

Canon Sharples CE Primary School & Nursery



Behaviour Policy

January 2023

Behaviour Policy 2023

Vision and Ethos

Canon Sharples C of E Primary School and Nursery is a Church of England School Primary Academy.

Our school vision statement **Trust God, Love Always** and **Aim High** encapsulates our Christian distinctiveness and is underpinned by our 6 core Christian Values of **Fellowship, Friendship, Respect, Trust, Peace** and **Love**.

We ask all of our staff and pupils to embrace and uphold our school Christian values so that we can all flourish individually as well collectively as a school. Our ethos supports The Church of England's vision for Education with Jesus' promise of 'life in all its fullness' at its heart.

Aim of the policy

Our Vision and Values underpin our school aims and ethos statements. Our school rules are rooted in our Christian values which can be found in **Appendix 1**.

The values and principles below are to ensure that our children develop a positive attitude to learning and all aspects of school, community and future life.

We aim:

- to foster within each child a positive self-image, self-belief and self-respect.
- to encourage each child to express their own feelings, creativity, ideas and imagination, accessing a wide range of activities and working in different teams.
- to promote the spiritual, moral, cultural, social, mental and physical development of children and to prepare them for the opportunities, responsibilities and experiences of life in a multi-cultural, multi-faith and diverse society.
- to foster respect, good relationships and acceptance of all within our diverse society showing an understanding of the 9 Protected Characteristics: Age, Disability, Gender Reassignment, Marriage and Civil Partnership, Pregnancy and Maternity, Race, Religion or Belief, Sex and Sexual Orientation.
- foster a holistic approach to supporting children's mental health and wellbeing.
- to develop a sympathetic understanding and knowledge of the Christian faith, its beliefs and practices, where pupils are challenged and encouraged to grow into thoughtful and caring individuals.
- to create a culture that promotes excellent behaviour, ensuring a calm, orderly, safe and supportive environment enabling **all** to flourish and feel safe.
- to support children to manage their behaviour, to self-regulate their emotions and understand the impact of their actions on others.
- to promote a proper regard for authority and following the rules that will provide children with strong foundations that will carry them through in to adulthood.

Principles of Canon Sharples' Behaviour Policy

Every member of the school community has the right to feel valued, respected and safe. We promote an environment where everyone feels happy, safe and where each member of our school community are treated fairly and consistently. Good relationships are promoted so that

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people can work together as a team with the purpose of helping everyone to achieve their full potential. Every member of the school community is responsible for upholding our behaviour principles and ensuring these permeate through every aspect of school life.

This policy is designed to promote good behaviour whilst developing an ethos of fellowship through mutual respect and trust. We promote positive attitudes to learning by developing the skills of perseverance, resilience and determination at every opportunity.

The Benefits for our children

- They learn to respect and care for each other and understand this leads to positive relationships
- They learn the expected standards of behaviour and the benefit of this to their learning and the learning of others
- They are able to achieve their full potential due to the enabling and supportive culture of the school
- They develop good behaviour and attitudes to learning
- Their school is a calm, orderly, safe and supportive environment where they can flourish
- They learn to respect authority, develop self-discipline and behaviours for success that will support them in their future
- They develop strong self-awareness, a strong personal stress regulation system and effective social skills

The Rights and Responsibilities of all members of Canon Sharples CE Primary School Community

Information regarding the rights and responsibilities of all stakeholders including The School, Pupils and Parents/Carers can be found in **Appendix 2**.

Positive Behaviour throughout the Curriculum

Canon Sharples adopts the THRIVE approach to support pupils social and emotional development and promote positive behaviour. Positive behaviour and behaviour for learning are taught through a variety of curricular opportunities. These include PSHE and Citizenship, Religious Education, RSE, Heartsmart, Circle Time and across the wider curriculum. Our school vision and values are central to our behaviour policy and are at the heart of all we do.

