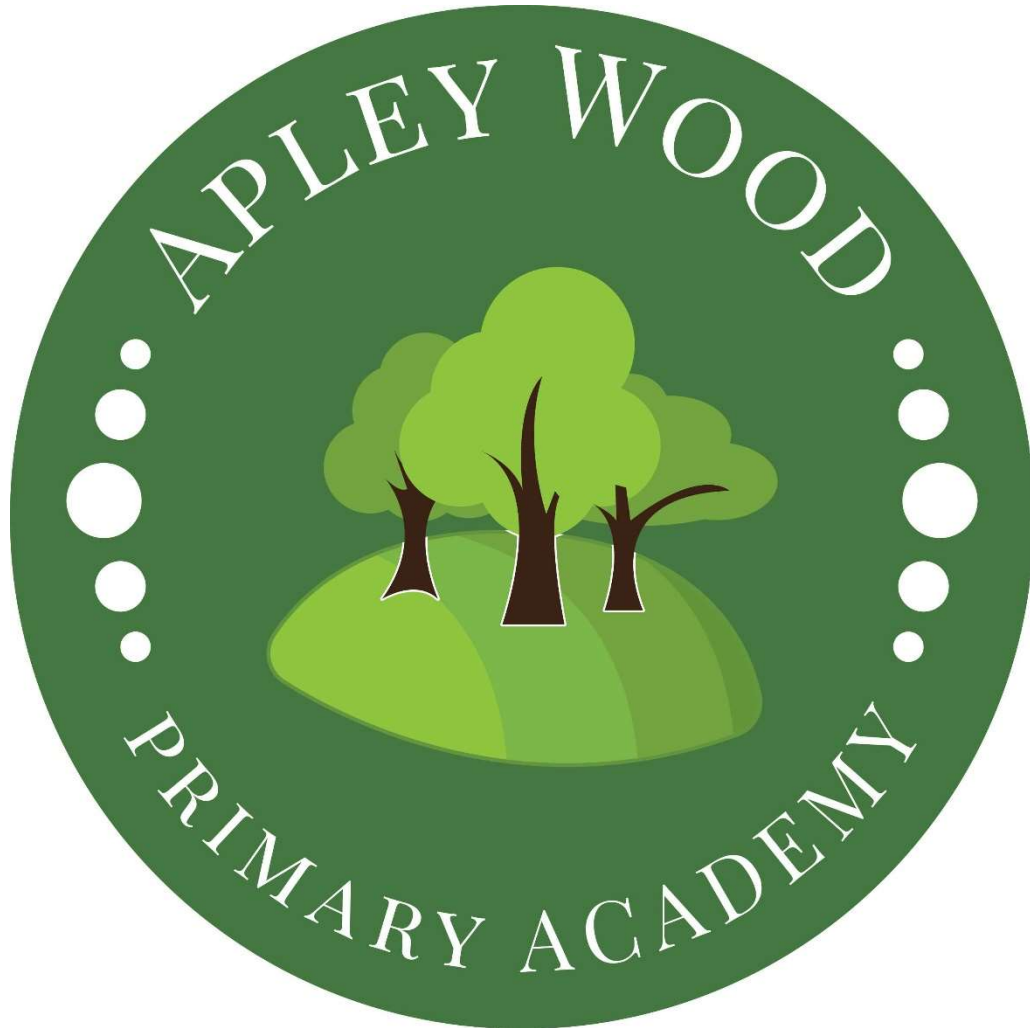


Apley Wood Primary Academy



Positive Behaviour Policy

Approved by: Staff and Governing Body	July 2020
Approved by: School Council and pupils	September 2020 Reviewed Sept 2022, Sept 2023, Sept 2024
Date of next review: September 2025	

Rationale

'Ofsted's Improving Behaviour report found that schools that are successful in improving behaviour tend not to deal with it in isolation. Instead, they tackle it as part of a wider school improvement strategy – for example, by improving teaching, making learning more enjoyable, providing wider choices in the curriculum, and ensuring that their policy for managing behaviour is clear to everyone.' Miriam Rosen, Ofsted's Director, Education,

The establishment of a calm and orderly learning environment in school and in the classroom is a key to effective learning and teaching in our school. Effective learning and teaching is dependent on positive relationships through interactions between staff and pupils, and between pupils themselves. **We recognise that understanding our emotions is a key aspect of understanding and managing behaviour. We believe that everyone can learn to self-manage/self regulate their own emotions and behaviour. Through this we encourage reflective thinking and do not accept prejudice in any form. Ultimately, we wish to give our children confidence about their capacity to think for themselves and to make sense of their own lives and experiences, hopefully beyond school and into the "real" world"**

Our policy at Apley Wood Primary Academy is based on an overwhelmingly positive approach towards managing behaviour. Our policy is based on 3 rules, that underpin all aspects and actions in school life, with the emphasis of Incentives and agreed consequences.

'We are each wonderful and unique but together we are a masterpiece'

This policy is compliant with Section 89 of the Education and Inspections Act 2006

This policy should be read in conjunction with the following policies:

Child Protection Policy

Anti bullying Policy

Online Safety policy

KCSIE 2024

Apley Wood Behaviour Curriculum

Contents

1. Aims
2. Objectives
3. Our School Rules
4. Expectations
5. Incentives and Consequences
6. Methods for recording
7. Lunchtime supervision
8. Severe Behaviour Incidents including Child on Child abuse
9. Racist incidents
10. Extremism, Radicalisation & the PREVENT Agenda
11. Guidelines on intervening in fights/disputes
12. Leaving the Classroom or School Grounds
13. The power to discipline beyond the school gate
14. Searching and confiscation
15. Physical Intervention
16. Pastoral care for school staff
17. Biting Incidents
18. Success Criteria
19. Fair Access Panel protocol
20. Home School Agreement
21. Supporting children with Social Emotional Mental Health needs.

1. Aims

Our school aims state that we will:

- deliver a high quality teaching and learning experience for our pupils that promotes high standards and accelerated progress for all;
- promote a love of education and creativity for all learners and to equip them with the tools to take ownership of their own learning;
- promote children's self-esteem, their rights and responsibilities;
- create a welcoming atmosphere in school where children, staff, parents and visitors feel valued;
- have high expectations for all within our community to ensure that we demonstrate the very best standards of conduct, moral purpose and integrity;
- work in local, national and global partnerships in order to strengthen curriculum links and promote an awareness of the wider world;
- ensure that our pupils feel safe and secure and enjoy coming to school.

2. Objectives

To meet these aims through our Positive Behaviour Policy we have set the following objectives.

