



Behaviour and Relationships Policy

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This policy has been impact assessed against race, gender and disability and no adverse impact has been identified.	

The vision for our school is:

To be an outstanding school community in which the unique abilities of our children are recognised and where each and every child achieves their full potential through excellent teaching, learning, and the support of the wider community. We want the best for our children and are driven to ensure everyone can **believe, achieve** and **succeed**.

Our goal is to provide the **most supportive environment** and **highest quality education** possible to allow everyone to reach their potential.

This policy should be read in line with our Equality and Cohesion Policy.

We will achieve this by:

- Being a sensitive, caring and happy school.
- Providing a stimulating, safe and structured learning environment.
- Encouraging every pupil to have a positive self-image and to respect others.
- Equipping pupils with the skills, knowledge and understanding to stay safe and healthy and to achieve to the best of their ability.
- Providing extra pastoral care where needed.
- Encouraging positive attitudes to their learning and personal development.
- Expecting high standards of behaviour and reconciliation.
- Deal with situations quickly, whenever possible, to reduce disruption to learning
- Fostering a positive partnership between home, school and the wider community.
- Ensuring that all pupils have access to the curriculum regardless of race, ability, religion or gender.

All incidents of poor behaviour including bullying will be treated through this policy. See Appendix B for our definition of bullying.

RATIONALE

In keeping with our school values: Respect, Learning, Friendship, Responsibility, Kindness and Resilience, where everyone is respected and everyone's needs are regarded as important, we will endeavour to uphold the dignity of the children placed in our care. We treat the children with respect and courtesy, with the expectation that these values will be reciprocated to all members of our school community.

This policy sets out how the school will promote good behaviour, self-discipline and respect, prevent bullying, ensure that pupils complete assigned work and support the conduct of pupils. This policy will apply to school activities on the school premises and during trips and activities off the school site, such as residential and sports fixtures.

In applying this policy, the school will take into account its duties under the Equality Act 2010. It will also take into account the needs of pupils with special educational needs. The school will also have regard to its child protection policy where appropriate.

AIMS

- To define acceptable standards of behaviour
- To encourage a consistent response to both positive and negative behaviour, and to ensure that expectations and strategies are applied consistently.
- To encourage involvement of both home and school in encouraging high standards of behaviour.

WHAT IS GOOD BEHAVIOUR?

Behaviour and Discipline Policy

Below are examples of behaviours that support and promote the school values:

- Moving around the school safely
- Showing respect and kindness to others
- Taking responsibility for and looking after our own and school equipment
- Completing learning tasks to the best of your ability with a resilient attitude
- Working collaboratively with others

REWARDS AND SANCTIONS

Our priority is to praise and encourage good work and behaviour in the school. Work may be rewarded with merits and any children with exceptional pieces of work in terms of effort, progress, or content could be referred to the head teacher for affirmation and further merits.

Awards are presented in recognition of positive aspects of school life:

- The accumulation of merits by a child can lead to the presentation of a bronze, silver, gold or platinum certificate during a whole school assembly.
- Certificates are awarded to children whose work is displayed on the “good learning” board.
- There is an on-going head teacher’s award for a whole class whose good behaviour and positive attitude has been noticed.
- Cherry Jam Attendance Jars to encourage good attendance.
- Children show their excellent work to the assistant head teacher, deputy head or head teacher.
- See Saw is used to highlight a child’s achievement.
- Teachers may also put into place their own systems for rewarding effort and readiness to learn.

To promote a high standard of behaviour, and positive attitudes to learning each class have a chart which enables children to see how successful they are being throughout the day. The chart is displayed at the front of the class with each child having a peg with their name on it which can be moved up on the scale. The aim is that rewards and sanctions are clear and are applied consistently throughout the school.

The chart includes the following steps:

Believe in yourself – Responsible learner
Achieve excellent learning choices
Succeed as a resilient learner
(Golden ticket)

All pupils will start the day on Believe in yourself and will move up for consistent positive behaviour. If a pupil’s behaviour falls below the expected standard of Believe in yourself- responsible learner, they will be given a warning, followed by reflection time. All pupils will be moved back to Ready to Learn for the start of the next day.

There is a table at the end of this policy (**Appendix A**) explaining how the behaviours observed in class relate to rewards/sanctions.

