

East Somerset Federation

Bruton Primary School



Behaviour Policy

Including exclusion arrangements

Approved by the Governing Body of
The East Somerset Federation

Signed

Susan Spise

Date: September 2024

Date for Review: September 2025 (draft review June/July 2025)

Values and beliefs:

We believe that children have the right to be safe, be treated politely and learn without disruption. Children have a responsibility to care for themselves, each other and their school within a primary school where children and adults can flourish.

As a school, we feel it is important to promote a caring and supportive environment to enable all members to feel secure, respected and therefore encourage good behaviour. We believe that the development of personal qualities and social skills and the fostering of socially acceptable behaviour are an integral aspect of the life at Bruton Primary School supported by our Personal, Social, Health and Citizenship Education curricular area. Most children will make wrong choices at some point and our intention, through this policy, is to provide our pupils with clear guidelines on how to behave well as well as knowing that they can have hope in being able to learn for the future after any mistakes have been made.

The East Somerset Federation has a positive and inclusive approach to managing behaviour. We believe in encouraging good behaviour through a range of positive behaviour management strategies. We believe that good behaviour supports enjoyment of school for pupils and staff and promotes good teaching and learning opportunities.

Through this positive approach, we aim to pre-empt inappropriate behaviour, thus enabling us to focus on good behaviour. We believe strongly in building positive and effective relationships so we can support pupils in managing their behaviour effectively and respectfully.

Our Aims:

- To encourage a calm, purposeful and happy atmosphere
- To foster positive, caring attitudes towards everyone where achievements at all levels are valued
- To encourage increasing independence and self-discipline so that each child learns to accept responsibility for their own behaviour
- To have a consistent approach to behaviour throughout the school with parental co-operation and involvement
- To interact with others in a respectful way through speech, actions and relationships
- To raise pupil self-esteem
- To provide clear boundaries for acceptable behaviour and enable them to make appropriate choices
- To ensure physical and emotional safety
- To help children, staff and parents to have a sense of direction and feeling of common purpose
- To be fair to each other, however we recognise that by treating people fairly, we may not treat everyone the same

Rights, Rules and Responsibilities

Rights

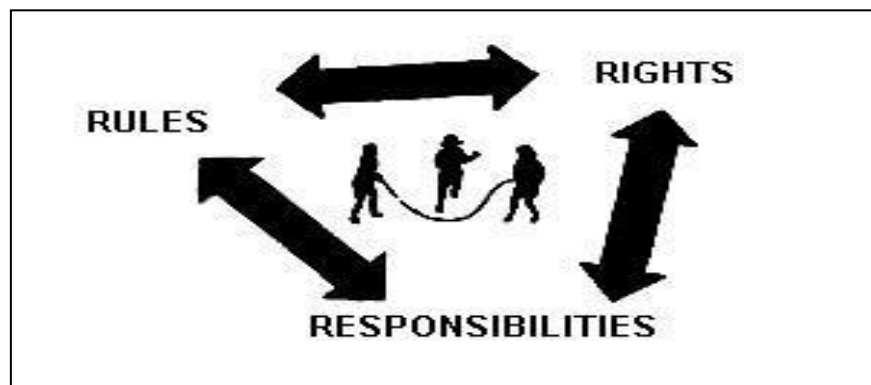
All children have the right to develop their potential and be safe and happy.

Responsibilities

For their rights to be maintained, children have to take on the responsibility of following the rules.

Rules

If children break the rules, they must understand that they have chosen to do this and therefore must accept the consequences of their actions.



The rules are essential for maintaining rights.

Learning Behaviours

At Bruton Primary School, our five 'Learning Behaviours' underpin our attitude to teaching and learning and are represented by the roots of a tree. Whilst all pupils are encouraged to show the different Learning Behaviours as often as possible, each half-term we focus on a different Learning Behaviour as a way of exploring the type of behaviour in more depth.

Each half-term starts with a 'Learning Behaviour Day' where the whole school spend the day exploring that term's focus and each individual Learning Behaviour is celebrated during the weekly Celebration Assembly.

Our Learning Behaviours include, being:

- Responsible
- Reflective
- Creative
- Resilient
- Ambitious

1. Routines

At the beginning of each year, the East Somerset Federation reflects on their school's Behaviour Policy and teachers and teaching assistants discuss age appropriate rules with their class to provide a safe, happy and busy learning environment.

