Heald Place Primary School

Every Child a Confident Learner

Relationships and Behaviour Policy

September 2026

RIGHTS OF THE CHILD

Heald Place is a Gold Rights-Respecting School.

The list below is taken from the United Nations Convention on the Rights of the Child (UNCRC).

- **Article 1(definition of the child)** A child is any person under the age of 18.
- **Article 2 (no discrimination)** All children have all these rights, no matter who they are, where they live, what language they speak, what their religion is, what they think, what they look like, if they are a boy or girl, if they have a disability, if they are rich or poor, and no matter who their parents or families are or what their parents or families believe or do. No child should be treated unfairly for any reason.
- **Article 3 (best interests of the child)** When adults make decisions, they should think about how their decisions will affect children. All adults should do what is best for children. Governments should make sure children are protected and looked after by their parents, or by other people when this is needed. Governments should make sure that people and places responsible for looking after children are doing a good job.
- **Article 12 (respect for children's views)** Children have the right to give their opinions freely on issues that affect them. Adults should listen and take children seriously.
- **Article 13 (sharing thoughts freely)** Children have the right to share freely with others what they learn, think and feel, by talking, drawing, writing or in any other way unless it harms other people.
- **Article 28 (access to education)** Every child has the right to an education. Primary education should be free. Secondary and higher education should be available to every child. Children should be encouraged to go to school to the highest level possible. Discipline in schools should respect children's rights and never use violence.

It is important that children are helped to understand that they should not impact on the rights of other children.

School has due regard to:

- eliminate discrimination, harassment and victimisation.
- advance equality of opportunity.
- foster good relations between persons who share a relevant protected characteristic and persons who do not share it. **(The Public Duty of the Equality Act 2010)**

Through a consistent, whole school approach to positive behaviour management, all children regardless of gender, race, culture, religion, ethnicity, age, disability, looked after, previously looked after, sexuality, other vulnerable groups eg asylum seekers, refugees, homeless, will have the opportunity to achieve his/her potential.

DfE Behaviour in schools, advice for headteachers and school staff, 2024 **'Everyone should treat one another with dignity, kindness and respect.'**

A Whole-School Approach to Behaviour Leadership, Dr Bill Rogers, Education Consultant, 2014 'The aims of all management and discipline are to: enable the student(s) to own their behaviour, and be accountable for their behaviour; to respect mutual rights and to do so within the context of workable relationships with other students and their teachers. The core rights underpinning all our leadership are: *the right to feel safe*; *the right to learn* (without undue distraction or disruption) and *the right to respect and fair treatment*.'

Improving Behaviour in schools, Sir Kevan Collins Chief Executive Education Endowment Foundation 'Misbehaviour in lessons is something that has been documented by teachers for centuries. And while most pupils in most lessons are well-behaved, it's a major cause of stress for teachers and can have a lasting impact on the outcomes of the pupils in the class. There's a clear need for school to have consistent and clear behaviour policies that promote positive behaviour in lessons.'

Improving Behaviour in Schools | EEF (educationendowmentfoundation.org.uk)

Improving social and emotional learning in schools (SEL), Sir Kevan Collins Chief Executive Education Endowment Foundation 'Ask any primary school teacher, and they will tell you that alongside the 'core business' of teaching literacy and numeracy, a large and often unrecognised part of their job, involves addressing children's emotional, social and behavioural needs. With the right support, children learn to articulate and manage their emotions, deal with conflict, solve problems, understand things from another person's perspective, and communicate in appropriate ways. These 'social and emotional skills' are essential for children's development, support effective learning, and are linked to positive outcomes in later life.'

Improving Social and Emotional Learning in Primary Schools | EEF(educationendowmentfoundation.org.uk)

WE BELIEVE THAT……

- All of our children, staff and visitors should feel happy and safe within the school environment.
- All of our children have a right to learn in an environment that is calm, safe, supportive and where they are treated with dignity.
- All children and adults who work within our school are entitled to kindness, dignity and respect and that this is best shown through the way we behave towards one another.

This Relationship and Behaviour Policy is intended to support all pupils and adults working within Heald Place Primary School.

Children are encouraged to make the right choices regarding their own behaviour. We believe this approach develops self-management and self-regulation in our children.

HOW WE PROMOTE POSITIVE AND APPROPRIATE BEHAVIOURS

Whole School:

- All staff understand and demonstrate the school's core beliefs about behaviour.
- All staff teach and model the expected behaviours at all times.
- All staff promote positive relationships with children.
- Positive out-of-class behaviour is promoted by agreed routines and clear systems.
- School assemblies/Behaviour targets (based upon the Social and Emotional Aspects of Learning SEAL), promotion of effective learner behaviours and the school's behaviour curriculum are used to develop children's social, emotional and behavioural skills.
- Positive behaviours in central areas, playground, MUGA, field and Dining Hall are recognised and celebrated.
- Parents/carers are aware of and contribute to the school's positive behaviour ethos,
- Parents/carers are encouraged to reinforce the Relationship and Behaviour Policy at home.
- There are clear, consistently used systems for when children make inappropriate behaviour choices.
- There are opportunities for staff to discuss and contribute to the development of systems underpinning positive behaviour.
- All staff take responsibility for reporting concerns promptly.
- All classes have lessons on e-safety which includes the risks that are associated with the use of mobile phones.
- Staff follow the school's e-safety policy.

Classroom Behaviour:

- All adults model respectful verbal and non-verbal behaviours.
- All adults speak in a calm manner at all times.
- Teaching routinely incorporates activities designed to promote children's social skills and emotional development.
- Lessons are structured to be engaging and appropriately challenging.
- Appropriate behaviours are taught and reinforced on a regular basis.
- Children are taught the importance of sharing and co-operation, choice, chance and natural consequence.
- Children are encouraged to identify their own strengths, the strengths of others and to recognise and value the diversity within their classroom.
- There are clear routines for entry and exit, moving around the classroom and sharing equipment to reduce uncertainty and promote an appropriate climate for learning.
- A Rights Respecting School class charter is developed and reviewed each half term with active participation of the children. This is displayed and referred to in a way which can be understood by all children.
- All adults promote and develop the process of learning through effective learner behaviours (Prosocial cultivates the attitudes of a good friend, neighbour or citizen. Epistemic links to the qualities of mind of the powerful learner).
- All adults teach the behaviour curriculum to provide explicit reasons why specific behaviours are required, ensuring the rational clarifies expectations for children.
- Appropriate behaviour is quickly noticed and genuinely celebrated by staff and peers.