For children, who are persistently disruptive in class and fail to respond to the teacher a Daily Report Card may be introduced. The card will enable monitoring of behaviour throughout the day and be shared with the head teacher and sent home to parents/carers. If behaviour does not improve the school may seek advice/support from outside professionals. Parents will always be consulted and involved in discussions should this be required, as part of a holistic approach to making improvements.

In the case of a serious incident, such as where the health and safety of the school community is put at risk, the learning of the rest of the class is compromised or where personal /school property is damaged, the parents of the child concerned will be contacted by telephone and asked to make an appointment with the head teacher/deputy head teacher and class teacher.

SUSPENSION

This section relates to external suspensions and permanent exclusions.

These are different to internal suspensions, which are a lower-level sanction more in line with missing part of a break, or completing work in an alternative classroom, and are not covered by this section.

In order to ensure good order and behaviour for learning it may be necessary to suspend students from the premises for a fixed term or, in more extreme circumstances, to exclude permanently. The school considers suspension as a last resort and we will do everything we can to avoid this. However, in exceptional and most serious incidents where the safety of others has been repeatedly placed at risk or behaviour is in breach of the school behaviour policy, a pupil may be excluded for up to 45 days in any one school year at the discretion of the head teacher. There may be occasions when, for severe inappropriate behaviour, a permanent exclusion is put into place.

The types of external suspension or exclusions are:

- Lunchtime suspension
- Fixed term suspension
- Permanent exclusion

When a pupil is suspended, the Headteacher will arrange for learning to be completed at home and it will be marked when the pupil returns to school.

Lunchtime suspensions are equivalent to half a day's suspension. During lunchtime suspensions children must be collected from site and returned for afternoon learning.

Fixed term suspensions may be used for a single occurrence of serious misconduct or for persistent misbehaviour. Examples which may lead to fixed term suspensions include but are not limited to:

- Physical assault against a pupil/ adult
- Verbal abuse/ threatening behaviour against pupil/adult
- Persistent bullying
- Persistent racism
- Sexual misconduct
- Drug and alcohol related incidents
- Damage to school or personal property
- Malicious accusations against pupil/adult

Extreme or repeated incidents of these, or other serious behaviours, may result in permanent exclusion.

Permanent exclusion will normally be used as a last resort in response to a serious breach or persistent breaches of the school's behaviour policy. It may be an appropriate sanction for a single incident of extreme misconduct.

Parental Responsibilities

Statutory Requirements

Section 103 of the Education and Inspections Act 2006 places a duty on parents in relation to a suspended pupil. A parent has to ensure that their child is not present in a public place during school hours without reasonable justification during the first five days of each and every fixed period of suspension. This requirement applies whether or not the pupil is in the company of the parent. A failure to comply with this requirement is an offence. Parents can be prosecuted, or may be given a fixed penalty notice if they fail to do this. The penalty payable increases if unpaid and after 28 calendar days, and if this is still unpaid after 42 days the parent is subject to prosecution for the original offence. The pupil may also be removed from the public place by the police and taken to designated premises.

The Education and Inspection Act 2006 also requires the school to arrange full time education from, and including, the sixth day of any period of fixed term suspension, of six days or longer. Days of fixed term suspensions are not aggregated and the regulations apply from the sixth day of each fixed term suspension.

In applying this policy, the school will adhere to the Equality Act 2010. Decisions to suspend pupils will be made in accordance with DfE guidance and in a fair way.

The school will inform the Local Authority and governors promptly of all exclusions. In the case of permanent exclusions, the school governors will be fully involved in the exclusion process and will ensure that strict timetables and timescales for the reintegration of the pupil are adhered to.

Depending on the type of suspension or exclusion, in many cases, parents have the right to make representations to the governing body (or discipline committee). In all cases of permanent exclusion, parents have the additional right to appeal to an independent appeal panel. The school has a duty to provide suitable full-time education for the excluded pupil from the sixth school day of any fixed period of suspension of more than five consecutive school days. Local Authorities are under a duty to provide suitable full-time education from the sixth school day of a permanent exclusion.

Whilst reserving the right to use suspensions and exclusions, every effort will be made to avoid implementing any form of external suspension. The school will use the Local Authority's latest guidance on suspensions and exclusions in all cases.

Once a decision to exclude has been made, parents and carers will be contacted at the earliest possible opportunity, by telephone if possible. The suspension will be confirmed by a letter signed by the head teacher, or designated teacher in charge.