- All members of the school community will be involved in implementing this Positive Behaviour Policy to develop a consistent approach across the school which all children know and understand.
- All members of the school community will maintain clear boundaries and expectations around behaviour.
- Staff and children will behave towards each other with mutual respect, consideration and tolerance to create an atmosphere where social, moral, spiritual and cultural values are learnt and developed.
- We will celebrate positive behaviour with a system of rewards and create a welcoming and safe learning environment in which everyone can be successful.
- The school will involve parents at an early stage if their child is persistently behaving in an unacceptable way or if a serious incident has occurred.
- The school may ask parents to pay for damage to property that is the direct result of their child's misbehaviour.
- Being 'fair' is not about everyone getting the same (equality) but about everyone getting what they need (equity) in line with this policy.

3. Our School Rules

These rules are referred to frequently and should encourage the children to be positive in all they do and should help to create a happy environment for pupils to work in.

Be Ready - we arrive at school on time, we have our equipment ready, we show that we are listening and we are ready for learning.

Be Respectful - we listen when others speak, we use appropriate words and manners and we respect the property of our friends and the school.

Be Safe - we move around school in a safe manner, we follow instructions to keep ourselves and others safe, we use equipment safely, we are safe on the playground and we stay safe online.

Each class has the behaviour curriculum expectations displayed on the classroom wall which reflects our 3 school rules.

4. Expectations

We expect everyone in our school to:

- have high expectations of behaviour and show respect to each other;
- develop an increasingly sound understanding of right and wrong;
- co-operate and work together;
- recognise the achievements of others;
- be reliable, trustworthy and responsible;
- behave in a safe manner at all times
- respect the school's environment and belongings;
- take care of their own belongings and those of other children;
- be courteous and well-mannered at all times;
- show by their behaviour that they value the school community;
- treat others as we would like to be treated.

Promoting Good Behaviour

School staff, both teaching and non-teaching, share a collegiate responsibility for consistently implementing the school policy on positive behaviour. The Head Teacher has overall responsibility for ensuring positive behaviour.

Good behaviour is helped when everyone remembers to do what is expected of him/her:

- Staff and Governors praise children when they see good behaviour.
- Staff focus on the positive behaviour they see.
- Staff tell children clearly what is expected of them.
- Understand that behaviour is a form of communication.
- Children remember what is expected of them.
- School and classroom rules are consistent, fair, and kept.
- Rules are regularly reviewed with staff and children together.
- Emotion Coaching strategies are used to support pupils; the strategies help pupils to change patterns of behaviour and beliefs.
- Responsibilities, expectations, and activities are matched to individual children's age, needs and development.
- Staff regularly inform children's parents of good behaviour or achievement
- When children have worked hard on a task and produced excellent work this is displayed as an example.

- In Character Education, Relationships Education, British Values and RE lessons children are taught the reasons why good behaviour is essential in our society and how bad behaviour can spoil the lives of others and restrict their own life opportunities.
- In assemblies children are encouraged to think about and reflect for others.
- In all subjects children are taught the skills of resourcefulness, reciprocity, resilience and reflectiveness.
- Parents have a responsibility for ensuring that they support their child in meeting school expectations in respect of positive behaviour. They must agree to support the school in actions it may take.

5. Incentives

We believe that good behaviour should be consistently rewarded:

- Staff will praise a child immediately for their good behaviour and say why they are pleased with the child.
- The child's name may go on the classroom board (smiley face) for positive recognition for effort, conduct or behaviour for learning.
- Staff may give small privileges to children who behave consistently well and to children otherwise who have made a special effort to do so, for example, jobs or responsibilities. When possible children are involved in determining who is rewarded.

Individual/class Rewards are:

- Stickers
- Table points (Years 1 – 6)
- Raffle tickets when name has been written on the smiley face, with a certificate at the end of the week for the winning raffle ticket selected.
- A phone call home to share positive behaviour
- A note home postcard to parents from a member of SLT

As well as the many and varied incentives operating throughout the school, we have “whole school” incentives and rewards to recognise and celebrate good behaviour, good work, helpfulness to peers and adults and for representing the school in a team or at an event.

Whole school incentives are:-

- Golden Tickets – Golden Tickets will be issued to a class for outstanding positive action as a collective. These will be posted into the class Golden Box. Each ticket equals 1 minute to a half term treat, which will be individual to the class and the teachers.
- The Golden Book –The Head Teacher has a Golden Book in which to write the names of individual pupils who have demonstrated exceptional Children who have demonstrated exceptional work or attitude will be nominated by the adults in their class and be awarded a certificate at our Friday Award Assembly.
- House Points – As a child enters school they are assigned to a House and colour. Every class has an ‘It’s Good to be Positive’ House Point chart. This is central to the House System. A child can receive house points in blocks of 5 for various outstanding things including excellent work, positive behaviour, and personal achievements. In Reception, the children will get a rainbow sticker to represent the house point.

The children add a smiley face to their House tally for every 5 house points received. The winning House team at the end of each half term will get an extra 15 minutes of breacktime.

Consequences

We hope our strategies for promoting good behaviour will be successful for all children. Children will always be given a chance to consider their behaviour. They will be encouraged and helped to make apologies to other children or staff they may have offended; show they can keep to school rules; or make other suitable reparation. However, there may be some children whose behaviour causes particular concern, or a child's behaviour may fall into a particular category. In these instances they will normally be sanctioned by a consequence.

Categories include: disrupting other children's learning; deliberate rudeness; name calling; disregard for school rules and procedure; disregard for school or others property, bullying (including online bullying).

Consequences will include (as agreed with the school council)

Reminder of the expectations

A warning that a consequence will be given if the behaviour continues.

Missing 5 or 10 minutes of break time/lunchtime - complete a reflection (verbal or written)

Time out in a quiet area or another classroom – spoken to by staff and complete a reflection .

Time spent with a member of the senior leadership team – spoken to by staff and complete a reflection (verbal or written).

Tidying up any mess that has been made.

Discussion about loss of privileges. (This may include, losing opportunity to represent school in an event/competition, loss of responsible role in class or school community, loss of sporting activity at lunchtime(eg: short term football ban)

Internal support day may be put in place where the pupil is out of class for a day to reflect on behaviours with a member of staff.

A phone call between class teacher and parent/carer.

If persistent/a pattern of behaviour continues - A phone call/meeting between a member of the SLT or Headteacher and parent/carer.

What do I do if a child is showing inappropriate behaviour?

Any behaviour that falls below the expectations of the school (e.g. disruption to learning, unkind or inconsiderate actions), requires some level of intervention. The following is a pathway of what to do:

Remember – the strongest approach to support a child is through the relationship with the adult. At all points try to ensure you keep a strong connection with the child having difficulties. Use positive reinforcement, as appropriate to ensure the child knows you are still there and you recognise their effort and any chances they have made.

At the end of the lesson (or during if appropriate) the teacher should talk with the child about the difficulties in the lesson and agree what improvement is needed for subsequent lessons.

Child demonstrates inappropriate behaviour

Step 1 – Reminder Member of staff highlights the behaviour to the child refocus and reinforces expectations with them.

