnic or national origin, disability, religious beliefs, age, or sexual orientation. Full consideration has been given to this during the formulation of this policy as it is the governors' aim that noone at Skelton school should suffer discrimination, either directly or indirectly, or harassment on any of these grounds.

Key Points:

• *Only the Headteacher (or the acting Headteacher) has the power to exclude/suspend a pupil from school.*

• *The Headteacher may exclude a pupil for one or more fixed periods, for up to 45 days in any one school year and may also exclude a pupil permanently.*

• *It is also possible for the Headteacher to convert a suspension into a permanent exclusion, if the circumstances warrant this.*

• *The Headteacher informs the local authority and the Governing Body about any permanent exclusion, and about any suspensions beyond five days in any one term.*

• *If the Headteacher excludes a pupil, she informs the parents immediately, giving reasons for the exclusion.*

• *At the same time, the Headteacher makes it clear to the parents that they can, if they wish, appeal against the decision to the governing body. The school informs the parents how to make any such appeal.*

• *A committee, made up of between three and five governors, considers any exclusion appeals on behalf of the governing body.*

• *When an appeals panel meets to consider an exclusion, they consider the circumstances in which the pupil was excluded, consider any representation by parents and the local authority, and consider whether the pupil should be reinstated.*

• *If the governors' appeals panel decides that a pupil should be reinstated, the Headteacher must comply with this ruling. The governing body itself cannot either exclude a pupil or extend the exclusion period made by the Headteacher.*

Please refer to the DFE guidelines below for more details: https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1181584/Suspension_and_permanent_exclusion_gu idance_september_23.pdf

Addendum 2 - Searching, Screening and Confiscation

Searching, Screening and Confiscation This policy is based on the Department for Education's guidance and advice for schools on 'Searching, Screening and Confiscation' DfE July 2022. This publication is intended to explain the screening, searching and confiscating powers a school has, ensuring that headteachers and members of staff have the confidence to use these powers and schools are a calm, safe and supportive environment to learn and work.

Policy Objectives

• To outline the policy and legal powers the school has for searching pupils.

• To outline the powers the school has to seize and then confiscate items found during a search.

Searching

 Searching can play a critical role in ensuring that Skelton Primary is a safe environment for all pupils and staff. It is a vital measure to safeguard and promote staff and pupil welfare, and to maintain high standards of behaviour through which pupils can learn and thrive. The Headteacher and staff are authorised to have a statutory power to search a pupil or their

possessions where they have reasonable grounds to suspect that the pupil may have a prohibited item listed below, or any other item that the school deems or identifies as an item which may be searched for.

The list of prohibited items is:

• *Knives and weapons*

• *Alcohol*

• *Illegal drugs*

• *Stolen items*

• *Tobacco and cigarette papers*

• *E-Cigarettes / Vapes*

• *Fireworks*

• *Pornographic images*

• *Mobile Phones*

• *Any article that the member of staff reasonably suspects has been, or is likely to be, used to commit an offence, or to cause personal injury to, or damage to property of; any person (including the pupil).*

Under common law, school staff have the power to search a pupil for any item, if the pupil agrees. The member of staff should ensure the pupil understands the reason for the search and how it will be conducted so that their agreement is informed. Being in possession of a prohibited item – especially knives, weapons, illegal drugs or stolen items – may mean that the pupil is involved, or at risk of being involved, in anti-social or criminal behaviour, including gang involvement, and in some cases may be involved in child criminal exploitation. A search may play a vital role in identifying pupils who may benefit from early help or a referral to the local authority children's social care services. When exercising their powers, Skelton Primary will consider the age and needs of pupils being searched. 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 role of the Headteacher, the Designated Safeguarding Lead and Authorised Members of Staff

1. Only the headteacher, a member of the Senior Leadership Team (SLT) or a member of staff authorised by the headteacher can carry out a search. The headteacher can authorise individual members of staff to search for specific items, as set out above.