Children with Additional Needs

This policy applies to all children, including those with SEND. However, we recognise that for some children it will be more difficult to maintain conformity to the school rules and expectations. In these cases reasonable adjustments will be made and detailed in a Behaviour Plan to ensure that all staff understand the needs of the pupil and adjust their approach accordingly to best ensure success. *See Appendix C

THE DESCALATION AND MANAGEMENT OF challenging and inappropriate BEHAVIOUR, INCLUDING RESTRAINT

The staff expect to take a primary role in the initial management of pupil behaviour within the classroom and any situation when they are in a supervisory role. In most instances a teacher's usual strategies will be enough to diffuse any problematical situation, using ordinary de-escalation techniques. However, where inappropriate behaviour is likely to escalate or to prove damaging or dangerous to people or property, staff must intervene to ensure safety for pupils and staff as quickly as possible.

De-escalation

All staff have undertaken 'Step On training', which prioritises de-escalation via the use of some of the following strategies:

- Maintaining positive relationships with pupils
- Using the vocabulary of 'zones of regulation' to discuss and work through emotions with children
- Using careful language choices when dealing with incidents
 - Phrases such as: "I'm wondering if..."
 - "I can see that you are"
 - "Your body language tells me ...",
- Using movement breaks and walking with children to help them calm down
- Modelling how to respond to peers
- Investigating incidents and giving appropriate sanctions, once children are calm and safe

Use of Reasonable Force

- Steps, such as dialogue, diversion and de-escalation should always be taken to avoid the need for physical restraint but, on occasions, physical restraint may be the appropriate action to take. Restraint should be reasonable, necessary and proportionate. If this is the case then the following points should be noted:
- Staff should have good grounds, such as the risk of injury to persons or damage to property.
- Only minimum force should be applied.
- Restraint should be relaxed as soon as possible.
- Where possible, other staff should be present to assist or to act as a witness.
- When restraint has been used it is recorded on Cpoms.
- Parents/carers are informed.

If the person managing a given situation feels that a pupil needs to be isolated because of the risk of injury to persons or damage to property, this should not go on longer than necessary. The school will follow the DfE advice 'Use of Reasonable Force - advice for school leaders, staff and governing bodies'

SERIOUS INCIDENTS

Serious incidents, such as the ones listed below, must be recorded on CPOMS and parents/carers are informed:

- Any serious or repeated physical incidents between pupils or pupils and staff.
- Any incident which requires physical restraint.
- Violence, where a pupil causes injury.
- Threatening behaviour where the aggrieved feels intimidated.
- Incidents of smoking, solvent or drug abuse.
- Pupil absent from the site without permission.
- Inappropriate or repeated behaviour that causes harm to others.

Child on child incidents:

Child on child incidents will be dealt with using the NSPCC 'Stop -define -state -enforce' model, using correct anatomical names.

STOP- Tell the child to stop the behaviour (this step may be omitted for a past incident)

DEFINE- Define what they were doing (*This step avoids confusion for the child about which action was not correct. In the case of a child who is being abused they may not realise an action is not appropriate*)

STATE- State that it is not appropriate

ENFORCE- Enforce expected behaviour

Child on child incidents will be dealt with sensitively, and the stop, define, state, enforce model will be used alongside a supportive conversation.

Following a child on child incident, it may be necessary to put in place a personal behaviour or safety plan. In this instance, this plan will be shared with the child, the parents of the child, and ALL professionals.

THE POWER TO DISCIPLINE BEYOND THE SCHOOL GATE

This behaviour policy can extend to activities outside the school day and off the school premises when the pupil is:

- Taking part in any school organised or school related activity,
- Wearing school uniform,
- In some other way identifiable as a pupil at the school.

The behaviour policy may extend to any misbehaviour which could have repercussions for the orderly running of the school, pose a threat to another pupil, or member of the public or could adversely affect the reputation of the school.

USE OF SOCIAL MEDIA

Social media in all its forms, should not be used to:

- damage the school or its reputation even indirectly;
- defame school staff or any third party;
- harass, bully or unlawfully discriminate against staff, other pupils or third parties;
- make false or misleading statements;
- impersonate staff, other pupils or third parties;
- express opinions on the school's behalf; use school logos or trademarks.

Misuse of social media should be reported to the class teacher in the first instance.

Responsible use of social media is encouraged in line with our school e-safety agreement. Breach of the policy on the use of social media may result in disciplinary sanctions.

In line with government guidance relating to the Prevent Duty, children must be kept safe from terrorist and extremist material. Suitable web filtering and monitoring within school will be in place.