Rules, Rewards and Sanctions

In school, our Code of Conduct (**Appendix 3**) states that children should:

- Show that I am willing to work to the best of my ability both at school and at home
- Always behave in a way that allows all children to work and play without interference or harm
- Attend school in good time and be ready to learn
- Take pride in my school environment and help keep it clean and tidy
- Take pride in my work and have the equipment that I need for my lessons
- Take pride in my appearance and wear School Uniform
- Work, learn and play with others in the school community
- Be honest, truthful and take responsibility for what I do and say
- To follow school routines so there is a calm, orderly, safe and supportive environment (e.g. lining up quietly, walking along the corridor)

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- Behave in an acceptable that ensures everyone in school feels safe
- Respect the authority of adults in school

This code applies to all pupils, at all times, including school visits and residential activities.

Individual classroom rules are negotiated yearly as part of the Class Charter/Class Rules and are discussed regularly with the children. They are clearly displayed in each classroom.

A copy of the 'Child - Home – School Agreement' is available in **Appendix 4**.

Procedures for Rewards

- Our reward system for promoting good behaviour gives all children the opportunity to aspire to 'Super Student' (see below)
- Praise from class teachers, **including the use of Class Dojo**
- Showing work to other teachers including the Headteacher and Deputy Headteacher
- Allocating special responsibilities including Year 6 Ambassadors, playground buddies
- 'Smiley' badges and stickers
- Certificates, notes and letters home

Special and Mini Mentions – our Special Mention assembly provides an opportunity to celebrate the personal achievements. Each Friday, teachers identify and highlight individual children who have displayed positive behaviours for learning. .

Procedures for Sanctions

Staff should be aware of the emotional presentation of the child at the time and utilise strategies in line with our Thrive Approach, including use of Vital Relational; Functions and PACE stance to support regulation of the child's emotions beforehand.

Should the rules be broken (including classroom, playtime, lunchtime or during after school clubs) then the following sanctions apply. These sanctions are not hierarchical, and consequences/sanctions will be chosen appropriate to the misconduct:

- Clear reminders of the expected standard of behaviour
- Clear choices given with support
- Time in a regulation space or calm area– *this can involve time with a member of staff or Learning Mentor*
- Missing Breaktime/Lunchtime
- Withdrawal of privileges (e.g. opportunities to represent school at clubs and sports)
- Pastoral Team support
- Discussion with parents/carers
- Member of the Senior Leadership Team involvement

All pupils are expected to behave in a manner which does not threaten the health and safety of other pupils, staff or members of the general public. This includes the journey to and from school, on educational visits and the acceptable use of the internet, digital recording devices and mobile phones. *The Education and Inspections Act 2006* states:

The head teacher must determine measures to be taken with a view to:



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- (a) promoting, among pupils, self-discipline and proper regard for authority,
- (b) encouraging good behaviour and respect for others on the part of pupils and, in particular, preventing all forms of bullying and discrimination,
- (c) securing that the standard of behaviour of pupils is acceptable,
- (d) securing that pupils complete any tasks reasonably assigned to them in connection with their education,
- (e) otherwise regulating the conduct of pupils.

All staff will apply their behaviour policy consistently in school.

Staff will monitor the behaviour of pupils in their class and raise concerns with members of the pastoral team/SLT where this is becoming problematic and hindering learning so appropriate support and action can be taken. SLT and the pastoral team will meet regularly to discuss behaviour on a whole school, group and individual basis.

Reward and Sanction system explanation

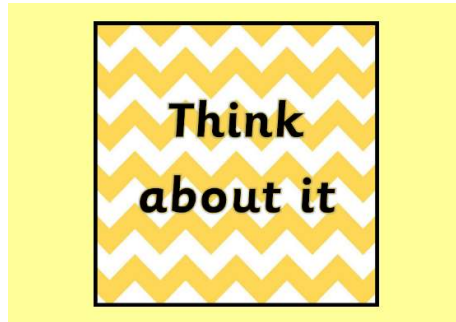
Stage	Explanation
	<p>Each day, each child's peg starts on this stage – regardless of what has happened the day before, a fresh start is given.</p> <p>The child will remain on this stage for being ready to learn when required (i.e. operating at minimum expectation).</p> <p>N.B. Children's pegs are reset to Ready to Learn after lunch.</p>
	<p>If a child is caught making a 'good choice', (for example helping another child, holding a door open for a member of staff, using good manners) they can then move their peg to this stage.</p>



If the child then continues to make good choices and models behaviour to their peers/sets a good example, they then move their peg to this stage.