2. Responsibilities

2a) Teachers & Staff Responsibilities

Staff are responsible for:

- Implementing the behaviour policy consistently
- Considering their own behaviour on the school culture and how they can uphold school rules and expectations and modelling expected behaviour and positive relationships
- Listen to, and form positive relationships with parents, children and members of the school community in a respectful way
- Communicate the school's expectations, routines, values and behaviour with parents and children providing informative feedback
- Treating all children fairly and with respect showing empathy and understanding
- Challenging pupils to meet the school's expectations
- Establishing and maintaining clear boundaries of acceptable pupil behaviour
- Recognising and valuing the strengths of all children enabling them to reach their full potential
- Providing a challenging, interesting and relevant curriculum
- Creating a calm and safe environment where children can learn without interruption
- Providing a personalised approach to the specific behavioural needs of particular pupils
- Recording behaviour incidents promptly

2b) Parents' & Carers Responsibilities

Parents & carers are responsible for:

- Being aware of Bruton Primary School's Behaviour Policy, the Home School Agreement and the Responsible use of Social Media Agreement and supporting the school in implementing these policies
- Endeavoring, where possible, to take an active part in the life of the school and its culture
- Monitoring and supporting their child's behaviour both in and outside of school (including online)
- Making children aware of appropriate behaviour and model it themselves
- Encouraging independence and self-management
- Informing school of any changes in circumstances that may affect their child's behaviour and discussing any behavioural concerns with the class teacher promptly
- Working alongside the school to allow all pupils to establish trusting relationships with all adults
- Taking part in any pastoral work following misbehaviour (for example: attending reviews of specific behaviour interventions)
- Working together with the school and having honest discussions to best meet the needs of their child. Our SEND offer is on our website

- Raising any concerns about the management of behaviour with the school directly, whilst continuing to work in partnership with the school

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 working in collaboration with them to tackle behavioural issues.

2c) Pupils Responsibilities

Pupils will be made aware of the following on joining the school:

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

3. Rules

3a) Responding to behaviour

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 their own classroom rules
- 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
 - Concluding the day positively and starting the next day afresh
 - Having a plan for dealing with low-level disruption
 - Using positive reinforcement
- Display and use their class Behaviour Chart
 - Each class has their own Behaviour Chart displayed somewhere at the front of their classroom
 - KS1 - At the start of the year, the teachers create a chart suitable for the children in their class and their different age. Rewards for children who reach different levels is at the discretion of the teacher
 - KS2 - Each class will have a chart that consists of three layers:

Each child's name label starts each day on the middle green level.



REWARDS
Name on Green - ready to start the day
Name moved to Superstar
Tick next to Name/photo
House points/Sticker/Free time
Chosen for Well Done Assembly
Sharing work with an adult

SANCTIONS
Verbal warning
Name or photo on Think for THINK
Tick against name
Time out to partner class or missed break/lunch
Sent to SLT

- It is shared with the whole class at the start of the year and applied daily
- Each child is represented by a label with their name on it or picture (KS1)
- At Key Stage Two, the children or adult are responsible for moving their name labels between the different layers. This is age dependent at Key Stage One
- Key Stage Two classes to also display the 'Rewards' & 'Sanctions' posters for reference for both adult and children. If, at the end of the day, a child's name is on the middle, green level, they will automatically receive 1 house point, if it is on the superstar, they receive a sticker & if they have a 'tick' against their name, they will receive 2 minutes free time which can then be added up and taken at the end of the week.

Positive 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. We wish to ensure that each child has the opportunity to experience success.

Positive behaviour will be rewarded with:

- **Non-verbal praise:** a smile, thumbs up, applause
- **Verbal Praise:** This could be private or public
- **Superstar:** Name moved to the 'Superstar' or equivalent on the class Behaviour Chart
- **Tick next to name on 'Superstar'**
- **House Points:** All children belong to one of 4 'Houses' (Creech, Hadspen, Tolbury & Godminster) where they can earn points towards their house. Each class has a House Points display where the children can add their points. Each week the points are collected up and shared during the Celebration Assembly on Friday
- **Stickers:** Teachers all have stickers in their classrooms which they may give out
- **Free time:** Children may be given an extra 5 minutes break time in or outside the classroom
- **Chosen for Celebration Assembly:** During the weekly Celebration Assembly, teachers choose 1 child in their class to receive a 'Star of the week' certificate and 1 pupil to receive a Learning Behaviour certificate if they have shown the characteristics of that Learning Behaviour across the week
- **Sharing:** Showing work to another class, another teacher, an adult chosen by the child, Head of Schools, Executive Head teacher and parent/carers
- **Feedback Policy and Display:** Positive comments are used to build on successes and children's work is displayed so any visitor knows that we are proud of success

