LIVING LIFE IN ALL ITS FULLNESS

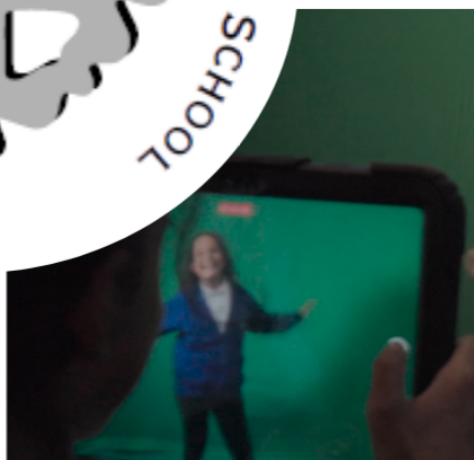
Behaviour Policy





ST MARGARET'S AT HASBURY (VC) PRIMARY SCHOOL





Key Safeguarding Personnel Contact Details		
Mrs Sara Shepherd	Headteacher	shepherd@hasbury.dudley.sch.uk 01384 818660

ST MARGARET'S AT HASBURY (VC) PRIMARY SCHOOL
LIVING LIFE IN ALL ITS FULLNESS

Section 1

Overview

Behaviour Policy Principles

Our Christian vision is 'Living life in all its fullness. School acknowledges their responsibility to all, to enrich lives and show love and respect. We do this by living out our values of Love, Courage, Respect, Trust and Forgiveness to enable all to become better in everything they do and to become the best version of themselves.

St Margaret's at Hasbury CE Primary School (SMAHPS) is committed to creating an environment where exemplary behaviour is at the heart of productive learning. Everyone is expected to maintain the highest standards of personal conduct, to accept responsibility for their behaviour

We have three school rules at St Margarets that are consistent throughout the school. These are:

'Ready, Respectful and Safe.

Our school rules are aligned with our Christian values and our school vision. Each class has these rules displayed and what these words mean to them. As adults we describe and model the behaviour we want to see from our children to ensure a safe, calm school environment.

The aims of this policy are:

- To create a culture of exceptionally good behaviour: for learning, for community for life.
- To ensure that all learners are treated fairly, shown respect and to promote good relationships.
- To provide a safe, comfortable and caring environment where optimum learning takes place.
- To provide clear guidance for children, staff and parents of expected levels of behaviour.
- To use a consistent and calm approach.

At St Margarets at Hasbury CE Primary School, our behaviour policy places children at the centre of our practice. Through this policy we aim for children to:

- Feel valued and part of the St Margarets school community
- Have a sense of belongings, feel safe and feel supported when at school
- Respect other children/adults points of views and feelings

Church of England Vision

Part of the Church of England's vision for education is that children are grounded in teachings about Hope, Dignity, Wisdom and Respect; creating a culture where children can grow to be content and happy. This happens best in a culture of love that accepts, forgives, and keeps faith with children. At St Margarets we aim to create a school community that is aligned to this vision and underpinned by the knowledge that all our children are born in the image of God and are unique.

We recognise that each individual child is at a different stage of social learning. Only through a consistent approach to supporting their behaviour will we be able to achieve an environment in which children can learn and develop as caring and responsible people.

The Role of the Parent

Active parental involvement is welcomed, appreciated and deliberately encouraged in order to:

- Ensure that children attend school regularly, arriving on time, alert and ready for the tasks ahead and are collected, promptly, at the end of the day;
- Understand and reinforce the school language as much as possible;
- Share in the concern about standards of behaviour generally;
- Support the work of the school as staff seek to support the whole family.

Out of School Behaviour

The school is committed to ensuring pupils act as positive ambassadors. If a pupil is wearing the St Margaret's uniform or can be identified as a pupil of the school, and is reported to have behaved in a way that constitutes a breach pf school's policy or brings the school into disrepute, school will look into this, and sanctions may be used.

The school's Senior Leadership Team will monitor the effectiveness of the policy at least once a year and report back to the Governing Board. The Senior Leadership Team will also monitor the visible consistencies around the school and the use of language and personal follow- up. Records will be kept by the Senior Leadership Team and in order to monitor and evaluate any changes brought about by the policy.