“ (name) I need you to ...I know you can do it.”

Child continues to demonstrate inappropriate behaviour

Step 2 - Warning

Member of staff repeats expectations and makes further adjustments (*if needed*) to support the child. At this point TA support for the child may be required.

“(Name) you know our rule about...I need you to...or there will be a consequence of...

Child continues to demonstrate inappropriate behaviour

Step 3 Consequence

Adult to talk to child:

“(Name), I am going to need to see you for 5 or 10 minutes at playtime/lunchtime/ask you to take some time out in.... Do you remember last you had a brilliant lesson/session/playtime? That’s the behaviour I want to see now. Thank you

Child continues to demonstrate inappropriate behaviour that is not safe or is distracting the learning of others:

Step 4: Consequence

•An additional adult may be called for support (Pastoral Lead, ELSA, Phase Leader, Senior HLTA) if not available a member of SLT should be called. A consequence for actions will be explained to the child when they are ready and a reflection will be completed.

The pupil will have the behaviour written up on cpoms by staff and the pupil will complete a reflection (verbal or written)– if written the completed form is kept in the Green Folder (found in each year group).

If a child continues not to follow Apley School Rules a ‘communication agreement’ which could include a daily/weekly phonecall/meeting may be agreed between the class teacher and the parents. This is also to be agreed with the Head Teacher or a Senior member of staff and recorded on cpoms.

If the pupil is unable to achieve acceptable behaviour, parents will be contacted for a meeting about behaviour with the class teacher, Head teacher or a senior member of staff.

At this point the school may consider **a pupil passport (well being plan)**

A pupil passport (well being plan) may be written in order to support the child and adults working with them to promote positive behaviours.

- ✓ Roles for Pastoral Lead/ELSAs/Nurture team
- ✓ Pupil passport shared with the child, parents and all staff on a need to know basis
- ✓ Dates set for review.
- ✓ External support from the BSAT (Behaviour Support Advisory Team) may be sought.
- ✓ Modified timetable may be discussed dependent upon the reasons for the behaviour and well being of the pupil.

It may be that a child's sudden inappropriate behaviour means that actions outlined above may be taken immediately.

Sending pupils home would be a last resort. This is when pupils are refusing to cooperate after having had cool off time or causing harm to others or school property. This can only to be decided by the Head teacher or a member of the SLT in her absence and it will be recorded as a fixed term exclusion (suspension).

6. Methods for recording breaches of behaviour

All class teachers/HLTAs/TAs will use CPOMS to record serious incidents and alert other staff members where necessary. Staff will also record the actions they have taken on cpoms. Behaviour incidents are monitored

termly by the DHT to ensure that appropriate actions are being taken and also to identify and act on any whole school concerns. The children involved will be asked to complete a pupil behaviour reflection to consider the impact of their actions. These will be kept in the year group Green behaviour files. The Head Teacher will keep a record of all actions taken with regard to serious breaches of the behaviour code, in line with the Local Authority guidance. These will also be recorded on cpoms.

7. Lunchtime Arrangements

If behaviour is unacceptable at lunchtime, and this will include any form of physical contact that is deliberate and calculated to cause hurt or upset, or any form of verbal abuse, the designated Lunchtime supervisor on duty will discuss actions with the pupil and offer alternative choices. They may be given consequences including time out, missing some of lunchtime play the next day and then completing a reflection form. If the behaviour persists the Headteacher or a senior member of staff will meet with the child to discuss behaviour and options. Incidents will be recorded and these incidents tracked. Lunchtime Supervisor dealing with the incident should inform the class teacher at the end of the session if this is an extreme or repeated incident or the child is being monitored.

If a pupil behaves unacceptably during lunchtimes (this could be one major unacceptable incident or several smaller incident over a two week period) then parents will be informed of the situation and the consequences that the school are putting in place by the lead lunchtime supervisor. If unacceptable behaviour continues over the lunchtime period then it may result in a lunchtime exclusion or parents being asked to support their child during this time.

Lunchtime supervisors give out house coloured tokens to the children in order to praise good behaviour. Tokens are collected and converted to house points which contribute to the house point total each week. Lunchtime supervisors also award Best Base certificates each week to the KS1 and KS2 bases that have lined up the best and each supervisor also nominates several children to be awarded with a lunchtime certificate.

The lunchtime team will promote and teach the children games that encourage them to maintain an adequate social distance from others. Year group phases will play in a separate area of the playground/field.

8. Severe Behaviour Incidents

In the event of any of the following, parents will be contacted immediately and may be requested to remove their child from the school premises:

- Actual physical violence towards any member of the school community.
- Taking themselves off of site
- Repeated verbal or physical abuse (bullying/online bullying)
- Biting another child or adult (dependent upon age of pupil)
- deliberate offensive language (including transphobic, homophobic and biphobic or racial abuse);
- vandalism;
- theft;
- sexual harassment;
- drug related behaviour;
- carrying a weapon

These behaviours may result an internal exclusion or a fixed term exclusion (suspension). The Headteacher or member of SLT in her absence will contact the LA Exclusion Hotline for advice prior to an exclusion/suspension. A meeting will be arranged with the parents to discuss appropriate further action and agree targets.

On returning from any fixed term exclusion, the child and parents will attend a reintegration meeting with the Headteacher to establish actions to avoid a recurrence. However the Headteacher may choose to use 'internal exclusion' for between 1-5 days where behaviour is deemed to relate to persistent, low level disobedience.

If the behaviour continues the Special Needs Code of Practice may be implemented. Consideration will be given for referral to the **Educational Psychologist**, The **Behaviour Support Team** and an Early Help Assessment completed if concerns deem it necessary to provide multi agency support.

The pupil passport will be monitored by the SENCO/Class Teacher/Headteacher in line with SEN code of practice.

Where the pupil is demonstrating increasingly volatile behaviour which is likely to result in further fixed term exclusion, advice and support will be sought through the Local Authority Exclusion hotline or Fair Access Panel.

If the child returns and continues with Severe Behaviour Incidents at this point the pupil is facing risk of permanent exclusion. This is considered as the last resort.

- Parents contacted by phone and Headteacher's decision to exclude will be confirmed in writing within 1 working day. This letter will explain the appeals procedure.
- The Chair of Governors will be contacted and asked to inform the Discipline Committee, ensuring no prejudicial information is given.
- The formal Permanent Exclusion procedure will then begin as described in Telford and Wrekin LA 'Guidance on Permanent Exclusion'.

See Education Act 2011 Part 2-Discipline, subsection 4. APPENDIX 3

Apley Wood sees bullying as unacceptable and it will not be tolerated. We deliver a programme of work about anti bullying through our Character Education and British Values curriculum. All allegations of bullying will be taken seriously. In cases of bullying we will follow the procedures as laid down in Our Anti Bullying Policy.