Misbehaviour

When a pupil's behaviour falls below the 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 and that there is a consequence to inappropriate behaviour. It is essential that at all times the behaviour is criticised and targeted and not the child.

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

The school will follow this process in response to unacceptable behaviour:

- 1. Verbal warning with or without an action:** A reminder about school rules and a clear discussion about what needs to happen to put the situation right to avoid further sanctions. E.g. please stop calling out, in our school we put our hand up. If you continue then you will need to move your name to **PINK** for THINK.
- 2. Name label/picture is moved to **PINK** for THINK** or the level below for KS1
- 3. Tick against name** or the next level for KS1
- 4. Time out:** to reflect upon their behaviour
 - To partner class for up to 30 minutes to complete a set activity
 - If a child is sent to partner class (a like-for-like class) more than once in one week, the parents will be told and reminded of the next steps.
 - If a child is sent to partner class more than three times in one week, this will trigger a Behaviour Report Card (given by the Head of Schools which will track their behaviour at intervals throughout the day – see *appendix 2*). The child will be on report for 5 consecutive days. This is then shown and discussed with the Head of School/Executive Headteacher at the end of every day before being shared with parents/carers. The focus of this report is to highlight the positive behaviours, rather than the undesired. After 1 week on a report card, this will be reviewed. It maybe that the child comes off the report card or that it is extended.
 - Miss part of break or lunchtime – 10 minutes for KS2 & 5 minutes for KS1.
 - i. Miss break/lunch time to reflect upon their behaviour. This will be a time for the child to talk & think about what they did and how to improve their behaviour next time.
 - ii. Miss break/lunch time to complete their work.
 - iii. Write an apology letter.
- 5. Sent to a member of SLT** where one of the following will be applied:
 - Miss 15-60 minutes of break/lunch time with a member of SLT (or other delegated member of staff) to reflect upon their behaviour. This will be a time for the child to talk & think about what they did and how to improve their behaviour next time. Parents to be informed.
 - Exclusion (see *appendix 1*)
 - Internal exclusion for 1 hour. Child can then return to class to try to make the right choices. If misbehaviour continues, internal exclusion for the rest of the day. Parent informed

- External exclusion

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. For children who require additional support for their behaviour, there will be a separate relationships and pastoral support plan (see *appendix 5*) which all staff will be aware of.

Restorative Justice

It is important to remember that in some circumstances a child who has misbehaved is given the opportunity to make amends and experience forgiveness. This is done through Restorative Justice (see *appendix 3* for set of questions).

The process should be:

- Understanding of what was wrong
- Understanding the feelings of others
- Feeling sorry
- Problem solving to put it right
- Learning for the future

3b) Specific types of misbehaviour

1. Incorrect uniform

- a) If a child is not wearing the correct uniform a letter will be sent home identifying what is missing/incorrect.
- b) If a letter has gone home and there is still no change after a week, a phone call home will be made.

2. Inappropriate Language

- a) If a child has reported another child has used inappropriate language but an adult has not heard it themselves:
 - Child is warned that inappropriate language is not tolerated and what the consequences would be if this is heard by an adult
- b) If a child has reported another child has used inappropriate language and an adult has not heard it but the child admits they have done so:
 - Treat the same as point d) below.
- c) If a child uses inappropriate language to themselves and is overheard by an adult:
 - Child is warned that language is not tolerated
 - Child should be reminded about language used in school
 - Parents informed via an inappropriate language letter that is sent home (see *appendix 4*) or a phone call if appropriate. Photocopy letter sent home & file a copy in the school office.
- d) If a child uses inappropriate language abusively out loud or at a person
 - Child misses the following playtime (10-30 minutes at discretion)
 - Child is warned that language is not tolerated

- Parents informed via an inappropriate language letter that is sent home (see *appendix 4*) or a phone call if appropriate. Photocopy letter sent home & file a copy in the school office.