Section 2

Praise, sanctions and support

Our school has three simple rules: **'Be Ready, Be Respectful and Be Safe'.** These rules are explicitly taught and modelled by all members of our school.

We believe that:

- behaviour can change and every child can be successful;
- positive, targeted praise is more likely to change behaviour than blaming and punishing;
- reinforcing good behaviour helps children feel good about themselves;
- an effective reward system and celebrating success helps to further increase children's self -esteem, enabling them to achieve even more;
- understanding each child's needs and their circumstances helps us to act in the fairest way possible for that child, at that moment;
- visible consistency with visible kindness underpins everything we do;

Praise and Recognition

The first strategy that all adults default to for recognition of positive behaviour is verbal praise. This reinforces that pupils are making the right choices. This can take many forms, such as an adult saying: thank you, wow, well done, etc.

Rewards – Adults' choices

Rewards have their place, and we feel should exist for consistently living out school's values. All staff have a clear understanding of the rewards they can utilise across the school day. Any adult can award a class with class merits in multiples of 5. These accumulate and when the class have achieved 100, they receive the award they agreed with the class teacher. Children often choose; PJ day, film afternoon, forest school afternoon, visit to the local park etc.

Children receive house points which contribute to the overall achievement of their house. Postcards are sent home to celebrate a child's academic achievement or personal development achievement.

De – escalation

All adults and children foster positive relationships with each other, this is key to any behaviour management. When a pupil's behaviour isn't at the expected standard, it is important that adults use de-escalation strategies before moving to sanctions. This is often all that is needed to defuse a situation. Some strategies we use in St Margaret are:

- A quiet word
- Praising other children for doing the right thing
- Encouragement to change behaviour
- Ensure the pupil has time to chat to school's learning mentor
- Reflection time
- Distraction
- Moving seats in the classroom

This list is not exhaustive.

We understand that a common and consistent use of language around behaviour is essential in creating clear boundaries for learning how to behave. Our approach enables children to reflect and make the right choice. See appendix 1 for script)

Reminder	Caution	Last chance	Reset	Repair
A reminder of 'ready, respectful, safe'. Delivered privately wherever possible. Repeated where reasonable adjustments are necessary. Take the initiative to keep things at this stage.	A clear verbal caution delivered privately wherever possible, making the student aware of their behaviour and clearly outline the consequences should they continue. Use 'Think carefully about the next step'	Speak to the student privately and give them a final opportunity to engage. Offer a positive choice and refer to previous examples of good behaviour. Ask child to stay behind for 2 minutes – this is not negotiable.	This is a short time outside the room or at the side of the field of play. It is a few minutes for the child to calm down, breath, look at the situation from a different perspective and compose themselves.	This might be a quick break time chat or a more formal restorative meeting. This step is essential and must happen without fail.

Escalation

Escalation can take the following forms in school

Escalation		
1	2	3
For ongoing or repeated concerns	For severe or repeated concerns	Potential serious breach of the behaviour policy has occurred or where the pupil fails to comply with previous sanctions.
Record on Cpoms, inform parents. SLT will follow up	Radio for SLT	Radio for SLT

Escalation 1

Where a pupil's behaviour is concerning and repeated over an ongoing period, they will be monitored by SLT. This involves keeping in touch with the pupil, 'checking in on them', monitoring Cpoms, referring to the school's learning mentor. Children might be asked to catch up on lost learning at break or lunch time.

Escalation 2

When a pupil's behaviour is of severe or immediate concern, a staff member may radio for SLT. The attending SLT will use their professional experiences to de-escalate the situation. This might involve providing calming time for the pupil, quiet reassuring conversation

reminding the pupil of expected behaviour, time out of class with support to be reintegrated. Once the de-escalation is complete, a member of SLT will investigate and decide on the next action. This might be a phone call home to inform parents, missed playtime/lunchtime, planned nurture sessions, time out of class (**formal reflection** - morning or afternoon) completing work.

Escalation 3 (HT/DHT)

This is where a potentially serious breach of the behaviour policy has occurred or where the pupil fails to comply with previous sanctions.