2. In the absence of the headteacher, a member of the SLT can authorise individual members of staff to search for specific items, as set out above.

3. Members of staff should immediately involve the headteacher without delay if they believe that a search has revealed a safeguarding risk.

4. If the headteacher or SLT find evidence that any child is at risk of harm, they should make a referral to children's social care services immediately (as set out in part 1 of Keeping Children Safe in Education). They should then consider the circumstances of the pupil who has been searched to assess the incident against potential wider safeguarding concerns.

Before Searching

The member of staff should always seek the co-operation of the pupil before conducting a search. If the pupil is not willing to co-operate 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 co-operate, 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.

During a Search

Where

An appropriate location for the search should be found. Where possible, this should be away from other pupils. The search must only take place on the school premises or where the member of staff has lawful control or charge of the pupil, for example on a school trip.

Who

The law states that the member of staff conducting the search must be of the same sex as the pupil being searched. There must also be another member of staff present as a witness to the search.

The Extent of the Search

A member of staff may search a pupil's outer clothing, pockets, possessions, desks or lockers. The person conducting the search must not require the pupil to remove any clothing,other than outer clothing. 'Outer clothing' means any item of clothing that is not worn wholly next to the skin or immediately over a garment that is being worn as underwear, as well as hats, shoes, boots or scarves.

'Possessions' means any goods over which the pupil has, or appears to have, control - this includes desks, lockers and bags. A pupil's possessions can only be searched in the presence of the pupil and another member of staff, except where there is a risk that serious harm will be caused to a person if the search is not conducted immediately, and where it is not reasonably practicable to summon another member of staff.

After a Search

Whether or not any items have been found as a result of any search, the Headteacher will consider whether the reasons for the search, the search itself or the outcome of the search give cause to suspect that the pupil is suffering, is likely to suffer harm and/or whether any specific support is needed. This may be the case, staff will follow the school's child protection policy and speak to the Headteacher as setout in Part 1 of the Keeping Children Safe in Education document. They will then consider if pastoral support, an early help intervention or a referral to children's social care is appropriate.

Recording Searches

Any search by a member of staff for a prohibited item should be recorded as part of the school's safeguarding reporting system including whether or not an item is found.

This will allow the Designated Safeguarding Lead (or deputy) to identify possible risks and initiate a safeguarding response, if required. The member of staff recording the incident on will need to include the following after each search:

• the date, time and location of the search

• which pupil was searched

• who conducted the search and any other adults or pupils present

• what was being searched for

• the reason for searching

• what items, if any, were found

• what follow-up action was taken as a consequence of the search.

Informing Parents and Carers

Parents and Carers should always be informed of any search for a prohibited item, listed above, that has taken place and the outcome of the search as soon as is practicable. A member of staff should inform the parents/carers of what, if anything, has been confiscated and the resulting action the school has taken, including any sanctions applied. Any complaints about searching, screening or confiscation should be dealt withthrough the normal school complaints procedure.

Confiscation

An authorised staff member carrying out a search can confiscate any item that they have reasonable grounds for suspecting that it:

• poses a risk to staff or pupils

• is a prohibited item, as outlined above

• is evidence in relation to an offence.

Prohibited or Illegal Items

Controlled drugs must be delivered to the police as soon as possible, unless there is a good reason not to do so. When staff are unsure as to the legal status of a substance and have reason to believe it may be a controlled drug, they should treat it as such and deliver them to the police. Other substances which are not believed tobe controlled should also be delivered to the police.

Where a person conducting a search finds alcohol, tobacco, e-cigarettes, vapes,cigarette papers or fireworks, they may retain or dispose of them as they think appropriate but should not return them to the pupil.

If a member of staff finds a pornographic image, they may dispose of the image, unless they have reasonable grounds to suspect that its possession constitutes a specified offence (i.e. it is extreme or an indecent image of a child), in which case, it must be delivered to the police as soon as reasonably practicable.

Members of staff should never intentionally view any indecent image of a child (also sometimes known as nude or semi-nude images). Staff must never copy, print, share, store or save such images.