3. Leaving the Classroom

On some occasions it is important for some pupils to be given constructive, managed outdoor time to help them self-regulate. This is adult-led.

When a pupil walks out of class, it would suggest that they are in a state of high arousal and unable to regulate themselves. Opportunity should be given to resolve the child's difficulties. They may need support resolving a conflict or help with their learning. They may need time to cool down, reflect and return. Encourage the child to do this in a secure place where they can be observed. Encourage a return to class when appropriate

When a child refuses to use a secure, safe place or return to class, an adult should remain in sight of them. They may need time to cool off but eventually should be given structured choices to engage in a constructive activity or make up the time they have lost from their learning (please time this) at a later point e.g. break or lunch especially if they have left the classroom on more than 1 occasion.

4. Bullying (*Refer to the East Somerset Federation's Anti- Bullying Policy*)

Defined as the repetitive, intentional harming of 1 person or group by another person or group, where the relationship involves an imbalance of power.

Bullying is, therefore:

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

5. Inappropriate cyber behaviours

The widespread access to technology provides a medium for 'virtual bullying', which can occur in or outside school. Inappropriate cyber behaviours can happen at any time of the day and if persistent, are classified as cyber bullying.

The wider search powers included in the Education Act 2011 give teacher's stronger powers to tackle cyber- bullying by providing a specific power to search for and, if necessary, delete inappropriate images (or files) on electronic devices, including mobile phones. The school will endeavour to do this in collaboration with parents.

6. Child on Child Abuse

All forms of Child on Child abuse will not be tolerated in the school community and is most likely to include, but may not be limited to:

- Bullying (including cyberbullying, prejudice-based and discriminatory bullying)
- Abuse in intimate personal relationships between peers
- Physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm (this may include an online element which facilitates, threatens and/or encourages physical abuse);

- Sexual violence, such as rape, assault by penetration and sexual assault; (this may include an online element which facilitates, threatens and/or encourages sexual violence)
- Verbal abuse (including racism)
- Sexual harassment, such as sexual comments, remarks, jokes and online sexual harassment, which may be standalone or part of a broader pattern of abuse;

3c) For serious incidents/persistent misbehaviour

Referral to the Deputy Head of School/Head of Schools/ Executive Headteacher. Involvement of the SENDCo and outside agencies may occur.

Some behaviour may be so serious that a senior member of staff/parents are immediately involved and dealt with on the day where reasonably possible. Behaviour such as:

- Bullying
- Racism & homophobic language
- Damaging school or others' property
- Assaulting a member of staff
- Fighting
- Leaving the school grounds without permission
- Behaviour which causes an accident/Health and Safety issue

If the behaviour is deemed serious, parents will be contacted as exclusion internal, fixed term or permanent) may be necessary.

Physical Assault

Child is involved in a fight/'scuffle' where both parties are at fault

- Child misses the following play (15 minutes) – both children to discuss what they should have done and will do differently next time
- Parents to be contacted

Provoked

First incident

- Child misses up to 30 minutes from their following play. May vary for KS1
- Parents to be contacted

Unprovoked Intentional Physical Assault

First Incident

- Child misses 30 minutes from their following play
- Sent to member of SLT for a 1-hour internal exclusion
- Parents to be contacted
- Warning of future sanction

Second incident in a week

- Child miss playtimes and lunchtimes for the remainder of week and to be carried forward 3 days if this falls on a Friday
- Half day internal exclusion
- Discussion about the needs of the child (consider EHA/behaviour plan/ any SEN needs)

Child is involved in an assault on an adult

- Sent immediately to Executive Head teacher

Vaping

Vaping is the act of inhaling an aerosol (mist) created by a battery-operated device such as an e-cigarette, vape pen or mod. The age limit in the UK to vape is 18 years of age or over.

Evidence of substance misuse can come in a range of forms and may include pupils disclosing information on other students. The school must act based on the evidence provided to them and using the principle of “on the balance of probability” the evidence is suggestive that the pupil is involved. See ‘*Search & Confiscation*’ below.

Any pupil found to be vaping or in possession of vaping equipment, will face an exclusion. The Executive Headteacher will determine the length of such exclusion (see *Suspension & Exclusions Policy* for more detail).