Serious breach of behaviour might include:

- Bringing prohibited items (weapon, vape, cigarettes, etc) into school
- Stealing
- Persistent disruptive behaviour
- Physical attacks on adults/children
- Using derogatory language
- Damaging school property
- *Are verbally abusive towards a child/ adult*
- *Physically harm a child/ adult*
- *Damage school property with intent*

Inappropriate behaviours between peers will always be challenged. It is unacceptable to downplay certain behaviours, as 'just banter', 'having a laugh', 'part if growing up' or 'boys will be boys'. This can lead to a culture of unacceptable behaviour, an unsafe environment for children and in worst case scenarios a culture that normalises abuse leading to children accepting it as normal and not coming forward to report it. (KCSIE 2023)

If a serious breach has occurred, Headteacher or deputy headteacher will call parents/carers in for a meeting to discuss the outcome which could be formal reflection, suspension or permanent exclusion (in line with exclusion policy)

When we see patterns of behaviour or when behaviour is concerning, we act quickly to work together with parents/carers and agencies to put things back on track and ensure other pupils learning is not disrupted.

Supporting pupils

All our pupils have access to nurture support within school. This support helps the child to work through barriers, build self esteem, and ultimately flourish.

Families who are receiving support from early help will have support from Mrs Stokes, our Inclusion Lead.

Some pupils are impacted by adverse childhood experiences which can often be displayed in making wrong behaviour choices. As a school, we recognise that their behaviour is their way of communicating their emotions. We also understand that for many children they need to feel

a level of safety before they exhibit extreme behaviours. Where possible, we use our most skilful staff to build relationships with each individual child and identify the level of support needed by the pupil and put this provision in place. **(see appendix 2).**

We expect all staff to:

- Practice excellent behaviour
- Notice excellent behaviour
- Create conditions for excellent behaviour
- Be consistent

Daily, <u>all staff will:</u>

- **Meet and greet** at the door
- Refer to **'Be Ready, Be Respectful, Be Safe'**
- **Model** positive behaviours and build relationships
- **Plan** lessons that engage, challenge and meet the needs of all pupils
- Use a **visible recognition** mechanism throughout every lesson
- Be **calm** and give 'take up time' when going through the steps. Prevent before sanctions
- **Follow up** every time, retain ownership and engage in reflective dialogue with pupils
- Never ignore or walk past pupils who are making poor choices— ask those involved if they need support; sometimes too many people can be overwhelming

<u>Leaders will:</u>

- Meet and greet pupils at the beginning of the day;
- Be a visible presence around the site and especially at changeover time;
- Celebrate staff, leaders and pupils whose effort goes above and beyond expectations;
- Regularly share good practice;
- Support middle leaders in managing pupils with more complex or entrenched negative behaviours;
- Use behaviour data to target and assess school wide behaviour policy and practice;
- Regularly review provision for pupils who fall beyond the range of written policies;
- Be a daily visible presence around their corridor and the site, particularly at times of mass movement.

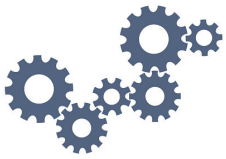
Section 3

Behaviour Procedures

(summarised)

Behaviour Procedures 2024 (summarised)

Good behaviour emanates from a stimulating and exciting curriculum. St Margaret's at Hasbury CE Primary School acknowledges the need for clear behaviour procedures to sustain consistent approaches from all staff. The following routines must be the cogs, the consistencies that all staff adhere to in order to maintain a happy, caring and safe learning environment. Children should be reminded of classroom practice by ***positive correction****.*



All adults will:

- *Meet and greet all learners with a smile*
- *Have a calm demeanour, demonstrating calm and consistent adult behaviour*
- *Use countdown in order to get the class ready for instruction*
- *Set the class to work (use TROGS)*
  *-**T**ime and task. Give the time/deadline before the task.*
  *-**R**esources – what do individuals/groups need for the task?*
  *-**O**utcomes – what do you want to see at the end of the time/session, or what is the success criteria or expected outcome agreed with the class?*
  *-**G**rouping – individual work in silence, paired work, groups, seating arrangements etc.*
  *-**S**top signal – a reminder that you will use the countdown when you want to speak to them as a class.*

Children receive individual rewards such as praise, stickers and house points for high effort and positive demonstrations of the school's Christian values and school rules. The class also receives class merits. These can be given by any adult when children show unity, follow the school rules and are active roles models for (SMAHPS). *Once the class reaches 100 merits they receive their class award (agreed on prior to starting the count to 100, pizza party, extra play, dvd session etc).*

Children are also rewarded at lunchtime, by lunchtime supervisors. Children are rewarded with stickers, certificates, 'ask what I have done today' slips. Children are thanked in a special assembly.