- There are clear systems, understood by all, for dealing with inappropriate behaviour, including natural consequences.
- Adults do not use their personal mobile phones for personal reasons in the presence of pupils throughout the school day. (Refer to the Code of Conduct Policy for School Staff for exceptions)

Individual Child Level

- All children's strengths and resilience are recognised and celebrated by staff.
- Systems are in place for noticing and drawing attention to good or improved behaviour e.g. Specific verbal praise, Effective learner behaviour postcards, Wow Work and Wow Behaviour Certificates, use of Class Dojo to share with parents.
- There are systems which allow all children to be 'special' at times.
- Where a child experiences difficulty in developing or sustaining appropriate behaviour, there are systems in place which give additional support and attention.
- All children are reminded that mobile phones are not permitted in school.
- If a child does bring a mobile phone to school, it must be handed to their class teacher for safe storage. The phone will be returned at the end of the day.

HOW DO WE ENSURE THAT OUR RELATIONSHIP AND BEHAVIOUR POLICY CONTINUES TO BE EFFECTIVE?

It is important that our policy meets the needs of all members of the school community allowing children to learn, teachers to teach and all adults to access systems which will ensure the smooth, safe and effective organisation of the school day.

In order for us to reflect on our practice and make any improvements:

- The Relationship and Behaviour Policy is reviewed annually and opinions regarding its effectiveness are sought from parents/carers, staff and children.
- We monitor, analyse and evaluate a range of information and data collected through formal classroom observations and incidents recorded on CPOMS to ascertain whether there has been an improvement in behaviour overall and by targeted children.
- We observe how adults working within school are implementing the policy. Information is obtained through our formal classroom observations, learning walks and through observations of non-teaching periods, e.g. Lunchtimes-Let's be active and let's dine sessions etc.
- All staff are made aware of all children who have additional needs, and require specific support, in the areas of social and emotional development.
- We ensure all staff have access to the Relationship and Behaviour Policy and have opportunities to discuss and contribute to its development. Staff, including supply staff, have clear guidelines on how the policy is to be implemented. As part of the induction process, new staff are provided with the Relationships and Behaviour Policy and have the opportunity to discuss this and to familiarise themselves with the systems.
- We ensure all staff access regular appropriate training opportunities in areas related to positive behaviour management.
- Parents/carers have access to the Relationship and Behaviour Policy and a Home School Agreement is shared with parents during the admission process. The includes teachers', parent/carers' and children's responsibilities. Parents/carers are offered support when they have concerns regarding their child's behaviour both at school and at home. Where necessary they are given advice on how they can help their child succeed in school and at home. We are committed to working in partnership with parents/carers.
- Children are involved in consultation about behaviour in their classrooms and in the school in general. This is done through formal structures such as the Behaviour Curriculum, Effective Learner Behaviours, the Rights Respecting Schools agenda, School Council, collective worship, PSHCE, Behaviour Targets and also through informal discussions and observations.

By doing the above, we believe that the Relationship and Behaviour Policy will continue to have a positive effect on the behaviour of the whole school community.

SUPPORTING GUIDELINES FOR STAFF

'Effective leaders are distinguished by their success in preventing problems arising in the first place rather than by the special skills in dealing with problems once they occur.'
(Brophy 1983)

We believe that…….

- All of our children, staff and visitors should feel happy and safe within the school environment.
- All of our children have a right to learn in an environment that is calm, safe, supportive and where they are treated with dignity.
- All children and adults who work within our school are entitled to dignity, kindness and respect and that this is best shown through the way we behave towards one another.

Responsibilities:
The responsibility for managing children's behaviour lies with all adults working within our school. It is the team response that has proved so effective in our school and has resulted in a calm, safe and effective learning environment. All adults are proactive in the prevention of incidents, by ensuring the curriculum is well planned and pupils' learning needs are met. When incidents occur, or are reported, adults adopt a restorative approach to the situation, or conflict. Then promptly record on CPOMS under the correct category. Adults will follow up incidents to ensure all situations have been resolved.
All adults working in school will be informed of those children requiring additional/specific interventions related to improving their engagement in learning, behaviour and relationships.
All adults have a responsibility to lead by example, role model the behaviours we expect from the children and to follow the school's expectations both within their own designated areas and around the school as a whole. This consistency of approach will support all the children in our school.
The Senior Leadership Team are committed to supporting all staff in areas related to the management of pupil behaviour. Staff who find themselves experiencing any difficulties in managing their class or individual children are encouraged to seek advice and support as soon as possible.

Routines
Start of the day: All staff ensure that children line up safely and calmly then enter the school and classrooms in an orderly manner. All children are welcomed as they line up and enter their classrooms in a kind, friendly and respectful way.

School routines and classroom organisation: All staff have clear routines and organisation within their designated areas which they explain to children and revisit on an ongoing basis. This ensures that children are provided with opportunities to embed the information. New routines or a change in routine is always explained and taught to children. Visual timetables are consistently used to support daily routines for all learners in addition to creating a harmonious learning environment.

Leaving the classroom: Children do not leave the classroom without permission from an adult. Children needing the toilet during lesson time are allowed to go individually, but are encouraged to go on the way out to lunchtime-Let's be active and during Let's dine sessions, particularly in KS2.

Lunchtime-Let's be active and let's dine: Teaching Assistants escort the children to the Let's be active session, then to the dinner hall. At the end of the Let's be active session a whistle will be blown for the children to stand still. Then a second whistle is blown for the children walk to their lines. It is important teachers collect their class on time from the dinner hall, as this reduces possible disruption/incidents of inappropriate behaviour and to ensure prompt registration**.**

Moving around school: When moving around the school, all staff use praise, describing the behaviours required to ensure that the children are sensible, quiet and safe and cause minimum disruption to others (refer to the Behaviour Curriculum Appendix 1). All staff ensure that all the children are visible to them at all times. Ensure all staff are aware of the number of pupils in the class and conduct regular head counts at appropriate times.

School trips: When away from the school grounds, all staff use praise, describing the behaviours required, to ensure that the children are sensible and safe. All staff are aware of the number of pupils in the class and conduct head counts at regular intervals, especially when leaving school, or returning from the activity. If the class is being transported, a head count needs to be conducted when the class have disembarked from the coach and a member of staff needs to check inside the length of the coach too.