SCREENING AND SEARCHING PUPILS

Searches Without Consent

The following items are banned in school and students may be searched for them without their consent and without the consent of their parents:

- knives or weapons
- alcohol
- illegal items including drugs
- stolen items
- age restricted items

- any article that the member of staff reasonably suspects has been, or is likely to be, used: i) to commit an offence, ii) to cause personal injury to, or damage to the property of, any person (including the pupil) iii) taken from the owner without their consent.

Before a member of staff carries out a search without consent, the member of staff must reasonably suspect that the pupil has the prohibited item in his/her possession. Only staff members authorised by the Head Teacher may carry out searches without consent.

Where an item prohibited by this behaviour policy is seized as the result of a search and it is an electronic device such as a mobile telephone, the member of staff who seized the item may inspect the data on it, if he/she thinks that there is a good reason to do so. For this purpose, the member of staff has a good reason if he/she reasonably suspects that the data or file on the device in question has been or could be used to cause harm, to disrupt teaching or break the school rules. The school also reserves the right to inspect data on any electronic device which is confiscated by a member of staff. The school is entitled to retain the device if it contains material which has been or could be used to cause harm to disrupt teaching or break the school rules.

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 or detrimental to school discipline. The school will follow statutory guidance issued by the DfE when deciding what to do with a seized prohibited item.

Searches with consent

The school may search pupils with their consent for any item. A pupil's possessions can only be searched in the presence of the pupil and another member of staff, except where there is a risk that **serious harm** will be caused to a person if the search is not conducted immediately and where it is **not reasonably practicable** to summon another member of staff.

Extent of search

When conducting searches, pupils may be asked to remove outer clothing. 'Outer clothing' means clothing that is not worn next to the skin or immediately over a garment that is being worn as underwear but 'outer clothing' includes hats; shoes; boots; gloves and scarves.

Any formal complaints about searches should be made in accordance with the school's usual complaints policy.

Confiscation of articles

School staff have the power to confiscate property from students under their general right to discipline contained in s91 of the Education and Inspections Act 2006.

The school will follow the DfE guidance 'Screening Searching and Confiscation - advice for headteachers, staff and governing bodies.'

QUESTIONS OR CONCERNS

Should a parent/carers have any questions or concerns relating to behaviour within the school they should first discuss this with the class teacher. Following this if you are not satisfied with the outcome then please make an appointment with a member of the senior leadership team detailing the nature of your concern and who you have spoken to about it. Appointments can be made by contacting the school office.

Any sanctions following an incident should be consistent with this policy.

APPENDIX A






















Behaviour Level	Name	Behaviours observed	Outcome
A4	Golden ticket	Exceptionally good work produced Stayed on task all day Excellent attitude to learning Role model behaviour	If the pupil stays on this level until the end of the day, a raffle ticket or 'Golden Ticket' is issued. Pupils write their name on the back of the 'Golden Ticket' and post it in the Class Lottery Tin. On Fridays a ticket is chosen and a prize given in assembly. The more golden tickets they collect the more chances they have. See Saw may be used to inform parents of the excellent behaviour.
A3	Succeed as a resilient learner (Golden ticket)	Great contribution to partner or class discussion. Excellent effort Showing learning resilience Continuously seeking challenge in learning	When pupils move up to this level, they instantly receive a merit. This can be stamped by the pupil themselves or a monitor. See Saw may be used to inform parents of the excellent behaviour.
A2	Achieve excellent learning choices	Excellent attitude to learning Working well Focused on learning Remaining on task Attempting personal challenge Completing tasks to the best of their ability	Pupils are moved up the chart. Use verbal praise and reinforce behaviours observed. Eg. You are making excellent choices by sitting nicely.
A1	Believe in yourself – Responsible learner	Good manners Sensible Kindness Being helpful/ Polite Equipment ready	Pupils are given verbal praise. Provide specific direct feedback. E.g. I am impressed with how quietly you are working.
Not displayed on behaviour chart below this point.			
B1	Think about it	Continuous calling out Disturbing others Not following instructions Constant fidgeting (after you have provided a movement break) Not completing work to the standard set (ensuring they understand)	Give warning Give direct instructions for how pupil can move back up the chart. E.g." I have warned you about getting out of your seat, I want you to show me that you are ready to learn". After having a private chat with the child about their behaviour, be on the lookout for them correcting their choice and praise the change in their behaviour. In line with Step On training, a pupil at this level may be monitored for behaviour patterns to discern triggers for behaviour.
B2	Reflection	Disruptive behaviour Continued non-compliance Being rude/disrespectful Not completing work	Conversation with pupil to aid reflection or behaviour improvement/ guided reflection time. If after reflection the pupil continues with the unexpected behaviours, they are sent with their work to the agreed linked classroom for the rest of that lesson or following lesson if it is towards the end of the lesson. Yr 6 and Y4. Yr 5 and Yr3. In line with Step On training, a pupil at this level WILL be monitored for behaviour patterns to discern triggers for behaviour. A personal behaviour plan may be created or a child may be put on SLT report.