Our Rules	Visible Consistencies	Over and Above Recognition
1. Be Ready Try and listen to instructions 2. Be Respectful Try to use kind words 3. Be Safe Try to keep hands and feet to yourself	1. Daily meet and greet 2. Persistently catching children doing the right thing 3. Picking up on children who are failing to meet expectations 4. Accompanying children to the gate at the end of every day 5. Praising in public (PIP), Reprimanding in private (RIP) 6. Consistent language	1. Certificates 2. Stickers 3. Phone call/text home 4. Verbal praise 5. Notes home 6. SLT praise 7. Class merits 8. Show work to another adults 9. Visit to HT

Where children are not *following instruction or are* ***disrupting learning*** *they will be given the opportunity to reflect and correct their behaviour through the stages listed below.*

1. *Reminder: of the 3 simple rules of* ***Be Ready, Be Respectful, Be Safe;***
2. *Caution: clear 30 second scripted intervention, delivered privately, making the pupil aware of their behaviour and clear communication of the consequences if they continue*
3. *Time out: short time for a few minutes to calm down, get different perspective*
4. *Repair: a quick chat or a more formal meeting*

Stage 1 (Reminder and Caution)

Reminder of the 3 simple rules of ***Be Ready, Be Respectful, Be Safe.*** *Children can receive up to 2 verbal warnings. It is important children are reprimanded in private, a subtle, clear message (scripted intervention)*

Stage 2 (Time Out and Repair)

If after 2 warnings the child has not corrected their behaviour the child will miss 5 minutes of their playtime. EYFS children are to be seated in a reflection space. A dialogue with parents must take place and CPOMs updated.

Chat at breaktime/lunchtime or a more formal meeting

Stage 3 (SLT become involved)

<u>Children will reach stage 3 if they:</u>

- *Repeatedly cause disruption*
- *Are verbally abusive towards a child/ adult*
- *Physically harm a child/ adult*
- *Damage school property with intent*
- *Use racial incidents (adult has investigated the incident and is sure it is racial)*
- *Use homophobic incidents (adult has investigated the incident and is sure it is homophobic)*
- *Use offensive/foul language towards a child/adult, in a manner which is abusive.*
- *Fail to calm down repeat defiance/rudeness to staff.*
- *Bring into school prohibited item/s*

HT/DHT will meet with parents to discuss the behaviour, discuss expectations, ensure understanding of the expected behaviours and discuss what support school has already put in place and what will be put in place to further support the child. At this point it might be felt that the child needs to go on a behaviour plan issued by HT/DHT in consultation with the SENCo or Inclusion Manager.

Possible endorsements for stage 3 will be one of the following:

Break time reflection/reflections

Lunchtime reflection/reflections

Removal from class for a session

Lunchtime suspension

Suspension

Exclusion

Section 4

Exclusions

Exclusion policy

This section of the policy is written in conjunction with the DFE guidance suspension and permanent exclusion from maintained schools https://assets.publishing.service.gov.uk/media/64ef773513ae1500116e30db/Suspension_and_permanent_exclusion_guidance_september_23.pdf

Definitions

Suspension – when a pupil is removed from the school for a fixed period. This was previously referred to as a 'fixed-term exclusion'.

Permanent exclusion – when a pupil is removed from the school permanently and taken off the school roll. This is sometimes referred to as an 'exclusion'.

Off-site direction – when a governing board of a maintained school requires a pupil to attend another education setting temporarily, to improve their behaviour.

Parent – any person who has parental responsibility and any person who has care of the child.

Managed move – when a pupil is transferred to another school permanently. All parties, including parents and the admission authority for the new school, should consent before a managed move occurs.

This policy recognises that the head teacher has the power to exclude violent or very disruptive pupils who prevents others from learning, or who threaten the health and safety of themselves or others in the school.

