Vale Primary School

Engagement Policy

'Value All Learners Equally'

URCNC Article 1: Everyone under 18 has rights

URCNC Article 3: Adults must do what is best for me

URCNC Article 19: I have the right to be protected from being hurt or badly treated

URCNC Article 28: I have the right to an education

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1. Our Vision

At Vale Primary School, our collective vision is to develop lifelong learners who have high aspirations and who are inspired and supported to reach their own personal excellence within a safe, secure and caring environment based upon respect and inclusivity for all.

We aim to nurture happy, resilient and confident children who have self-belief in order to seek out new experiences with ambition and excitement. Our wish is to equip all our children with the confidence, knowledge, skills and understanding to become independent thinkers and learners, empowering them to make aspirational and healthy decisions in life.

To bring this vision to life, we have collectively embraced the values of respect, safety and kindness. These principles will guide our actions and decisions, ensuring that our school remains a warm, welcoming, and nurturing space where all pupils feel empowered to thrive; a learning environment where all children feel safe and secure to be able to achieve their personal best.

Positive behaviour is an essential ingredient of an effective school. We are always aware that we, as teachers, share responsibility with the parents/carers for the children in our care. At Vale Primary School, we expect and encourage good behaviour and self-discipline from all pupils in order to achieve an environment which enables emotional development, effective learning and high standards. We are restorative in our approach, using a range of methods and strategies in order to maintain positive relationships. We achieve this through visible consistency which is tightened through three simplified core expectations:



Our aim is to provide an inclusive, calm, quiet atmosphere throughout school and to encourage children to move around in a controlled manner. Within school, positive behaviour is the collective responsibility of every member of staff and this extends beyond the individual classroom, to cover every child and every area of the school and playground.

This policy aims to:

- Create a positive culture that promotes excellent behaviour, ensuring that all pupils have the opportunity to learn in a calm, safe and supportive environment
- Establish a whole-school approach to maintaining high standards of behaviour that reflect the values of the school
- Outline the expectations and consequences of behaviour
- Provide a consistent approach to behaviour management that is applied equally to all pupils
- Define what we consider to be unacceptable behaviour, including bullying and discrimination

2. Definitions

Misbehaviour is defined as:

- Disruption in lessons, in corridors between lessons, and at break and lunchtimes
- Non-completion of classwork or homework
- Poor attitude
- Incorrect uniform

Serious misbehaviour is defined as:

- Vandalism
- Theft
- Fighting
- Smoking
- Repeated breaches of the school rules
- Any form of bullying
- Racist, sexist, homophobic or discriminatory behaviour
- Inappropriate, or harmful, sexual behaviour including sexual comments, jokes or taunting or physical behaviour such as interfering with clothes
- Online sexual harassment, such as unwanted sexual comments and messages (including on social media), sharing of nude or semi-nude images and/or videos, or sharing of unwanted explicit content
- Possession of any prohibited/banned items. These are: knives or weapons, alcohol, illegal drugs, stolen items, tobacco and cigarette papers, E-cigarettes or vapes, fireworks or pornographic images
- 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)

3. Bullying

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

Bullying is not tolerated in our school and a proactive stance is taken to encourage inclusive, tolerant behaviours through our positive behaviour culture and curriculum. We always take any incidents of intolerance and bullying very seriously and encourage children and parents to let any member of staff know of any incidents so we can take positive action against it. Class teachers keep details of any incidents or concerns relating to a child's behaviour, and any incidents of alleged bullying, bullying, racism or homophobia in the relevant children's file on CPOMs. All alleged incidents are fully investigated by staff and parents are informed of the findings and outcomes/consequences. Cyber bullying and internet safety are taken very seriously within school. Any issues or concerns will be dealt with in line with our sanction structure and E-Safety Policies.