Child on Child Abuse:

Child-on-child abuse is any form of physical, sexual, emotional and financial abuse, and coercive control exercised between children, and within children's relationships (both intimate and non-intimate), friendships, and wider peer associations.

Online child-on-child abuse is any form of peer-on-peer abuse with a digital element, for example, sexting, online abuse, coercion and exploitation, peer-on-peer grooming, threatening language delivered via online means, the distribution of sexualised content and harassment.

There is no clear boundary between incidents that should be regarded as abusive and incidents that are more properly dealt with as bullying, sexual experimentation etc. This is a matter of professional judgement. If one child or young person causes harm to another, this should not necessarily be dealt with as abuse.

However, it may be appropriate to regard a young person's behaviour as abusive if:

- There is a large difference in power (for example age, size, ability, development) between the young people concerned; or
- The perpetrator has repeatedly tried to harm one or more other children; or
- There are concerns about the intention of the alleged young person.

If the evidence suggests that there was an intention to cause severe harm to the victim, this should be regarded as abusive whether or not severe harm was actually caused.

See also our Safeguarding Policy for how these incidents are managed.

9. Racist and homophobic, biphobic and transphobic incidents

Apley Wood Primary Academy takes a no tolerance view to racism (see our anti-racism policy). All racist incidents are recorded, reported and investigated according to the school's Racist Incidents Recording, Reporting and Investigating Procedures **and the LA will be informed as part of our Racial Equality Policy.**

All incidents of homophobic, biphobic and transphobic bullying will be recorded on Cpoms and reported to the Headteacher or member of senior staff who will investigate the incident and report on outcomes.

10. Extremism, Radicalisation & the PREVENT Agenda

Extremist views by anyone in school will not be tolerated. Therefore, we will take and expect quick and decisive action where issues of this nature are brought to our attention. Namely, that we expect staff to encourage pupils to respect the fundamental British Values of democracy, the rule of law, individual liberty and mutual respect, and tolerance of those with different faiths and beliefs. Staff should ensure that partisan political views are not promoted in the teaching of any subject in the school and where political issues are brought to the attention of pupils; reasonably practicable steps have been taken to offer a balanced presentation of opposing views. **We will treat extremism and radicalisation like any other child protection referral.**

All incidents of harassment and discrimination due to the faith or beliefs of an individual will be recorded, reported and investigated according to the school's Racist Incidents Recording, Reporting and Investigating Procedures.

The school will inform the LA as part of our Racial Equality Policy. As a school, if we feel children are being abused through extremism or being radicalised, we will consult directly with the police PREVENT Team and seek advice. This is done with a PREVENT referral form (please see the flowchart and referral form attached). As with all referrals this referral will be dealt with appropriately with professionals. If it is deemed from the PREVENT Team that the intervention is not criminal and does not warrant a Channel Panel, but needs local support, we will work with those professional leads for Telford & Wrekin Council. Our policy also recognises that the local police can be contacted in imminent circumstances on **01386 591835/591825 or 591816** and at

prevent@warwickshireandwestmercia.pnn.police.uk

11. Guidelines on intervening in fights/disputes

Through the implementation of this policy we expect fighting to be an extremely rare occurrence. Apley Wood Primary has a no play fighting rule to support these events occurring.

However if a child does lose his / her temper and become involved in a fight it will be taken extremely seriously. If a member of staff witnesses a fight they must remember:

- Our first duty is to prevent any harm to any pupil

- We need to set an example to pupils as to how to handle difficult situations
- To assess the severity of the situation
- To send a reliable child for additional help if necessary
- Verbally to move other children away
- Verbally separate the children involved – tell them to stop in an assertive voice
- Standing between the pupils may be appropriate to stop the fight
- It is school policy to intervene and physically prevent a pupil from hurting him / herself or anyone else (see the school's Positive Handling policy)
- Quiet discussion away from the scene will follow and the opportunity will be given for pupils to give their side of the story.
- The incident will be recorded on cpoms, reflections forms will be written up for the Year Group Green Folders and if felt serious enough the pupils will be sent to either the Head Teacher or a senior member of staff. Parents will be informed if serious.
- We will always listen to children.

12. Leaving the Classroom or School Grounds

If a pupil runs out of a class we will establish where he or she has gone. Teachers must not run after them but will send a message to the office for adult support. It is advisable to keep a watchful eye on any child who has taken him or herself out of the school building and possibly out of school grounds, unless this provokes the child to run further. If a child is no longer on school premises parents will be contacted. If they are not at home the police will be informed that a pupil has left school and is at risk.

Sanctions for this will be decided by the Head Teacher depending upon circumstances.

13. The power to discipline beyond the school gate

Disciplining beyond the school gate covers the school's response to all non-criminal bad behaviour and bullying which occurs anywhere off the school premises and which is witnessed by a member of staff or reported to the school. The governing body must be satisfied that the measures proposed by the head teacher are lawful. (see appendix 5)

14. Searching and confiscation

The Headteacher, Deputy Headteacher and three senior members of staff have a statutory power to search pupils or their possessions, without consent, where they suspect the pupil has certain prohibited items. The items that can be searched for under this power are knives or weapons, alcohol, illegal drugs and stolen items. School staff can seize any banned or prohibited item found as a result of a search or is considered to be harmful or detrimental to school discipline.(see appendix 2). This is a particularly challenging aspect of our policy at this time whilst we follow government guidelines around social distancing. As always, we will only search pupils if we felt that a failure to do so could result in harm or injury.

15. Physical Intervention

The use of physical intervention is very rare and is, wherever possible avoided.

There may be occasions where the use of physical restraint is appropriate; for example if a child is hurting his/her self and/or others or making a threat to injure using a weapon. Any intervention used will always be minimal and in proportion to the circumstances of the incident. All physical intervention will be recorded. (see appendix 3 for guidance)

This is a particularly challenging aspect of our policy at this time whilst we follow government guidelines around social distancing. As always, we will only use physical intervention and positive handling as a last resort. Staff will not give or threaten corporal punishment to a child under any circumstances.

Nevertheless, there may still be extreme instances where positive handling is required in the interests of safety. This will be where a failure to intervene could lead to harm. In these instance, this will be carried out in accordance with the guidelines within this policy

16. Pastoral care for school staff

If an employee is accused of misconduct and pending an investigation, the governing body will instruct the Headteacher to draw on the advice in the 'Dealing with Allegations of Abuse against Teachers and Other Staff' guidance when setting out the pastoral support school staff can expect to receive if they are accused of misusing their powers.

17. Biting Incidents

Foundations Stage / Reception

If biting occurs in the Reception classes a more sympathetic approach will be taken due to the developing physical, emotional and social aspects. If a child bites another child the incident will be recorded on cpoms with some strategies to cope and learn how to deal with their emotions in a more positive/constructive manner. The parent/parents will be called to be informed.

