




## BRENZETT CHURCH OF ENGLAND PRIMARY SCHOOL

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	Staff	
	Governors	
	Adapted from the Aquila Common Trust Policy for Behaviour	

## **Our Vision Statement**

*Through belonging, everyone flourishes in a purposeful, nurturing and inspiring learning environment that puts community and family at the heart of everything we do. All are seen as unique individuals, valued and precious in the eyes of Christ, who are aspirational champions of their own success, working together to succeed.*

## **Biblical story connected to Brenzett C of E Primary School**

### **Luke 15:4-7**

“Suppose one of you has a hundred sheep and loses one of them. Doesn't he leave the ninety-nine in the open country and go after the lost sheep until he finds it? <sup>5</sup> And when he finds it, he joyfully puts it on his shoulders <sup>6</sup> and goes home. Then he calls his friends and neighbours together and says, 'Rejoice with me; I have found my lost sheep.' <sup>7</sup> I tell you that in the same way there will be more rejoicing in heaven over one sinner who repents than over ninety-nine righteous persons who do not need to repent.

**Our Key Christian Values are:** ☐ Community ☐ Compassion ☐ Friendship ☐ Forgiveness ☐ Respect ☐ Trust

## **Statement of Intent**

'Recognising its historic foundation, the school will preserve and develop its religious character in accordance with the principles of the Church of England and in partnership with the Church at parish level and the Diocese of Canterbury. The school aims to serve its community by providing an education of the highest quality within the context of Christian belief and practice. It encourages an understanding of the meaning and significance of faith and promotes Christian values through the experience it offers all pupils.'

## **Inclusion and Equal Opportunities**

This policy should be read while referencing our school's Single Equality Scheme. All children have equal access to the curriculum regardless of their race, gender, or disability. Our behaviour policy underpins all that we do at Brenzett and should be closely linked to our other policies.

## **Mission Statement**

Within a safe, secure and caring Christian environment we seek to teach the children of our small rural community to enjoy life and learning; to have enquiring minds and to be resilient in their approach to learning. We aim to equip our children with the skills and attitudes required to prosper in a changing society and to achieve their full potential

## Brenzett CEP Behaviour and Rewards Policy

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## **1. Purpose.**

The purpose of this document is to provide guidance to Aquila schools and to support them in maintaining high standards of behaviour. We believe that creating a culture with high expectations of behaviour will benefit both staff and pupils, establishing calm, safe and supportive environments conducive to learning. The document has been written with our Trust values of nurture, aspire and collaborate at its heart.

Good behaviour in schools is central to a good education. All staff in our schools need to manage behaviour well to ensure they are calm, safe and supportive environments that children want to attend and where they can learn and thrive. Being taught how to behave well and appropriately within the context they are in is vital for all pupils to succeed personally.

The Aquila approach to behaviour is to promote and reward excellent behaviour, support pupils to behave well through explicitly teaching school rules and routines and if necessary to sanction poor behaviour. As an inclusive organisation, we recognise that some pupils will need additional support to reach the expected standard of behaviour. Where possible, this support should be identified and put in place as soon as possible to avoid misbehaviour occurring in the first place.

If pupils do misbehave, our schools will respond promptly, predictably and with confidence to maintain a calm, safe learning environment, and then consider how such behaviour can be prevented from recurring. When a pupil is persistently disruptive and support or sanctions are not deterring misbehaviour, further action may be needed. In serious instances, a pupil may need to be suspended or excluded.

## **2. Vision and Values.**

Our school values are friendship, trust, compassion, forgiveness, community and respect. These are at the centre of everything we do in school and are pivotal in ensuring a calm, safe and supportive learning environment by positively encouraging pupils to make the right choices and to treat others how they would wish to be treated. All positive and kind behaviour towards others and towards learning is acknowledged, encouraged and celebrated.

Everyone in Brenzett Church of England Primary School has the right to be treated with dignity, kindness and respect.

Bullying is never tolerated and all allegations of bullying (including cyber-bullying), discrimination, aggression and derogatory language will be investigated quickly and dealt with appropriately. Brenzett Primary School will teach pupils the difference between bullying and falling out with friends. (See the Anti-bullying policy). This is also addressed in the Relationships component of our PSHE curriculum.

