Positive Behaviour and Relationships Policy

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MAT Schools	**Berry Pomeroy** **St Gabriel's Primary** **Shaldon Primary** **Collaton St Mary** **Galmpton Primary** **Totnes St John's Primary** **Torre Primary**	
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Next Review Date	**September 2023**	**Review cycle every 2 years**

Contents

● __General principles when applying the policy__
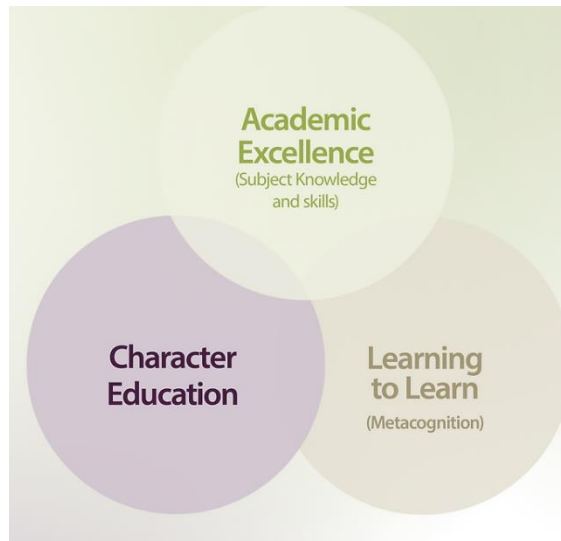
__The purpose of this policy is to promote very positive behaviours and relationships with a view to:__

• Drawing on our core ACE approach around character values and metacognition (self awareness and self reflection)

• promoting, among pupils, relational awareness of themselves and others

• self-discipline and an understanding of the need for rules

• encouraging excellent behaviour and respect for others on the part of pupils and, in particular, preventing all forms of bullying among pupils,

• all behaviour is communication and we need to be diagnostic in our quest to secure excellent behaviour

• the most effective way of securing excellent behaviour comes as a result of trusting, respecting and connected relationships

• Relationships build our self-esteem and develop our sense of belonging. We aim in this policy to create a simple and effective system and recognise the importance of our work around Character education and metacognition

• Best practice is embedded to promote growth, provide opportunities to the children to reflect and develop skills including, communication, confidence, resilience and independence.

• This policy is a working document which will develop organically overtime via input from pupil voice, staff voice and community engagement

• We work in partnership with parents and carers, always seeking to understand the causes of challenging behaviour

- More than very minor disciplinary measures (such as basic reprimands/warnings) should also be recorded on CPOMs

Aims of this Policy

As part of our ACE approach to promoting positive behaviours, we believe that teaching children to regulate their own behaviour MUST start with pursuing positive relationships. We believe this is a more constructive approach than a system of sanctions and punishments. We also believe that our ongoing work around character will develop our pupil's ability to develop those mutually respecting relationships. We aim to focus on solutions rather than problems.

Our ACE approach to Positive Behaviour follows that of the Church of England Education Office, in that it seeks to be faith-sensitive and inclusive. It is under-pinned by Our Vision of "Achieving and Flourishing together in God's Loving Arms" and ensures that all of school life incorporates the values of the Christian Faith. These values are central to all that we do and determine how we will implement all policies and procedures. We want to ensure that through our gateways of Citizenship, Leadership, Expression, Exploration and Flourishing, all pupils and adults are shown how to be Compassionate, Forgiving, Determined and Honest individuals, who act with integrity and responsibility. By starting with our vision, we aim to ensure that all members of our school community understand our expectations, our practise and the ways in which we will implement policy This policy aims to:

- Provide a **consistent approach** to behaviour management and **secure very positive relationships for all**
- **Define** what we consider to be unacceptable behaviour, including bullying
- Outline **how pupils are expected to behave and relate** to others
- Summarise the **roles and responsibilities** of different people in the school community with regards to behaviour management
- Outline our system of **incentives and consequences**

● Legislation and statutory requirements

This policy is based on the following key documents:

- Paul Dix 'When the Adults change, everything changes'
- On ACE curriculum document including our outcomes for all pupils
- Behaviour and discipline in schools
- The Equality Act 2010
- Use of reasonable force in schools
- Supporting pupils with medical conditions at school

It is also based on the special educational needs and disability (SEND) code of practice.