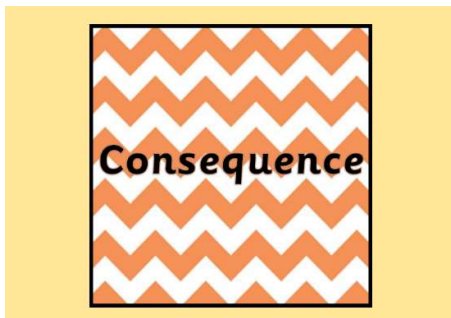
When a child consistently models the highest standard of behaviour and does something which particularly stands out within the class, they move their peg to the top stage and add a gem. Once their peg has 5 gems on it, they can choose a reward from the 'Reward Catalogue'. After this, the child would need a new peg to aim for this again. Five full pegs would constitute a larger reward.



If a child reflects any of the below behaviours, they will be asked to move their peg down to this stage and be given the opportunity to make the right choice:

Think About it


Behaviours	Adult Response	Action/Consequence
Distracting others from learning	Clear reminders of expectations	Verbal warning • If you ...then....
Disrupting learning in class e.g. shouting out	Positive choice	Thinking time <i>(is a quiet space required?)</i>
Not following adult instructions	VRFS PACE	Chat with teacher
Producing an unsatisfactory amount of work		Peg down or peg up if positive change in behaviour is observed
Moving around school unsafely e.g. running in the corridor		Catch up on work



If a child reflects any of the below behaviours, they will be asked to move their peg down to this stage and a consequence will be given:

Consequences

Behaviours	Adult Response	Action/Consequence
Repeated Yellow behaviours and failure to comply with adult requests	Clear reminders of expectations	Verbal warning • If you ...then....
Unsafe play e.g. pushing, grabbing etc.	Positive choice	Peg down or peg up if positive change in behaviour is observed
Ignoring adult instructions with personal reminders	VRFS PACE	Miss a playtime
Answering back to an adult		Time in with an adult
Damaging school property		Catch up on any work missed
Swearing and use of inappropriate language towards others e.g. name-calling		Parental conversation if necessary



If a child reflects any of the below behaviours, they will be asked to move their peg down to this stage and parents/carers will be contacted directly by a member of the senior leadership team:

Parent Contact		
Behaviours	Adult Response	Action/Consequences
Physical violence towards others	Clear verbal instruction of the undesirable behaviour	Appropriate orange consequence
Unsafe/dangerous behaviour – throwing school equipment, climbing on school furniture/fence/gates etc.	Clear reminder of expectations VRFS PACE	Parent contact by class teacher Discussions with member of SLT
Inappropriate language and/or behaviour towards others, including targeting of others		Where relevant and appropriate, the following action may be taken:
Defiance to comply with adult requests/instructions Spitting		<ul style="list-style-type: none"> Appropriate liaising with other agencies/professionals Phone call home from a member of the Senior Leadership Team Suspension

- Headteachers, Governors, LA and appeals panels should have regard to the following guidance. ‘DfE-Behaviour in Schools-Advice for headteachers and school staff-July 2022’ and ‘DfE-Suspension and Permanent Exclusion from maintained schools, academies and pupil referral units in England including pupil movement-September 2022’
- Pupils who have had several fixed period suspensions that may lead to a permanent exclusion or who risk failure at school through disaffection or rapidly deteriorating behaviour, will have a school-based Pastoral Support Programme drawn up. (PSP)
- Monitoring – All red and orange behaviour incidents are logged using the school recording system (Cpoms). This is rigorously monitored by SLT and the Pupil Well Being Lead on an individual, group and whole school basis to identify where support is needed.