### **3. Leadership and Management.**

In Brenzett Primary School, all staff are expected to work together on establishing and maintaining high standards of behaviour at all times. Promoting good behaviour is a core responsibility of the Headteacher and this role cannot be delegated. The role of the Headteacher is to be highly visible, and with other members of the leadership team to routinely engage with pupils, parents and staff on setting the behaviour culture and maintaining an environment where everyone feels safe and supported. All school leaders have a crucial role to play in making sure all staff understand the behavioural expectations and the importance of maintaining them. School leaders will make sure that all new staff are inducted clearly into the school's behaviour culture to ensure they understand its rules and routines and how best to support all pupils to participate in creating the culture of the school.

The school leaders, including Governors, are responsible for ensuring staff have appropriate training so they can meet their duties and functions within the behaviour policy. Leaders will use behaviour data in Bromcom to track behaviour trends and act proactively to ensure high standards of behaviour are maintained.

In Brenzett Primary School, governors will also regularly visit the school and meet with pupils, seeking a voice and opinion on behaviour within the school and how positive behaviour is encouraged.

### **4. School systems and social norms.**

We have a whole-school approach to behaviour. We believe that positive behaviour reflects the values of the school, readiness to learn and respect for others. It is established through creating an environment where good conduct is more likely and poor conduct less likely. This behaviour should be taught to all pupils, so that they understand what behaviour is expected and encouraged and what is prohibited. This then requires positive reinforcement when expectations are met, while sanctions are required where rules are broken. Routines should be used to teach and reinforce the behaviours expected of all pupils. Repeated practices promote the values of the school and become positive behavioural norms. Behaviour is managed consistently so that both pupils and staff can thrive, achieve and build positive relationships based on predictability, fairness and trust.

We reward good behaviour. Examples of rewards may include:

- Verbal praise
- Recognition boards
- Raffle Tickets
- Communicating praise to parents via Seesaw, phone call or written correspondence
- Certificates, prize ceremonies or special assemblies
- Positions of responsibility, such as prefect status or being entrusted with a particular decision or project
- Whole-class or year group rewards, such as a popular activity.

(See page 15 for a comprehensive list)

## 5. School rules

At Brenzett Primary School, our rules are deliberately simple so they are more easily remembered and are linked directly to our school values:

1. We are kind to everyone
2. We show respect to everyone, their space and their belongings
3. We work hard and try our best

## 6. Routines

Our behaviour curriculum defines the expected behaviours in the school. We concentrate on what successful behaviour looks like and define it clearly. Our school routines are used to embed positive behaviour and to create a calm, purposeful and positive learning environment:

- At Brenzett CE Primary School, pupils are expected to arrive at 8:30am (see attendance policy).
- They walk to classrooms and sit smartly. At tables, this means all chair-feet and pupil's feet are on the floor and pupils are facing the front.
- On the carpet, pupils will sit at their allocated places with hands in laps and legs crossed.
- When in school pupils are expected to say please, thank you and you're welcome, and reply politely when someone greets them.
- Pupils will wear school uniform smartly and with pride. On PE days, this will be a correct PE uniform.
- Pupils always walk quietly and sensibly when transitioning from one place to another.
- We show respect to others, so pupils will raise their hands if they want to speak and not call out.
- Before exiting the classroom, children will tidy their table, stand behind their chair, tucking it in in front of them and checking the floor for items they may have dropped, tidying their classroom areas.
- A visual timetable will be displayed so that all learners know the daily expectations.
- When moving around the school pupils will line up ready to walk around the school in silence and in single file.
- When the bell/whistle goes, pupils stand still immediately. When a second whistle/bell goes, they walk to classes in silence and line up, in silence. An adult will meet every class and take them back in to the classroom.
- Pupils will not enter the classroom until they are told to. After entering, they sit down immediately and show they are ready to learn by facing the front.
- On the playground /field, adults and Year 6 play leaders will supervise in 'zones' and will play games with pupils to help them to play appropriately.
- Pupils will always use kind hands and feet and will not play in a rough way. They will also use kind words. Play fighting is never allowed.

