

Charlestown Primary School



Behaviour Policy September 2024

**Approved by: Full
Governing Body**

Date: September 2024

Amendments:

September 2024

Last reviewed on:

November 2022

Next review due by:

September 2025

At Charlestown Community Primary School, we are committed to creating an environment where strong relationships are at the heart of everything we do. We are a restorative school whereby everyone is made to feel a part of our community. Our behaviour policy guides staff to support children to understand and reflect upon the impact of their words and actions through demonstrating respectful interactions with all members of the Charlestown Community. It is expected that all members of the Charlestown Community, staff, children, and parents will adhere to the guidance set out in this policy to ensure that children are consistently immersed in a respectable, responsible and safe environment.

Aims of the policy

- To create a culture of good behaviour for learning, for community and for life
- To create a culture of mutual respect and positive relationships within the community
- To help learners take responsibility for their behaviour and the consequences of it
- To support learners in understanding the importance of making safe behaviour choices
- To ensure that excellent behaviour is a minimum expectation of all

Expectations of Adults

At Charlestown, we expect the adults to:

1. Meet and greet at the door
2. Refer to “**respectful, responsible, safe**”
3. Model positive behaviours and build relationships
4. Give first response to positive behaviours
5. Use Trackit Lights regularly and consistently as outlined in this policy
6. Maintain a calm approach and always allow “reaction time” when going through the Trackit Lights system
7. Explain that you are using an additional strategy because the previous one didn’t help
8. Staff should not ignore or walk past learners who are engaging with negative behaviours if there are no other staff members dealing with the situation
9. Where staff see that a colleague is finding a situation challenging, they should ask if the staff member needs a change of face before becoming involved in the situation as this could potentially lead to a heightened incident

Phase Academic Leaders

Phase Academic Leaders (PALs) are not expected to resolve behaviour situations in isolation. Rather they are to stand alongside colleagues to support, guide, model and show a unified consistency to our learners.

Phase Academic Leaders will:

- Be a visible presence around school to encourage appropriate conduct
- Support staff in returning children to learning by sitting in on restorative conversations
- Regularly support staff and learners whose efforts go above and beyond expectations
- Use behaviour data (recorded on Trackit Lights/CPOMS) to target and assess best practice in year groups

Senior Leaders

Senior Leaders are not expected to resolve behaviour situations in isolation. Rather they are to stand alongside colleagues to support, guide, model and show a unified consistency to our learners.

Senior Leaders will:

- Take time to welcome learners at the start of the day
- Be a visible presence around the school – especially at transition times
- Celebrate staff, leaders and learners whose effort goes above and beyond expectations
- Regularly share good practice
- Support Phase Academic Leaders in managing learners with more complex negative behaviours
- Use behaviour data (recorded on Trackit Lights/CPOMS) to target and assess best practice in year groups
- Regularly review provision for learners who fall beyond the range of written policies

Lunchtime staff

Lunchtime Organisers (LOs) are expected to resolve any behaviour incidents as they happen. Through their training, they are expected to engage with pupils to prevent incidents arising. Trackits can be awarded by Lunchtime staff and added to the system after the lunchtime break. A senior Lunchtime Organiser should be informed if an incident escalates or cannot be resolved by the lunchtime staff.

Children

We have a clear set of routines around the school, so the children know what is expected of them at a given time. When moving around the school we expect our children to follow the age-appropriate behaviour expectations. This is explained on our year group behaviour expectations document on the school website. The school expects every member of the school community to behave in a considerate way towards others. **We always remind children to be 'respectful, responsible and safe'** in any situation.

We use the term 'fantastic feet' as our expectation that all children walk around school safely.

The school will establish clear routines for behaviour within the school day, before and after school during clubs, lunchtimes and in the extended school day. These routines will be consistent, and everybody will be expected to follow them. The whole school and class expectation for behaviour will be shared and discussed with the children regularly.

Children will be taught the skills they need to manage their own behaviour, time and resources enabling them to become effective self-managers. We use the Zones of Regulation as a whole school approach. The use of zones highlights that all emotions are valid and adopts a regulation approach of how the children can control their reactions to different emotions.

Children are expected to keep learning spaces tidy and organised and free from litter. They should be taught to manage risk and be responsible by returning any resources.