Bullying is, therefore:

- Deliberately hurtful
- Repeated over a period of time
- Difficult to defend against

Bullying can include:

TYPE OF BULLYING	DEFINITION
Emotional and social	Being unfriendly, excluding, tormenting, intending to hurt reputation, relationships or social standing
Physical	Hitting, kicking, pushing, taking another's belongings, any use of violence
Prejudice-based and discriminatory, including: • Racial • Faith-based • Gendered (sexist) • Homophobic/biphobic • Transphobic • Disability-based	Taunts, gestures, graffiti or physical abuse focused on a particular characteristic (e.g. physicality, gender, race, sexuality)
Sexual	Explicit sexual remarks, display of sexual material, sexual gestures, unwanted physical attention or inappropriate touching
Direct or indirect verbal	Name-calling, sarcasm, spreading rumours, teasing
Cyber-bullying	Bullying that takes place online, such as through social networking sites, messaging apps, gaming sites, devices or via images, audio, video, or written content generated by artificial intelligence (AI)

4. Roles and responsibilities

4.1 The headteacher

The headteacher is responsible for:

- Reviewing and approving this policy
- Giving due consideration to the school's statement of behaviour principles
- Ensuring that the school environment encourages positive behaviour
- Ensuring that staff deal effectively with poor behaviour
- Monitoring that the policy is implemented by staff consistently with all groups of pupils
- Ensuring that all staff understand the behavioural expectations and the importance of maintaining them
- Providing new staff with a clear induction into the school's behavioural culture to ensure they understand its rules and routines, and how best to support all pupils to participate fully
- Offering appropriate training in behaviour management, and the impact of special educational needs and disabilities (SEND) and mental health needs on behaviour, to any staff who require it, so they can fulfil their duties set out in this policy
- Ensuring this policy works alongside the safeguarding policy to offer pupils both sanctions and support when necessary

4.2 Staff

Staff are responsible for:

- Creating a calm and safe environment for pupils
- Establishing and maintaining clear boundaries of acceptable pupil behaviour
- Implementing the behaviour policy consistently
- Communicating the school's expectations, routines, values and standards through teaching behaviour and in every interaction with pupils
- Modelling expected behaviour and positive relationships
- Providing a personalised approach to the specific behavioural needs of particular pupils
- Considering the impact of their own behaviour on the school culture and how they can uphold school rules and expectations
- Recording behaviour incidents promptly (see appendix 3 for a behaviour log)
- Challenging pupils to meet the school's expectations

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

4.3 Parents and carers

Parents and carers should:

- Familiarise themselves with the school's behaviour policy and reinforce it at home where appropriate
- Support their child in adhering to the school's Engagement Policy
- Inform the school of any changes in circumstances that may affect their child's behaviour
- Discuss any behavioural concerns with the class teacher promptly
- Take part in any pastoral work following misbehaviour (for example, attending reviews of specific behaviour interventions)
- Raise any concerns about the management of behaviour with the school directly, while continuing to work in partnership with the school
- Take part in the life of the school and its culture

The school will endeavour to build a positive relationship with parents and carers by keeping them informed about developments in their child's behaviour and the school's policy, and by working in collaboration with them to tackle behavioural issues. Parents' responsibilities for supporting their child's behaviour and engagement are outlined in **Appendix 2**.

4.4 Pupils

Pupils will be made aware of the following:

- The expected standard of behaviour they should be displaying at school
- That they have a duty to follow the Engagement Policy
- The school's key rules and routines
- The rewards they can earn for meeting the behaviour standards, and the consequences they will face if they don't
- The pastoral support that is available to them to help them meet the behaviour standards

Pupils will be supported to meet the behaviour standards, to develop an understanding of the school's Engagement Policy and wider culture and will be asked to give feedback on their experience of the behaviour culture to support the evaluation, improvement and implementation of the Engagement Policy.

5. School behaviour curriculum

Our school works collaboratively with pupils and parents/carers to establish fair and respectful engagement policies and practices, based on the school's vision. The school implements a curriculum that inspires curiosity and engagement, leading to improved pupil outcomes and has high quality, inclusive practice. This style of teaching emphasises high quality, inclusive teaching for all pupils in a class. To create a positive behaviour culture, our school has in place a range of strategies to promote engagement and a shared understanding of expectations, to ensure and respectful relationships for all pupils and staff in school.