### Dinner time

- Pupils will sit at a table they are directed to, filling up the spaces in a systematic way and eat with good manners.
- Pupils will not move tables or shout across to another table.
- Pupils will sit at their table until dismissed by an adult.
- Pupils will clear their own tray when they have finished lunch.

## **7. Staff induction, development and support.**

All staff are expected to uphold the whole-school approach to behaviour by teaching and modelling expected behaviour and positive relationships so that pupils can see examples of good habits and are confident to ask for help when needed. Staff should also challenge pupils to meet the school expectations and maintain the boundaries of acceptable conduct. All staff should communicate the school expectations, routines, values and standards both explicitly through teaching behaviour and in every interaction with pupils.

## **8. Pupil induction.**

All pupils deserve to learn in an environment that is calm, safe, and supportive and where they are treated with dignity. To achieve this, every pupil will be made aware of, or reminded of, the school behaviour standards, expectations, pastoral support, and consequence processes at the beginning of every academic year. New pupils will be taught that they have a duty to follow the school behaviour policy and uphold the school rules, and should contribute to the school culture. Pupils will be asked about their experience of behaviour and provide feedback on the school's behaviour culture. This will support the evaluation, improvement and implementation of the behaviour culture. Every pupil should be supported to achieve the behaviour standards, including an induction process that familiarises them with the school behaviour routines, rules and sanctions.

## **9. Support for Pupils.**

We will consider whether misbehaviour gives cause to suspect that a pupil is suffering or likely to suffer harm. Where this may be the case, we will follow our child protection policy and Keeping Children Safe in Education.

At Brenzett Primary School, we support pupils who find meeting our behavior standards difficult. We do this by allowing them to reflect on their behaviour in our sensory room or somewhere quiet within the school, and to have time with our FLO. We meet with their families to discuss any possible external factors which may be contributing to the behavior and try to support the whole family as best as possible. For those who need further support, Behavior Support Plans are created which both the family and school agree upon and sign, with regular review meetings to follow up and amend plans if needed.

## **10. Pupils with SEND.**

Brenzett Primary School's culture will consistently promote high standards of behaviour and provide the necessary support to ensure all pupils can achieve and thrive both in and out of the classroom. Schools with good behaviour cultures will create calm environments that will benefit pupils with Special Educational Needs and Disabilities (SEND), enabling them to learn. We are an inclusive organisation and recognise that some behaviours are more likely be associated with particular types of SEND, such as a pupil with speech, language and communication needs who may not understand a verbal instruction. Behaviour will often need to be considered in relation to a pupil's SEND, although it does not follow that every incident of misbehaviour will be connected to their SEND. We need to manage pupil behaviour effectively, whether or not the pupil has underlying needs. When a pupil is identified as having SEND, the graduated approach should be used to assess, plan, deliver and then review the impact of the support being provided.

If a pupil with SEND misbehaves and requires a sanction, Brenzett Primary School will consider whether a pupil's SEND has contributed to the misbehaviour and if so, whether it is appropriate and lawful to sanction



the pupil. In considering this, schools should refer to the Equality Act 2010 and schools' guidance to ascertain whether the pupil understood the rule or instruction and whether the pupil was unable to act differently at this time as a result of their SEND. The school should also consider whether any reasonable adjustments need to be made to the sanction in response to any disability the pupil may have. It is also important for the school to seek to try to understand the underlying causes of behaviour and whether additional support is needed.

## **11. The Role of Parents.**

Parents have an important role in supporting Brenzett Primary School's behaviour policy and are encouraged to reinforce the policy at home as appropriate. Where a parent has a concern about management of behaviour, they should raise this directly with the school while continuing to work in partnership with them. We will reinforce the whole-school approach by building and maintaining positive relationships with parents, for example, by keeping parents updated about pupil's behaviour and encouraging parents to celebrate pupils' successes through Seesaw and when meeting with them on the door at the end of the day. We will hold sessions for parents to help them understand the school's behaviour policy.

If appropriate, parents will be included in pastoral work following misbehaviour, including attending reviews of specific behaviour interventions in place.