Recognition and rewards for effort

We recognise that there are times when members of our community go above and beyond our standards and as such, we feel it is important that the community gets the opportunity to

celebrate these instances. At Charlestown we recognise that the use of praise can have a positive impact on a child's self-esteem. A quiet word of personal praise can be as effective as a more public celebration. We believe that this is the key to building strong relationships especially with some of our harder to reach learners. Praise is given in a number of ways throughout our school such as:

- Green lights awarded on Trackit Lights
- Positive messages shared with parents at home time
- A phone call home
- Recognition in our termly "Secret Celebration Assembly"

Celebration Assembly

Each week on a Friday, one child from each class will be chosen as the class "star of the week". Each child will receive a certificate from their class teacher.

Secret Celebration Assembly

Our Secret Celebration Assembly is an exciting event which happens at the end of each term. Teachers will select a child from their class who they feel has gone above and beyond our school rules and values. The parents and carers of the chosen children will be secretly invited to attend a special event. The children will receive a certificate during the assembly.

Managing Behaviour

A high level of engagement is always our aim at Charlestown Primary School. For the majority of our learners, a gentle reminder is all that is needed to ensure that they stay on task. Occasionally, a child may benefit from leaving the classroom for a short period of time with an adult or to a designated and prearranged safe space – this would only happen when every effort has been made to support a learner to regulate themselves and the appropriate steps using the Trackit-Lights system have been followed (see below). Staff will praise the behaviour we want to see before calling out a negative behaviour. All children should be given "reaction time" between each step to allow them to regulate. It is not possible to leap/bypass/accelerate steps for repeated low-level disruption. At all times, the adult should remain calm and in control. Learning mentors are placed strategically around the school and are available for those children who need a moment out of class to regulate their behaviour.

Restorative Practice

Charlestown Community Primary School uses Restorative Practice to promote good behaviour and resolve unacceptable behaviour in a fair and consistent way. The restorative questions are displayed in every classroom. Efforts will be made to establish the truth of a situation and a cooling down period may be advisable. However, issues must be addressed appropriately and promptly. Decisions regarding consequences must be considered, reasonable and not made on impulse.

Questions which would be the basis of a restorative conversation at Charlestown Community Primary:

- What happened?
- What zone were you in at the time?
- What have you thought since?
- How did this make people feel?
- Who has been affected?
- How have they been affected?
- How can we fix this?
- How can we do things differently next time?

If there are any disrespectful/negative behaviour incidents in class with an adult, then a reflect and repair conversation will take place once the child is in the correct zone and ready to calmly talk, reflect and repair with the adult.

Boxall Assessment

Where it is felt that behaviour is due to an SEMH (social, emotional, mental health) need, the SENDCO will speak to parents regarding completing a Boxall Profile. Strategies will then be put into place.

Practical steps in managing and modifying poor behaviour

Learners are taught and reminded that they are responsible for their behaviour. Staff will resolve any behaviour incidents without delegating. Staff will use the Trackit Lights system (see below) to enable every child to correct their behaviour. The Trackit Light screen should always be displayed. When behaviours do not meet our Charlestown Rules of **“Respectful, Responsible and Safe”** there are clear and consistent consequences in place. The four lights on Trackit Lights are used to reinforce to children that **“their behaviour is their choice”**.

Outside Class and Playground Positive Behaviour Management:

The principles of the Restorative Practice and Trackit Lights system will continue outside class and in playground contexts.

Playground:

Lunchtimes and Playtime:

- All adults are responsible for engaging with children through play and conversation.
- All adults must be vigilant to address ‘tensions’ before they result in incidents.
- All adults must deal with incidents appropriately.
- Children must approach staff outside and not come into school.
- Serious incidents will be referred to learning mentors / SLT and recorded on CPOMS.
- At lunchtime Trackit Lights will be given to children showing positive behaviour.
- Children must be engaged in restorative conversations and given an opportunity to share what has happened and incidents recorded properly.

All significant incidents must be reported to the class teacher as they are collected from the playground and recorded on CPOMS.