Pupils are expected to:

- Behave in an orderly and self-controlled way
- Show respect to members of staff and each other
- In class, make it possible for all pupils to learn
- Move quietly around the school
- Treat the school buildings and school property with respect
- Wear the correct uniform at all times
- Accept sanctions when given
- Refrain from behaving in a way that brings the school into disrepute, including when outside school or online

Where appropriate and reasonable, adjustments may be made to routines within the curriculum to ensure all pupils can meet behavioural expectations in the curriculum.

5.1 Mobile phones

Our children are encouraged to leave any mobile phones at home. Should there be a need for them to be brought to school, for medical or personal reasons, they must be handed into the school office upon arrival and collected at the end of the day. Sanctions for inappropriate mobile phone use will be in line with our school's sanction structure.

6. Responding to behaviour

6.1 Classroom management

Teaching and support staff are responsible for setting the tone and context for positive behaviour within the school.

They will:

- Create and maintain a stimulating environment that encourages pupils to be engaged
- Display the behaviour curriculum or their own classroom rules within their class charter
- Maintain a consistent approach
- Develop a positive relationship with pupils, which may include:
    - Greeting pupils in the morning/at the start of lessons
    - Establishing clear routines
    - Communicating expectations of behaviour in ways other than verbally
    - Highlighting and promoting good behaviour
    - Using positive reinforcement
    - Concluding the day positively and starting the next day afresh
    - Having a plan for dealing with low-level disruption

6.2 Safeguarding

The school recognises that changes in behaviour may be an indicator that a pupil is in need of help or protection. We will consider whether a pupil's misbehaviour may be linked to them suffering, or being likely to suffer, significant harm. Where this may be the case, we will follow our child protection and safeguarding policy, and consider whether pastoral support, an early help intervention or a referral to children's social care is appropriate.

Please refer to our child protection and safeguarding policy for more information.

6.3 Responding to good behaviour

When a pupil's behaviour meets or goes above and beyond the expected behaviour standard, staff will recognise it with positive recognition and reward. This provides an opportunity for all staff to reinforce the school's culture and ethos.

Positive reinforcements and rewards will be applied clearly and fairly to reinforce the routines, expectations and norms of the school's behaviour culture.

Positive behaviour will be rewarded with:

- Verbal, descriptive praise
- Dojos linked to our 12 positive learning behaviours
- Communication with parents via dojo
- Wow! Moments, stickers and certificates (eg/ Star of the Week)
- Class half termly reward
- Whole school end of term reward
- End of year trophies in UKS2

6.4 Responding to misbehaviour

When a pupil's behaviour falls below the Ready, Respectful and Safe standard that can reasonably be expected of them, staff will respond in order to restore a calm and safe learning environment, and to prevent recurrence of misbehaviour.

Staff will endeavour to create a predictable environment by always challenging behaviour that falls short of the standards, and by responding in a consistent, fair and proportionate manner, so pupils know with certainty that misbehaviour will always be addressed.

De-escalation techniques, including the use of pre-arranged scripts and phrases, can be used to help prevent further behaviour issues arising.

All pupils will be treated equitably, and with respect, under the policy, with any factors that contributed to the behavioural incident identified and taken into account.

When giving behaviour sanctions, staff will also consider what support could be offered to a pupil to help them to meet behaviour standards in the future using a model of reflective practice.

The school will use the sanction structure in response to unacceptable behaviour. **See Appendix 1**

6.5 Physical Intervention

Physical Intervention covers a range of interventions that involve physical contact with pupils. Staff are Team Teach trained and are able to use physical intervention to prevent a pupil from:

- Causing disorder
- Hurting themselves or others
- Damaging property
- Committing an offence

Incidents of physical intervention 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/carers

When considering using reasonable force, staff should, in considering the risks, carefully recognise any specific vulnerabilities of the pupil, including ALN, mental health needs or medical conditions.