Key Stage 1 – Year 1 and 2

If biting does occur in this Key Stage it will be up to the teacher's discretion whether the incident was serious enough without another reasons or causes for the child to be sent home for the rest of the day. The incident will be recorded on cpoms with some strategies to cope and learn how to deal with their emotions in a more positive/constructive manner. The parent/parents will be called/informed.

Key Stage 2 – Years 3 – 6

The child could be subject to an internal or fixture term exclusion. The incident will be recorded on cpoms with some strategies to cope and learn how to deal with their emotions in a more positive/constructive manner. Parents will meet with the Headteacher or senior staff member to discuss the reasons for the exclusion and to set clear expectations for behaviour in the future.

18. Success Criteria

Indications that this behaviour code is succeeding could include:

- A reduction in the number of incidents recorded in the behaviour logs.
- A reduction in the number of incidents referred to the Head Teacher.
- Positive feedback from teachers, support staff, parents and pupils.
- Observation of positive behaviour in class rooms, corridors and outside areas.

19. Fair Access Protocol

FAP meet every month and consist of a group of experienced staff, including; Headteachers, Behaviour Support, Educational Psychologist, staff who lead and manage the Linden Centre, Pupil Referral Unit for Key Stage 1 and 2 (PRU) and any other specialist staff. The school work with parents to present evidence about the difficulties that a child is having and the strategies that have already been tried. The school will ask FAP to recommend the next steps for support. This may include, an intervention period of 6 - 12 weeks at the Linden Centre PRU, modified timetable, managed move/and or other packages of support. During this time, parents are kept fully informed of the recommendations and the time scale for re-integration back into mainstream schools, if this is appropriate.

20.Home-school agreement

This document is a contract between pupil, parent and school that ensures that each party is aware of their rights and responsibilities with regard to being educated at Apley Wood Primary Academy. This is signed by all parties when a pupil enters the school.

21.Supporting children with Social Emotional Mental Health needs.

It is a primary aim of our school that every member of the school community feels valued and respected, and that each person is treated fairly and well. We are a caring community, whose values are built on mutual trust and respect for all. The school's behaviour policy is therefore designed to support the way in which all members of the school can live and work together in a supportive way. It aims to promote an environment where everyone feels happy, safe and secure and able to learn.

We recognise that children may experience a range of social and emotional or medical difficulties which manifest themselves in many ways. Some will have experienced Adverse Childhood Experiences and these may include children displaying challenging, disruptive or disturbing behaviour. These behaviours may reflect underlying mental health difficulties, social interaction difficulties, or sensory disorders. Other children may have Autism, attention deficit disorder, attention deficit hyperactive disorder, foetal alcohol disorder or attachment difficulties. These children will be supported using a variety of strategies and these will be developed with key adults within the child's life (staff, professionals, parents) in order to best meet their needs.

We recognise that children with SEMH may exhibit behaviours which reflect a hyper or hypo state and that the behaviour(s) comes from a place of fear, stress, low self-esteem, dysregulation or as a result of a school based barrier to learning e.g. pitch of task, classroom environment. We have a duty to strive to help children to return to a place of regulation as only then will the child be in a place to reflect on the behaviour and find ways to repair the situation.

We also recognise that children in states of stress and dysregulation are unable to learn as effectively as those who are in a state of regulation.

In order to effectively support children it is vital that staff are well trained and understand the potential root causes of behaviour(s).

We also recognise the needs of children with Special Educational Needs and Disabilities and follow the policies and procedures associated with supporting these children, including but not exhaustively, the SEND code of practise, Equal Opportunities, Disability Act.

Key principles in supporting the universal needs of all pupils:

- All behaviour (positive or negative) is a reflection of a person's emotional state
- Understand brain development and impact of stress and fear on behaviour (We are a calm brain school)
- Children have different 'stress windows of tolerance'
- You can't always see the 'trigger'
- Behaviours communicate a need
- Scared children can do scary things
- Don't take things personally
- - In times of stress children's thinking process is distorted and confused and short term memory is suppressed
- Children who are dysregulated are unable to access the thinking part of their brain
- Children without the strategies and skills need to manage their emotions need to be supported

How we support the universal needs of all pupils:

- Use of natural consequences rather than 'punishments'
- High Structure (Strong routines and boundaries) High nurture
- The use of PACE (Playfulness, Acceptance, Curiosity, Empathy)
- Giving children time, space and support when dysregulated BEFORE attempting to deal with the behaviour
- Engaging children at an emotional level (Use the 4 zones of regulation)
- Regulate our own emotions and remain calm
- Using staff presence to help regulate
- Naming need
- Understand that any traumas in a child's life can impact on behaviour

How we support children with additional SEMH needs:

Children having difficulties are identified through members of staff, parents or other children raising a concern, or as a result of school tracking showing that there is a change in behaviour(s).

Following the identification of a child with additional SEMH needs, we:

- Meet with staff, child and parents to explore the issues and develop a plan or approach (A key approach is non-judgemental listening)
- Observe the child in lessons including review of approaches to teaching, classroom environment, access to learning and relationships. Following this, support will be given in a range of ways.

Approach	What looks like	Purpose
Regulation times	Access to: - A quiet area/member of staff – outdoors, conversation room, Rainbow Room or sensory/calming room - Physical / Sensory activities Use of the 4 zones of regulation	Enable children to regulate before going into class before school/ after break/dinner etc. To support children to be ready for learning/re-engagement with class/learning.
Self-Elected withdrawal	Child can ask teacher to leave the room to go to a specific place e.g. sensory room, rainbow room, shared area. NB: Child may be angry – use limited talk or discussion. This is a strategy that has been discussed and planned for.	Enable children to develop skills to recognise their own dysregulation and remove themselves from the situation. Enables an adult to be close by and support the child to regulate – where needed and when the child is ready.
Anger management groups	1 to 1 or small group work working with learning mentor or other support staff trained in anger management. Looking at specific issues for children, identifying triggers and areas that cause stress/anger for the child.	Support child in developing approaches to managing these feelings.
Socially Thinking curriculum	Group social skills learning	To enable children to understand their emotions and learn strategies for how to deal with them.
Build to Express	Lego therapy in groups	To enable children to use structured play to unpick incidents/events/emotions and work in a team.
Sensory Assessment /Boxall Profile assessment	Use of sensory checklist Use of sensory/calming room	To identify sensory needs and triggers in order to develop provision for that child. To assess the social and emotional skills and behaviours
Nurture support	Hourly or Half day sessions to support work/reward structure, social skills, specific 'safe' places (e.g. tent) or other activities specific to the child,	Provide overall support for children's mental health and emotional needs in order to reduce anxiety To support children to be ready for learning/re-engagement with class/learning.
Pastoral Lead	Small 1 to1 or focus groups - Daily / regular check ins – Meet and greet support In class support - Transition support from activities/ break etc - Small 1 to1 or focus groups, targeted support in the playground – Rainbow room/sensory room, sensory garden	Provide overall support for children's mental health and emotional needs in order to reduce anxiety To support children to be ready for learning/re-engagement with class/learning.
In class amended provision	Busy boxes, therabands, stress balls, fidget toys, social stories, drawing pads, self-withdrawal, ear defenders, specific 'safe' places (e.g. tent) or other activities specific to the child, Child working on floor rather than at a table Zones of regulation activities	To help children remain regulated in order for them to access learning.