B3		Damage to property Swearing and/or racist comments Hurting peers Complete refusal to comply Disrespectful behaviour Continued lack of effort in work	<p>Only if pupil has had reflection time and you feel the sanctions are not working, or if the behaviour is extreme enough, pupil is sent to SLT with their work. They will miss play and/or lunchtime that day. If repeated 2 days in a row a written warning (behaviour card) will be issued by SLT. Parents will be contacted.</p> <p>If behaviour is repeated, removal of opportunities to represent the school at external events will be considered, e.g. sporting events, choir performances</p> <p>Repeated or extreme incidents may result in internal, or external, suspension.</p> <p>In line with Step On training, a pupil at this level WILL be monitored for behaviour patterns to discern triggers for behaviour. A personal behaviour plan is might be created.</p>
B4		Bullying Persistent swearing and/or racism Physical aggression Verbal aggression towards staff or pupils	<p>SLT to decide.</p> <p>Internal or external suspension will be considered.</p> <p>Parents will be contacted.</p> <p>Removal of opportunities to represent the school at external events will be considered, e.g. sporting events, choir performances.</p> <p>In line with Step On training, a pupil at this level WILL be monitored for behaviour patterns to discern triggers for behaviour. A personal behaviour plan is likely to be created.</p>

A – Attitude Level

B- Behaviour Level

The visual sanctions chart may be used with children and parents and carers, as part of a conversation about a sanction being given and how an incident could have had a different outcome.

B1	B2	B3	B4
 <p>Talk with an adult/ Reflect</p>	 <p>Lose play or part of play</p>	 <p>Internal Suspension – in school but not in class</p>	 <p>External Suspension– working on schoolwork at home – not treat time</p>
 <p>Shouting</p>	 <p>Pushing others</p>	 <p>Serious damage to property</p>	<p>Serious physical aggression</p> 
 <p>Being unkind</p>	<p>Hurting others</p> 	<p>Refusing.</p> 	 <p>Repeated serious incidents or serious damage to property, refusing, disrespect, disrupting others, swearing and deliberately hurting.</p>
	 <p>Swearing</p>	 <p>Disrupting others</p>	
 <p>Not following rules</p>	 <p>Damage to property</p>	<p>Swearing</p> 	
	 <p>Serious incidents of B1</p>	<p>Deliberate hurting</p> 	
		 <p>Disrespect</p>	
		 <p>Repeated or serious incidents of B1 or B2</p>	

Carrington Junior School
Anti-Bullying Statement
Appendix B

Statement of Intent

We take all bullying incidents very seriously. All incidents which are reported to staff are quickly and effectively dealt with through our Behaviour Policy. This policy should be read in line with our Equality and Cohesion Policy.

What is Bullying?

Bullying is behaviour by an individual or group, repeated over time, that intentionally hurts another individual or group either physically or emotionally. It may involve an imbalance of power between the perpetrator and the victim.

There are many definitions of bullying but they have three common factors:

- It is deliberately hurtful behaviour
- It is repeated over a period of time
- It is difficult for those being bullied to defend themselves

N.B. There may be incidents between the same children weeks apart, which are not necessarily bullying, but two individual incidents. Logging behaviour records is important in being able to spot patterns between particular children which may meet the definition of bullying.

The main types of bullying are:

- Physical – hitting, kicking, taking belongings
- Verbal – name calling, insulting, racist remarks

- Indirect – spreading malicious rumours, excluding someone from social groups
- Cyber/ Online bullying- malicious emails or posts, attacks on social media or internet sites

A bullying incident may be addressed as a child protection concern where there is reasonable cause to suspect that the child is suffering, or is likely to suffer, significant harm.

Aim

We aim to provide a secure environment for all the children in our care by protecting them from bullying.