End of the day: Children will be escorted to the dismissal points by their class teachers, cover providers and Teaching Assistants to the designated area to be collected by their parent/carer/or a responsible adult. Teachers use this time to communicate with parents, pass on information or arrange a time to arrange a phone call or meeting.

Expectations
Each class creates a class charter appropriate for each of the age stages. These are displayed in classrooms. Teachers discuss and teach the UNCRC articles to their class on a regular basis but always at the beginning of a half term. The class charters, UNCRC articles, PSHCE, Effective Learner Behaviours, Behaviour Targets are reinforced in assemblies and at other opportunities such as Circle Time/class discussions. Staff follow a rights respecting school approach as Duty Bearers in order to role model behaviours to the children, the Rights Holders.

All classes
Create a **class based charter** at the start of the school year to be reviewed each half term. Use the language of a **Rights-Respecting School.** Focus on the behaviours that you want to see, based on forming positive relationships, e.g. share when someone has been helpful, friendly etc with a particular emphasis on **kindness**. Add a post-it daily to your class kindness calendar. Explicitly teach the **behaviour curriculum**, **(appendix 1)** encourage, model and value effective learner behaviours. (**appendix 2)** All adults use a PACE based approach (Playfulness, Acceptance, Curiosity, Empathy) which promotes feeling of safety through interactions with children. *Dr Dan Hughes* Each week discuss how the children can maintain a **pleasant and respectful atmosphere** in the **dinner hall** by communicating with their friends in a calm, quiet manner. **Each day**, display and discuss the **Behaviour Target** (based on the Social and Emotional Aspects of Learning) and the discuss the behaviours, the week's **British Value** and **Protective Characteristic** foci. Use the **zones of regulation/self-regulation chart** to support children to understand the different emotions felt and to recognise how they can help themselves and how adults can help them. Weekly **PSHCE** can include: •aspects of being a **Rights-Respecting School** children learn about their rights, their relationship with other children, Rights Holders (and adults, Duty Bearers) to develop a stronger sense of empathy and an awareness of how their actions can impact on others. •a focus on an aspect of **Effective Learner Behaviours**, **PSHCE** or by raising an awareness of current affairs. •a discussion about the school's vision, values and ethos. **Class discussion** is used to unpick the impact of specific behaviours and appropriate responses. All staff will be **well-planned, prepared** and **resourced** for all lessons. Staff will use **pre-emptive** and **least intrusive strategies** when encouraging positive behaviours for learning. Refer to **Maslow's hierarchy of need** and **consequences** of **unmet need**. Staff **acknowledge** when children demonstrate **positive behaviours for learning**.
EYFS
All staff model a nurturing approach and behave as role models. They communicate clearly with children and remind them about the behaviours expected. Working with parents/carers as partners supports the children's development. Staff will introduce children to the rights of the child and staff will model the language of the rights of the child. Where this is not yet appropriate for a child, an adult will use sensory strategies to support the child in regulating their behaviour before apologising if necessary. Staff will introduce the zones of regulation/self-regulation toolkit to the children in order to build their understanding and language of emotions.
All classes
However, if children fail to wilfully and persistently follow these expectations, we will explore how collaboratively support the child's behaviour and attitude to learning: **Stage 1:** The class teacher will arrange a meeting with parents/carers. **Stage 2:** The Year Group Leader will arrange a meeting with parents/carers. **Stage 3:** The Phase Leader will arrange a meeting with parents/carers. **Stage 4:** The Deputy Headteacher will arrange a meeting with parents/carers. **Stage 5:** The Headteacher will arrange a meeting with parents/carers. **Appendix 3: Behaviour Stages** **Appendix 4: Maslow's hierarchy and possible outcome of unmet need** **Appendix 5: Stage 1 Record of meeting with class teacher and parent/carers** **Appendix 6: Stage 2 Record of meeting with class teacher and parent/carers** **Appendix 7: BTAC**

All staff use choice, chance and natural consequences, which teach rather than punish and are not shame based. By doing this, children are encouraged to develop positive management of their own behaviour. The consequences are part of a whole school system, however, adaptations are applied in order to meet the individual needs of the children. We do not expect all children to be at the same developmental stage regarding their behaviour. The consequences aim to develop a sense of taking responsibility for our actions and an understanding of the consequences.

Positive rewards for whole class behaviour are age appropriate. Rewards do not have to be physical. For example, the use of ClassDojos, a kindness calendar post-it, WOW work/Behaviour certificate, verbal praise, positive messages for parents/carers can be implemented. ClassDojo rewards are used to foster a co-operative and sharing environment where the class is encouraged to work together for the common good/common goal.
Incidents and actions/follow up taken, are reported on CPOMS to ensure all relevant adults are aware of the incident and to document, track, direct and support staff as well as analysing behaviour.

There may be occasions when a risk assessment needs to be completed if the child is displaying unsafe behaviours e.g. spitting, biting. **(appendix 10)**

If staff become aware of, or have a need to become involved in, situations where a child may be at risk of causing injury to themselves or others, committing a criminal offence, or damage property, or if the behaviour of a child causes disorder among pupils in the school, staff may need to take steps to intervene physically. The use of prevention techniques and de-escalation strategies are deployed to minimise the need to use restrictive interventions. Staff use the least amount of force, or least restrictive intervention necessary, for the least amount of time required to reduce the relevant risks.

Whole-school measures include:

- regular reviews of how the school and classroom environment can support all pupils to achieve and thrive
- best practice is shared for whole-class behaviour management, and for managing corridors and playgrounds, MUGA during playtime and lunchtimes
- staff training in effective communication strategies, such as using appropriate tone of voice and empathy to aid de-escalation
- establishing and maintaining staff-pupil relationships and trust
- data records and analysis on the use of restrictive interventions is used to inform improvement planning

Individual approaches include:

- staff work closely with parents to support individual pupils
- strategies used to support individual pupils are based on their identified needs, including the development of behaviour support plans. (Where a pupil has a disability, schools have a legal obligation under the Equality Act 2010 to support pupils with reasonable adjustments, making sure they can benefit from what the school offers)
- pupils are given time, space and strategies to calm down before their behaviour escalates
- staff work with pupils with SEND, parents and other professionals to develop prevention and de-escalation strategies specific to their individual needs.