Where a member of staff finds stolen items, these must be delivered to the police as soon as reasonably practicable. However, if there is good reason to do so, the member of staff may also return the item to the owner or retain or dispose of it if returning them to their owner is not practicable.

The member of staff should consider all relevant circumstances and use their professional judgement to determine whether they can safely dispose of the seized article. In taking into account the relevant circumstances, the member of staff should consider the following:

• the value of the item - it would not be reasonable or desirable to involve the police in dealing with low value items, such as pencil cases, though school staff may judge it appropriate to contact the police if the items are valuable;

• whether the item is banned by the school;

• whether retaining or returning the item to the owner may place any person at risk of harm and

• whether the item can be disposed of safely.

Any weapons or items which are evidence of a suspected offence must be passed to the police as soon as possible. Items that have been (or are likely to be) used to commit an offence, or to cause personal injury or damage to property, should be delivered to the police as soon as reasonably practicable, returned to the owner, retained or disposed of.

Electronic Items

Electronic devices, including mobile phones, can contain files or data which relate to an offence, or which may cause harm to another person. This includes, but is not limited to, indecent images of children, pornography, abusive messages, images or videos, or evidence relating to suspected criminal behaviour.

As with all prohibited items, staff should first consider the appropriate safeguarding response if they find images, data or files on an electronic device that they reasonably suspect are likely to put a person at risk.

If the member of staff conducting the search suspects they may find an indecent image of a child (sometimes known as nude or semi-nude images), the member of staff should never intentionally view the image, and must never copy, print, share, store or save such images.

When an incident might involve an indecent image of a child and/or video, the member of staff should confiscate the device, avoid looking at the device and refer the incident to the Headteacher as the most appropriate person to advise on the school's response. Where reports of this nature are made, Skelton Primary will follow the principles as set out in the Keeping Children Safe in Education 2024 document.

The UK Council for Internet Safety will also provide the school with guidance on how to support school staff and Designated Safeguarding Leads with regard to sharing nude and semi-nude images: advice for education settings working with children and young people.

If a member of staff finds any image, data or file that they suspect might constitute a specified offence, then this must be delivered to the police as soon as is reasonably practicable.

Please refer to the DFE guidelines below for more details: https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attach ment_data/file/1091132/Searching__Screening_and_Confiscation_guidance_July_2022.pdf

Addendum 3 - Anti-Bullying

Anti-Bullying Definition (DFE)

Bullying is actions that are meant to be hurtful and which happen on a regular basis. Bullying can be direct (physical or verbal) or indirect (eg being ignored or not spoken to). There can be specific types of bullying, including lesbian, gay, bisexual or transgendered (LGBT) bullying. All are treated extremely seriously at Skelton Primary.

Aims and objectives

Our school is a safe and secure environment where everyone can learn without anxiety. Bullying is wrong and damages children's social and / or emotional health. We therefore do all we can to prevent it by sustaining a positive, happy and healthy whole school ethos in which bullying is regarded as unacceptable. Any such cases are dealt with promptly.

The role of children

• All pupils should know that hurting someone (physically or emotionally) is wrong and that bullying is wrong.

• Pupils should tell any adult (school staff or parent/carer) if they are being bullied, or if they think they might be.

• Pupils are encouraged to tell us their honest views about school in regular PSHE lessons, Worries Box and informal conversations with pupil leaders and senior leaders. These views can be specifically about bullying but may also be about how safe they feel at school. The role of teachers and other staff

• All staff take all forms of bullying seriously; they ensure bulling is not tolerated and is dealt with in a swift and effective manner. All staff should communicate to children the message that hurting someone (physically or emotionally) is wrong and that bullying is wrong and unacceptable.

• If staff witness an act of bullying, they should investigate refer it to the SLT immediately.

• Adults fully support any child who is being bullied. Time is spent with the child to restore the child's confidence, happiness and other aspects of health –adults will monitor and restore the child's well-being through checks, smiles and other 'signs' that they are being looked after and are safe. The child's parents / carers will be consulted.