Support for Pupils whose behaviour indicates significant problems

- Examples of support available include a variety of social skills interventions delivered by school staff. Others include IBPs, support from Outside Agencies including Targeted Education Support Service (TESS), Pastoral Support Programme, Fixed term suspension, Early Help (EH). Where pupils display behaviour that requires significant support at recreational times, the school can devise a personal support plan which may involve a pupil spending regular time in our school THRIVE club.
- Children who are having difficulty self-regulating their behavior will be supported by the Pastoral Support Team.
- Children who are having difficulty regulating their behaviour will be supported by the Pastoral Support Team. This may include using identified regulation spaces within school, including the THRIVE Hive
- In some circumstances, children may participate in a THRIVE intervention to support with their social, emotional and behavioural needs.
- In some circumstances children and families may be signposted to the school counsellor and other external agencies to support with their behavioural needs.

Special Needs

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A child's behaviour might be such that they have a specific personalised programme drawn up. Children could also have a Personal Handling Plan. Parents will be fully involved and external agencies where necessary. The SENDCo / Learning Mentor will co-ordinate this. A child with identified social, emotional, mental health needs may have an individual education plan (IEP) and be on the SEND register. Alongside this, they may have a personal THRIVE plan.

Use of Force to control or restrain pupils

Information from The Use of Force to Control or Restrain Pupils Guidance for Schools in England 2013 (updated 2015), can be found in **Appendix 5**. The publication 'DfE-Behaviour in Schools-Advice for headteachers and school staff-September 2022' can also be referenced. This guidance states:

- There are circumstances when it is appropriate for staff in schools to use reasonable force to safeguard children. The term 'reasonable force' covers the broad range of actions used by staff that involve a degree of physical contact to control or restrain children. 'Reasonable' in these circumstances means 'using no more force than is needed'.
- Members of staff have the power to use reasonable force to prevent pupils committing an offence, injuring themselves or others, or damaging property and to maintain good order and discipline at the school or among pupils.
- Headteachers and authorised school staff may also use such force as is reasonable given the circumstances when conducting a search for knives or weapons, alcohol, illegal drugs, stolen items, tobacco, fireworks, pornographic images or articles that they reasonably suspect have been or are likely to be used to commit an offence or cause harm. Force may not be used to search for other items banned under the school rules.
- When considering using reasonable force staff should, in considering the risks, carefully recognise any specific vulnerabilities of the pupil, including SEND, mental health needs or medical conditions.

TeamTeach

Team Teach is training in positive behavioural support and guidance on the use of force in schools. It aims to safeguard all people working in schools and reduce the risk to all of the school community when children display hazardous behaviour. Team Teach supports a range of techniques, including guides, holds and restraints that have been risk assessed by independent experts. Team Teach has been used to devise the school's Positive Handling Plan which is created alongside parents and carers and focuses on the de-escalation that can occur so the use of force is the last option. Staff adopting Team Teach techniques will always consider whether the use of force is reasonable, proportionate and necessary to ensure the safety of others.

Training of staff within Canon Sharples compliments our other identified training in this area.

A positive handling template is provided in **Appendix 6**

Suspensions and Exclusion

Only the headteacher (or the acting head teacher) has the power to suspend or exclude a child from school. The headteacher may suspend a child for one or more fixed periods, for up to 45 days in any one school year. In extreme and exceptional circumstances, the headteacher may exclude a child permanently. It is also possible for the headteacher to convert a fixed-term suspension into a permanent exclusion if the circumstances warrant this.

If the headteacher suspends a child, s/he informs the parents immediately, giving reasons for the suspension. 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.

The headteacher informs the LA and the governing body about any permanent exclusion, and about any fixed-term suspensions beyond five days in any one term.

The governing body itself cannot either suspend a child or extend the exclusion period made by the headteacher.

The governing body has a discipline committee which is made up of between three and five members. This committee considers any suspension or exclusion appeals on behalf of the governors.

When an appeals panel meets to consider an suspension or exclusion, they consider the circumstances in which the child was suspended, consider any representation by parents and the LA, and consider whether the child should be reinstated.

If the governors' appeals panel decides that a child should be reinstated, the headteacher must comply with this ruling.

Confiscation

The DfE Publication 'Searching, screening and confiscation – Advice for Schools (September 2022) states Headteachers, and staff the authortiuise, havbe a statutory power to search a pupil or their possessions where they have reasonable grounds to suspect that a pupil may have a proihibited item listed below

- Knives and weapons
- alcohol
- illegal drugs
- stolen items
- 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 the property of, any person (including the pupil).
- An article specified in regulations: tobacco and cigarette papers, fireworks or pornographic images.