Trackit-light points

The trackit light chart will be displayed on the interactive board in every classroom. All children start each day on a positive. If a child displays a challenging or inappropriate behaviour, such as being defiant, rude or disrespectful, then a warning will be given and a discussion will be had with the teacher about making the right choices to improve behaviour and sanctions that will be in place e.g. move the child to another table within the class or allow the child time to reflect within the class. (Discussions will be age appropriate). At this point, the child will be placed on AMBER, and it will be recorded on to the Track It Lights software. If the child makes the right choices and resumes the appropriate behaviours, they will return to GREEN. However, if the inappropriate behaviour continues, a YELLOW trackit will be given. The child will be placed on a RED if the behaviour continues further and it will be recorded on to the Track It Lights software. Upon the recording of a RED, members of the Senior Leadership Team are automatically informed via email. It is an expectation that a member of the Senior Leadership Team then attends the situation where the negative behaviour has occurred. At this point, the child will have a restorative conversation with their class teacher or learning mentor and a member of SLT to discuss the incident and ways forward. Parents will be notified by the Class Teacher on the day they receive the RED and the teacher will record the incident on CPOMS. We will follow the Consequence Escalation Process (CEP, see below) regarding communications and behaviour meetings which parents and carers must attend as the next step to support their child to improve their behaviour.

Consequences

We need to help children make informed and positive choices, but if poor choices are made, whether deliberate or intentional, consequences need to be implemented. It is the duty of staff within our school to support children and strive to understand the underlying reasons for behaviour whilst recognising that children should be supported in taking responsibility for their actions. We also use the zones of regulation as a first strategy to understand why they are displaying these behaviours. In this, we use planned de-escalation strategies linked to each of the zones. We never shout at a child or show sarcasm towards them. Children will never be made to stand outside the classroom door or in a corner as a consequence. However, at times it may be necessary for children to work individually around school to support them in managing their behaviour.

To encourage children to accept responsibility for their behaviour, procedures are clearly and regularly explained and reinforced in the classroom and during assemblies. We believe that every member of our school community has a fundamental right to learn in a safe, supportive environment and to be treated with respect.

Consequence Escalation Process (CEP)

These are the steps that we will follow as a school when your child receives red trackits. It is important to us as a school that we work with you to support your child to improve their behaviour.

Action	Outcome
1 red = class teacher /TA contact the parent	Reflection
2 reds = class teacher and Phase Academic Lead meet with parent	Reflection
3 reds = class teacher and Interim Assistant Headteacher meet with parent	Internal isolation
4 reds = Interim Assistant Headteacher and Deputy Headteacher or Headteacher meet with the parent	further consequence at Head's discretion followed by a reintegration meeting upon returning to school

Consequences may involve

- Reflection time (age appropriate) with a member of SLT
- Missed play time or lunch time (although time is always allowed for a brain break, some exercise and a toilet break)
- A behaviour meeting with parents/carers for persistent red trackits
- Internal isolation (completing work out of class)
- Suspension

Alongside this we will also seek further external support from Outreach.

*** Suspension- this decision will be made by the Head and will depend on the severity of the child's behaviour.**

Zero Tolerance Behaviours

There are certain types of behaviours which Charlestown Primary School have a zero-tolerance approach to and would result in an instant RED on Trackits. Although this list is not exhaustive some are:

- Any form of discrimination or harassment including sexual and those against any of the protected characteristics
- Racism
- Inequality
- Homophobia
- Extremist behaviour
- Bullying, including cyber-bullying and prejudicial bullying
- Criminal damage
- Harassment including sexual harassment

Parents will always be notified if any of these incidents occur. Charlestown Primary School strictly adheres to the Equality Act 2010 and Human Rights Act 1998; we will not tolerate any discrimination against someone because of any of the protected characteristics (age, disability,

gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex and/ or sexual orientation). Any zero-tolerance behaviours/incidents will be referred to the Senior Leadership Team and reported to Governors.

Equality and Diversity

We must be aware and be vigilant to any form of bullying, discrimination or harassment of any nature. However, we need to be particularly aware of the Human Rights Act 1998 and the Equality Act 2010 (including the Public Sector Equality Duty) and any form of behaviour occurring against these rights will not be tolerated under any circumstances. As highlighted within KCSIE September 2024, being subjected to harassment, violence and or abuse, may breach children's rights as stated within the Human Rights Act. Children who are lesbian, gay or trans (LGBT), identify as LGBT or those who are perceived as being to be LGBT may be particularly vulnerable to be bullying and we need to be extra vigilant for signs of this. At Charlestown, we will not tolerate any form of bullying, discrimination or harassment and will ensure they are swiftly and fully investigated. We also believe in educating and supporting our school communities to help prevent the occurrence in the first place.