Incident

The adult who witnesses the incident will decide on the seriousness of the incident and where necessary steps to 'escalation 2 or 3'.

Investigation

HT/DHT will investigate the incident immediately. This involves interviewing all parties, both staff and pupils, answering only 5 key questions (Who?, What?, When?, Where?, How?). A record of what said with time and date will be made and uploaded onto CPOMS.

Evidence

All parties will be interviews or asked to write their account of the incident, whilst it is fresh in their minds. If parents/carers appeal the suspension/exclusion, the head teacher must provide them evidence on which the decision to exclude was made.

Decision

When establishing the facts in relation to an exclusion or suspension, the head teacher must apply the civil standard of proof, i.e. 'on the balance of probabilities' it is more likely than not that a fact is true.

Based on all the evidence, there are three courses of action that the headteacher, (or Deputy Headteacher assuming responsibility for the decision) can take:

- **In school sanctions**

Rewards and sanction section of this policy comes into effect.

- **A suspension from lunchtimes**

Parents will be notified immediately by telephone informing them of the reason for the exclusion, steps that have been taken to avoid the exclusion and when the child should be collected for the suspension to start, the length of the suspension and the date and the time that the pupil should return to school. A letter will be sent home explaining the reason/s for the suspension, the period of suspension and parents'/carers' right to make representations about the suspension to the governing board. Where there is a legal requirement for the governing board to consider the suspension, that parents have a right to attend a meeting, to be represented at the meeting (at their own expense) and to bring a friend.

If a child is suspended at lunchtime for less than five days parents can make a representation in writing to the disciplinary committee. However, the disciplinary committee cannot reinstate the child in this instance. Parents/carers do not have any right to appeal, but can make representation.,

Arrangements will be made with parents for how the child will be successfully re-integrated back into school. In most cases, this will include the provision of an individual support plan, in order to reduce the risk of further suspensions.

- **Suspension**

Parents will be notified immediately by telephone informing them of the reason for the exclusion, steps that have been taken to avoid the exclusion and when the child should be collected for the suspension to start, the length of the suspension and the date and the time that the pupil should return to school. A letter will be sent home explaining the reason/s for the suspension, the period of suspension and parents'/carers' right to make representations about the suspension to the governing board. Where there is a legal requirement for the governing board to consider the suspension, that parents have a right to attend a meeting, to be represented at the meeting (at their own expense) and to bring a friend.

If a child is suspended at lunchtime for less than five days parents can make a representation in writing to the disciplinary committee. However, the disciplinary committee cannot reinstate the child in this instance. Parents/carers do not have any right to appeal, but can make representation.,

Arrangements will be made with parents for how the child will be successfully re-integrated back into school. In most cases, this will include the provision of an individual support plan, to reduce the risk of further suspensions.

- **Permanent Exclusion**

A decision to exclude a pupil permanently will only be taken in response to a serious breech or persistent breaches of the school's behaviour policy: **and** where allowing a pupil to remain in school would seriously harm the education or welfare of the pupils or others in school.

Chair of Governor

It is our practice to ensure the Chair of Governors is informed of all suspensions and exclusions.

Use of reasonable force and restrictive practices in schools

Behaviour Policy 2024

Use of reasonable force and restrictive practices in schools

Reasonable force can be used to prevent pupils from hurting themselves or others, from damaging property, or from causing disorder. In a school, force is used for two main purposes – to control pupils or to restrain them.

Definitions

Reasonable force' - actions involving a degree of physical contact with pupils; it can be used to prevent pupils from hurting themselves or others, damaging property, or causing disorder

'Force' can mean guiding a pupil to safety, breaking up a fight, or restraining a student to prevent violence and injury

'Reasonable in the circumstances' means using no more force than is needed

'Control' is either passive – e.g. standing between pupils, or active e.g. leading a pupil by the arm out of a classroom

'Restraint' means to hold back physically or to bring a pupil under control

The Legal Position

Who can use reasonable force?

All members of school staff have a legal power to use reasonable force, and it can apply to other adults, e.g. unpaid volunteers or parents accompanying children on a school trip. Staff should use their professional judgement of each situation to make a decision to physically intervene or not.