6.7 Off-site misbehaviour

Sanctions may be applied where a pupil has misbehaved off-site when representing the school. This means misbehaviour when the pupil is:

- Taking part in any school-organised or school-related activity (e.g. school trips)
- Travelling to or from school
- Wearing school uniform
- In any other way identifiable as a pupil of our school

Sanctions may also be applied where a pupil has misbehaved off-site, at any time, whether or not the conditions above apply, if the misbehaviour:

- Could have repercussions for the orderly running of the school
- Poses a threat to another pupil
- Could adversely affect the reputation of the school

Sanctions will only be given out on school premises or elsewhere when the pupil is under the lawful control of a staff member (e.g. on a school-organised trip).

6.8 Online misbehaviour

The school can issue behaviour sanctions to pupils for online misbehaviour when:

- It poses a threat or causes harm to another pupil
- It could have repercussions for the orderly running of the school
- It adversely affects the reputation of the school
- The pupil is identifiable as a member of the school

Sanctions will only be given out on school premises or elsewhere when the pupil is under the lawful control of a staff member.

6.9 Zero-tolerance approach to sexual harassment and sexual violence

The school will ensure that all incidents of sexual harassment and/or violence are met with a suitable response, and never ignored.

Pupils are encouraged to report anything that makes them uncomfortable, no matter how 'small' they feel it might be.

The school's response will be proportionate, considered, supportive and decided on a case-by-case basis

The school has procedures in place to respond to any allegations or concerns regarding a child's safety or wellbeing. These include clear processes for:

- Responding to a disclosure
- Carrying out risk assessments, where appropriate, to help determine whether to:

- Manage the incident internally
- Refer to early help/MASH
- Refer to HSC/HSB unit or report to the police

7. Responding to misbehaviour from pupils with ALN

7.1 Recognising the impact of ALN on behaviour

The school recognises that pupils' behaviour may be impacted by a special educational need or disability ALN.

When incidents of misbehaviour arise, we will consider them in relation to a pupil's ALN, although we recognise that not every incident of misbehaviour will be connected to their ALN. Decisions on whether a pupil's ALN had an impact on an incident of misbehaviour will be made on a case-by-case basis.

The school will anticipate, as far as possible, all likely triggers of misbehaviour, and put in place positive support to prevent these from occurring. Any preventative measures will take into account the specific circumstances and requirements of the pupil concerned.

Anticipating and removing triggers of misbehaviour will be in line with HQIP principles and may include examples such as:

- Short planned movement breaks
- Adjusting seating plans
- Adjusting uniform requirements for sensory needs
- Training for staff in understanding a variety of ALN
- Use of separation spaces where pupils can regulate their emotions

Children operating outside of the parameters outlined above will have an incident log in CPOMs which will be regularly updated by the child's class teacher as appropriate. This information can be used as an evidence base should a referral to an external agency be required.

8. Monitoring arrangements

8.1 Monitoring and evaluating behaviour

The school will collect data on the following:

- Behavioural incidents, including removal from the classroom, through CPOMs
- Attendance, behaviour levels, internal and external exclusions through SIMs
- Visibility across school
- Learning walks and drop ins

Appendix 1

Vale Primary School Sanction Structure

This information serves as a guide for staff, children and parents so that a clear and consistent approach is applied to behaviour management in line with the ethos of our positive behaviour culture. A "best fit" approach is recommended, and the severity of an incident may result in entry at any level. Context to any situation is key, and staff should always use their professional judgement when applying a level.

Level One: Be Ready

Pre level 1 strategies to use in advance of giving a verbal warning:

- non-verbal cues
- descriptive praise
- proximal praise

A level 1 should be given for incidents where the child has not responded to the above strategies and is considered not 'ready' to learn or is disrupting the learning of others.