## **12. Child on child abuse**

We recognise that children are capable of abusing their peers. Abuse will never be tolerated or passed off as "banter", "just having a laugh" or "part of growing up", as this can lead to a culture of unacceptable behaviours and an unsafe environment for pupils.

We also recognise the gendered nature of peer-on-peer abuse. However, all peer-on-peer abuse is unacceptable and will be taken seriously.

Our child protection and safeguarding policy will apply to any allegations that raise safeguarding concerns. This might include where the alleged behaviour:

- Is serious, and potentially a criminal offence
- Could put pupils in the school at risk
- Is violent
- Involves pupils being forced to use drugs or alcohol
- Involves sexual exploitation, sexual abuse or sexual harassment, such as indecent exposure, sexual assault, upskirting or sexually inappropriate pictures or videos (including the sharing of nudes and semi-nudes).

Victims will be reassured that they will be supported, kept safe and are being taken seriously. Abuse that takes place on line or outside school will be treated equally seriously.

See our Child Protection and Safeguarding policy for further details.

## **13. Banned items**

Using searching, screening and confiscation powers appropriately is an important way to ensure pupil and staff welfare is protected and helps schools establish an environment where everyone is safe.

The list of prohibited items ('prohibited item' is defined in subsection (3) of Section 550ZA of the Education Act 1996) is:

- knives and weapons;
- alcohol;
- illegal drugs;
- stolen items;
- any article that the member of staff reasonably suspects has been, or is likely to be used to commit an offence, or to cause personal injury to, or damage to property of any person (including the pupil).
- an article specified in regulations:
- tobacco and cigarette papers;
- fireworks;
- pornographic images.

Being in possession of a prohibited item – especially knives, weapons, illegal drugs or stolen items – may mean that the pupil is involved, or at risk of being involved, in anti-social or criminal behaviour including gang involvement, and in some cases may be involved in child criminal exploitation. A search may play a vital role in identifying pupils who may benefit from early help or a referral to the local authority children's social care services in line with keeping children safe in education.

Under common law, school staff have the power to search a pupil for any item if the pupil agrees. The member of staff should ensure the pupil understands the reason for the search and how it will be conducted so that their agreement is informed. The DSL will always be informed of a search and a record will be kept on Bromcom. There will always be two members of staff present and the search will be carried out in an appropriate place.

#### 14. Sanctions.

Although the emphasis of this policy is on encouraging and rewarding positive behaviours and attitudes, Brenzett Church of England Primary School recognise that it may be necessary to employ a number of sanctions to be in line with our Christian vision and values and ensure a safe, calm learning environment.

When any member of school staff becomes aware of misbehaviour, they will respond predictably, promptly, and assertively in accordance with the school behaviour expectations. The first priority will be to ensure the safety of pupils and staff and to restore a calm environment. It is important that all staff respond in a consistent, fair, and proportionate manner so pupils know with certainty that misbehaviour will always be addressed. De-escalation techniques can be used to help prevent further behaviour issues arising and recurring.

A response to behaviour may have various purposes. Typical responses include:

- **Deterrence:** sanctions can often be effective deterrents for a specific pupil or a general deterrent for all pupils at the school.
- **Protection:** keeping pupils safe is a legal duty of all staff. A protective measure in response to inappropriate behaviour, for example, removing a pupil from a lesson, may be immediate or after assessment of risk.

- **Improvement:** to support pupils to understand and meet the behaviour expectations of the school and reengage in meaningful education.

The use of sanctions should be characterised by certain features:

- Avoid whole group sanctions that punish the innocent as well as guilty
- Make clear that it is the behaviour that is being addressed and this is not a personal matter.
- Wherever possible use sanctions that are logical consequences of the pupil's inappropriate behaviour
- Use sanctions to help the pupil and others learn from mistakes and recognise how they can meet their needs before unwanted behaviours occur –it must be clear why the sanction is being applied and what changes in behaviour are required to avoid future sanctions
- Where appropriate, use sanctions to put right the harm caused
- Never use sanctioning that is humiliating or degrading
- Always use sanctions in a calm and controlled manner
- Ensure that sanctions are carried through
- Attempt to link the concept of sanction with choice so that pupils see the connection between their own behaviour and its impact on themselves and others, and therefore take increased responsibility for their own behaviour
- Fresh start – every child must feel that every day is a fresh start.