ELSA	1:1 or group work with a focus on social skills, emotions, anxiety	Provide overall support for children's mental health and emotional needs in order to reduce anxiety To support children to be ready for learning/re-engagement with class/strategies for unstructured times
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APPENDIX

1. School Rules
2. Role and Responsibilities
3. Education Act 2011 - Part 2, Section 4
4. The power to discipline beyond the school gate
5. Searching and confiscation
6. The use of reasonable force
7. Search and confiscation report form

Our School Rules

These rules are referred to frequently and should encourage the children to be positive in all they do and should help to create a happy environment for pupils to work in.

Be Ready - we arrive at school on time, we have our equipment ready, we show that we are listening and we are ready for learning.

Be Respectful - we listen when others speak, we use appropriate words and manners and we respect the property of our friends and the school.

Be Safe - we move around school in a safe manner, we follow instructions to keep ourselves and others safe, we use equipment safely, we are safe on the playground and we stay safe online.

Each class has an agreed code of behaviour displayed on the classroom wall which reflects our 3 school rules.

Appendix 2 – Key Roles and responsibilities

	Responsibilities
All staff	<ul style="list-style-type: none"> • All members of staff are responsible for supporting the needs of children across the school. Where a child is seen to be having difficulties they should be treated with respect and understanding. • Shouting and shaming should never be used. • Staff will always endeavour to have private discussions with pupils in order to help support any issues that are arising. • All staff will follow the procedures outlined in the behaviour policy. • If a staff member observes another member of staff dealing with challenging behavior, they will ask the staff if they need support, not engage with the child.
	Specific Roles
Teachers	<ul style="list-style-type: none"> • Ensure parents are contacted when: <ul style="list-style-type: none"> - a child is having ongoing issues - there has been a 'one off issue significant issue' • Where possible the teacher should do this in order to have the ongoing dialogue. On some occasions a member of SLT or a Learning mentor will liaise with parents for significant one off issues. • For ongoing issues, a discussion should be had with the parent(s) as to the best way to keep a dialogue going. (eg: book, email, phone call) • ensure incidents and action taken are logged on cpoms.
HLTAs	<ul style="list-style-type: none"> • Follow policy to manage behaviour when covering a class. • Log incidents they deal with on cpoms. • Feedback about incidents and how they have been dealt with to class teachers.
Pastoral and Nurture team	<ul style="list-style-type: none"> • Be a first point of contact to support children who are demonstrating escalating behaviour in class. • Provide specific support for children experiencing any difficulties, whether this is an ongoing need or a short term difficult a child may be having. • Provide support in class or nurture • Provide structured activities at lunchtime. • Provide 1:1 or group work to support emotional health needs and social skills.
Pastoral Lead	<ul style="list-style-type: none"> • Be a first point of contact to support children who are demonstrating escalating behaviour in class. • Provide specific support for children experiencing any difficulties, whether this is an ongoing need or a short term difficult a child may be having. • Provide 1:1 or group work to support emotional health needs and social skills. • Provide counselling sessions
DHT	<ul style="list-style-type: none"> • Lead the ethos of this policy • Ensures the policy is implemented effectively • Ensures effective training for staff • Oversees the specific needs of pupils across the school • Provides support to staff, pupils and parents as necessary • Links with outside agencies to offer additional services • Line manager for the Inclusion staff. • Ensures that all tracking and reporting of incidents and additional needs are up to date
Headteacher	<ul style="list-style-type: none"> • Lead the ethos of this policy • Is the only person authorized to exclude a child.

Governors	<ul style="list-style-type: none"> • Setting down these general guidelines on policy and of reviewing the effectiveness of this • Duty to consider parents' representations about an exclusion
Parents	<ul style="list-style-type: none"> • Inform the school of any concerns • Have an open dialogue within the school • Ensure that they support their child in meeting school expectations in respect of positive behaviour. • Agree to support the school in actions it may take. • Support the school when needing to access external support

Appendix 3 - Section4 - Exclusion of pupils from schools in England: review

(1)Chapter 3 of Part 3 of EA 2002 (maintained schools: admissions, exclusions and attendance) is amended as follows.

(2)Before section 52, insert—

“51A Exclusion of pupils: England

(1)The head teacher of a maintained school in England may exclude a pupil from the school for a fixed period or permanently.

(2)The teacher in charge of a pupil referral unit in England may exclude a pupil from the unit for a fixed period or permanently.

(3)Regulations must make provision—

(a)requiring prescribed persons to be given prescribed information relating to any exclusion under subsection (1) or (2);

(b)requiring the responsible body, in prescribed cases, to consider whether the pupil should be reinstated;

(c)requiring the local authority to make arrangements enabling a prescribed person to apply to a review panel for a review, in any prescribed case, of a decision of the responsible body not to reinstate a pupil;

(d)about the constitution of a review panel;

(e)about the procedure to be followed on a review under paragraph (c).

(4)On an application by virtue of subsection (3)(c), the review panel may—

(a)uphold the decision of the responsible body,

(b)recommend that the responsible body reconsiders the matter, or

(c)if it considers that the decision of the responsible body was flawed when considered in the light of the principles applicable on an application for judicial review, quash the decision of the responsible body and direct the responsible body to reconsider the matter.

(5)Regulations may provide for the panel to have supplementary powers, and in particular may provide that the panel has the power to make a direction about the effect on an excluded pupil of a recommendation under subsection (4)(b) or a direction under subsection (4)(c).

(6)In a case where the panel gives a direction under subsection (4)(c) to the governing body of a maintained school, the panel may, in prescribed circumstances, order an adjustment of the school's budget share for a funding period.

(7)Regulations must make provision about—

(a) how the amount of the adjustment is to be determined;

(b) the effect of the adjustment on the budget shares of other maintained schools for the funding period.

(8) Regulations under this section may also make provision—

(a) for the payment by the local authority of allowances to members of the review panel;

(b) requiring a person or body exercising functions under subsection (1) or (2) or under the regulations to have regard to any guidance given from time to time by the Secretary of State;

(c) requiring local authorities to give prescribed information to the Secretary of State;

(d) in relation to any other matter relating to the exercise of the powers conferred by subsections (1) and (2).