This may include behaviours such as: calling out, talking over others, being distracting, not listening or not following instructions.

Consequence - verbal warning only

Level Two – Be Respectful

A Level 2 should be given for repetition of Level 1 poor behaviour, as above, despite warnings.

This may also include behaviours such as: use of inappropriate or offensive language, physicality, answering back or damage to property.

Consequence – loss of playtime and a dojo home or face to face conversation with parents

Level Three – Be Safe

A Level 3 should be given for repetition of Level 2 poor behaviour, as above, despite warnings.

This may also include behaviours such as: deliberate use of inappropriate or offensive language, deliberate physicality, persistent answering back, deliberate damage to property and misuse of electronic devices

Consequence – loss of lunch playtime and a phone call home or face to face conversation with parents

Level Four – Ready, Respectful, Safe

A Level 4 should be given in the event of a serious misdemeanour or behaviour that prevents the class from learning when pupils need to be removed from the class and sent to a member of SLT/DHT/HT. It may be applied to any offences that are judged serious by KS leaders and/or SLT.

Consequence - Internal exclusion. Length of time to be determined by HT/DHT/AHT who will make a phone call home or have a face to face conversation with parents.

Level Five - Ready, Respectful, Safe

A Level 5 should be given in response to serious/persistent breaches of the schools' engagement policy; if allowing the learner to remain in school represents a serious risk to harming the education of the learner or others in the school; when a learner's presence on the school site represents a serious risk to the health, safety and welfare of him or herself and/or that of other learners or school staff.

Consequence - External exclusion. Length of time to be determined by HT who will make a phone call home or have a face to face conversation with parents.

EYFS and Y1

EYFS may decide to use a 5 minute 'timeout' as immediate sanction at Level 2 given the age and developmental stage of the children. For Level 3 they will be given a 10-minute time out at lunch playtime.

In Y1, a Level 2 will begin with a 10-minute time out during playtime to take into consideration their age. For Level 3 they will be given a 15-minute time out at lunch playtime.

Application of consequences

Level 2 behaviours which occur in the second learning session may take place in the lunchtime playtime if this is considered more age and stage appropriate but will need to be with the agreement of SLT. Any which occur in the afternoon, take place the following day.

A reflective conversation will take place with any child who receives **any** level within this structure. At Level 3 this will be recorded on a reflection sheet completed in conjunction with a member of SLT.

Incidents from Level 2 upwards are to be recorded in the child's chronology on CPOMs and the level entered into SIMs.

Children who have consistently demonstrated that they cannot be Ready, Respectful and Safe may need special arrangements, or ultimately may not be allowed, to attend organised visits, trips, or occasions when outside groups visit the school, such as theatre/musicians.

Personal circumstances of the pupil will be taken into account when choosing sanctions, and decisions will be made on a case-by-case basis, but with regard to the impact on perceived fairness.

Appendix 2

Shared Expectations

	Pupils	Parents/Carers	Teachers/staff
Engagement Participation in the classroom and other school activities	All pupils are encouraged to: • be ready to engage in, and take full advantage of, the school curriculum offer • make every effort to do their very best • use self-discipline to ensure a cooperative learning environment • show team work • model the school values • respect, value and learn from the differences of others • have high expectations of themselves • reflect on and learn from their own differences	Parents/Carers are encouraged to: • promote positive outcomes by valuing the importance of education and liaising with the school on their child's progress/needs • support their child in their preparedness for the school day and in the provision of a supportive home environment • monitor their child's school involvement and progress and • communicate with the school when necessary • support the school's effort to embrace diversity by promoting an understanding and appreciation of diversity in the home • provide all relevant information to the school • actively participate in supporting their child's learning by building a positive relationship with the school through attendance at pupil led conferences and by participating in pupil activities, celebrations and responding to communications	The school will: • comply with its duty of care obligations and responsibility to provide an educational environment that can effectively engage all pupils • provide appropriate, relevant and challenging curriculum that gives pupils the opportunity to have input into their learning and experience success • uphold the right of every pupil to receive a comprehensive education • collaborate with the school community to deliver policies and procedures consistent with its values, aspirations and the Department's guidelines • identify the diversity of the school community and deliver teaching and learning, educational and extra-curricular activities, facilities, pupil services and community linkages which are inclusive and responsive to pupil needs
Attendance	All pupils are encouraged to: • attend and be punctual for class every day that the school is open to children • be prepared to participate fully in lessons • remain on the school premises during school times unless they have permission	Parents/Carers are encouraged to: • ensure that their child's enrolment and contact details are correct • ensure their child attends regularly • advise the school as soon as possible when a child is	The school will: • promote full attendance through clear statements of expectations and procedures. • ensure pupil attendance is recorded twice per day. • maintain accurate attendance records