• They also aim to stop the problem: for the child who has bullied, there is also the possibility of some form of exclusion in extreme circumstances. Some time is spent with the pupil who has bullied to explore reasons for his / her actions and demonstrating why his / her actions are unacceptable - adults will be vigilant about monitoring the child's choices and well-being. • All teachers and support staff should equip themselves with skills and awareness eg through available CPD, policy reviews.

• All teachers and teaching assistants should implement PSHE sessions centred on anti-bullying and how people can stop bullying if there are any signs of someone being bullied in school.

• all staff continue to promote our school climate of mutual support and praise, so making bullying less likely: when children feel they are important and belong to a friendly and welcoming school, bullying is far less likely to exist

The role of the Headteacher and Deputy Headteacher

• The Senior Leadership Team ensure all principles and roles set out are implemented.

• The Senior Leadership Team follow all principles and roles set out for teachers and other staff (above).

• In particular, this includes ensuring that all children in school know that hurting someone (physically or emotionally) is wrong and that bullying is wrong and unacceptable at Skelton Primary. Assemblies are used to reinforce this to the whole school. • The Headteacher keeps a record of bullying, including any homophobic and online bullying; she reports incidents, if any, to the Governing Body on a termly basis.

• The Headteacher reports to the Governing Body about the effectiveness of the policy on request.

The role of parents / carers

• Parents / carers have the responsibility of supporting this entire policy on positive relationships, behaviour and its appendices, including this one.

• Parents / carers concerned about bullying should contact their child's class teacher or the Headteacher / Deputy Headteacher straight away. They might be worried that their child is being bullied, but they should also contact school if they suspect their child may be bullying someone else.

The role of the Governing Body

• The Governing Body supports the school in all principles and roles set out here. It does not condone any bullying at all in school. Any incidents of bullying will be taken very seriously and dealt with appropriately.

• It monitors incidents of bullying and reviews the effectiveness of this policy. It requires the Headteacher to keep accurate records of all incidents of bullying and to report to the governors about the effectiveness of anti-bullying strategies.

• It will respond to any formal complaint from a parent / carer in line with our complaints procedure.

Addendum 4 - Online Bullying

Definition "Online bullying is the use of Information Communication Technology (ICT), particularly mobile phones and the internet, to deliberately upset someone" DFE 2007

There are many types of online bullying. Although there may be some of which we are unaware, here are the more common:

• Text messages that are threatening or cause discomfort

• Picture / video-clips via mobile phone cameras - images sent to others to make the victim feel threatened or embarrassed

• Mobile phone calls: silent calls or abusive messages or stealing the victim's phone and using it to harass others, to make them believe the victim is responsible

- Emails: threatening or bullying emails, often sent using a pseudonym or somebody else's name

- Chatroom bullying: menacing or upsetting responses to children or young people when they are in a web-based chatroom

- Instant messaging (IM): unpleasant messages sent while children conduct real-time conversations online using MSM (Microsoft Messenger) or Yahoo Chat (although there are others)

- Bullying via websites: use of defamatory blogs, personal websites and social networking sites eg Bebo, MySpace, Facebook, Twitter

How is online bullying different?

Bullying is bullying wherever and however it takes place. Online bullying is a method of bullying that uses ICT to upset, threaten or humiliate someone and has the following key characteristics:

- Online bullying can take place at any time, in any location; technology allows the user to bully anonymously

- Online bullying can occur on vast and rapid scale

- Electronic content is very hard to control; it can never be guaranteed to be removed totally from circulation

- Bullies can take actions to attempt to be anonymous and can feel 'distanced' from the incident

- 'Bystanders' can easily become perpetrators

- The 'profile' of a cyberbully or a target varies – age / size is not an issue

- Online bullying incidents can be used as evidence

- Online bullying can occur unintentionally often due to a lack of awareness / empathy – 'It was only a joke'

- Online bullying leaves no physical scars so it is, perhaps, less evident to a parent or teacher, but it is highly intrusive and the hurt it causes can be very severe

- Young people are particularly adept at adapting to new technology, an area that can seem a closed world to adults (eg the numerous acronyms used by young people - POS - Parents Over Shoulder, TUL – Tell You Later); this makes it difficult for adults to recognise potential threats.