The headteacher can authorise a search of pupils or their possessions [including bags] without their consent if there is reasonable grounds for doing so. Reasonable force may be used to execute the search. Normally this would be undertaken by the Senior Leadership Team. Teachers cannot be required to undertake such searches. Teachers can instruct pupils to turn out their pockets and sanctions may be applied if they refuse to do so.

The Governing Body have decided other prohibited items are mobile phones and other electronic devices, vaping cigarettes, matches and lighters.

Medication, Drugs and alcohol

It is the policy of Canon Sharples CE Primary School that no child should bring any drug, legal or illegal, to school. If a child will need medication during the school day, then the school medical policy applies. The parent or guardian should notify the school and ask permission for the medication to be brought by completing the relevant administrative form. This should be taken directly to the school office for safekeeping. Only in special circumstances should medicines be kept in the classroom (e.g. Inhalers). Any medication needed by a child while in school must be taken under the supervision of a teacher or other adult worker.

The school will take very seriously misuse of any substances such as glue, other solvents or alcohol. The parents or guardians of any child involved will always be notified. Any child who deliberately brings substances into school for the purpose of misuse will receive a fixed-term exclusion. If the offence is repeated, the child will be permanently excluded.

If any child is found to be suffering from the effects of alcohol or other substances, arrangements will be made for that child to be taken home. It is forbidden for anyone, adult or child, to bring onto the school premises any illegal drugs. Any incident where a child is found to have brought to school any type of illegal substance will be investigated thoroughly and guidance sought from external agencies e.g. the police. A meeting and/or discussions with a parent or guardian of the child will also take place to discuss the seriousness of the incident.

If the offence is repeated the child will be permanently excluded. If a child is found to have deliberately brought illegal substances into school, and is found to be distributing these to other pupils for money, the child will be permanently excluded from the school, Wigan CYPS, the police and social services will also be informed.

Support available through school and the LA for parents/carers in developing their child's social, emotional and behavioural skills.

Examples:

- Work with the school's Pastoral Team
- Startwell
- Family SEAL, Incredible Years, Triple P courses etc...
- Re-integration interview following a fixed term suspension
- CAMHS

Training

All school staff are required to undertake regular training on managing behaviour, associated positive behaviour strategies and other interventions. All staff in school have received training on the Thrive Approach which enables them to effectively support the social and emotional development of all our pupils.

In school, we have a number of fully trained Thrive licensed practitioners who support the continuous professional development of all staff and the effective implementation of Thrive Approach in school. Staff Professional development in this important area is revisited regularly throughout the year as part of our Continuous Professional Development Programme cycle.

Monitoring and Review

The headteacher monitors the effectiveness of this policy on a regular basis. The headteacher also reports to the governing body on the effectiveness of the policy and, if necessary, makes recommendations for further improvements.

The governing body is legally required to consult staff, parents and pupils on the school behaviour policy. This should be done every time the policy is updated. The Governors review this policy every three years. The governors may, however, review the policy earlier than this if the government introduces new regulations, or if the governing body receives recommendations on how the policy might be improved.

Cross reference

This policy should be read in conjunction with all other relevant school policies including:

Teaching and Learning, Anti-bullying, E-Safety, Acceptable Use Policy, Medical Policy, Attendance Policy, SEND Policy, School Complaints Policy, Whistle Blowing Policy and Relational policy.

In drawing up the policy the Governing Body have taken account of the Equality Act 2010 with specific reference to race, religion, culture, SEN, disability and other vulnerable pupils.

Complaints procedure

Any concerns or complaints regarding behaviour in school, how a situation was handled or any other issue in school should be brought to the attention of the school. Our complaints procedure can be summarised in the steps below:

1. Informally raise concerns directly with Classteacher
2. **If concerns or issues have not been resolved then** raise concerns with the Headteacher.
3. Put your complaint in writing to the Headteacher who will formally investigate the complaint using the form at **Appendix 7**.
4. Put your complaint in writing to the Chair of Governors who will investigate the Headteacher's actions.
5. If a parent still remains dissatisfied they need to notify the clerk to the Governing Body who will convene the appropriate governors committee.