Search & Confiscation

The policy will be read in line with guidance set out by the Department for Education: Searching, Screening and Confiscation. Advice for schools - July 2022:

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1091132/Searching_Screening_and_Confiscation_guidance_July_2022.pdf

Principles for Searching

At the East Somerset Federation, we ask parents and pupils to ensure that any inappropriate and dangerous items are not brought into school in the interest of health and safety of the school community. Prohibited items include, but are not restricted to:

- Knives or weapons including a pen knife, razor, catapult, guns of any kind (including replicas and BB guns, Laser pens and LED torches), knuckle dusters and studded arm bands, bracelets or similar items such as long chains
- Alcohol
- Drugs, smoking equipment including vapes
- Stolen items
- Fire lighting equipment, matches, lighters, etc
- Pornographic images
- Any article that a staff member suspects has been, or is likely to be, used to commit an offence or cause personnel injury to, or damage to the property of, any person including the pupil themselves
- Cameras (please note the East Somerset Federation reserves the right to confiscate cameras and to delete any unauthorised pictures or video recordings of pupils or staff). If you are aware of any photos or video footage please report this to a member of the senior leadership team immediately.

Searching with or without consent

If it is suspected that the student has prohibited items, it may be deemed necessary to search a pupil or their possessions. The school has statutory powers to search pupils, with or without consent and detailed advice for staff that may be searching, is contained in the above DfE guidance. This advice should be considered before a search is undertaken.

Before any search is carried out, we will endeavor to contact a parent to gain permission at which point confiscation of an item maybe necessary until parental consent has been obtained.

The following principles apply:

- The Executive Headteacher, Head of Schools & Deputy Head of Schools and staff authorised can search a pupil for any item if they agree

- The Executive Headteacher, Head of Schools & Deputy Head of Schools and staff authorised by them have a statutory power to search pupils or their possessions, without consent, where they have reasonable grounds for suspecting that the student may have a prohibited item.

School staff will ensure the pupil understands the reason for the search and how it will be conducted. When searching takes place, staff will undertake this in pairs with, where possible, the student being present.

Use of Reasonable Force

Non –statutory guidance from the Department for Education (DfE) explains that there is no legal requirement for schools to have policy on the use of force. Schools do not require parental consent to use force on a student, but taking steps to ensure that staff, pupils and parents are clear about when force might be used will reduce the likelihood of complaints being made when force has been used properly. The DfE guidance on using force to control or restrain pupils. <https://www.gov.uk/government/publications/use-of-reasonable-force-in-schools>

Definition

- The term ‘reasonable force’ covers the broad range of actions used by adults that involve a degree of physical contact with pupils.
- Force is usually used either to control or restrain. This can range from guiding a pupil to safety by the arm through to more extreme circumstances such as breaking up a fight or where a student needs to be restrained to prevent violence or injury.
- ‘Reasonable in the circumstances’ means using no more force than is needed.

Sanctions under the Behaviour Policy may be applied to any pupil found in possession of any banned item that the East Somerset Federation deems to be unsuitable and dangerous.

Confiscation

School staff can seize any prohibited item found as a result of a search. They can also seize any item, however found, which they consider harmful to members of the school community. Where the confiscated item is drugs or weapons, the Police will be contacted and asked to collect the substances from the school or a parent if it is any other prohibited item.

Recording & Storing of Misbehaviours

On SIMs by the person who is dealing with the situation and written up on an ABC form (see *appendix 6*) and handed to/put on desk of the member of the SLT in that day. Report Cards are to be filed in the school office in the correct file.

Conclusion

The Behaviour policy has been written in order that we can manage behaviour in the schools within the East Somerset Federation in the best possible way and for the good of all who work in the East Somerset Federation whether staff or pupils. If it is to be effective, everyone must use it with confidence and consistency. Throughout, it is the principle of always promoting good behaviour that will apply.

Appendix 1

Exclusions

Exclusions can take three forms. Internal (the pupil remains in school but works away from other pupils or some members of staff), fixed term (the pupil is not allowed to access school or any public space during school hours for the duration of the fixed period) or permanent (the pupil is no longer allowed to attend The East Somerset Federation and will be removed from the roll). We recognise that nationally, exclusions are less frequent when parents support the school; therefore we aim to work collaboratively with families to support pupils in their continued full time education.