	to leave	absent • account for all pupil absences and • keep family holidays within scheduled school holidays • support their child's learning during absences and work with the school to reintegrate pupils after prolonged absences • work cooperatively and collaboratively with the school to develop and implement improvement strategies when attendance is of concern.	• monitor and follow up on absences • work with families to provide on-going support for pupils whose attendance pattern is of concern
Behaviour	Children are encouraged to: • take responsibility for their behaviour and its impact on others • comply with all reasonable requests from staff. • respect the rights of others to learn • respect the property of others • demonstrate behaviour and attitudes that supports the wellbeing of others and contributes to a positive school environment. • understand that bullying, including cyber bullying, racism, homophobia, property damage, inappropriate language and disrupting the learning of others is unacceptable.	Parents/Carers are encouraged to: • work with the school to promote a consistent approach that supports their child's learning, engagement and endeavour both in and out of school. • have high expectations of their child's behaviour and an understanding of the school's behavioural expectations	The school will: • promote and review preventative approaches to behaviour issues • monitor effectiveness of implemented strategies. • provide appropriate professional development opportunities for all staff • use the Vale Engagement Policy to develop school wide, shared expectations • teach children social competencies through curriculum content and pedagogical approach. • employ behaviour management strategies that reflect expected positive behaviours. • build a collegiate atmosphere to enable teachers to share strategies and support each other. • encourage teachers to reflect on their own behaviour management approaches • work with families to promote consistency in positive behaviour management, with a focus on prevention and early intervention strategies

Appendix 3

School Engagement Strategies

School-wide strategies	Targeted strategies	Individual strategies
• Our school will deliver a broad curriculum following the Bailiwick Curriculum. • Our school will develop behavioural expectations for all members of the school community centred on our school vision. • Our school will regularly acknowledge, both informally and formally, examples of positive behaviour and pupil achievements. • Our teachers will adopt a range of teaching and assessment approaches to effectively respond to the diverse learning styles, strengths and needs of our pupils. • Our teachers will be actively committed to improving classroom practice, ensuring consistent and flexible pedagogy. • Our teachers will develop positive and meaningful relationships with pupils to promote engagement, wellbeing and connectedness. • Our pupils will have the opportunity to participate in social and emotional learning, focusing on resilience.	• Our school will offer programs to provide opportunities for pupils to feel connected to school. • Our Year 6 pupils will have leadership opportunities through House Captains, play leaders, digital leaders and librarians amongst others. • Pupils will have the opportunity to attend learning activities and camps that promote learning outside the classroom. • Special events, such as World Book Day, visiting performances, excursions and sporting events will provide further opportunities for connectedness. • Our Transition Program in EYFS and Y6 will minimise anxiety, increase resilience and ensure pupils make a successful transition both into and between levels of the school. • The active involvement of parents/carers will be promoted through reports, parent meetings and curriculum showcases for example. • Parental participation and feedback will be encouraged through membership of the PTA, Parent forum, surveys, Class Dojo and curriculum events • Attendance will be actively promoted to ensure parents/carers understand its importance. • A range of programs are in place to welcome new pupils and families to the school.	Strategies to support engagement and attendance of individual pupils include: • Target setting linked to rewards • Collaborative learning opportunities • Peer support groups • Cross Age Tutoring • LSA support to work with pupils who require additional support. • Small group interventions • Personalised teaching

Appendix 4

Staged Response

Staged response checklist for pupil behaviours outside of shared expectations:

This staged response is intended to act as a guideline to enable effective decision-making when facing behavioural issues across the school.