(9) Regulations made by virtue of subsection (8)(a) may provide for any of the provisions of sections 173 to 174 of the Local Government Act 1972 (allowances to members of local authorities and other bodies) to apply with prescribed modifications in relation to members of a review panel.

(10) In this section—

- “budget share” and “funding period” have the same meaning as in Part 2 of the School Standards and Framework Act 1998;
- “exclude”, in relation to the exclusion of a pupil from a school or pupil referral unit, means exclude on disciplinary grounds (and “exclusion” is to be construed accordingly);
- “maintained school” has the same meaning as in Chapter 1;
- “the responsible body” means—

(a)

in relation to exclusion from a maintained school, the governing body of the school;

(b)

in relation to exclusion from a pupil referral unit, such person as may be prescribed.

(11) In relation to any time when no responsible body is prescribed in relation to permanent exclusion from a pupil referral unit, subsection (3) has effect in relation to such an exclusion as if—

(a) paragraph (b) were omitted, and

(b) the decision referred to in paragraph (c) were the decision of the teacher in charge of the unit permanently to exclude the pupil.

(12) Regulations may make provision for this section and regulations made under it to apply, with prescribed modifications, in relation to Academies or a description of Academy.”

(3) In section 52 (exclusion of pupils)—

(a) in subsection (1), after “maintained school” insert “in Wales”;

(b)in subsection (2), after “pupil referral unit” insert “in Wales”;

(c)in subsection (4)—

(i)in paragraph (b), omit from first “(in” to “Wales)”;

(ii)in paragraph (c), omit “the Secretary of State or” and “as the case may be,”;

(d)in the heading, at the end insert “: Wales”.

(4)Schedule 1 (consequential amendments) has effect.

Appendix 4 - The power to discipline beyond the school gate

Disciplining beyond the school gate covers the school’s response to all non-criminal bad behaviour and bullying which occurs anywhere off the school premises and which is witnessed by a member of staff or reported to the school. The governing body must be satisfied that the measures proposed by the head teacher are lawful.

Any bad behaviour when the child is:

- taking part in any school-organised or school-related activity or
- travelling to or from school or
- wearing school uniform or
- in some other way identifiable as a pupil at the school.

Or, misbehaviour at any time, whether or not the conditions above apply, that:

- could have repercussions for the orderly running of the school or
- poses a threat to another pupil or member of the public or
- could adversely affect the reputation of the school.

As a result of any of these behaviours, the Headteacher will collect witness statements from both adults and children who have witnessed the event. The parents of the child involved will be contacted and invited into school to discuss the matter. Sanctions for the bad behaviour will follow those issued by the school for bad behaviour during the school day. Parental support will be sought for sanctions which they are able to administered outside the school day.

Following any incident, the Headteacher will consider whether it is appropriate to notify the police or Community Support Officers on Brookside of the actions taken against a pupil. If the behaviour is criminal or poses a serious threat to a member of the public, the police will always be informed. If there is any concern that the behaviour may be linked to the child suffering, or being likely to suffer, significant harm, Safeguarding procedures would be followed.

Appendix 5 - Searching and confiscation

The Headteacher, Deputy Headteacher and two senior members of staff have a statutory power to search pupils or their possessions, without consent, where they suspect the pupil has certain prohibited items. The items that can be searched for under this power are knives or weapons, alcohol, illegal drugs and stolen items. School staff can seize any banned or prohibited item found as a result of a search or is considered to be harmful or detrimental to school discipline.

Searching with consent

Schools' common law powers to search:

School staff can search pupils **with their consent** for any item which is banned by the school rules.

1. The school does not need to have formal written consent from the pupil for this sort of search – it is enough for the teacher to ask the pupil to turn out his or her pockets or if the teacher can look in the pupil's bag and for the pupil to agree.
2. Items which are banned in school include, mobile phones, electronic games or devices, any item which could be used as a weapon, matches, any form of drugs (including medicines, which have not been prescribed and a medical form completed), knives, firearms, sprays, alcohol or stolen items.
3. If a member of staff suspects a pupil has a banned item in his/her possession, they can instruct the pupil to turn out his or her pockets or bag and if the pupil refuses, the teacher can apply an appropriate punishment as set out in the school's behaviour policy.
4. A pupil refusing to co-operate with such a search raises the same kind of issues as where a pupil refuses to stay in a detention or refuses to stop any other unacceptable behaviour when instructed by a member of staff – in such circumstances, schools can apply an appropriate disciplinary penalty.

Searching without consent

What the law says:

What can be searched for?

1. Knives or weapons, alcohol, illegal drugs and stolen items (referred to in the legislation as 'prohibited items').

Can I search?

2. Yes, if you are the Headteacher, Deputy headteacher or a senior member of staff. But:
 - a. you must be the same sex as the pupil being searched; and
 - b. there must be a witness (also a staff member) and, if at all possible, they should be the same gender as the pupil being searched.

As a result of Mr Oswin being the only male member of staff, he would have the power to search a male pupil. This would be witnessed by a senior female member of staff.

When can I search?

3. If you have reasonable grounds for suspecting that a pupil is in possession of a prohibited item.

Authorising members of staff

The Headteacher, Deputy Headteacher and three Senior members of Staff are authorised to use these powers.

1. Teachers can only request a senior member of staff to undertake a search without consent if they have reasonable grounds for suspecting that a pupil may have in his or her possession a prohibited item. The teacher must decide in each particular case what constitutes reasonable grounds for suspicion. For example, they may have heard other pupils talking about the item or they might notice a pupil behaving in a way that causes them to be suspicious.
2. The powers allow school staff to search regardless of whether the pupil is found after the search to have that item. This includes circumstances where staff suspect a pupil of having items such as illegal drugs or stolen property which are later found not to be illegal or stolen.

Location of a search

1. Searches without consent can only be carried out on the school premises or, if elsewhere, where the member of staff has lawful control or charge of the pupil.
2. The powers only apply in England.

During the search

Extent of the search – clothes, possessions and trays

What the law says:

The person conducting the search may not require the pupil to remove any clothing other than outer clothing. **‘Outer clothing’** means clothing that is not worn next to the skin or immediately over a garment that is being worn as underwear but ‘outer clothing’ includes hats; shoes; boots; gloves and scarves. **‘Possessions’** means any goods over which the pupil has or appears to have control – this includes trays and bags. A pupil’s possessions can only be searched in the presence of the pupil and another member of staff. The power to search without consent enables a personal search, involving removal of outer clothing and searching of pockets.

Trays

Under common law powers, schools are able to search trays for any item provided the pupil agrees. Pupils will have a tray on condition that they consent to have it searched for any item whether or not the pupil is present.

If a pupil does not consent to a search then it is possible to conduct a search without consent but only for the “prohibited items” listed above.

Use of force

Reasonable force may be used by the person conducting the search (see appendix 7).