See complaints policy which is available on our school website.

Reviewed by: J. Woodcock/Carrie Kiselis/M. Rigby
Review date: January 2023
Next Review date: January 2025

Appendix 1:



Canon Sharples CE Primary School and Nursery
Our School Rules



Friendship We work and play together well – we keep our hands and feet to ourselves.

Fellowship We ask children on their own to join our games.

Respect We show respect for people, property and the environment.

Love We treat others as we would like to be treated.

Peace We say sorry if we hurt or bump into anyone by accident.

Trust We are honest and follow instructions straight away.

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Appendix 2:

Rights and responsibilities of schools, pupils and parents in ensuring an orderly climate for learning [From Department of Education National Strategies guidance]

For ease of reference, the set of expectations is set down below in the form of a summary chart with the “rights” and “responsibilities” of schools, pupils and parents in two columns. It should be emphasised that these are moral, rather than legal, rights and responsibilities (though a number of them link to particular aspects of the law) and also that they are only intended as illustrative examples and not as a prescriptive list. Schools will determine their own values and expectations of behaviour in the light of their individual characteristics, community and any local school partnership arrangements.

“Rights” and “responsibilities” are often two sides of the same coin. For example, while a school has the right to enforce its own behaviour policy, this could also be regarded as a responsibility. The chart below is thus only an approximate mapping.

PUPILS Rights	Responsibilities
<ul style="list-style-type: none"> • To contribute to the development of the school behaviour policy, with every pupil involved in the consultation process. • To be taught in environments that are safe, conducive to learning and free from disruption. • To expect appropriate action from the school to tackle any incidents of violence, threatening behaviour, abuse, discrimination or harassment. 	<ul style="list-style-type: none"> • To follow reasonable instructions by school staff, • To obey school rules and accept sanctions in an appropriate way • To act as positive ambassadors for the school when off school premises. • Not to bring inappropriate or unlawful items to school. • To show respect to school staff, fellow pupils, school property and the school environment. • Never to denigrate, harm or bully other pupils or staff. • To co-operate with and abide by any arrangements put in place to support their behaviour such as Pastoral Support Programmes or Parenting Contracts.

PARENTS Rights	Responsibilities
<ul style="list-style-type: none"> • To contribute to the development of the school behaviour policy. • To be kept informed about their child’s progress, including issues relating to their behaviour. • To expect their children to be safe, secure and respected in school. • To have any complaint they make about their child being bullied taken seriously by the school and investigated / resolved as necessary. • To appeal to the head teacher / governors, and beyond that to the Secretary of State, if they believe the school has exercised its disciplinary authority unreasonably. • To appeal against a decision to suspend their child, first to the governing body of the school and then – in cases of permanent exclusion – to an independent appeal panel. 	<ul style="list-style-type: none"> • To respect the school’s behaviour policy and the disciplinary authority of school staff. • To help ensure that their child follows reasonable instructions by school staff, and adheres to school rules. • To send their child to school each day punctually, suitably clothed, fed, rested, and equipped and ready to learn. • To ensure school staff are aware of any SEN-related or other personal factors which may result in their child displaying behaviours outside the norm. • To be prepared to work with the school to support their child’s positive behaviour. • To attend meetings with the head teacher or other school staff, if requested, to discuss their child’s behaviour. • To adhere to the terms of any Parenting Contract or Order relating to their child’s behaviour. • If their child is suspended or excluded from the school, to ensure their child is not found in a public place during school hours during the identified days of suspension or exclusion.