At Skelton Primary School, we take this form of bullying as seriously as all other types of bullying and, therefore, will deal with each situation individually. An episode may result in a simple verbal reprimand. It will result in a discussion between school, parents/careers. Clearly, more serious cases will result in further sanctions.

Key advice to pupils

Adapted from DFE guidance, the following points are taught to pupils on a regular basis, especially when teaching about internet use.

- Remember that anything you publish online can be made public very quickly and you will never be sure who may have seen it; once something is posted you lose control

- Treat your password like a toothbrush: never share it with anyone and only give your personal information like mobile phone number or email address to trusted friends

- Learn how to block or report online bullies or anyone behaving badly!

• Always respect others – think about what you say online and what images you send / post

• Don't retaliate or reply.

• Save the evidence – text messages, online conversation, pictures etc

• If you're worried, always make sure you tell an adult you trust or contact someone like Childline, the service provider eg website, mobile phone company, school or police

• If you see online bullying take place, then support the victim and report the bullying

There's a wide range of valuable online advice on how to react to cyber bullying. For example, www.kidscape.org and www.wiredsafety.org have some useful tips.

Advice to pupils if they are being bullied online:

• You should never respond or retaliate to online bullying incidents. You should report incidents appropriately and seek support from your line manager or a senior member of staff.

• Save evidence of the abuse; take screen prints of messages or web pages and record the time and date.

• Where the perpetrator is known to be a current pupil or colleague, the majority of cases can be dealt with most effectively through the school's own mediation and disciplinary procedures.

• Where the perpetrator is known to be an adult, in nearly all cases, the first action should be for a senior staff member to invite the person to a meeting to address their concerns, and if they have a reasonable complaint, to make sure they know how to raise this appropriately. They can request that the person removes the offending comments.

• If they refuse, it should be an organisational decision what to do next – either the school or you could report the matter to the social networking site if it breaches their terms, or seek guidance from the local authority, legal advisers or support from other agencies for example, The UK Safer Internet Centre.

• If the comments are threatening or abusive, sexist, of a sexual nature or constitute a hate crime, you or a representative from the school may consider contacting the local police. Online harassment is a crime Key advice for parents / carers

• Be alert to your child being upset after using the internet / phones – they may be secretive, change relationships with friends

• Your child is just as likely to be a bully as to be a target

• Talk to your child and understand how they are using the internet and their phone

• Use safety tools and parental controls – if you're not sure how, contact your service provider. Please note tools are not always 100% effective

• Remind your child not to retaliate

• Keep any evidence of online bullying – emails, online conversations, texts etc

• Report the online bullying

• Contact the school so they can take action if it involves other pupils

• Contact the service provider eg website, phone company etc

• If the online bullying is serious and a potential criminal offence has been committed, then consider contacting the police

Anti-Racism

Like bullying, racism can exist in any school, even those where its pupils are all made up of one ethnicity. At Skelton Primary, it is extremely rare. However, our school is in a multi-cultural community and we have these principles and roles in place to ensure that racism, if it occurs, is stopped.

Definition

The Stephen Lawrence Enquiry Report defines racism as: 'conduct or words which advantage or disadvantage people because of their colour, culture or ethnic origin'. A racist incident is defined as 'any incident which is perceived as racist by the victim or any other person'.

Racist behaviour is any hostile or offensive act or expression by a person of one racial / ethnic origin against a person / group of another racial / ethnic origin. It can also be any incitement to act or express themselves in such a manner that would interfere with the peace and comfort of a person / group, regardless of whether that person / group are present or not.