After the search

The power to seize and confiscate items – general

What the law allows:

Schools’ general power to discipline, as set out in Section 91 of the Education and Inspections Act 2006, enables a member of staff to confiscate, retain or dispose of a pupil’s property as a disciplinary penalty, where reasonable to do so.

1. The member of staff can use their discretion to confiscate, retain and/or destroy any item found as a result of a ‘with consent’ search so long as it is reasonable in the circumstances. Where any article is thought to be a weapon it must be passed to the police.

2. Staff have a defence to any complaint or other action brought against them. The law protects members of staff from liability in any proceedings brought against them for any loss of, or damage to, any item they have confiscated, provided they acted lawfully.

Items found as a result of a ‘without consent’ search

What the law says:

- A person carrying out a search can seize anything they have reasonable grounds for suspecting is a prohibited item (that is a weapon/knife; alcohol; illegal drugs or stolen items) or is evidence in relation to an offence.
- Where a person conducting a search finds **alcohol**, they must retain it for return to the parent.
- Where they find **controlled drugs**, these must be delivered to the police as soon as possible.
- Where they find **other substances** which are not believed to be controlled drugs these can be confiscated where a teacher believes them to be harmful or detrimental to good order and discipline.
- Where they find **stolen items**, these must be delivered to the police or returned to the owner, providing it is safe to do so.
- Any **weapons or items which are evidence of an offence** must be passed to the police as soon as possible.
- It is school policy to always deliver stolen items or controlled drugs to the police. If the owners of the items are known and do not pose a threat to the pupil, these will be returned to the owner.

Telling parents and dealing with complaints

Schools are not required to inform parents before a search takes place or to seek their consent to search their child.

1. There is no legal requirement to make or keep a record of a search, however as good practice the sheet below will be completed whenever a search and/or confiscation has taken place.
2. The school will always inform the individual pupil's parents or guardians where alcohol, illegal drugs or potentially harmful substances are found along with any other banned items which might be found.
3. Complaints about screening or searching will be dealt with through the normal school complaints procedure.

Appendix 6 - The use of reasonable force

What is reasonable force?

- (i) The term 'reasonable force' covers the broad range of actions used by most teachers at some point in their career that involve a degree of physical contact with pupils.
- (ii) Force is usually used either to control or restrain. This can range 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.
- (iii) 'Reasonable in the circumstances' means using no more force than is needed.
- (iv) As mentioned above, schools generally use force to control pupils and to restrain them. Control means either passive physical contact, such as standing between pupils or blocking a pupil's path, or active physical contact such as leading a pupil by the arm out of a classroom.
- (v) Restraint means to hold back physically or to bring a pupil under control. It is typically used in more extreme circumstances, for example when two pupils are fighting and refuse to separate without physical intervention.
- (vi) School staff should always try to avoid acting in a way that might cause injury, but in extreme cases it may not always be possible to avoid injuring the pupil.

2 Who can use reasonable force?

- (i) All members of school staff have a legal power to use reasonable force
- (ii) This power applies to any member of staff at the school. It can also apply to people whom the head teacher has temporarily put in charge of pupils such as unpaid volunteers or parents accompanying students on a school organised visit.

3 When can reasonable force be used?

(i) Reasonable force can be used to prevent pupils from hurting themselves or others, from damaging property, or from causing disorder.

(ii) In a school, force is used for two main purposes – to control pupils or to restrain them.

(iii) The decision on whether or not to physically intervene is down to the professional judgement of the staff member concerned and should always depend on the individual circumstances.

(iv) The following list is not exhaustive but provides some examples of situations where reasonable force can and cannot be used.

Schools can use reasonable force to:

- remove disruptive children from the classroom where they have refused to follow an instruction to do so;
- prevent a pupil behaving in a way that disrupts a school event or a school trip or visit;
- prevent a pupil leaving the classroom where allowing the pupil to leave would risk their safety or lead to behaviour that disrupts the behaviour of others;
- prevent a pupil from attacking a member of staff or another pupil, or to stop a fight in the playground; and restrain a pupil at risk of harming themselves through physical outbursts.

Schools cannot: use force as a punishment – **it is always unlawful to use force as a punishment.**

Staff training

Training is provided for senior staff so that they are able to support staff across the school. A senior member of staff will always support other staff across the school. A number of school staff are trained in MAPA.

Telling parents when force has been used on their child

Incidents of reasonable force are recorded on the schools 'Child Protection Online Management System' (CPOMS) in order to support the child and staff involved. Parents are informed either in person or by a phone call from the class teacher or senior leader (Refer to physical restraint policy).

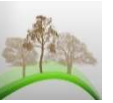
What happens if a pupil complains when force is used on them?

- All complaints about the use of force should be thoroughly, speedily and appropriately investigated.
- Where a member of staff has acted within the law – that is, they have used reasonable force in order to prevent injury, damage to property or disorder – this will provide a defence to any criminal prosecution or other civil or public law action.
- When a complaint is made the onus is on the person making the complaint to prove that his/her allegations are true – it is **not** for the member of staff to show that he/she has acted reasonably.
- Suspension must not be an automatic response when a member of staff has been accused of using excessive force. Schools should refer to the "Dealing with Allegations of Abuse against Teachers and Other Staff" guidance where an allegation of using excessive force is made against a teacher. This guidance makes clear that a person must not be suspended automatically, or without careful thought.
- Schools must consider carefully whether the circumstances of the case warrant a person being suspended until the allegation is resolved or whether alternative arrangements are more appropriate.
- If a decision is taken to suspend a teacher, the school should ensure that the teacher has access to a named contact who can provide support.
- Governing bodies should always consider whether a teacher has acted within the law when reaching a decision on whether or not to take disciplinary action against the teacher.
- As employers, schools and local authorities have a duty of care towards their employees. It is important that schools provide appropriate pastoral care to any member of staff who is subject to a formal allegation following a use of force incident.

What about other physical contact with pupils?

- It is not illegal to touch a pupil. There are occasions when physical contact, other than reasonable force, with a pupil is proper and necessary.
- Examples of where touching a pupil might be proper or necessary:
 - a. Holding the hand of the child at the front/back of the line when going to assembly or when walking together around the school;
 - b. When comforting a distressed pupil;
 - c. When a pupil is being congratulated or praised;
 - d. To demonstrate how to use a musical instrument;
 - e. To demonstrate exercises or techniques during PE lessons or sports coaching; and
 - f. To give first aid.

Search and Confiscation Record



Child's name:	Date:
Year Group:	Name of adult1: Name of adult2:
Reason for the search	
Items found	
Other agencies involved – please list with name, title and contact details	
Parent contacted:	
Date:	
Time:	
Meeting with parent and child minutes including sanctions / next steps	
Parent/career's signature: _____	
HeadTeachers signature: _____	

Date: _____