Objectives

- To identify those children who are frequently involved in bullying incidents, either as protagonists or victims.
- To identify specific areas of the school where bullying occurs.
- To ensure adequate supervision of children at all times on the school premises.
- To use the curriculum to help build an anti-bullying ethos in the school, including e-Safety.
- To create an environment where children are unafraid to report instances of bullying.
- To deal with instances of bullying promptly and appropriately.
- To monitor reported bullying to ensure that bullying does not recur.
- To adequately train staff to tackle bullying behaviour.

Anti-Bullying strategies – what we do

Every opportunity is taken to clarify for both adults and children:

- What bullying is.
- What effects bullying has on both the bully and the bullied.
- What they should do when they know or suspect that bullying is going on:
 - Children are encouraged to report any instances of bullying to an adult or a teacher. If the situation remains unresolved the head teacher and parents are informed and they then work together with the children involved to reach a resolution.
 - Incident to be recorded on our online system.
 - Use of school discipline procedure.

- Follow up to ensure that the situation has been resolved.
- Where cyber bullying has taken place outside of school, staff liaise with parents to help resolve it as far as is reasonably possible.
- The issue of bullying is covered through various means:
- Long term curriculum work about bullying and other anti-social behaviour – often incorporated into PSHE lessons on the positive management of personal relationships.
- School Assemblies – moral stories to illustrate the importance of personal responsibility.
- E-Safety is part of the taught computing curriculum and parents are offered information sessions on this subject.

School procedure to address bullying or perceived bullying

- All incidences will be dealt with seriously by school staff and a member of SLT will be notified that bullying has occurred.
- Continuous support will be put in place for the pupil being bullied and the bully, to enable them to change their behaviour.
- Parents of involved pupils will be notified.
- Bullying incidents will be dealt with in line with the Behaviour policy.
- Where appropriate, external agencies will be involved, and continued bullying may lead to suspensions or exclusions.

Some types of bullying, such as harassment or threatening behaviour could amount to a criminal offence. The police may be contacted in extreme circumstances.

Ensure parents and pupils are aware of the procedures to follow if they believe their child is being bullied/they are being bullied and that the school community are clear on what disciplinary sanctions may be imposed.

Anti-bullying Education Resources

- Relevant sections in the PSHE scheme
- Circle time
- Team building resources – parachute games for collaborative work.
- CEOP- online resources regarding e-Safety

Appendix C – Supporting and recognising the varying needs of our pupil cohort

Carrington Junior School is a school with a high proportion of children who have SEND. In accordance with this the school commits to ensuring that sanctions are appropriate to both any incident that has occurred and the needs of the children involved.

We have the same high expectations for the behaviour of all children at the school, and expect all children to show the school values of respect, kindness and friendship. We recognise that, while some children in our school may require support at times in order to be successful in meeting this expectation, for the majority of children attending a mainstream setting, additional supports will not be necessary in this respect.

Adaptations may include:

- Ensuring children are supported to maintain a focused and de-escalated state through appropriate provision of identified supports in order to reduce possible incidents (these may include, adapted work, personal rewards and incentives, access to an adult, permission to use an alternative quiet space, access to school provided ‘fiddle aids’, movement breaks and regulation breaks, as relevant to each individual pupil)
- Providing a scribe to help a child record what happened after an incident
- Using comic stripping to help talk through an incident
- Using a combination of comic stripping and ‘thinking socially’ speech and language strategies, particularly where children are not yet able to recognise body language in others, or realise that others may have different thoughts and feelings to themselves
- Adopting personal safety or behaviour plans for children where needed, in line with Step On behaviour principles.
- Ensuring that incidents are investigated in a timely manner and that sanctions are also appropriately timed. The ability to do this may be impacted by late reporting of an incident by a child, absence of a child or staff member. Delays, for example where an incident is reported to staff after a weekend, and the incident involves a child or children with recognised memory problems, may lead to an adapted sanction being put in place, as relevant to the child and the time lag.
- Ensuring children have opportunities to make things right and show changed behaviours. - Where additional information relating to an incident comes to light some time after an incident, this will be considered. Where this information could lead to a possible suspension, this increased sanction may be given. Where another lower sanction has already been given, or the information relates to an incident some time previously, it is unlikely that a second sanction will be given, however, there may be some additional restorative discussion and education with the relevant children.
- Apologies will be sought in the majority of incidences, as long as the children involved in an incident are regulated enough to do so. On rare occasions, this may not be possible due to a child remaining in an unregulated state until the end of the school day. In such an instance, the child will always be reassured by school staff of the steps being taken to resolve the issue.