At all times the Executive Headteacher or a member of staff acting on their behalf will follow the DfE Suspension and Permanent Exclusion guidance –

[School suspensions and permanent exclusions - GOV.UK \(www.gov.uk\)](https://www.gov.uk/guidance/school-suspensions-and-permanent-exclusions)

Principles

The school may need to consider exclusion when:

- A serious breach or persistent breaches of the behaviour policy has taken place **or** where a pupil's behaviour is detrimental to the education or welfare of the pupil or others in the school
- An internal or fixed term exclusion from the school can only be authorised by the Executive Headteacher or a member of senior staff acting on their behalf. If none are available to authorise the exclusion, a decision should be deferred until the opportunity for authorisation is available
- In the case of a permanent exclusion, this can only be authorised by the Executive headteacher or anyone acting on her behalf
- The school regularly monitors the number of exclusions to ensure that no group of pupils is unfairly disadvantaged through their use and that any underlying needs of individual are being fully met

The East Somerset Federation uses its best endeavours to inform parents of exclusion by telephone or through a face-to-face meeting and the exclusion is confirmed in writing. The pupil is informed of an exclusion in the most appropriate manner given the circumstance.

If we are not able to make contact or there is refusal from the parent/guardian to collect their child without a viable reason, the Executive Headteacher or a member of senior staff acting on their behalf will make the decision to contact Somerset Children's Social Care and or the Police within 1 hour from the decision made to exclude the child.

Where applicable, on return to school, a Pastoral Support Plan will be written to support the child.

The governing body is informed of the number of exclusions at termly meetings.

Permanent Exclusions

The school can use suspension and permanent exclusion in response to serious incidents or in response to persistent poor behaviour, which has not improved following in-school sanctions and interventions.

The decision to suspend or exclude will be made by the Executive Head teacher and only as a last resort. The East Somerset Federation will usually only permanently exclude a pupil as a last resort, after trying to support the child to change their behaviour through other means. However, there are exceptional circumstances in which the Executive Headteacher may decide to permanently exclude a pupil because of ongoing issues or for a 'one-off' incident.

If your child East Somerset Federation has been permanently excluded be aware that:

- The East Somerset Federation's governing body is required to review the Executive

Head teacher's decision and you may meet with them to explain your views on the exclusion

- If the governing body confirms the exclusion, you can appeal to an independent appeal panel organised by the local authority
- The East Somerset Federation will explain in a letter to you how to lodge an appeal
- The local authority must provide full-time education from the sixth day of a permanent exclusion

Appendix 3



Bruton Primary School Behaviour Report Card



Name:

Class:

Week Beginning:

Days	Session 1	Session 2	Break	Session 3	Lunch	Session 4	Break	Session 5	Signature of ExH/HofS
Monday									
Tuesday									
Wednesday									
Thursday									
Friday									

I will give myself a mark out of 5 for my behaviour and the adult leading the session will also give me a mark out of 5. I need to aim for 4/5 or more. I need to show this card to either Mrs Bisset or Mrs House at the end of each day. Gaining 4/5 for 5/8 sessions will mean house points or a reward. 3 lots of 2/5 per day mean I will lose a break. Within one weeks I am aiming to show a difference in my behaviour.

1. Not acceptable
2. Requires Improvement
3. Satisfactory
4. Good
5. Outstanding

Restorative Justice Questions

- What happened?
- What were you thinking of at the time?
- What have you thought about since?
- Who has been affected by what you have done?
- In what way have they been affected?
- What do you think you need to do to make things right?

Appendix 4

Bruton Primary School

Executive Headteacher:
Rachael Bisset

Head of Schools
Emma-Louise House

www.brutonprimary.org.uk



Higher Backway
Bruton
Somerset
BA10 0DP

Tel: Bruton (01749) 812331

E-Mail: brutonoffice@eastsomerseteducation.co.uk

Dear

RE: Inappropriate language

I am writing to inform you that was using inappropriate language in school today. He/she was reported by an adult to who has discussed the issue with him/her.

We recognise that children hear offensive language from a variety of sources, but want to give a very clear message that in school, it is totally unacceptable. We always inform parents, as we recognise that most wish to support the school in helping children to realise that using offensive or inappropriate language is considered anti-social behaviour.