Sexual Harassment and Violence

We are aware and must be ultra-vigilant for signs of sexual violence and harassment, as we know that it is highly prevalent, and children often do not talk out about this and even accept it as the 'norm'. We must ensure this is not the case at Charlestown Primary School.

Behaviour in Schools Guidance (February 24)

Within Charlestown Primary School, we follow and adhere to the DfE Behaviour in Schools Guidance (February 24) Behaviour in Schools - Advice for Headteachers and school staff (publishing.service.gov.uk). We ensure they fulfil all the 'must' requirements and where appropriate all the should criteria as we believe in good practice in addition to compliancy.

The Head Teacher and Senior Leadership Team, take responsibility for implementing measures to secure acceptable standards of behaviour" to meet the national minimum expectation. We will ensure we will fulfil the national minimum expectation and that it is aligned with Ofsted's 'Good' grade descriptor for behaviour and attitudes:

- High expectations that are commonly understood and applied consistently
- Visible leaders that support staff to follow the policy
- Measures and interventions are in place to improve behaviour
- Behaviour does not normally disrupt teaching, learning or routines, and disruption is **not** tolerated
- Bullying is not tolerated, and the environment is safe and respectful; and Incidents of bullying, aggression and discrimination are dealt with quickly and effectively

Positive Handling Interventions and Searching

Charlestown Primary School will adhere to the permitted actions in line with government guidelines on the restraint of children. The Education Act 1996 forbids corporal punishment but permits staff to use 'reasonable force' to prevent a pupil from:

- Committing a criminal offence
- Injuring themselves or others

- Damaging property
- Acting in a way that is counter to maintaining good order and discipline at the school.

KCSIE September 2024, paragraph 166 states: 'There are circumstances when it is appropriate for staff in schools and colleges to use reasonable force to safeguard children. The term 'reasonable force' covers the broad range of actions used by staff that involve a degree of physical contact to control or restrain children. This can range from guiding a child to safety by the arm, to more extreme circumstances such as breaking up a fight or where a child needs to be restrained to prevent violence or injury. 'Reasonable' in these circumstances means 'using no more force than is needed'. The use of force may involve 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 the classroom.' Reasonable means 'Using no more force than is needed.' Paragraph 168 states: When using reasonable force in response to risks presented by incidents involving children with SEND including disabilities, mental health or with medical conditions schools should consider the risks carefully and recognise the additional vulnerability of these groups. They should also consider their duties under the Equality Act 2010 in relation to making reasonable adjustments, non-discrimination and their Public Sector Equality Duty.

Early and proactive intervention with a focus on de-escalation is the key approach and 'positive handling' will only be used as a last resort according to the criteria stated above. Appropriate training by qualified team-teach trainers needs to be provided for staff where you can anticipate positive handling may be required and positive handling plans for these children, agreed with the parents/ carers, need to be in place. If positive handling does occur, they must always be recorded on CPOMS, and parents informed.

In line with KCSIE September 2024, Charlestown Primary School recognise the importance of planning and implementing positive and proactive behaviour support, for instance through drawing up individual behaviour plans for more vulnerable children, and agreeing them with parents and carers, and effective adaptations and personalised approaches to meet varied needs can help to reduce the occurrence of challenging behaviour and the need to use reasonable force.

Under common law, school staff can search pupils with their consent for any item. If a member of staff suspects that a pupil has a banned item in their possession (weapons, alcohol, drugs, stolen items, fireworks, tobacco or pornographic images) a pupil can be searched in the presence of another member of staff without removing any item of clothing, without the pupil's consent but the parent/ carer must be informed. Any searches will be conducted by a member of staff who is the same sex as the pupil being searched.

Within Charlestown Primary School, we believe in the approach and ethos outlined within the Ofsted document, 'Positive environments where children can flourish.' We promote our staff working positively and confidently with children and that we must find the least intrusive way possible to support, empower and keep children safe. Building relationships of trust and understanding, understanding triggers and finding solutions and where incidents do occur, defusing and de-escalating the situation and/ or distracting the child wherever possible are key.

Searching, Screening and Confiscation advice for Schools

Charlestown Primary School complies with the searching, screening and confiscation DfE advice for schools. This reflects the response to the treatment of Child Q in December 2020.