SCHOOLS	
Rights	Responsibilities
<ul style="list-style-type: none"> • To make clear the school's statutory power to discipline pupils and that pupils and parents will need to respect this. • To enforce their school behaviour policy – including rules and disciplinary measures. • To expect pupils and parents' cooperation in maintaining an orderly climate for learning. • To expect pupils to respect the rights of other pupils and adults in the school. • Not to tolerate violence, threatening behaviour or abuse by pupils or parents. If a parent does not conduct himself/herself properly, a school may ban them from the school premises and, if the parent continues to cause nuisance or disturbance, they may be liable to prosecution. • To take firm action against pupils who harass or denigrate teachers or other school staff, on or off premises – engaging external support services, including the police, as appropriate. 	<ul style="list-style-type: none"> • To ensure the whole school community is consulted about the principles of the school behaviour policy. • To establish and communicate clearly measures to ensure good order, respect and discipline. • To cooperate and agree appropriate protocols with other schools. • To ensure the school behaviour policy does not discriminate against any pupil on the 9 protected characteristics. • To ensure teachers' roles in school discipline matters are consistent with the National Agreement Raising Standards and Tackling Workload and workforce remodelling agenda, so that there is due recognition of the enhanced roles of support staff and not all responsibilities are focused on teachers. • To ensure staff are clear about the extent of their disciplinary authority and receive necessary professional development on behaviour strategies. • To support, praise and as appropriate reward pupils' good behaviour. • To apply sanctions fairly, consistently, proportionately and reasonably – taking account of SEN, disability and the needs of vulnerable children and offering support as appropriate. • To make alternative provision from day 6 for fixed period suspension pupils, and where appropriate to arrange reintegration interviews for parents at the end of a fixed period suspension. • To take all reasonable measures to protect the safety and well-being of staff and pupils, including preventing all forms of bullying and dealing effectively with reports and complaints about bullying. • To ensure staff adopt identified strategies, conducive with the THRIVE approach, including the PACE stance and VRF's. • To promote positive behaviour through active development of pupils' social, emotional and behavioural skills embodying the THRIVE approach. • To keep parents informed of their child's behaviour • To work with other agencies to promote community cohesion and safety.

Appendix 3:

Code of Conduct

At Canon Sharples School I will:

Show that I am willing to work to the best of my ability both at school and at home.

Take a pride in my work and have the equipment that I need for my lessons.

Always behave in a way that allows all children to work and play without interference or harm.

Take pride in my appearance and wear School Uniform.

Attend school in good time and be ready to learn.

Work, learn and play with others in the school

Take pride in my school environment and help keep it safe, orderly and calm.

Be honest, truthful and take responsibility for what I do and say.

Appendix 4: Our 'Child - Home – School Agreement' is available as a card and issued to the parents of new pupils. It includes the following:

FOR THE SCHOOL.

We, both as individual staff and as a whole school, will:

- Achieve high standards of work and behaviour through building good relationships with parents and pupils and by developing a sense of mutual responsibility.
- Provide a safe, well ordered and caring environment.
- Have clear aims and learning objectives for all children.
- Demonstrate that each and every pupil is valued as an individual.
- Set and give feedback on appropriate homework tasks.
- Always inform you at an early stage of any concerns we may have so that you can discuss and become involved in any matter relating to your child.
- Ensure we are available, by prior arrangement, to discuss your child's progress or your concerns.
- Provide opportunities for you to express your views on school issues and have those views listened to.

Signed: (Headteacher)

FOR THE PARENTS.

As a Parent or Guardian of a Child at Canon Sharples CE Primary School I will:

- Support my child's reading and other home learning activities.
- Encourage my child to take part in extra-curricular activities.
- Keep the school informed of any matters that might affect my child's education.
- Respond to any reasonable request by the school to discuss my child's education.
- Tell school when my child is worried about anything in school.
- Ensure regular attendance and a high standard of punctuality.
- Ensure that my child has what he or she needs to take an active part in all activities.
- Comply with the school's uniform code.
- Agree to support the school's policies.

Signed:
(Parents/Guardians)

Appendix 5:

All members of staff are aware of the regulations regarding the use of positive handling and physical intervention, as set out in the school discipline chapter of the *Education and Inspection Act (2006)*, the *Revised Guidance on the Education of children and Young People with behavioural, emotional and social difficulties (2008)*, and the *Use of Force to Control or Restrain Pupils Guidance for Schools in England (2010)*

The full guidance is available at http://www.teachernet.gov.uk/_doc/14800/4316_Use_of_force.pdf

In schools, force is generally used for two different purposes – to control pupils and to restrain them.