In addition, this policy is based on:

- Schedule 1 of the Education (Independent School Standards) Regulations 2014; paragraph 7 outlines a school's duty to safeguard and promote the welfare of

children, paragraph 9 requires the school to have a written behaviour policy and paragraph 10 requires the school to have an anti-bullying strategy

- DfE guidance explaining that academies should publish their behaviour policy and anti-bullying strategy online This policy complies with our funding agreement and articles of association.

● <u>**Definitions**</u>

Unacceptable behaviour is defined as:

- Disruption in lessons, in corridors between lessons, and at break and lunchtimes
- Non-completion of classwork when reminders are given
- Unkind and inconsiderate behaviour to others
- Incorrect uniform Repeated breaches of the school rules
- Any form of bullying
- sexual or physical assault, which is any unwanted sexual behaviour that causes humiliation, pain, fear or intimidation
- Vandalism
- Theft
- Fighting
- Racist, sexist, homophobic or discriminatory behaviour
- Possession of any prohibited items such as inappropriate materials, alcohol or drugs.
- Any article a staff member reasonably suspects has been, or is likely to be, used to commit an offence, or to cause personal injury to, or damage to the property of, any person (including the pupil)

● **Bullying (see anti bullying policy)**

Bullying is defined as the repetitive, intentional harming of one person or group by another person or group, where the relationship involves an imbalance of power.

Bullying is, therefore:

- Deliberately hurtful
- Repeated, often over a period of time

- Difficult to defend against

Roles and responsibilities

o **The Local Committee**

The Local Committee is responsible for monitoring this Positive behaviour policy's effectiveness and holding the headteacher to account for its implementation.

o **The headteacher**

The Headteacher, in consultation with the Trust's Head of Safeguarding and Inclusion, is responsible for reviewing and approving this behaviour policy.

The headteacher will ensure that the school environment encourages positive behaviour and that staff deal effectively with poor behaviour, and will monitor how staff implement this policy to ensure rewards and consequences are applied consistently.

o **Staff**

Staff are responsible for:

- Implementing the behaviour policy consistently
- Modelling positive behaviour
- Providing a personalised approach to the specific behavioural needs of particular pupils
  - Recording behaviour incidents (see appendix 3 for a behaviour log)

The senior leadership team will support staff in responding to behaviour incidents.

o **Parents and Carers**

Parents are expected to:

- Support their child in adhering to this policy and the pupil code of conduct (see below)
- Inform the school of any changes in circumstances that may affect their child's behaviour
- Discuss any behavioural concerns with the class teacher promptly

Our ACE expectations

Pupils are expected to:

- Put into practise our gateway values and exemplify these values in all that they do
- Behave in a compassionate and self-controlled way
- Show good manners to others and an increasing drive to take responsibility for their own actions
- In class, make it possible for all pupils to learn independently and collaboratively
- Move safely and responsibly around the school
- Treat the school buildings and school property with care and respect
- Wear the school uniform and be proud to do so
- Accept consequences when given and reflect on behaviour during restorative sessions
- To increasingly become aware of their own behaviour and develop strategies that will have long term benefits for themselves and others

● Incentives, rewards and consequences

Our ACE schools share the same principles around the securing of excellent behaviours and relationships. However, our approaches are different. We use a variety of approaches to:

- Raise self-esteem and confidence
- Recognise and reward good and improving behaviour
- Reinforce and maintain good behaviour
- Motivate students to engage and participate
- Modify behaviour
- Incentivise achievement
- Develop relationships and pro-social behaviours and problem-solving skills
- Develop resilience and independence

At the end of this policy you will find details of the approach we use at Torre. Please see Appendices.

o Safer Handling

On very rare occasions and where all other approaches have been utilised, staff may use reasonable force to restrain a pupil to prevent them:

- Causing disorder
- Hurting themselves or others
- Damaging property

Incidents of physical restraint must:

- **Always be used as a last resort**
- Be applied using the minimum amount of force and for the minimum amount of time possible
- Be used in a way that maintains the safety and dignity of all concerned
- Never be used as a form of punishment
- Be recorded and reported to parents

● <u>**Monitoring arrangements**</u>

This behaviour policy will be reviewed by the headteacher and Local Committee every 2 years. At each review, the policy will be approved by the headteacher.