Below is a sample of the unsatisfactory behaviours that the school addresses through appropriate sanctioning/action. An incident that is frequently repeated is regarded as more serious on it's second or subsequent occurrence and consequently could attract a more severe sanction.

Below is a sample of the type of unsatisfactory behaviours that the school addresses through appropriate sanctioning/action.

- Ignoring instructions
- Child off task and/or engaged in non-work oriented talk
- Lack of cooperation and poor work attitude
- Interrupting or interfering
- Shouting out or rudeness
- Wandering around class
- Ignoring health and safety, security or clothing rules
- Leaving the classroom/work area without permission
- Harassment or discriminatory behaviour towards other children or staff
- Dangerous or rowdy physical play
- Neglect causing damage to, or loss of, other children's, staff or school property
- Unsatisfactory attitude towards staff
- Knowingly and repeatedly behaving in a manner which stops others learning

This list is not exhaustive.

### **Dealing with Unsatisfactory behaviour**

At Brenzett CE Primary we believe all staff must take responsibility for the behaviour of the children. Training has taken place for all staff so that there are shared expectations of high standards of behaviour which are modelled consistently by all.

When dealing with incidents of unsatisfactory behaviour the school's response will be: proportionate, considered, supportive and decided on a case-by-case basis.

Depending on the circumstance, Brenzett Primary School staff should consider whether the misbehaviour gives cause to suspect that a pupil is suffering, or is likely to suffer, harm. Where this may be the case as set out in Part 1 of Keeping children safe in education, school staff should follow our child protection policy and speak to the designated safeguarding lead (or deputy). They will consider if pastoral support, an early help intervention or a referral to children's social care is appropriate.

The following points of guidance also need to be considered:

- Incidents need to be resolved, not smoothed over
- Responsibility may not be one-sided
- What happened may never be proved
- Expectations may be unrealistic
- Be mindful of entering into "arguments" with children
- Avoid early escalation to severe sanctions, reserving them for more serious misconduct
- Avoid sanctions becoming cumulative and automatic
- Take account of individual needs
- Clearly deal with the behaviour rather than stigmatising the pupil

### **Good to Be Green – Brenzett's Behaviour and Rewards System**

At Brenzett CE Primary School, we encourage and nurture good behaviour using a simple system called "Good to Be Green." When pupils are behaving in line with our school and class rules – which have been created in collaboration with pupils – they are operating in the Green Zone. Each class has a wall chart which displays the pupils name and a green card. Pupils are constantly motivated and rewarded by both staff and by other pupils to work in this zone as it creates the perfect conditions for children to flourish academically, socially and emotionally. When their card is displayed as green they know they are meeting expectations for excellent behaviour. The agreed school and class rules are displayed nearby so all pupils are confident and informed about "green" behavioural expectations.

If pupils breach the agreed rules, their green card may be replaced by a "Stop and Think" card. This is an opportunity for the pupil to reflect on their behaviour and make better choices. Once an improvement is seen, the green card is displayed again. Adults will encourage and support this as they want pupils to be successful. If, however, a pupil continues to breach the agreed rules, a "Warning Card" will be displayed. The Warning Card is another opportunity for pupils to reflect on their actions in time to avoid the final stage which is a "Consequence Card." Staff will continue to encourage the pupil to make better choices in order to

avoid the final stage and return to green. A consequence will usually involve staying in for part of the next play-time to reflect on their behaviour with an adult. The objective is to prevent further episodes of poor behaviour so that sanctions do not need to be applied again. Once a consequence has been issued, the pupil goes back to green so that they have the opportunity to start afresh and make better choices.

If a pupil continues to make poor choices and they find themselves back on a consequence card soon after the first one – they will need to take their next reflection with a Senior Leader.