A record of serious incidents requiring physical intervention need to be completed. There are also a number of staff who are trained in Team Teach. If the need arises, positive handling techniques will be used. In such circumstances staff will follow the DfE 'Restrictive interventions, including the use of reasonable force, in schools' guidelines' for schools in England. Any parent wishing to view these guidelines may do so on request.
Appendix 8: Record of Serious Incident Requiring Physical Intervention (Team Teach trained staff)
Appendix 9: Record of Serious Incident Requiring Physical Intervention (Staff not trained in Team Teach)

Occasionally incidents occur which are of a more serious nature. These include:

- Violence
- Direct and intentional verbal abuse
- Bullying-including cyberbullying, prejudice-based and discriminatory bullying (see Anti-bullying policy)
- Disability related harassment
- Racism

- Sexism
- Sexual harassment, including child on child sexual abuse
- Homophobia
- Leaving class/school without permission
- Possession of prohibited items. This includes, knives or weapons, alcohol, illegal drugs, stolen items, tobacco and cigarette papers, e-cigarettes or vapes, fireworks, pornographic images.

When a serious incident occurs, the child will have a meeting with a member of the Senior Leadership Team and an incident report is completed on CPOMS. A decision will then be made regarding the most appropriate actions and consequences for the child.
Consequences may include:

- Removal from their class for a specified time.
- Informing parents/carers.
- Internal seclusion at Heald Place, or a participating school where the child is accompanied by a member of staff.
- **Use of a Part-Time Timetable.** When a risk assessment of a child's behaviour has been carried out and they are still found to be a high risk without one to one supervision, a part-time timetable may be used. Part-time timetables will be reviewed on a weekly basis with the parent/carer and the child. They would be used whilst the school ensures other measures are put in place to support the child, or whilst a statutory assessment is taking place. The school feels strongly that a part-time timetable is much more positive than possible suspension/exclusion that may occur when such support is deemed necessary.
- Suspension from school.
- Permanent exclusion from school.

We follow the Manchester and DfE guidance in relation to suspension and permanent exclusions:
https://www.gov.uk/government/publications/school-exclusion

Relationships

The following points are ideas/reminders for staff regarding the development of positive staff-pupil relationships.

Staff-Pupil Relationships

- Children may have problems they are trying to deal with. No child should be seen as a 'problem.' All behaviour is a form of communication.
- Adults take time to listen to the children to ensure any concerns are heard from each child's point of view so children are supported to understand how their behaviour affects others. This will support the children in making amends and how behaviour can be turned around.
- When children are confrontational it is usually because they are anxious, unhappy, frightened, distressed. Don't take it personally.
- Role model calm responses to pupil behaviour, e.g. keep the tone of your voice calm, your body language non-threatening.
- Don't be pushed in to reacting to a child's behaviour. If it helps you, delay dealing with an incident until later. Explain to the child that you want to think about what has happened. If you do this never forget to follow it up.
- Always try and deal with confrontation/possible confrontation on a 1:1 basis and avoid opportunities for other children to observe.
- If you realise that you have contributed to a difficult situation, it is positive to recognise this with the child and apologise.
- Use humour if appropriate – it is important not to include sarcasm.
- Not all strategies work with all children. If one strategy doesn't work, try another. It may be that a child you are having difficulties with has a good relationship with another member of staff. Talk to the member of staff and use their knowledge of what works.
- Be genuine, positive and friendly. Focus on the positive things a child is doing in order to improve other areas – don't work to a deficit model.
- Allow for mistakes – any improvement is good for a child who is struggling with their behaviour.
- Show a genuine interest in each individual child to strengthen positive relationships.
- Look for individual, group and class successes.
- Look for the early indications that a child may not be happy/distressed/likely to struggle and have a plan of how to intervene at an earlier stage to avoid triggers or an escalation of a situation.
- Record and report disruptive behaviours/concerns on CPOMS.

Staff-Parent/Carer Relationships

We believe that parents/carers are the child's primary educators and we are committed to harnessing their involvement and support to improve outcomes for the child. We also offer to support them when behavioural difficulties arise in the home situation. The following points are ideas/reminders for staff regarding the development of positive staff-pupil relationships.

- Ensure parents/carers are clear that we are all working together to 'get it right for the child,' in order to support their behaviour.
- Encourage parents/carers to visit the classroom to celebrate their child's achievements e.g. Come and Celebrate, Parents' Evenings.
- If you have to relay information about their child's behaviour/performance balance it with positive remarks about improvements.
- If a difficult situation is likely to arise between you and a parent/carer, plan an appropriate place to meet which is out of sight of their child, but within reach of help from other staff. If may be appropriate to involve your Year Group Leader/Phase Leader, or another member of the Senior Leadership Team from the outset.
- Take notes of parental concerns and read them back to parents to make sure you have a true record.
- Give the parent/carer time to off load concerns without interrupting them.
- Be aware of home situations which might be affecting their mood/response to school.
- Communicate with parents as you would like to be approached.
- Always try and end the meeting positively.
- As soon as possible after a difficult meeting take opportunity to contact the parent on a positive matter/to inform them of improvements.

Special Educational Needs – Behaviour
We have comprehensive systems for identifying children who may be/are experiencing social, emotional and/or have mental health needs. The SEND procedures are used to support the monitoring, evaluating and reviewing of children's progress. The SEND team are able to advise staff on a range of strategies for working with children experiencing such difficulties.

Children who are identified are offered a range interventions tailored to meet their individual needs. Support can be through additional staff interventions such as Learning Mentor support and/or pastoral activities e.g. yoga, therapeutic approaches, counselling.

If after a range of interventions, the child is still not responding/improving, a referral may be made to the Educational Psychologist.