Racist behaviour in an educational institution can include:

• physical assault because of colour and / or ethnicity;

• derogatory name-calling, insults and racist jokes;

• racist graffiti;

• provocative behaviour eg wearing racist badges / insignia;

• bringing racist materials eg leaflets, magazines into school;

• verbal abuse / threats;

• incitement of others to behave in a racist way (whether or not the ethnic group are aware or not);

• racist comments in the course of lessons;

• ridicule of cultural differences eg food, music, dress etc;

• refusal to cooperate with other people because of their colour and / or ethnicity.

Aims and objectives

Our school is a safe and secure environment where everyone learns irrespective of their nationality, ethnic background or faith. It is not possible to achieve this if anyone faces prejudice or hostility. Racism is wrong. We therefore do all we can to prevent it by sustaining a positive, happy and healthy whole school ethos in which equality of opportunity is fundamental.

We want to:

• make our school safe and welcoming for all pupils, parents and carers;

• sustain an environment in which racist assumptions, attitudes and behaviour are not tolerated;

• sustain an environment in which we all recognise and celebrate our similarities and our differences;

• provide a curriculum which emphasises the positive aspects of all cultures and of a multi-cultural society;

• give all pupils, parents and staff the confidence that racism can and must be eradicated from our society;

• ensure staff are always aware of implicit racism and issues surrounding the use of correct terminology, customs, language etc;

• ensure staff directly intervene when they are aware of racist incidents.

The role of children

• All pupils should know that racism is wrong.

• Pupils should tell any adult (school staff or parent / carer) if they know of any racism in our school.

• Pupils are encouraged to tell us their honest views about school in regular PSHE lessons, Worry Box and informal conversations with pupil leaders and senior leaders. These views can be specifically about racism but may also be about how safe and welcome they feel at school.

The role of teachers and other staff in school

• All staff take racism seriously; they aim to ensure racism is seen as unacceptable. Teachers and teaching assistants should communicate to all children, other staff and to parents the message that racism is wrong and unacceptable at Skelton Primary and in society.

• All racist incidents will be dealt with no matter how trivial they may seem to be.

• If staff are aware of racism, they should refer it to the Headteacher or Deputy Headteacher directly.

• Adults fully support the victim of racism. Time is spent to restore the victim's confidence, happiness and other aspects of health.

• They also aim to stop the problem. For the child who has been racist there is also the possibility of some form of exclusion. Time is spent with the pupil who has been racist to explore attitudes and reasons and to make clear that his / her actions are unacceptable

• For a member of staff who has been racist, disciplinary procedures will be pursued. For a parent / carer, legal advice will be sought.

• All teachers and support staff should equip themselves with skills and awareness eg through available CPD, policy reviews.

• All teachers implement PSHE and Circle Time activities on a weekly basis; these sessions and other teaching should not shy away from discussing racism, how unacceptable it is and how people can stop it if there are any signs.

• They should follow the principles set out in this policy, our Ethos and Mission Statement and our Single Equality Statement in order to continue our school climate of mutual respect and praise, so making racism less likely.

The role of the Headteacher and Deputy Headteacher

• The Senior Leadership Team ensure all principles and roles set out are implemented.

• The Senior Leadership Team follow all principles and roles set out for teachers and other staff (above).

• In particular, this includes ensuring that everyone in school knows that racism is wrong and unacceptable. Assemblies are used to promote tolerance and respect of others and good citizenship.

• In the case of serious incidents, an assessment must be carried to find out whether the whole school community must be informed ie whether teachers must explain circumstances to pupils in order to reduce distortion and backlash and whether parents / carers should be informed. Serious incidents are reported to the police.

• If there is an allegation against a member of staff, it should be dealt with under the Redcar and Cleveland Human Resources Disciplinary Procedures (adopted by our school).

• The Headteacher monitors the effectiveness of staff in promoting community cohesion and positive relationships, and in providing support for victims of racism.

• The Headteacher reports to the Governing Body about the effectiveness of the policy on request.