If the police attend an incident at school that requires searching, the role of school staff is to always retain a duty of care for the pupils and advocate for their wellbeing. An assessment will be made of the balance between the potential mental and physical wellbeing of the child, and the risk of not recovering the suspected item. Our staff will be aware and knowledgeable about all other appropriate and less invasive approaches have been exhausted before involving the police. If a search does take place, schools should do everything “reasonably possible” to inform parents ahead of the search and must inform them after a search takes place. At least two other people must be present with the child throughout the search, one of which must be an appropriate adult. Schools will always focus on the wellbeing of the pupil during and after any search, whether an item is found or not. This should involve relevant staff, such as the Designated Safeguarding Lead.

Children’s personal property

Staff have the right to remove children’s property should the item be considered to be a distraction from children’s learning, inappropriate to task or a health and safety risk – it is to be kept in a safe place and returned to the parents at the end of the day.

School staff will always refer to the Head Teacher for guidance and support and all items will be safely stored in the school safe for the period of time agreed. Parents will always be involved if this action occurs. In the unlikely event of staff suspecting that children are carrying knives or items that could harm others, staff have the right to search children. This will be with 2 members of staff present. This is to ensure the safety and wellbeing of the entire School community. Parents will be notified of this action.

Behaviour Outside of the School Site

The Department for Education has issued all schools with regulations on managing pupils’ behaviour outside of the school site and outside of school hours. At Charlestown Primary School children are subject to the behaviour policy outside of the school site and outside of school hours whilst in school uniform.

Any poor or disrespectful behaviour outside of school will have the same consequences as if they were within the school or school hours. By sharing our policy with you, our community, we believe we can work together to ensure the healthy growth and development of every child at Charlestown Primary School.

Exclusions

Fixed-Term Suspensions and Permanent Exclusions

At Charlestown Primary School, we do not wish to suspend or exclude any child from school, but sometimes as a very last resort and for very specific reasons, this may be necessary. A child may be suspended only by the Head Teacher. Every effort will be made to avoid the need for any

exclusion, but schools will have the right to suspend/exclude pupils whose behaviour infringes on the safety of themselves or others and infringes upon the rights of the school community.

Parents/ carers have the right to appeal any decision to exclude their child both fixed term and permanently. Parent/ carers will be informed of any form of suspension or exclusion in writing and their rights to appeal will be clearly explained within the letter. At Charlestown Primary School, we all believe in the importance of inclusion and the meeting of varied needs and therefore will regularly review and adapt provision to help reduce the need for exclusion. Close collaborative working and partnership with parents/ carers and external agencies are also seen as key. Should the last resort of an internal exclusion, fixed term suspension be required, provision will be carefully considered and reviewed to help prevent the recurrence and these will be discussed and documented in the reintegration meeting. During the period of suspension, the child will be provided with appropriate work as detailed within guidance. Internal exclusions may be used as part of a continuum to enable the child to regulate, reflect on their behaviour as part of the restorative practice bespoke to their needs. As with suspensions, these will be used as a last resort and adaptations will be made to help prevent the need for more moving forward. Internal exclusions will be logged and shared with parents/ carers at all times.

We adhere to all the latest guidance and fulfil all legal requirements relating to behaviour and exclusions including the 'Exclusion from maintained schools, academies and pupil referral units in England Statutory guidance for those with legal responsibilities in relation to exclusion' and with Section 89 of the Education and Inspections Act 2006. Any form of suspensions, exclusions or internal exclusions will be reported to Governors on a half termly basis.

Permanent exclusions will only occur in extenuating circumstances.

Any decision to exclude a pupil will be lawful (with respect to the legislation relating directly to exclusions and a school's wider legal duties, including the European Convention on Human Rights and the Equality Act 2010); rational; fair; and proportionate.

Permanent exclusion will only be used as an absolute last resort, in response to a serious breach, or persistent breaches of the school's behaviour policy, and where allowing the pupil to remain in school, would seriously harm the education or welfare of the pupil or others in the school. In highly exceptional circumstances, if a child is permanently excluded, we will work with parents/carers and the local authority, to arrange a place at an alternative educational setting as soon as possible so as to minimise any further breaks in education provision. We will notify the local authority/social worker immediately and should work with the local authority to ensure that the child is found a place in another educational setting quickly. During any gap in provision, we will work closely together with social workers, local authorities and other professionals to ensure adequate and appropriate arrangements are in place to keep in touch with vulnerable children and young people.