<u>Linked Documents</u>

This policy is to be read in conjunction with the following:

- Anti-bullying Policy
- Child friendly version of the Behaviour Policy
- Child Protection and Safeguarding Policy
- KCSIE
- Working Together to Safeguard Children
- SEND Policy
- Manchester Inclusion Strategy Toolkit

Appendix 1: Behaviour Curriculum Heald Place Primary School **Behaviour Curriculum**	**Attendance and punctuality**	**Presentation**	**Manners**
	• We attend school every day, unless we are ill. • We arrive on time at 8:40am. **Achievement, precise, confident**	• We wear our uniform proudly every day. • We put our coats and bags in our own lockers before we go into class. • We make sure we wear our PE kit to school on the days we need it. **Pride, belonging, organised**	• We say 'Please' and 'Thank you' when people do kind things. • We hold the door for children and adults around school. **Kind, collaborative, generous**
In class/during lessons	**Around school/trips**	**Let's be active/Playtimes/Outdoors**	**Let's dine**
• **We sit smartly and safely on our chairs.** *(Focus on learning, correct letter formation)* • **We try our best in every lesson.** *(Make progress, be creative, proud of own achievements)* • **We look after the resources and equipment.** *(Be prepared, well resourced)* • **We share our ideas and opinions.** *(Inquisitive, purposeful discussion promotes own learning)* • **We keep our learning space organised.** *(Prepared and ready to learn)* • **We work cooperatively with our classmates.** *(Team work successfully promotes own learning)* • **We listen carefully to others when they are speaking.** *(Respectful behaviour, accepting, open minded, consolidates/clarifies own understanding)* • **We notice when someone help might need help and offer it to them.** *(Pleasure gained from being helpful and kind)* • **We keep trying even if the work is hard.** *(Become resilient, mistakes are an essential part of the learning process)* • **We leave our classroom tidy after each lesson.** *(Value the cost of equipment, be prepared)* • **We collaborate to devise and follow our Class Charter.** *(Clarity about own and others' rights)* • **We work to achieve the effective learner behaviours.** *(Reflective learning, use prior learning to understand current and future learning)*	• **We listen to the instructions in preparation for the transition/ trip/movement from the classroom.** *(Considerate, trustworthy, helpful, ready)* • **We walk in our line order**. *(Ensures behaviours are calm)* • **We walk quietly at all times.** *(Prepared for the next activity, without disturbing other classes)* • **We walk on the left on corridors.** *(Classes can pass in the opposite direction; younger pupils feel safe)* • **We walk on the left, holding the railing on the stairs.** *(Classes can pass in the opposite direction, safe, calm movement through school)* • **We enter the hall quietly and sit patiently for assemblies.** *(Calm, prepared, sensible)* • **We keep together as a class when walking.** *(Safe, reliable, organised)* • **We wear our Hi-Vis jackets when we go on school trips.** *(Visible, safe, belonging)*	• **We notice if someone is on their own and try to include them.** *(Thoughtful, generous)* • **We play safe games.** *(Enjoy the activities, be trustworthy, have fun, relax)* • **We take turns with the activities.** *(Collaborative, thoughtful, considerate)* • **We use the opportunity to chat with our friends.** *(Be inclusive, relax, laugh)* • **We believe there must be Equal Opportunities for boys and girls outside with sports.** *(Empathy shown, being objective, considerate, no one group dominates)* • **We know what to do if we have a problem.** *(Calmly speak to/ask the Teaching Assistants/Lunchtime Organisers/Anti-Bullying Ambassadors for help, be forgiving)* • **We keep our hands and feet to ourselves.** *(Kind, thoughtful, considerate)*	• **We show excellent table manners.** *(Be respectful of the food preparation process)* • **We speak to each other in a courteous way.** *(Calm, respectful, quite indoor voices)* • **We wait seated until we are told to collect our lunch.** *(Courteous, patience)* • **We display positive body language and behave calmly.** *(Kind, empathetic, positive role model)* • **We use quiet, calm indoor voices in the dining hall.** *(Enjoy peaceful conversation with friends)* • **We try all food available with an open mind.** *(Be inquisitive about unfamiliar foods)* • **We can get out of our seats to something in the bin-once we have finished eating, or to go to the toilet.** *(Refresh, ready for afternoon learning)* • **We listen carefully to Lunchtime Organisers and Teaching Assistant when they are speaking.** *(Be kind and respectful towards the Teaching Assistants, Lunchtime organisers and kitchen staff)*

Appendix 2: Effective Learner Behaviours

Kind	Generous	Forgiving
Pupils: • interact in a cooperative manner. • are considerate of others' feelings. • take pleasure from being helpful and solving problems. • are considerate of others' feelings. • take pleasure from being helpful and solving problems.	Pupils: • provide effective feedback to others. • displays patience with others. • take pleasure from others' positive achievements.	Pupils: • are able to 'move on' and 'let go.' • accept others' apologies. • show compassion for others' point of view and situation.
Accepting	**Trustworthy**	**Confident**
Pupils: • value others' beliefs, lifestyles and opinions. • are open-minded regarding others' circumstances and experiences.	Pupils: • are reliable in the choices they make. • take responsibility for their actions. • are honest and dependable.	Pupils: • make morally brave choices. • speak out, choosing not to be a bystander. • are self-assured and have a positive outlook.
Inquisitive	**Resilient**	**Creative**
Pupils: • show a curiosity about learning. • displays a genuine interest in others. • show an eagerness to develop their understanding.	Pupils: • perceive that making mistakes is an essential part of the learning process. • have a range of strategies when they are stuck.	Pupils: • enjoy engaging in practical subjects. • take opportunities to be imaginative across the curriculum.
Precise	**Collaborative**	**Thoughtful**
Pupils: • take pride and produce work of high quality • act on feedback to edit and improve outcomes. • have a conscientious attitude to their progress.	Pupils: • contribute effectively when working with others in pairs and groups. • recognise the benefits of working as part of a team.	Pupils: • reflect upon the impact of their behaviour on others. • show empathy towards others. • are sympathetic and responsive to the needs of others.

Appendix 3: Behaviour Stages

Supporting children's behaviour at Heald Place

Preparation/Planning/Adaptations

Develop positive relationships with parents/carers.
Work with parents e.g. bed times/supporting expectations or routines at home.
Warmly welcome each child daily.
Build positive relationships with all children. Use the PACE approach.
Plan, prepare and deliver purposeful. engaging and challenging lessons.
Ensure resources and activities support progress in learning.
Model positive behaviour with adults and children.
Ensure the learning environment, is clearly labelled.
Ensure adaptations are in place to enable access to learning for all children.
Provide an appropriately stimulating environment.
Deploy teaching assistants effectively to support learning.
Ensure routines are in place e.g. for transitions, tidying up, lining up, walking through school.
Decide, with the class, which children's rights will be the main focus to create a class charter.
Know your children and their 'triggers.'

Pre-emptive strategies

Review the seating plan and groups.
Reinforce/name children who show positive behaviours.
Maintain a sense of humour
Use a visual timetable and pre-empt known changes.
For identified children, use target boards with now and next indicated.
Maintain good relationships with parents/carers. Share positive information about their child.
Demonstrate consistent use of behaviour strategies e.g. reward system, praise, awarding Dojos, certificates.
State what you want children to do e.g. 'walk smartly,' rather than, 'don't run.'
Provide identified children with an area of responsibility eg a monitor.
Focus on and pay attention to the behaviours required eg being kind, helpful, resilient etc.