● <u>**Links with other policies**</u>

This behaviour policy is linked to the following policies and documents:

- ACE curriculum documents (EYFS/Disadvantaged/Nine Essentials)
- ACE:Developing Depth and Progression
- ACE Exclusions policy
- ACE Safeguarding policy

Appendices

Our Approach to Securing Excellent behaviour and Relationships at Torre C of E Academy

Strategies:
- Create an environment where every child is known, valued and feels secure; develop a relationship with every individual
- In the eyes of the children, there will be no hierarchy amongst the staff
- There is unconditional acceptance of each person by everyone
- All in the school community understand what is expected of them
- Behaviours are separated from the child, whilst remembering that negative behaviours demonstrates an un-met need. We are gentle with the child and firm with the behaviour
- Staff will attune and validate emotions, using an 'emotion coaching' approach
- Every member of the school community understands that respect (for self, others and the environment) is at the heart of this approach
- Restorative approaches are used to address the root of the problem
- Consequences are determined by the behaviour

The School Environment:
- Wind chimes are used to get the children's attention (not raised voices)
- The environment is kept tidy and is respected by all
- Displays support learning
- Key-workers in Early Years regularly praise effort and hard-work
- A 'proud cloud' displays work children in The Harbour and in Lower School that the children are proud of
- Accessible resources
- Classrooms and the wider school environment have opportunities for prayer or quiet reflection – children are encouraged to pray and formulate prayers or quiet thoughts for themselves and others.
- Areas around the school promote spirituality and quiet reflection time

In the Community:
- We work closely with the Church (several visits per year, articles for the Parish magazine and Messy Church)
- Prayer group runs in school for those wanting to attend
- Links with a school in Peru, a school in Kwa-Zulu Natal and also the Philippines – foster global respect and understanding
- The weekly 'Picture News' resource is shared with the children and they are encouraged to pray for and reflect on situations happening across the globe
- Character Education to promote positive citizenship and to grow good character traits with a focus on animal welfare (EYFS), caring for our world (KS1), understanding the elderly and those suffering from dementia (Y3/4) and the plight of the homeless (Y5/6). This work incorporates finding out about the local, national and international contexts and includes a piece of voluntary service work

Promoting a positive culture and school community:

- All classes agree their own class contract based on mutual respect
- All children are greeted daily at the school entrance and in the classroom
- Staff 'know' and 'notice
- Mindfulness is encouraged, and other well-being strategies are used. Children are taught how they can help themselves with their mental health and well-being
- Children have opportunities to share and discuss their worries
- Thrive and pastoral support is in place for pupils who need it
- A nurture provision is available for children with identified need to support pupils who are not able to access a full-time curriculum in their mainstream classroom
- All teaching phases have a safe space for children to retreat to should they need reflection time.
- Staff use emotion coaching and Thrive strategies. Staff model the use of an 'emotional vocabulary' by modelling examples of their own emotions and how they deal with them
- If a member of staff identifies a colleague struggling with a particular child, they will approach and say, "Are you OK?" If the reply is, "Yes," but the staff member observing thinks they need to step aside they will ask if they are OK for a second time. This will signal to the individual with the child to step away for a break and to allow someone else to take over
- Children and staff are expected to 'Look Smart, Learn Smart, Think Smart'
- Staff do not wear jeans, low cut tops, short skirts; they are clean and well-presented and where possible, change into sports' wear for PE
- Children and staff work together to agree 'green' (expected) and 'orange' and 'red' behaviours for pupils in Years 1 - 6. These are displayed on the classroom walls, so all understand what is expected
- Staff in Nursery, Reception and The Harbour will have a list of positive behaviours / expectations based on the children's individual needs and stage of development. These will not be displayed
- School staff use the recommendations on the Torbay agreed 'Behaviour Thresholds' document, to ensure any external recommendations are being followed – See Appendix 1
- Pupils causing significant concern will be referred to Chestnut-Mayfield's Outreach Service
- Pupils for whom parents/carers and school staff feel need to be seen by a GP/Paediatrician, will be invited to complete the 'Request for Health Assessment via School referral form – See Appendix 2

Behaviour:

Green – Expected Behaviours (as agreed by children and staff)

- Friendly
- Kind hands and feet
- Mutual respect
- Following rules
- Trying our best
- Working hard

- Listening
- Getting on with others
- Happy
- Calm

Stage 1 – Warning
For a child displaying orange behaviours, a member of staff will warn the child in a discrete way to consider their actions and the impact on others.