Level 1: Proactive strategies

Whole school proactive strategies to pre-empt positive interactions
● Establish whole school values and mottos which are visibly promoted across the school. ● Define and teach school-wide expectations for all. ● Be a positive role model. Use a quiet, controlled voice and use discretion to minimise audience. ● Communicate and work with parents, colleagues and support staff. ● Understand individual pupil needs. ● Develop social skills in the curriculum and through PSHE sessions. ● Develop consistent school-wide processes to identify at risk pupils. ● Use of descriptive praise to exemplify 'good' behaviours.

Level 2: Responding to individual pupils exhibiting challenging behaviours

Suggested strategies
● Implement appropriate consequences that are proportional to behaviours (see Appendix 1). ● Catch them being good – adjacent and descriptive praise. ● Assist pupils to understand classroom rights and responsibilities through restorative conversations and 1:1 conversations with appropriate follow up. ● Assess the behaviour and its functions, influences and triggers (include pupils, parents and staff as appropriate). ● Stickers and other appropriate incentives used to support good behaviour choices ● Consider if any environmental changes need to be made ● Implement individual targets to work towards with built in rewards as an incentive. Communicate to parents. ● Give opportunities to develop self-esteem through helping in other year groups/activities. Give specific responsibility for an activity/role in school. ● Establish peer groups that allow particular pupils to feel supported ● Develop an individual Behaviour Support Plan and/or Individual Learning Plan (ILP) ● Build upon transition links with feeder Secondary school ● Engage Pupil Support Services and/or community services to provide assessments or specialist support

Level 3: Responding to individual pupils exhibiting challenging behaviours outside of Level 2