Least intrusive strategies

Remember to smile.
Ask the child if they are ok.
Remind children about the class charter.
Ask children to share who has shown kindness, helpfulness, resilience etc
Praise for children who are making the right choices.
Quietly help the child to refocus on their learning.
Find out what the child's barriers to learning are.
Decide if additional resourcing or scaffolding is needed.
Use distraction techniques or divert child's attention.
Remind children what they need to do to turn behaviour around.

If a child appears disengaged

In school

Quietly move the child away from the group.
Minimise embarrassment.
Be positive about achievements.
Check if anything is upsetting them.
Ask if there is anything that be done to support or help the child.
Listen to child's response.
Encourage child's positive engagement in the next lesson.

After school

Have a structured conversation with parent/ carer about the best way to support the child.
Discuss concerns with Year Group Leader/ Phase Leader.
Discuss referral to the Learning Mentor, for another SEMH intervention, or for yoga.
Discuss possible SEND needs with the Inclusion Lead/SENDCo.

Reflection

Did I welcome the child in the morning?
Are there any changes to a child's demeanour or circumstances?
Are my systems in place for a child to alert me to the need for social and emotional support?
Am I promoting the use of the self-regulation resource?
Am I referring to the UNCRC and the class charter?
Have I made accurate assessments of the learning outcomes?
Is the lesson appropriately engaging and challenging?
Have I provided suitable resources or scaffold to enable access to the learning?
Have I checked that the most vulnerable children understand how they are going to make progress?
Is there are an unmet need? What can I do to address this? See Maslow
Have I followed the school's Relationship and Behaviour Policy?
Have I been explicit about the behaviours I want to see?
Have I acted on the advice from the Year Group Leader/ Phase Leader regarding planning, preparation and strategies?
Have I adopted strategies used by other colleagues?

Delivering a purposeful. engaging and challenging curriculum, alongside the behaviour strategies works for the vast majority of the children the majority of the time. The Year Group and Phase Leader are available to support staff embed the behaviour management strategies as described in the Behaviour Policy The leaders also ensure the self-regulation toolkit is being promoted by staff and used by children. However, there can be occasions when a child does not remain engaged and/or becomes disruptive.

If child continues to be disengaged and/or becomes disruptive

If the teacher has ensured they have appropriate resources and strategies in place and this has not resulted in the engagement of the child or the child has become disruptive:-
Stage 1: **Class teacher** will arrange a formal meeting with parent/carer to discuss how best to support the child. **See Appendix 3**
Possible outcomes:
Referral to Learning Mentor, Early Help, school nurse or Health Visitor.
The SENDCo will observe child and recommend strategies to support learning and behaviour.
Head of Year will review planning, resources and assessment and advise on further strategies.
Review support for 'Let's be active' and 'Let's dine.'
Ensure all staff are aware of strategies in place.

If the strategies recommended at Stage 1 are in place and this has not resulted in the engagement of the child or the child continues to be disruptive:-
Stage 2: Year Group Leader arranges formal meeting with parent/carer to discuss how best to support the child.
Possible outcomes: **See Appendix 4**
Referral for counselling.
The Inclusion Lead will complete Boxall Profile.
Begin the SEND Pathway.
The Phase Leader will observe teaching and learning and advise on further strategies.
Complete a behaviour risk assessment.

If the strategies recommended at Stage 2 are in place and this has not resulted in the engagement of the child, if the child continues to be disruptive or displays aggressive/violent behaviour:-
Stage 3: Phase Leader arranges formal meeting with parent/carer to discuss how best to support the child.
Possible outcomes:
A BTAC (Behaviour Team Around the Child) is completed with the class teacher, the parents/carers, with input from the child. The Designated Safeguarding Lead could also be invited. (The meeting will be led by the Deputy Headteacher, the Phase Leader or the Inclusion Lead.)
Referral to CAMHS.
Agree procedure after a crisis situation between a child and member of staff. This will include a period of separation between the member of staff and child. The DSL will also meet with the staff member and a mediation meeting will be arranged between the child and member of staff, supported by the Deputy Headteacher.
Seek advice from Bridgelea.

If the strategies recommended at Stage 3 are in place and this has not resulted in the engagement of the child, if the child continues to be disruptive or continues to display aggressive/violent behaviour:-
Stage 4: Deputy Headteacher arranges formal meeting with parent/carer to discuss how best to support the child.
Possible outcomes:
Time limited part time arrangement, reviewed weekly with targets and support identified
Time limited internal seclusion arranged.
A rebuilding meeting will be arranged between the child and member of staff, supported by the Deputy Headteacher.

If the strategies recommended at Stage 4 are in place and this has not resulted in the engagement of the child, if the child continues to be disruptive or continues to display aggressive/aggressive behaviour. The child regularly displays unsafe behaviours:-
Stage 5: Headteacher arranges formal meeting with parent/carer to discuss how best to support the child.
Possible outcomes:
Suspension.
Permanent exclusion.

Appendix 4: Maslow

Maslow's hierarchy of need	Possible outcome of unmet need	Support for children
Physiological or survival needs		
Nutritionally balanced food (few additives, etc) Sleep Rest and relaxation Shelter Physical exploration Stimulating activity	Poor concentration Tired and grumpy Over-excitable Difficulty in relaxing Fidgety, 'uptight' Mood swings	**Build positive relationships with children** Build positive relationships with parents Supportive communication with parents e.g. advice about routines at home/bedtimes, nutrition Be welcoming Encourage children to say if they are hungry. Provide food/breakfast for children. Additional milk, fruit and vegetable snacks Refer family to 'magic breakfast' Lessons about the need for sleep and a balanced diet. Discuss concerns to Safeguarding Officer-referral for Early Help, children's services, nurse etc Clean toilets and soap Access to water Notice and report changes behaviours Voice of the child Relaxation/yoga PE lessons are fun, structured and progressive Encourage attendance at Afterschool Clubs Plan interesting and engaging activities Have a class book/novel-read to the children Staff provide a calm, nurturing environment
Safety needs		
Consistency Boundaries Being safe Feeling safe Reassurance	Anxiety, fear Overreaction to minor conflict situations Challenging 'authority' Breaking rules Difficulty on coping with change	**All previous statements in place** Show interest in the children Ask children questions Use Social and Emotional Aspects of Learning (SEAL) lessons to provide a tool kit to support their responses to situations Weekly SEAL target/certificate Weekly P4C/RRS-Rights of the child lessons/Circle time Consistency when managing behaviours-talk to all adults working with the children Class charter in place and referred to Visual timetables displayed and for individuals Clear classroom routines A change in routine is explained in advance Encourage self-referral for Chatterbox