In summary, the behaviour steps are as follows:

- Stop and Think Card
- Warning Card
- Consequence

<b>Behaviour System</b>		
	<b>What happened?</b>	<b>What positive choice can I make?</b>
<b>STEP 1</b>	Stop and Think Card	<ul style="list-style-type: none"> <li>• Remember the school rules and values help you to succeed</li> <li>• Friendship, Trust, Community, Forgiveness, Compassion</li> <li>• Choose to follow these and focus on learning</li> <li>• Make better choices</li> </ul>
<b>STEP 2</b>	Warning Card	<ul style="list-style-type: none"> <li>• Think about my behaviour and how to get back into the green zone</li> <li>• Use the reflection area to calm my thoughts and feel</li> <li>• Use the Colour Monsters or Zones of Regulation</li> <li>• Take responsibility for my actions and choices</li> <li>• Apologise</li> </ul>
<b>STEP 3</b>	Consequence Card	<ul style="list-style-type: none"> <li>• Loose some break-time to reflect on my choices</li> <li>• Plan how to stay in the green zone next session</li> <li>• Consider the impact of my choices on my own learning and on others</li> <li>• Reflect on what other choices I could make next time</li> </ul>
<b>You are in charge of your choices – be your BEST self</b>		

Each day the cards are re-set so that pupils have the opportunity to improve their behaviour patterns. In EYFS, a slightly different system is used to encourage positive behaviour amongst our younger pupils. Pupils start the day on the Sunshine and can move up to the Rainbow and higher still to the Pot of Gold when they are making good choices. If they need to be encouraged to pause and think about their choices, their name is moved to the Cloud. This means they need to think about their behaviour and make sure they are following the rules. As with the other year groups, adults always strive to encourage pupils to get back to the sunshine by making better choices and showing that they are trying hard to follow the agreed class and school rules.

At the heart of this system is a desire to support pupils in following the agreed rules so that both they and others can learn and feel safe. Where the usual Stop and Think, Warning and Consequence system are not getting the desired result, staff draw on a range of behaviour management strategies to achieve this result for example:

### **Some strategies that we employ for dealing with unsatisfactory behaviour in the classroom/playground:**

- Doing the unexpected – stay calm and tactically ignore the behaviour. When the pupil is calm, discuss and resolve the situation
- Head off trouble (distraction)
- Model good behaviour
- Reinforce expectations and give clear instructions. Discreetly, at eye level, give the pupil choices as to where the situation can go. Always give the pupil the opportunity to correct the behaviour. (Noting that some children will find eye contact uncomfortable due to SEND)
- Reinforce good behaviour with specific praise (remember the 3:1 ratio of praise to criticism)
- Discuss school and any additional class rules with pupils
- Ignore the disruptive behaviour where possible and praise the rest of the group · Encourage the class to ignore the disruptive child
- Give the child a look of enquiry or concern
- Tell the child their behaviour is unacceptable
- Ask them “What’s the school rule/value about?”
- Explain the consequences of further poor behaviour
- Get the child to apologise to the “victim”. Often both parties need to apologise and always remember to allow sufficient reflection and calming down time before seeking an apology
- After the event, reflect on what happened and why
- Time out in another class or year group
- Missing playtimes as a sanction (must be supervised)
- Completing unfinished work at playtimes and lunchtimes (must be supervised)
- Send home unfinished work with a note of explanation to parents
- Use of non-verbal messages including proximity strategies

Staff should recognise that shouting or using intimidating gestures or comments are not appropriate and are not supported as effective methods of pupil management. This often leads to more confrontation where a pupil may feel they have no way of backing down and the situation can only escalate.

### **Restorative Questioning approach**


A restorative Questioning approach is adopted in our school to create a harmonious learning environment where pupils are able to self-regulate their own behaviour and learning. The Restorative questioning approach is based on four key features:

- **RESPECT:** for everyone by listening to other opinions and learning to value them
- **RESPONSIBILITY:** taking responsibility for your own actions

- **REPAIR:** developing the skills within our school community so that its individual members have the necessary skills to identify solutions that repair harm and ensure behaviours are not repeated
- **RE-INTEGRATION:** working through a structured, supportive process that aims to solve the problem.

An example of the Restorative questioning structure is shown below:


**Are you ready to talk?**



When things go wrong...

- ❖ Tell me what happened?
- ❖ Talk to me about what you were thinking and feeling at the time?
- ❖ Tell me about your thoughts since this happened?
- ❖ Who has been affected by what you've done and in what way?
- ❖ What do you think you need to do to put things right?
- ❖ How are you feeling about things now?