Stage 2 – Orange
For repeated orange behaviours, or immediately for an orange behaviour deemed to have a significant impact on someone else, a member of staff will discretely inform the child they have been logged as 'orange' on the school's behaviour tracking system 'School Pod'.
A restorative response will be used immediately (if possible) or at a later stage if necessary (see Restorative Conversations section).
Example 'orange' behaviours (as agreed by children and staff)
- Running indoors
- Shouting
- Being silly in class
- Disorganisation
- Rudeness
- Not showing respect
- Unkind hands and feet
- Not looking after property and furniture
- Talking when we should be listening
- Lying
- Calling people names
- Being annoying
- Throwing equipment

Stage 3 – Red
For receiving repeated logged 'oranges', or for a red behaviour, a member of staff will discretely inform the child that they have been logged as 'red' on the school's behaviour tracking system 'School Pod'.
A Restorative Conversation will take place immediately (if possible) or at a later stage (see Restorative Conversations section).
Example 'red' behaviours (as agreed by children and staff)
- Kicking
- Spitting
- Punching
- Hitting
- Pushing others
- Swearing or using inappropriate words

- Bullying
- Racism
- Breaking and damaging property

Stage 4 – Yellow Letter – See Appendix 3
For a serious incident such as causing serious injury to another child or adult, racism and bullying and also for a child receiving three 'Red's in one term, a Yellow Letter will be issued to the parents/carers and will be logged on the school's behaviour tracking system 'School Pod'.
A Restorative Conversation will take place immediately (if possible) or at a later stage (see Restorative Conversations section).

Stage 5 – Fixed-term suspension (may be internal, or external)
For three Yellow Letters issued in one term, a child may receive a fixed-term suspension. A fixed-term suspension may also be issued in response to a very serious incident. Exclusion is always a last resort.
A re-integration meeting is held between the school, parents/carers and child on his/her return to school. The child will be offered restorative support.

Stage 6 – Exclusion
Repeated incidents of fixed-term exclusion, or a one-off incident deemed to be very serious, may result in a exclusion. Exclusion is always a last resort.

All external exclusions are logged with the Local Authority.

Consequences:
For any child receiving a 'Red', or a 'Yellow Letter', a consequence will be agreed. The consequence will relate directly to the behaviour (e.g. requested to complete work in the child's own time if the 'Red' was issued for a refusal to complete a piece of work). A phone call home will be made for any child receiving a 'Red'. This may be made by a member of staff, or the child with a member of staff present if deemed appropriate. If a parent/carer cannot be contacted, then they will be informed about the consequence when the child is collected at the end of the school day.

Restorative Approaches:
Every staff member has prompts to enable a restorative response to unacceptable behaviours attached to his/her lanyard. There is an agreed structure for a restorative conversation – See Appendix 4.

Staff will try to respond in a restorative way at all times and will attempt to help the child understand the impact of his/her behaviour on others e.g. "When you [behaviour], I/others feel [impact]. What I need you to do is [what you need them to do]. This response could be used when a child is being given a 'Warning' (Stage 1).

Pupils with Special Educational Needs and Disabilities and Vulnerable Pupils:
All pupils at Torre are treated and respected as individuals. Due to additional needs, the above 'Behaviour Stages' and 'Consequences' have to be flexible. Reward systems may be used dependent on the additional need.

Where needed, pupils have a 'Positive Behaviour Support Plan (PBSP)'. (See Appendix 5).

Praise:

A positive approach to behaviour underpins all we do at Torre – fostering the self-esteem of each child. However, we have a desire for all pupils to be motivated and to want to do well for themselves, not in order to receive a reward.

Verbal praise is given for effort, hard work and for having a positive attitude. Any child/class deemed to have tried particularly hard with a task may receive a 'Torre's Triumph Text' (TTT) from a member of staff, which will be sent to their parent/carer in recognition of his/her hard work. This will also be logged on the school's behaviour tracking system 'School Pod'.

The School Dog, Rosie, is visited by children who have done something over and above the expected.

In Early Years and The Harbour, other forms of praise may be used i.e. stickers (dependent on the age, stage and needs of the child). Pupils in these classes will have daily opportunities to share their achievements and progress with his/her Key Worker.

Individual class teachers may have their own way of recognising the special achievements of their pupils.

Every class celebrates achievements from outside school regularly and in particular, when the child has made a deliberate choice to do something positive to 'Live life in all its fullness'. This could be choosing to play outside instead of staying indoors and playing on an electronic device for example.

Behaviour Thresholds

Introduction

This document is designed to help schools and partner agencies develop a shared understanding of levels of behaviour within our schools. It is intended that this document should be read alongside the 'Child's Journey'.

The first column will help professionals to decide which level best describes the child and their behaviours. The second column acts as checklist for schools to ensure that they have put all interventions in place. The third column identifies some examples of external support and should help school staff to decide which support would be most appropriate.