• The Headteacher keeps a record of all racist incidents. The Headteacher has overall responsibility for dealing with racist incidents and recording the action taken; she reports to the Governing Body and local authority any incidents of racism on a termly basis.

The role of parents / carers

• Parents / carers have the responsibility of supporting this entire policy.

• Parents / carers concerned about racism should contact their child's class teacher or the Headteacher / Deputy Headteacher immediately. They might be worried that their child is a victim of racism, but they should also contact school if they suspect their child may have been racist to someone else.

The role of the Governing Body

• The Governing Body supports the school in all principles and roles set out here. Any racist incident will be taken very seriously and dealt with appropriately.

• It monitors incidents of racist and reviews the effectiveness of this policy. It requires the Headteacher to keep accurate records of all incidents of racism and to report to the governors about the effectiveness of anti-racist strategies.

• It will respond to any formal complaint from a parent / carer in line with our complaints procedure.

Support

It is recognised that victims of racism may be fearful of the consequences of reporting an incident. However, systems and procedures are robust and staff, leadership and governors will respond in a caring, positive and thorough way. Victims will receive immediate help from an appropriate member of staff in order to reduce the effect of shock and avoid / reduce longer-term distress.

PREVENT Strategy

The school also has a stringent radicalisation policy which covers many aspects linked to racism. Our curriculum is broad and balanced. It promotes respect, tolerance and diversity. Children are encouraged to share their views and recognise that they are entitled to have their own different beliefs which should not be used to influence others. Our PSHE provision is embedded across the curriculum, and demonstrated most clearly in our teaching of SMSC which underpins the ethos of the school. It is recognised nationally that children with low aspirations are more vulnerable to radicalisation and therefore we strive to equip our pupils with confidence, self-belief, respect and tolerance as well as setting high standards and expectations for themselves.

Behaviour Pathway

VISION

We share our aims with even the youngest children throughout the year and illustrate them in all of our relationships, efforts and achievements at Skelton Primary School.

We aim for all of our children to be open minded, brave, positive and inquisitive individuals.

CONDUCT FOR ALL STAFF

Welcoming and approachable

Model and teach 5Rs

Expect high standards in all routines

Consistent and fair

INCIDENT

Any incident causing concern or upset will be investigated calmly

All children will be heard– verbally or with comic strip conversation

Will be documented on CPOMs

Parents will be informed if appropriate

Children will be praised for supporting in the resolution

We want our learners and teachers follow the 5Rs and to be-

READY (to learn)

RESILIENT (to get stuck in, learn from our mistakes)

RESPONSIBLE (make wise decisions and ask for help if needed)

REFLECTIVE (think carefully & learn from our actions)

RESPECTFUL (polite and proud to others and of self)
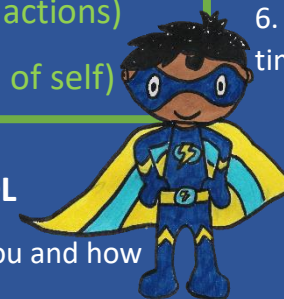
EXPECTED ROUTINES AROUND SCHOOL

Manners—good morning, how are you, I'm fine thankyou and how are you?

Respond promptly to raised hand/ '1/2/3'/ clapped rhythm

Lining up quietly in single file in a respectful space

At lunchtime eat politely, stay in your seat and walk in and around school

At assembly, lead in silently and sit cross legged

CONFLICT SITUATION SEQUENCE

1. We will redirect the child firmly

2. Remind the behaviour we want to see

3. A formal warning will be given

4. Child will be relocated in the classroom

5. After consultation, child will be relocated to a neighbouring room or leadership room with an activity

6. Persistent poor behaviour may lead to time away from class

THRIVE SCRIPT

ATTUNE Catch & match the feeling

VALIDATE & stop the behaviour

SOOTH/ CONTAIN make it survivable

REGULATE meet the intensity & soothe

BEHAVIOUR That is not acceptable please fix it