Staff should avoid causing injury, pain or humiliation, but in some cases it may not be possible. Schools do not require parental consent to use force on a pupil.

When can physical force be used?

Schools can use reasonable force to:

- Remove disruptive pupils if they have refused to follow an instruction to leave
- Prevent a pupil who: disrupts a school event, trip or visit
  leaves the classroom where this would risk their safety or disrupt others
  from attacking someone
- Restrain a pupil at risk of harming themselves through physical outbursts

Schools cannot use force as a punishment – this is always unlawful.

School will record all serious behaviour incidents and any restraints onto CPOMs.



Appendices

Appendix 1

Scripted Interventions

Additional support

30 second intervention:

- Gentle approach, personal, non-threatening, side on, eye level or lower
- State the behaviour observed and which rule it contravenes
- Tell the learner the consequence, refer to previous good behaviour as a model
- Walk away from the learner, allow them time to decide what to do next. If there are comments, note them down to follow up later;

A 30 Second Script for the 'last chance' step;

I noticed you are… (having trouble getting started/struggling to get going/wandering round the classroom)
It was the rule about….that you broke
You have chosen to… (move to the back/catch up with your work at home)

Do you remember last week when you…(arrived on time every day/engaged brilliantly in that maths lesson)
That's the person I need to see today
Thank you for listening.

Intervention Scripts - Effective 30 Second Interventions

1. Gentle approach, personal, non-threatening, side on, eye level or lower
2. State the behaviour that was observed and which rule/expectation/routine it contravenes
3. Tell the learner what the sanction is. Immediately refer to previous good behaviour/learning as a model for the desired behaviour
4. Walk away; allow them time to decide what to do next. If there are comments as you walk away, write them down and follow up later
5. Look around the room with a view to catch somebody following the rules

How to land a difficult message, softly:

- Remind the learner of their previous good behaviour
- Challenge their negative internal monologue 'You can do this, keep trying'
- Thank the child for listening
- Position yourself lower than eye level or side on if you are standing; don't demand sustained eye contact
- Use a soft, disappointed tone

- Remind yourself that the sanction is a consequence not personal retribution
- Walk away as soon you have finished speaking

Refocusing the Conversation

When learners try to argue, shift the blame, or divert the conversation you can calmly and gently repeat the line you have been interrupted in. This encourages the learner to realise that you will not be diverted from the conversation you are leading.

The more calmly assertive you are in delivering this repeat the more effective it will be.

Try slowing down the request the second time you repeat it and using gentle eye contact to reinforce.

A Model of Positivity

- Smile!
- Convince your class that there is no place that you would rather be
- Find out what makes a learner feel important, valued, like they belong
- Reward learners for going 'above and beyond' expectations, not simply meeting them
- Let children lead learning, share responsibility, delegate jobs
- Mark moments with sincere, private verbal praise
- Write down your praise and reinforcement; mark the moment and 'anchor' the behaviour
- Show learners their ideas and experiences have real value
- Ensure your mechanism for positive referrals is individualised
- Catch learners doing the right thing
- Use subtle, private praise and reinforcement
- Differentiate the way you celebrate achievement – not everyone wants to feel famous but everyone wants to feel important
- Class displays and classroom environments that scream high expectations
- Make learners feel important for the behaviours that they can show and not for the behaviours that they can't
- They agree rules/routines/expectations with their class and consistently apply them with positive and negative consequences

Appendix 2

Support with Behaviour

It is important for pupils to recognise their emotions and outcomes and learn to self-regulate their own emotions and behaviours. They need to recognise when they are upset or bored or perhaps just avoiding work and understand how their behaviour affects others. It is powerful when pupils discover how to manage their own behaviour and emotions rather than having an adult direct it for them. We teach pupils good coping and regulation strategies so that they can help themselves when they experience emotions such as anxiety or stress; tools which will support them in later life.

Visual Timetables

All classrooms at St Margaret's Primary School have a prominent, interactive class visual timetable that is referred to throughout the school day. It is an important teaching tool, helping to:

- Develop memory and recall skills. Seeing the structure of the day can help with memory skills for pupils who think better in pictures than in verbal language
- Teach organisation and independence skills. Pupils self-check what they should be doing and where they should be
- Reduce challenging behaviours. Pupils learn to navigate their day by showing lessons, calm or choice times, sensory breaks, and home time. This helps to reduce stress and anxiety.