**Are you ready to talk?**



When someone has been harmed ....

- ❖ What did you think when you realised what happened?
- ❖ How did it make you feel/how do you think it made them feel?
- ❖ What has been the hardest thing for you?
- ❖ What do you think needs to happen to put things right?

(The hour glass is a visual reminder to adults to give the pupil time to respond).

### **Follow-up support after a sanction might include:**

A targeted discussion with the pupil, including explaining what they did wrong, the impact of their actions, how they can do better in the future and what will happen if their behaviour fails to improve. This may also include advising them to apologise to the relevant person, if appropriate; a phone call with parents, (and the Virtual School Head for looked after children);

- Follow up inquiries into the pupil's conduct with staff involved in teaching, supporting or supervising the pupil in school;
- Inquiries into circumstances outside of school, including at home, conducted by the designated safeguarding lead or a deputy; or
- Considering whether the support for behaviour management being provided remains appropriate. The discussions and the outcomes will be recorded on Bromcom.

### **Report Card**

Should a pattern of behaviour form where a pupil is regularly being given a consequence, a **report card** may be used for behaviour monitoring. This is an opportunity for pupils to receive more regular feedback for positive behavioural choices. This is done lesson by lesson, where a child receives feedback on a tick sheet for their choices each session. Regular positive feedback can encourage new habits and this tracking system also allows staff to identify times of day or lessons where the pupil may struggle to regulate themselves, thus enabling appropriate strategies and support to be put in place to help the child be more successful. The pupil also needs to present their card to a member of SLT at the end of each day, as a way to motivate them to be successful so that they can talk through the positives of the day, take accountability for less successful parts of the day and reflect on how they could deal with any issues which arose more positively next time. This process supports pupils in developing positive behavioural habits, through commitment and supportive supervision.

## **15. Rewards**

We believe that praise is the best form of reward, so staff will continually look for opportunities to give positive verbal feedback to pupils in all areas of school life to promote their social, moral, spiritual and academic growth. In addition to this, to encourage desirable behaviour and to support pupils in developing their ability to regulate and manage their own feelings, we have a clear reward system which is employed consistently across the school.

### **Good To Be Green All Day**

When a pupil has been in the Green Zone all day, they are given a raffle ticket which is placed into a treasure chest and goes into a class draw at the end of each week. They also receive 1 House Point. 5 children from each class are randomly selected each Friday afternoon to choose a prize from the prizes box.

### **Good to be Green All Week**

Any pupil who has been in the Green Zone all week also receives a special "Good to be Green" raffle ticket which is put into a larger treasure chest in the hall. At the end of term there is a prize giving celebration, where 15 children from across the school are drawn and invited to choose a larger prize from a selection

including books, games, toys and puzzles. Any child who has been on the Green all week also receives 10 house points for their team.

### **Pot of Gold**

In addition, pupils who have gone above and beyond in their learning or made excellent personal or social progress has their name placed on the "Pot of Gold" in their class. This highly prestigious recognition gives them an automatic 5 house points and a "Pot of Gold" raffle ticket which they can exchange at any point in the term for a prize and certificate from the Headteacher.

### **Other Rewards and Recognitions**

There are many other ways which we recognise the effort, attitudes and achievements of our Brenzett pupils including house points, Headteacher Awards, having work displayed on a recognition board in class, table points, marble-jar, attainment certificates, Star of the Week, Brenzett Hero Award as well as a weekly Language Nut and Spelling Award.

## **16. Extreme behaviour.**

Where a child exhibits behaviours that falls into, or potentially could fall into, one of the following categories, the Headteacher or a Senior Leader must be informed as soon as possible.