The levels should be followed in an incremental fashion, for example: if a school has a child exhibiting level 3 behaviour, all efforts to undertake the suggested strategies from both levels 1 and 2 should have been previously addressed.

It is expected that professionals will apply their knowledge of emotional development to ensure that the expectations within this document are age appropriate.

We recognise how important positive relationships are for any child experiencing behaviour challenges. At all levels, it is important that a school has identified a significant person/pastoral support with whom the child can form a positive relationship; developing mutual trust and respect.

Development of Child or Young Person
Behaviour Thresholds - Level 1

	Description of Behaviour	School Role	Examples of Opportunities for External Support
Emotional and Social	• Models pro-social behaviour. • y to self-regulate. • Demonstrates appropriate responses to situations and other peoples' actions. • Able to co-operate with others in a range of contexts. • Understands/can identify their own feelings.	• Schools should offer a secure and safe environment with consistent rules, routines and expectations. • All staff should be expected to demonstrate emotional intelligence and act as positive role models. • A positive whole school culture should encourage openness. • Schools should provide opportunities for emotional support for all staff. • Classroom organisation should encourage both co-operative and independent learning. • Staff should use SEAL/THRIVE strategies to promote a positive school ethos.	• Central training on Emotional Intelligence/ SEAL etc. is available for whole school community. • Good communication with all children's services & health ensuring support for vulnerable children.
Self-esteem & rela	• Demonstrates positive relationships based upon mutual trust and respect. • Has a positive self image. • Demonstrates a certain degree of self-confidence.	• All staff should understand the importance and impact of positive relationships. • Staff should be expected to demonstrate positive relationships with children, parents/carers and colleagues. • The school should maintain and encourage open communication between home and school. • Promote good attendance – 'Every School Day Matters' • Possibly engage children in self assessment tools to inform future provision and needs e.g. PASS	• Family Learning Opportunities • Multi agency professionals available to provide expertise in schools.

tionships			
Behaviour	• Demonstrates appropriate behaviour in school for the majority of the time. • Able to amend behaviour to conform to school's expectations. • Accepts consequences of inappropriate behaviour.	• Ensure effective communication of behaviour policy to whole school community. • Ensure consistent use of Behaviour Policy. • Effective classroom management should make good use of rewards and sanctions. • Ensure behaviour strategies are applied at individual, class and whole school level consistently. • Model and promote high expectations across the whole school. • Encourage active involvement and participation of all children. • Regularly review and update the policy and respond to current trends or critical incidents. • Consider use of a Home School Agreement.	• Sharing good practice across classrooms and schools. • Input as required with reference to updating and implementing the behaviour policy. • Family Information Service.

Behaviour Thresholds - **Level 2**

	Description of Behaviour	**School Role** (in addition to the school's role at level 1)	**Examples of Opportunities for External Support**

Emotional and S	• Starts to display some impulsive behaviour and a lack of self control.
	• Demonstrate some inappropriate responses to situations.
	• At times, finds it difficult to co-operate with others and maintain positive relationships.
	• Unable to understand their own and others' feelings.
	• Could display signs of withdrawal and isolation from peers.
		• Senior staff/SENCO should be made aware of the pupil and their needs.
		• Short term adaptations made to accommodate needs e.g. social group at lunch time, time out at start of day.
		• Intervention from pastoral support worker.
		• Engage parents/ carers in regular dialogue and support home school agreements.
		• Develop individual support programmes of school based intervention which is monitored and reviewed.
		• Deliver small group social skills programmes e.g. circle of friends.
		• Effectively promote peer support systems, e.g. peer mentors, playground friends etc.
			• Informal discussions with external agencies to consider options/ next steps.
			• Outreach or CAF referral with the possibility of working with:
			  ○ Mayfield School - Chestnut Outreach (KS1 & KS2)
			  ○ Consultation with Educational Psychologist
			• Accessing school training and advice
			• Family Information Service

ocial		- Offer strategies to support the child in taking responsibility for their behaviour and actions. - Ensure appropriate sanctions to inappropriate behaviour are carried out consistently. - Consider use of a supportive parenting contract for behaviour (refer to guidance) - Additional provision, e.g. part time outside provision, or changes to the curriculum may be needed in order to meet the child's needs. - Continue to monitor attendance and liaise with attendance improvement officer. - Possibly seek external advice/ outreach through referral.	
Self-esteem&relationships	- May struggle to develop positive relationships. - May have a low self image. - Could be vulnerable to bullying or have a bullying inclination. - May display attendance issues or regular lateness.	- Possible CAF – Single agency referral. - Record and evaluations of all intervention programmes will be needed and all information should be logged. - Adequate information should be transferred between phases with a possible transition programme in place for transfer to KS3.	- Outreach or CAF referral with the possibility of working with: - Health services - Integrated working co-ordinators - Family support worker - Young carers - Parenting programmes