We must inform the parents immediately, giving reasons for the exclusion. At the same time, they make it clear to the parents that they can, if they wish, appeal against the decision to the governing body. The School informs the parents how to make any such appeal. The governing body itself cannot either exclude a pupil or extend the exclusion period made by the Head Teacher. The governing body has a discipline committee, which is made up of between three and five members. This committee considers any exclusion appeals on behalf of the governors. When an appeals panel meets to consider exclusion, they consider the circumstances in which the pupil was excluded, consider any representation by parents and the LA and consider whether the pupil should be reinstated. If the governors' appeals panel decides that a pupil should be reinstated, the Head Teacher must comply with this ruling. Suspension and Permanent Exclusion guidance (July 2022) At Charlestown Primary School, we will comply with the DfE 'Suspension and Permanent Exclusion from maintained schools and pupil referral units in England, including pupil movement: Guidance for maintained schools, academies, and pupil referral units in England' July 2022 Suspension and Permanent Exclusion from maintained schools, academies and pupil referral units in England, including pupil movement (publishing.service.gov.uk) We fully believe and adhere to the DfE "ambition to create high standards of behaviour in schools".

Inclusion, SEND and Behaviour

Some children with additional needs, may require additional bespoke support and intervention to help meet their needs and support them in making positive choices. The programme of support will be highly bespoke, personalised and specifically targeted to address these needs with the collaboration of the parents/ carers. The successes will be reviewed, and the programme of support adapted adaptations made as frequently as the needs of the child requires.

Alternative classrooms (in house) ARC

Whilst at Charlestown we strive for our curriculum to be inclusive and accessible, we also recognise the need to offer an alternative classroom to some learners. Our additional resource centre (ARC) is for learners who are unable to access, or unsuited to, the mainstream classroom for a variety of reasons. They aim to ensure the continued education of learners in a supportive, bespoke and nurturing environment. We strive to reintegrate all learners back into the mainstream classroom wherever possible. These learners have individualised behaviour charts and therefore reasonable adjustments are made. There is a close working relationship between teaching staff and our SENDCo to ensure the correct targeted provision is in place.

Alternative Provisions (External)

Some pupils may need further external support and access to therapies to help support them in mainstream. At Charlestown we will approach our network of outreach for support services. During this placement, regular meetings and support will be offered to the pupil to enable reintegration into Charlestown Primary to be successful.

Inappropriate interaction between children

In situations where a child has touched another child inappropriately (be that in a game or otherwise), this must always be reported on CPOMS, and the DSL informed at the earliest opportunity. The decision will then be made as to whether the incident is referred into the Advice and Guidance. To ensure this decision is correct, several members of the safeguarding team will

investigate the situation and then decide on the best course of action. All parents will be informed of the situation.

Children will also be taught through PSHE sessions about inappropriate touching using the NSPCC pants rule for younger children and through discussion for older children.

Bullying

Bullying including cyberbullying, prejudice-based and discriminatory bullying. Bullying is the use of aggression and the intention of hurting another person. It can be physical, racial, sexual, homophobic, verbal, cyber and via mobile and assisted technology.

Children do fall out or say things because they are upset. When occasional problems of this kind arise, it is not classed as bullying. It is an important part of a child's development to learn how to deal with friendship breakdowns, the odd name calling or childish prank. We all have to deal with these situations and develop social skills to repair relationships. It is bullying if it is done repeatedly and on purpose.

Procedures:

Measures to Prevent Bullying:

Timetabled Class PSHE lessons (SCARF programme) and bespoke sessions if required.

Internet safety sessions as part of Computing lessons

Assemblies (these are in phases to make them age-appropriate) for all aspects

Child-friendly Anti Bullying Policy

Dealing with incidents of bullying is the responsibility of every member of staff.

Report bullying to a member of staff Incident recorded on CPOMS.

The bullying behaviour or threats will be investigated, and the bullying stopped quickly.

Parents will be informed.

Staff will work with the pupil(s) to change their behaviours and attitudes.

Parents/Carers

We ask parents/carers to:

- Look out for unusual/changed behaviours in their child
- Take an active and inquisitive role in their child's education
- **Inform the school if they have any concerns and not approach another child or their family**
- Reassure the child to speak honestly with a member of staff and encourage them not to take matters into their own hands. School will want to work with home to resolve the issues.

We expect parents to support their child's learning and to cooperate with the school. We try to build a supportive dialogue between the home and the school and we inform parents, in accordance with procedures outlined above, if we have concerns about their child's welfare or behaviour.