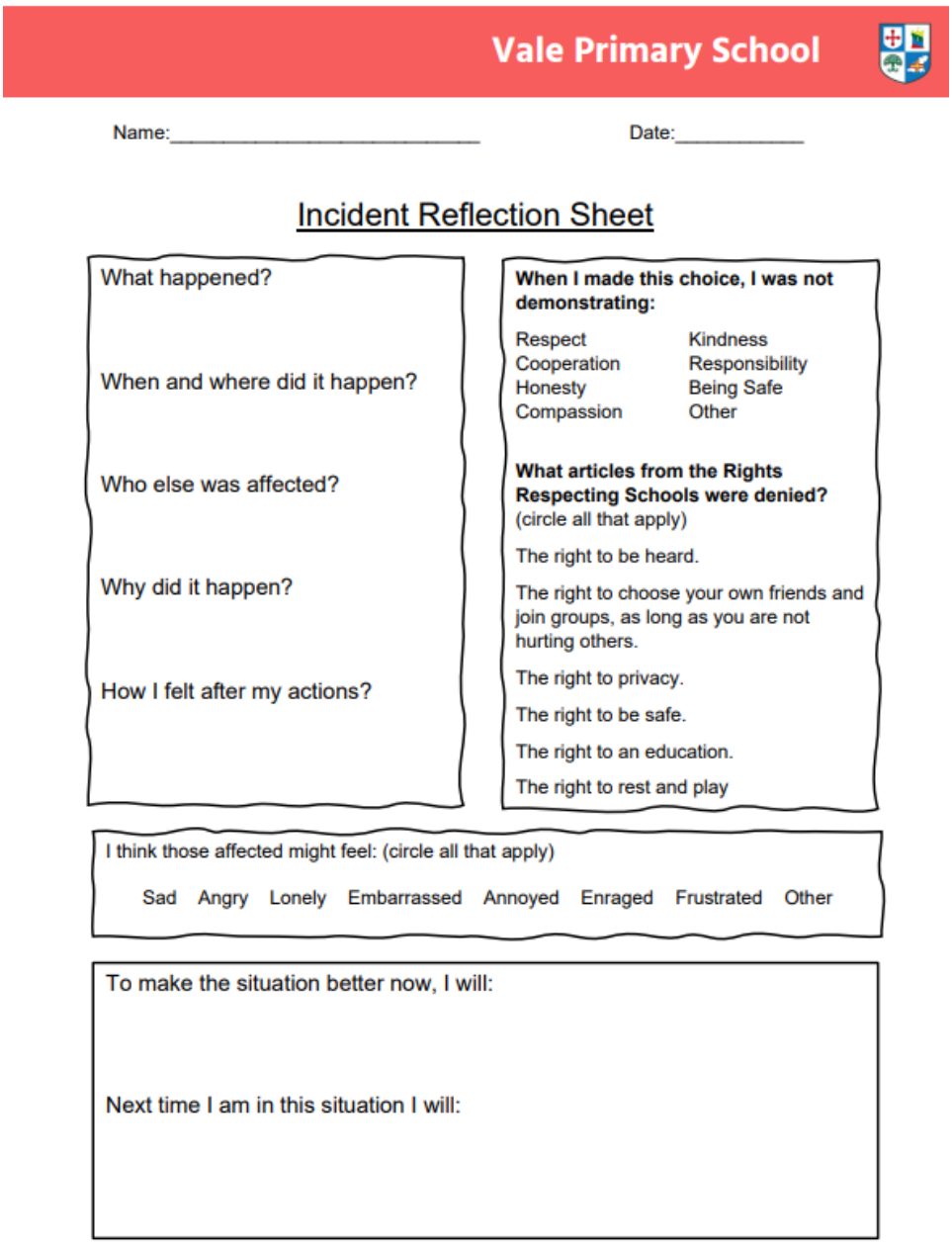
● Engage Pupil Support Services and/or community services to provide assessments or specialist support

Appendix 5

Reflection questions

Below is an example of the reflection questions staff will ask children on a regular basis to resolve issues in and around school. These may be coupled with Emotional Literacy strategies and relevant RRSA articles, which are in use across the school with the aim of a positive outcome moving forward.

These will be used by teachers, learning support assistants, administrative assistants, and other staff in school.



Vale Primary School

Name:_____ Date:_____

Incident Reflection Sheet

What happened?

When and where did it happen?

Who else was affected?

Why did it happen?

How I felt after my actions?

When I made this choice, I was not demonstrating:

Respect
Cooperation
Honesty
Compassion
Kindness
Responsibility
Being Safe
Other

What articles from the Rights Respecting Schools were denied? (circle all that apply)

The right to be heard.

The right to choose your own friends and join groups, as long as you are not hurting others.

The right to privacy.

The right to be safe.

The right to an education.

The right to rest and play

I think those affected might feel: (circle all that apply)

Sad Angry Lonely Embarrassed Annoyed Enraged Frustrated Other

To make the situation better now, I will:

Next time I am in this situation I will:

Appendix 6

Vale Primary School Engagement Levels

Level 1

This is a verbal warning from your teacher to tell you that you are behaving in a way which is not expected or accepted.

Level 2

This means you have lost your playtime because of behaving in a way which is not expected or accepted.

Your parents or carers will be spoken to at the end of the day.

Level 3

This means you have lost your lunchtime playtime because of behaving in a way which is not expected or accepted.

Your parents or carers will be spoken to at the end of the day.

Level 4

This means you will be learning away from the rest of your class for a half day, or full day, because of behaving in a way which is not expected or accepted.

Your parents or carers will be spoken to at the end of the day by a member of the Senior Leadership Team.

Level 5

This means you are not to attend school for a day, and have been externally excluded, because of behaving in a way which is not expected or accepted.

Your parents or carers have already been spoken to by the Deputy Head teacher or Headteacher.