Appendix 4: Maslow

Maslow's hierarchy of need	Possible outcome of unmet need	Support for children
		Learning Mentor support-to discuss worries Staff provide a calm response to all situations Staff always listen to children During playtimes and lunchtimes staff, play with, talk to and supervise the children Staff are vigilant during playtimes and lunchtimes to intervene/support children before a problem arises Staff do not say to children 'ignore them/the child' if a concern is raised especially at playtime and unpick all concerns Staff follow the school's Behaviour Policy Praise and rewards are provided All staff are responsible for Health and Safety CPOMS is updated promptly Provide and train pupil leaders-Safety Officers, Sports Leaders, Anti-bullying Ambassadors
Love, belonging and affection		
Being cared for Feeling cherished Being part of a family or social group Taking part in activities Opportunities to take responsibility Exploring ideas Expressing needs and wants Making and maintaining relationships Dealing positively with conflict Trust in others Being trusted	Negative attention seeking Poor relationship skills Involvement in gangs Unhealthy relationships Difficulty in expressing self Often alone Difficulty in seeing cause and effect of actions Inability to resolve conflicts peaceably (arguing or falling out) Displaying fear or feeling fearful	**All previous statements in place** Create a trusting environment All staff are approachable Have a class identity Celebrate achievements Encourage children to take part Effective teaching strategies Inclusive learning Equip children with the skills to manage conflict-SEAL, P4C, children's rights, circle time, LEAF (Listen, effects, amends, follow up) PSHCE/emotional literacy lessons Refer for Beacon counselling Links with Community police
Self-esteem		
Feeling valued Being valued Knowing strengths Celebrating achievements Accepting weaknesses Taking steps to change things Positive response to challenge	Negative attention seeking Putting self in compromising situations Getting in with the 'wrong crowd'	**All previous statements in place** Children have a clear role, job, responsibility Adult feedback encourages the 'Power of yet!' 'I can't do …. Yet.' Encourage resilience Develop independence Support how to win and lose with dignity Assessments of learning outcomes are frequent and accurate

Appendix 4: Maslow

Maslow's hierarchy of need	Possible outcome of unmet need	Support for children
Self-respect Avoiding compromising or dangerous situations Developing independence Welcoming responsibilities	'Acting up' or playing the fool to achieve status, ie a false sense of self-esteem	Pastoral support Positive text messages Constructive feedback provided on learning
Self-actualisation		
Self-knowledge Creative outlets Exploring the world Learning new things Rising to challenges Developing values and principles Developing talent	Lack of motivation Internalises feelings Frustration Feelings of injustice Difficulty in considering other perspectives	**All previous statements in place** Teaching/facilitation of learning that motivates and inspires Personalised learning Excellent role models Invite inspirational speakers and visitors Links with local facilities-Art Gallery, theatres After school clubs Sports competitions

Appendix 5: Stage 1 Record of meeting with class teacher and parent/carers

Child's name:	
Stage 1: Class teacher The class teacher will arrange a formal meeting with parent/carer, with agreement of the Phase Leader, to discuss how best to support the child in school and how parents can support their child at home.	
Date:	
Briefly outline the reasons for the meeting. **Introductions** **The purpose of this meeting is…. and are here to work together to support xxx .**	
Outcome of formal meeting with parents/carers: **How best to support the child** (Child's, parent/carers', school's point of view)	
Home	**School**
Desired outcomes agreed	
Home	**School**
Agreed review date:	
Attended by (name and signature): Child: Parent(s)/carer(s): Class teacher:	

Review meeting	
Date:	
What's working well?	
Home	**School**
What are the challenges?	
Home	**School**
Agree best way to support child	
Home	**School**
Attended by (name and signature): Child: Parent(s)/carer(s): Class teacher:	

Appendix 6: Stage 2 Record of meeting with Year Group Leader and parent/carers

Child's name:	
Stage 2: Year Group Leader The Year Group Leader will arrange a formal meeting with parent/carer, with agreement of the Phase Leader, to discuss how best to support the child in school and how parents can support their child at home.	
Date:	
Briefly outline the reasons for the meeting. **Introductions** **The purpose of this meeting is…. and are here to work together to support xxx .**	
Outcome of formal meeting with parents/carers: **How best to support the child** (Child's, parent/carers', school's point of view)	
Desired Outcomes	**Actions (child, school, home)**
•	•
•	•
•	•
Agreed review date:	
Attended by (name and signature): Child: Parent(s)/carer(s): Class teacher: Year Group Leader:	

Weekly review meetings				
Desired Outcomes	**Date:**	**Date:**	**Date:**	**Date:**

Appendix 7: Behaviour Team Around the Child Meeting (BTAC)

Section 1: Child's Details
Date of Meeting:

Child's Name:		**Date of Birth:**	
Child's First Language		**NC Year:**	
Gender		**Ethnicity**	

Briefly outline the reasons for this meeting (in not more than 500 words)

Section 2: Please list all persons invited to this meeting.
(This should include parents /carers/Young People and any relevant professionals currently involved with the Child/YP)

Name	**Role**	**Attended (Y/N)**	**Written report provided (Y/N)**	**If they did not attend and did not submit a written report please state the reason why**

Behaviour Team Around the Child Meeting (BTAC)
Section 3: Person Centred Discussion.
Please ensure the sections below provide an accurate representation of the discussions at the meeting

Child's aspirations (hopes and dreams), what is important to them and you in the future?

Self-Regulation chart

Feelings	What I could do	What adults can do
Sad or unhappy		
Angry		
Calm and happy		
Worried or anxious		
Hungry		
Tired		

Section 4:

Please ensure the sections below provide an accurate representation of the discussions at the meeting

What's working well? (child's, parent/carers', school's point of view)	
Home	**School**
What could be better and why? (child's, parent/carers', school's point of view)	
Home	**School**

How best to support them? (child's, parent/carers', school's point of view)	
Home	**School**

Who is providing support? – eg Family (extended) Short breaks, Social Care/ Health, community activities

Further points discussed.