B e h a vi o u r	• Repeated incidents of being unable to conform to school expectations. • Some refusal to participate in learning. • May challenge consequences of inappropriate behaviour. • May have had some internal exclusions.		• Extended opportunities beyond the school day, e.g. holiday clubs etc. • Attendance Improvement Service

Behaviour Thresholds - **Level 3**

	Description of Behaviour	**School Role** **(in addition to the school's role at levels 1 & 2)**	**Examples of Opportunities** **for External Support**

E m o ti o n al a n d S o	• Frequently acts impulsively and loses control.
	• Displays insecure attachments.
	• May suffer from phobias and other psychological difficulties.
	• May suffer from periods of depression.
	• Struggling to maintain mainstream school placement.
		• Make referrals to appropriate external agencies through Outreach or CAF referral and act on recommendations.
		• Ensure increased dialogue with parents/ carers. Possibly make use of a parenting contract.
		• Complete a multi-agency CAF.
		• Support the child during unstructured periods and in lessons if necessary.
		• Child should be at school action plus with regular involvement of external agencies. Consideration should be given to requesting statutory assessment.
		• Explore which adults have a positive relationship with the child in order to identify a significant adult who can support them.
		• Organise specialist interventions e.g. Triple P.
			• External Services or CAF referral with the possibility of working with:
			  o Educational Psychologists
			  o Family Support Worker
			  o CAMHS
			  o YOT (KS3 /KS4)
			  o Checkpoint (13+)
			  o Mayfield -Chestnut Centre (KS1 /KS2)
			  o KS3 Pupil Referral Unit - Polsham

cial	• Establish appropriate behaviour intervention programmes e.g. Friends. • Organise individualised programmes e.g. adapted timetables, additional provision outside the classroom, etc. • Ensure high level of involvement of specialist pastoral staff e.g.1-1 THRIVE and small group or 1-1 SEAL. • Carry out THRIVE and Family SEAL programmes. • Possibly arrange a managed move. • Consider partnership provision with alternative curriculum providers.	

Self-esteem & relationships	• Poor relationships due to lack of trust and respect.
	• Negative self-image leading to poor academic and attendance levels.
	• Vulnerable.
	• Regularly challenging and confrontational.
	• Susceptible to risk taking behaviours.
		• Consider referral to Children's Services (refer to 'The Child's Journey' document)
		• Ensure key record keeping is in place to provide a trail of evidence.
		• Implement effective transition programmes between phases and providers.
		
		• External Services or CAF referral with the possibility of working with:
		  ○ Health services
		  ○ Parenting courses e.g. Triple P, Nurturing, Family SEAL
		  ○ TYS (11+)
		  ○ Attendance Improvement Officer & parenting contracts
		• Safeguarding hub referral coordinators

B e h a vi o u r	• Disruptive/ challenging behaviour impacting on safety and /or learning of self and others. • Frequent refusal to participate in learning. • Frequently involved in bullying. • Often unwilling to attend. • Number of fixed term exclusions and possibly at risk of permanent exclusion.		• Alternative providers including vocational provision • Behaviour intervention programme training. • KS3 Pupil Referral Unit – Polsham • Mayfield School- Chestnut Centre (KS1 / KS2)

Behaviour Thresholds - <u>Level 4</u>

	Description of Behaviour	**School Role** (in addition to the school's role at levels 1, 2 & 3)	**Examples of Opportunities for External Support**
E m o ti o n al a n d S o ci al	• History of failed interventions at levels 2 and 3 resulting in an inability to interact both socially and emotionally on a daily basis. • Unable to maintain school placement.	• Collate evidence around a range of interventions that have been tried but have not been successful. Evaluate these interventions to inform future planning. • Ensure engagement with a range of outside agencies. • Actively seek to find solutions and develop partnerships to provide appropriate provision for children. Develop personalised learning programmes with external providers. • Ensure ongoing monitoring and evaluation of provision and actively maintain close liaison with both providers and parents. • Maintain a sense of belonging for the child within the home school community.	• Partnership agreements with alternative providers. • SEN Team if a child has a Statement of SEN – interim statement review. • Access to KS4 Pupil Referral Unit – Clennon and Waterside • Specialist CAMHS • Parenting programmes • TYS • YOT • Family Intervention Programme • Intensive Family Support Service • Legal intervention e.g. education supervision order, parenting order • Mayfield School – Chestnut Centre (KS1 / KS2)