- *Control can mean either passive physical contact (e.g. standing between pupils or blocking a pupil's path) or active physical contact (e.g. leading a pupil by the hand or arm, or ushering a pupil away by placing a hand in the centre of the back).*
- *When members of staff use "restraint" they physically prevent a pupil from continuing what they were doing after they have been told to stop. The use of restraint techniques is usually used in more extreme circumstances, such as when two pupils are involved in a fight and physical intervention is needed to separate them.*



Some examples of situations where reasonable force might be used are:

- *to prevent a pupil from attacking a member of staff, or another pupil, or to stop a fight between two or more pupils;*
- *to prevent a pupil causing deliberate damage to property;*
- *to prevent a pupil causing injury or damage by accident, by rough play, or by misuse of dangerous materials or object;*
- *to ensure that a pupil leaves a classroom where the pupil persistently refuses to follow an instruction to do so;*
- *to prevent a pupil behaving in a way that seriously disrupts a lesson; or*
- *to prevent a pupil behaving in a way that seriously disrupts a school sporting event or school visit.*

Appendix 6:

Name:		Date:
Building positive relationships	What are the praise points, positives, or bridge builders for the pupil?	
Usual Presentation	What do they look like? What do they respond well to?	
Anxiety Consider using a TEAM TEACH Guide at this level to stop escalation.	What do they look like? What do we need to do to? Use VRF script and strategies from Thrive plan, PACE stance	
Defensive Consider using a TEAM TEACH Guide at this level to stop escalation.	What does it look like? What do we need to do? Use VRF script and strategies from Thrive plan, PACE stance Jobs...(what works for the individual?)	
Crisis Assess the risk: Is your proposed action necessary, reasonable and proportionate to the risk the child presents to themselves or others?	What does it look like? What do we need to do? The child will be withdrawn to a 'safe space' TEAM TEACH: Small Child Escort (1 staff member) 1. Cupped hands, 2. Heal of palm on back of arm 3. Roll arms forward till elbows meet TEAM TEACH: Figure Four: Escort (2 staff members) 1. Friendly guide 2. Caring C 3. Grip me Next step: walk quickly, pivot, bow to sit Script: We are here for you to keep you safe. If you don't want to sit we can walk. (Max 5 minutes in seated position) If needed: 1 x up and move. Return to seated if needed. Second move must be to outside area for child to be released safely.	

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<p>Recovery & Depression</p>	<p>What will it look like? For example, noise may reduce, tired sounds, engaging in conversation, stop crying, sleeps, tension reduction in body, relaxed... This may look like anxiety (see/copy anxiety section above on plan). What do we need to do? (again this may mirror anxiety) In a safe space, use VRF script and strategies from Thrive plan, PACE stance</p>	
<p>Restoration</p>	<p>Thrive Approach Once regulated support with Reparative actions e.g. Restoration of relationships, environment etc...</p>	
<p>Hot Spots</p>	<p>When or in what situations are these behaviours likely to occur? Transition times Food times Populated spaces Changes to routine Unstructured times</p>	
<p>Are there any known medical conditions which should be considered?</p>		
<p>How will incidents be recorded and monitored? If escorted - complete Bound and Numbered Book in Headteacher's Room - Parents to be informed / sign (when signature is not available annotate Bound and Numbered book that parent has been informed). Incidents logged on CPOMS</p>		
<p>Signed</p>	<p>(Staff) (Parent/Carer)</p>	

My plan

Name:

	My emotions/feelings	How you can help me
Red		
Yellow		
Green		
Blue		

Appendix 7:

Form to notify formal School Complaint (Stage 2 and/or Stage 3)

Your name:

Pupil's name:

(if applicable)

Your relationship to the pupil:

(if applicable)

Address:

Postcode:

Day time telephone number:

Evening telephone number:

Please give details of your complaint.(continue on a separate sheet if necessary)

**What action, if any, have you already taken to try and resolve your complaint.
(Who did you speak to and what was the response)?**

What actions do you feel would resolve the problem at this stage?

Are you attaching any paperwork? If so, please give details.

Signature:

Date:

FOR SCHOOL USE:

Date acknowledgement sent:

By whom:

Complaint referred to:

Date:

**Please complete and return to(Headteacher/Chair of Governors)
who will acknowledge receipt and explain what action will be taken.**