We would ask you to talk to your child about the incident and apply any sanction you think appropriate. A letter of apology to the child or adult concerned is often a good idea.

Please do not hesitate to contact us if you wish to discuss the matter further.

Yours sincerely,



*A Foundation School & Member of the
East Somerset Federation*



Appendix 5

Somerset Pastoral Support Plan

Name of child/young person:		School / Setting:	
DOB:			
Present at meeting:		Date:	

Checklist of Pre-meeting Information Gathering	Done?
STAR Chart Information	
Information about SEND	
Parent/carer views	
Child / Young Person Views	
Relevant historic information, including ACEs, traumas or developmental factors that may be influencing behaviour.	

What behaviour is being seen and what is our understanding of this behaviour? (i.e. use the information gathered above to agree key functions of the behaviour)

What is going well and what are the strengths that can be built upon?

As adults, what strategies, approaches and actions can we take that are likely to have a positive impact? (with consideration to the functions of behaviour identified).

What specific skills does the CYP need to develop and how can we teach / support them to develop these?

Agreed Actions and how they will be achieved:

Action	Who ?	By when?

Date of Review

Somerset Pastoral Support Plan - Review Meeting

What has been happening since the previous meeting ?	Successes:	
	Challenges:	
Have we learnt anything new during this period that is relevant?		
Impact of the action plan?	What needs to continue :	
	What needs to change:	

Actions	Who ?	By when?

Reviews:

This programme begins on:

And will be recorded on:

The following people will be invited to attend the review meeting:

By this review we will need to have carried out the actions we have agreed above. Within school we will be monitoring progress on this plan and may feel we need to have an informal review before the above date.

If the situation does not improve as we anticipate, we may need to call an earlier review and agree what new action we need to take in order to avoid exclusion.

Appendix 6

A		B				C	
Date:	Time:	Pupil:				Others involved:	
Antecedent: What, where, when, why, who was affected?		Situation: What happened?				Consequence/Context: What happened?	
Level of Triggers: Low Medium High Severe		Time set in class Time set partner class Sanctions issued break Discussion with adult Restorative justice Sent to head of school Sent to My High leader Pupil on report Exclusion Other: Who?				Teacher Parent Caret Key Stage Leader HSA Head of school Senior Police	
Description: What, where, when, why, who was affected?		Description of what happened during event - Bullet Points:				Other describe:	

Appendix 7

Procedures in place when there is concern about a child's behaviour

1. The class teacher supports the child and encourages them to develop strategies which will assist them to resolve their own difficulties. E.g. pupils are encouraged to use the language 'please don't do that I don't like it' and then tell a teacher if this is unsuccessful.

If there is no improvement the child should be informed that parental contact will be made by a member of staff (e.g. the class teacher) and the reasons should be made clear.

2. Joint intervention by the class teacher and parents. The pupil should be included in discussions as appropriate

If there is no improvement the class teacher should inform the parents and child that the matter will be referred to a senior member of staff stating the reasons why.

- Discussions between a senior member of staff / Head of School and parents involving the child as appropriate, to try and resolve the problem.
- A contract or PSP (pastoral support programme) may be agreed between school and home.
- A PHP (personal handling plan) may be agreed between school and home (ref policy on the use of force to control or restrain pupils)
- Outside agencies may be asked to support the school and home e.g. educational psychologist
- An EHA (Early Help Assessment) may be undertaken
- Review behaviours and interventions with all parties (cross reference the schools graduated response)
- Depending on the severity of the incident, and after consideration of individual circumstances, the school may access this procedure at any stage.

During discussions between parents and school staff we find out if there are any factors that might be affecting the child (for example family breakdown, bereavement or if the child is unhappy in school). The teacher will then discuss how the school and home might help to support the pupils and help them to improve their behaviour. This might involve extra encouragement or a short chat with parents and/or the child each week.

The East Somerset Federation appreciates that some pupils have SEND needs and in line with the Special Educational Needs Code of Practice the school will use their best endeavours to ensure the pupil receives the support they need. This will be taken into consideration when applying the Behaviour Policy. The school will endeavour to ensure that vulnerable children – such as those with special educational needs, physical or mental health needs, migrant and refugee children, and looked-after children – receive sensitive and well-matched behavioural support matched to their needs.