Self-esteem & relationships	• Unable to sustain positive relationships. • Displays a high level of vulnerability. • Involved in risk taking behaviours.		
Behaviour	• Inability to meet expectation of school on an hourly basis. • Persistently places self and others at serious risk of harm. • At significant risk of permanent exclusion or needs alternative provision.		

Request for Health Assessment via School

If you wish for your child to be referred to a paediatrician to discuss his/her behaviour, you must complete this form with your child's SENDCo. School will then send this form on to the School Nursing Team to decide whether a referral is appropriate (full 'pathway' is shown on page 3 of this form).

Date:

Name of child:	
Date of birth:	
Address:	
Name of school:	
Name and email address of SENDCo:	
Name of GP and surgery:	
Current SEN status (e.g. SEN support/RSA in progress/EHCP):	

Torbay Behaviour Thresholds Level (please highlight):	**Level 1:** Universal	**Level 3:** Insecure attachments, struggling to maintain school placement, poor relationships, frequent refusal to participate

		Level 2: Lack of self-control, may have low self-image, struggling to conform, may challenge consequences	**Level 4:** History of failed interventions, unable to maintain school placement, risk-taking behaviours, places self at others at serious risk if harm
Current school attendance:			
Details of any school exclusions:			
Why does your child need to be seen by the GP/Paediatrician? (tick all that apply)		● Hyperactivity □ Impulsivity □ Attention Difficulties □ ● Socialisation & friendship □ Communication (expressive and receptive) □ Repetitive behaviour (e.g. rocking, hand flapping) □ ● Other medical condition affecting child's wellbeing (e.g.: asthma, diabetes) □ :………………………………………………………. *Please give specific examples from home and school:*	

Interventions/actions already provided by the school			
Intervention/action:	*Brief details (unless report is attached)*		*Date/s:*
Observation by SENDCo Assessment by the Educational Psychologist (if appropriate) Length of time spent following Educational Psychologist's recommendations (if applicable) Input from the School Nurse Support from the Chestnut-Mayfield Outreach Service CAMHs involvement			

Any other interventions already provided by the school			
Intervention/action:	*Brief details*		*Date/s:*

Interventions/actions already tried by the parents/carers		
Intervention/action:	Brief details	Date/s:
Parenting programme		
Engagement with Children's Social Care		
Engagement with the Early Help process		
Other (please provide details)		

Please sign below to give consent for the sharing of information between school and health

Name of parent/carer: Signed: Date:

PLEASE FORWARD FURTHER CORRESPONDENCE TO THE SCHOOL, SCHOOL NURSING TEAM AND GP (if consent for information sharing is given)

School:

School Nursing Team: torbayschoolnurseteam@nhs.net

GP:

Referral Pathway

1. School complete form with parent
2. Form sent to the School Nursing Team
3. School Nursing Team complete a Family Health Needs Assessment (by visiting the family home)
4. School Nursing Team send the referral to the Paediatrician and the GP
5. GP checks Primary Health Care records and forwards additional relevant information to the Paediatrician.

TORRE C OF E ACADEMY
Barton Road
Torquay

● YELLOW LETTER

Date ……………………….

Dear Parent

I have to inform you that your child …………………………………… has today been reprimanded for:-

1. Unacceptable behaviour ………..
2. Fighting …………
3. Disruptive classroom behaviour ………..
4. Bad language …………
5. Theft ………..

6.   Bullying other children ………..

In accordance with the school policy of keeping parents fully informed about their child's performance, this Yellow Letter is a formal report to you that the school is dissatisfied with your child's performance or behaviour. A record will be kept of the issue of this Yellow Letter. If a child receives three or more Yellow Letters in one school term it is likely that the matter will be discussed with the school governors who may consider further disciplinary action.

Further details of the offence:-

Mrs S Julyan
Headteacher

Please sign below to indicate that you have read this report and then return it to school.

I have received the Yellow Letter concerning my child's performance/behaviour at school.

Signed by parent/carer …………………………………….