Some Pupils may also need individual timetables to refer to and/or Now and Next boards.

SEMH Pathways

Additional support for children with social, emotional and mental health difficulties may require further support throughout the day. They may need a more individualised visual timetable or an individualised curriculum. They may benefit from the use of a task management board to enable them to visualise what is coming next to support with transitions. School may feel it is beneficial to share social stories with children and their families to support with transitions or to liaise with parents to use transitional objects. The use of nurture activities and the support of a key adult may be organised.

Reduced Timetables

(SMAHPS) takes its statutory duty to provide full time education for all pupils according to their age, aptitude and ability, taking into account any special needs seriously. However, in very exceptional circumstances there may be a need for a temporary reduction in educational provision to meet a child's individual needs. A reduced educational provision is not treated as a long-term solution nor is it used as a sanction or as a behavioural management took.

When might a reduced educational provision be considered?

A reduced educational provision is only put in place in exceptional circumstances, where every other avenue to ensure a child receives their full-time education has been exhausted. The exceptional circumstances are likely to be:

1. As part of a planned re-integration into school following an extended period out of school due to exclusion, non-attendance, school refusal or to facilitate a managed transfer between schools.

2. As a temporary intervention to address and manage the impact of significantly challenging behaviour or emotional or social needs, whilst alternative arrangements are being made to meet the individual needs or to co-ordinate with therapeutic intervention or other services.

3. Put in place as a method of managing pupils at risk of exclusion. The agreement will have a time limit by which point the pupil is expected to attend full-time or be provided with alternative provision.

At (SMAHPS) we will:

- only introduce a reduced timetable as part of a planned strategy that Is taken in the best interests of the child and attracts the understanding, approval and written agreement of parents/carers or in the case of a Looked After Child, the allocated social worker;
- only introduce a reduced timetable with the principal purpose being the successful reinstatement of the child's full-time school attendance, re-integration and inclusion;
- provide appropriate work for the child when not in school which is reviewed and relevant feedback provided where appropriate;
- liaise with parents/carers to identify the purpose of a reduced timetable, clear time limits, with a clear target of resuming full-time attendance, preferably over a period in which the time in school increases steadily and incrementally. However, it may be that the amount of time in school cannot be increased incrementally initially but rather the expectations of the child whilst in school changes, depending on individual needs. Parents/carers will be asked sign to confirm they are in agreement with the reduced timetable.

Relentless Routines: (*Paul Dix Chapter 1 & 8)*

These routines, consistently seen and heard around school, will ensure all pupils are clear about the behaviour expectations of all adults.

- All adults will meet and greet pupils at the beginning of the day – there will be an adult at the door of every classroom to meet our pupils;
- Pupils and adults will be expected to demonstrate pride and a high level of expectation when moving around school. Pupils and adults will adhere to agreed dress codes and ensure that they are well presented before walking to Collective Worship, for example.
- When adults in school require the full attention of a class or group of children, they will count down from 5 and use key phrases such as 'eyes on me'. Pupils are taught to stop what they are doing, turn to face the adult and be ready to listen. This ensures a quiet and calm classroom where the teacher can address pupils at the same time.
- All adults and children will follow 'Fantastic Walking' **(Appendix 1)** throughout the school site – at all times.

School ethos and Curriculum

Through our Christian Values and curriculum we aim to:

- Teach specific social skills e.g. sharing, turn taking, listening to each other, how to address people politely;
- Teach strategies for children to solve conflicts peacefully;
- Teach specific co-operative and collaborative skills to enable children to work effectively as a member of a group;
- Agree boundaries of acceptable behaviour with all pupils and regularly remind children of these;
- Enable children to recognise, understand and respond to a range of feelings;
- Develop vocabulary to enable children to express feelings verbally rather than physically;
- Promote equal opportunities and instil a positive attitude towards differences;
- Promote an ethos of peer support;
- Ensure the atmosphere in the classroom environment is conducive to learning;
- Ensure children are aware of the consequences of their words and actions towards themselves and others.

.

Appendix 3