Section 5: Education attainment record

Please give details of progress and attainment

	Previous year	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Reading							
Writing							
Maths							

Behaviour Team Around the Child Meeting (BTAC)
Section 6: Desired Outcomes for the Child Person The outcomes should describe the specific things the child/young person will gain or develop to help them work towards their aspirations. They should be written as a statement of what the child/young person will gain/be able to do at the point of achievement. The 'How will we know it has been achieved?' column should paint a clear picture, through a series of smaller measurable steps, what achieving this outcome will look like for the individual (these smaller steps may be education, health or social care related).

Outcomes	Actions required?	Who will help?	By when?	How will we know when it's achieved?

Any other actions required		
What	**By Whom**	**By When**

Notes completed by:

Name:		**Signature:**	
Designation:		**Date:**	
Date of next review meeting:			

Appendix 8: Record of Serious Incident Requiring Physical Intervention (Team Teach trained staff)

Pupil's Name:	Pupil's Age:
SEND details:	
Date of incident:	Time of incident:
Duration of incident:	Duration of physical intervention(s)
Location of incident:	
Staff members involved: Lead person responsible for filling form in: Active: (involved in positive handling) Passive: (involved in serious incident, but not positive handling) Witnesses: Other agencies:	

De-escalation techniques used: (circle or highlight if used)

Humour	Verbal advice and support	Firm clear directions	Negotiation	Limited choices	Distraction
Diversion	Reassurance	Planned ignoring	Contingent touch	Calm talking	Calm stance
Patience	Withdrawal offered	Withdrawal directed	Swap adult	Reminders of consequences	Success reminders

Response to de-escalation: Anger / Verbal threats / Swearing / Violence / Throwing property / Damaging property / Non-compliance / Not calming down / Self harming

Reasons for physical intervention: (circle or highlight if used)

Disruption to immediate group/peers	Disruption to class	Damage to property	Verbal threats
Attempted assault	Actual assault	Attempted self-harm	Actual self-harm
Attempted abscond	Actual abscond	Fighting	Other
Immediate danger to self	Immediate danger to peers	Immediate danger to staff	

Team-Teach techniques used in physical intervention (Number in order used)

	Standing	Escorting	Sitting	Kneeling	Floor	Legs horizontal
1. Friendly hold						
2. Single elbow						
3. Double elbow						
4. Wrap hold						
5. Small child escort						
6. Cradle						
7. Half shield						

Other interventions	Use of calm space	Seclusion	Exclusion (see exclusion documents)
Comments/Actions:			

Absconding:	Time left premises	Time returned	Parents informed	Police informed & log number	Location(s)
Comments/Actions:					
Is this intervention an agreed strategy linked to a Risk Assessment/Behaviour Management Plan? Yes / No					

What led to the restrictive physical intervention? Anger / Verbal threats / Swearing / Violence / Throwing property / Damaging property / Non-compliance / Not calming down / Self harming
What happened during the incident? (Why the use of force was assessed as necessary in that instance)
What happened after the incident?
Medical check: Breathing/circulation/injury to pupil/injury to staff/others: Pupil: Staff: Seen by: First Aider- NB: Injury requires further reporting: Yes / No Supporting records completed: Accident report / Serious incident / Witness statements
Recording: Reported to Headteacher
Reported to Parent/Carer: (Circle) Letter Telephone call-Staff name: Time: Summary of conversation:
Signatures: Staff: Headteacher:

Recovery listening and learning
Name of staff who listened to the pupil: What was learned from the conversation? (include a brief description of the conversation)
Name of staff/pupils involved in the group discussion/lessons following the incident, including a brief description of the conversation:
Support given to staff/discussions taken place/any actions taken
Is further personal support required, if so give details:

Appendix 9: Record of Serious Incident Requiring Physical Intervention

(Staff not trained in Team Teach)

Pupil's Name:
Pupil's Age:
SEND details:
Date of incident:
Time of incident:
Duration of incident:
Staff members involved:
Lead person responsible for filling form in:
Reasons for physical intervention.
Details of the incident (Please include all steps taken to diffuse the situation and resolve it without force/restraint and the nature of the force/restraint used.)
Details of how pupil safety was maintained.
Outcome of the incident.
Description of any injuries suffered by the pupil or others and/or any property damaged during the incident.
Medical check Pupil: Staff: Seen by First Aider? Yes/No Supporting documents completed (circle) Accident report, CPOMS incident report, Witness statements(s)
Recording: Reported to Headteacher or /Deputy Headteacher (circle)
Signature: (Staff) (Headteacher/Deputy Headteacher)
Reported to parent/carer: (circle) Phone call, conversation, phone call Staff name: Time: Summary of conversation:
Recovery listening and learning
Name of staff who listened to the pupil: What was learned from the conversation? (include a brief description of the conversation)
Name of staff/pupils involved in the group discussion/lessons following the incident, including a brief description of the conversation:
Support given to staff/discussions taken place/any actions taken
Is further personal support required, if so give details:

Appendix 10: Behaviour Risk Assessment

ASSESSMENT OF RISK IN THE SCHOOL ENVIRONMENT for in **Date of Implementation:** **Date of Review: Every 2 weeks**	**CONFIDENTIAL** PHOTO
This risk assessment has been written following an audit of the school environment made by the Assistant Headteacher (AHT)/Inclusion Lead and other adults who works with XXX to support his/her SEMH needs. Information has also been shared with XXXX's parents/carer. The following areas were identified and strategies put in place to keep XXXX and others safe in school.	

Description of needs

Social Behaviour

-
-
-
-
-
-

Emotional regulation

-
-
-
-
-
-

Area considered	Potential Risk or Hazard	Strategies or Actions	Responsibility
Arrival at school			
On arrival			

Area considered	Potential Risk or Hazard	Strategies or Actions	Responsibility
Indoor Environment			
Corridors			

Area considered	Potential Risk or Hazard	Strategies or Actions	Responsibility
Indoor Environment			
Toilets			
Indoor Environment – Dinner Hall (Lunch time)			
Lunchtime			
Indoor Environment Gym / Dance Lessons			
Dance and gym lessons			
Outdoor Environment Games Lessons			
Games lessons			
Other Actions:			

I have read and agreed that we are unable to ensure we can keep XXXX, other children and staff safe.

_____Parent/Carer Date:_____

_____Teaching Assistant Date:_____

_____Class teacher Date:_____

_____Assistant Headteacher/Phase Leader Date:_____

_____Designated Safeguarding Lead/SENDCo Date: _____