Appendix 4 – Restorative Conversation Framework

Restorative Conversation

*   What happened?

*   What were you thinking about at the time?

*   What have your thoughts been since?

*   Who has been affected by what you did?

*   In what way have they been affected?

*   What do you think needs to happen next?

Additional Supporting Questions

Questions for gathering the information
- *What happened?*
- *Tell us about the situation that brought us here today.*
- *What happened before that?*
- *And then what happened?*

- *What do you think about that now?*
- *What were you thinking at the time?*
- *What did you see?*
- *What did you hear?*
- *What did you say?*
- *Who was there?*
- *What were you thinking about at the time?*
- *What have you thought about since the incident?*

Questions for establishing impact
- *How have you been affected by this?*
- *Who has been affected by this?*
- *How have they been affected?*
- *How do you feel about the situation now?*
- *What has been the hardest thing for you?*

Questions for finding solutions
- *What needs to happen now?*
- *What do you need to move on from this?*
- *What could you do to repair this relationship?*
- *When will that happen?*
- *Is that suggestion OK with you?*
- *Do you agree with that?*
- *If you can't do that, what can you do?*

Appendix 5 - Positive Behaviour Support Plan (PBSP)

Torre C of E Academy		CPI Crisis Development Model	
Step 4 Positive Behaviour Support Plan		Using a traffic light system for easy reference	
Date		Name	X

Colour code	Behaviour	Staff strategies and support

Calm and on task	**Calm** ● Smiling/Laughing ● Talkative ● Responsive to interaction and instructions ● Helpful ● Caring ● Keen to be a member of Octopus Class ● Will answer questions in class ● Will accept that sometimes we all make 'mistakes'	**Positive behaviour support strategies** It is important that X knows who he is working with and what is happening in his day as this can cause anxiety. ● Calm interactions when in school to keep Oliver regulated. ● Structured choices ● Joking ● Reward system reminders ● Reference to his friends who are calm, working hard and trying their best.
Anxiety	**Anxiety** ● Defiance and folds his arms ● Tries to control the situation by refusing to complete the task or instruction ● Frustration over answering a question incorrectly ● Staring at the floor ● Pushing objects away (whiteboard/books) ● May throw glasses ● Refusing to complete work ● Finds an activity in the classroom that he is happy doing at that moment in time and brings it to his desk.	**Supportive** It's really important to remind X to use his words if he is worried about something and comment on how he may feel if you think you know the problem. ● Redirect X and ignore negative behaviour ● Reassurance – remind Oliver of good choices he has made before. ● Distraction ● Positive touch – rub on back/pat shoulders. ● Minimal language ● Refer to time table and what is next

	Defensive	Directive
Defensive	**Defensive** ● **Sitting under furniture** ● **Sitting in the cupboard** ● **May try to break glasses** ● **Moving to the corner of a room** ● **Threatening to hurt or hit others.** ● **Controlled aggression.** ● **Body language will change – arched shoulders.** ● **Puffing, raised voice.** ● **Name calling** ● **Throwing objects around his room.**	**Directive** **Redirect X to his safe place (location) and remind him we are ready to talk once he is ready. Commentate on how he may be feeling and how you would have felt in that situation to build emotional understanding.** ● **Remind him that you know he does not want to hurt you or others and you know he is a kind boy.** ● **Remove objects where possible** ● **If moving around school walk back to Oliver's room if safe** *If X is not ready to talk, sit in silence.*
Acting out	**Acting out** ● **Targeted aggression to anyone in his area.** ● **Kicking/ Punching/Biting/Spitting** ● **Shoving** ● **Throwing objects** ● **Putting himself in danger**	**NVCI Interventions and self protection/ strategies** **In the first instance hold X's hand but if he does not calm staff may need to use a higher level intervention.** ● **Remind X once he has calmed we can let go, sit and wait for him to relax.** ● **Use Minimal language.** ● **When he starts to calm a back rub or hug can help.** ● **Reassure Oliver we are here to help and he can use his words.**

Tension reduction	**Tension reduction** ● Quiet voice and calm environment with little stimulants. ● Use calming activities (sand, cards,tracing) to help regulate Oliver and keep calm. ● Back rubbing and appropriate hugs.	**Therapeutic Rapport** Talk through the incident if X has calmed and commentate on what you saw and how you think he may have felt. ● Normalise feelings, 'it's ok to feel sad' ● Refer to times you have felt that way and why, this will build your relationship with Oliver. ● Make sure he knows it has finished and we have all moved on.