- Bullying through deliberate hurtful behaviour, including cyberbullying, prejudice based and discriminatory bullying
- Verbal name-calling/racist remarks/swearing
- Disrespectful language
- Sexual violence (intentional sexual touching without consent)
- Sexual harassment, meaning unwanted conduct of a sexual nature, such as:
  - Sexualised comments
  - Sexual jokes/perceived banter or taunting
  - Physical behaviour like interfering with clothes
  - Online sexual harassment such as unwanted sexual comments and messages (including on social media), sharing of nude or semi-nude images and/or videos, or sharing of unwanted explicit content
- False allegations against peers or staff
- Theft/stealing
- Physical and violent behaviour including fighting
- Walking out of class
- Leaving school without permission
- Wilfully damaging, breaking or destroying other children's, staff or school property

In these situations, a more serious consequence may be issued following an investigation. This may include:

- A suspension (a fixed term exclusion) or

- In the most serious of circumstances, permanent exclusion.

## Removal

Removal is where a pupil, for serious disciplinary reasons, is required to spend a limited time out of the classroom at the instruction of a member of staff. Removal from the classroom should be considered a serious sanction. It should only be used when necessary and once other behavioural strategies in the classroom have been attempted, unless the behaviour is so extreme as to warrant immediate removal. Removal should be used for the following reasons:

- a) to maintain the safety of all pupils and to restore stability following an unreasonably high level of disruption;
- b) to enable disruptive pupils to be taken to a place where education can be continued in a managed environment; and
- c) to allow the pupil to regain calm in a safe space.

Brenzett CE School does not advocate the routine use of physical intervention. It is believed that the school's ethos is such that physical intervention should not be necessary. If however in exceptional circumstances it becomes necessary to use physical intervention up to and including physical restraint, it is important that this is applied, as an act of care, not punishment, and the safety and dignity of all parties is paramount. Due attention should be paid to any risk assessments that have been carried out for individuals. Restrictive physical intervention should not be used purely to force compliance with staff instructions, where there is no immediate risk to the child or other individuals. Only the minimum force necessary to prevent injury or to remove the risk of harm should be applied and if used this should be accompanied by calmly informing the child what he/she needs to do to remove the need for the restrictive physical intervention.

In exceptional circumstances, rather than removing a child it is safer for all concerned to exit the rest of the class to a safe space. This disruption is unfortunate but will allow pupils to continue learning in a safer environment as quickly as possible. Pupils and staff will return to their usual learning area as soon as it is safe to do so.

It is expected that the use of physical intervention will be very rare and only used in exceptional circumstances when a particular need arises. The use of physical intervention must be clearly recorded and the parent/carer must be informed. Brenzett CE School are guided by the document [Use of reasonable force in schools - GOV.UK \(www.gov.uk\)](#)

Brenzett Primary School will collect, monitor and analyse removal data on Bromcom to avoid repeat patterns and to check the effectiveness of removal as a means to improve behaviour. The LGB will oversee this data and will support school leaders to make a data-based decision where a frequently removed pupil may benefit from additional or alternative approaches such as a pastoral review or SENCo investigation. The Local Governing Body (LGB) will check the removal policy is not disproportionately applied to pupils sharing protected characteristics. If a pupil has a social worker, including if they have a Child in Need Plan, a Child Protection plan or are looked after, their social worker will be informed. For looked after pupils, the PEP may also be reviewed and the VSH notified.

## Examples of Physical Interventions

- Standing between pupils
- Blocking a pupil's path (being mindful of that this could trigger past trauma responses)
- Leading a pupil by the hand or arm
- Shepherding a pupil away by placing a hand in the centre of the back
- In more extreme circumstances using Team Teach techniques which require specific training and expertise.

Positive behaviour management techniques will always be used first to reduce the need for physical intervention and restraint. Only adults trained in the Team Teach Positive Handling de-escalation technique may use it. Any usage of the technique must be recorded on Bromcom using the Antecedent-Behaviour - Consequence (ABC) model and the incident record detailing the positive handling must also be uploaded.

## Use of the Sensory Room

The purpose of the Sensory Room is to provide a safe, low stimulation, calming atmosphere. It allows pupils to express feelings, which may be inappropriate in a classroom situation, in an environment that reduces the risk of injury from hard surfaces. It is intended to be used to support pupils to regulate their own behaviour by providing an appropriate environment in which they can become calm without the need for restrictive intervention.

## Appropriate reasons for using the Sensory Room:

- Positive reinforcement – as a reward for appropriate behaviour, for example, credits can be built up when the pupil is behaving appropriately and they are then rewarded with a period of time in the Sensory Room.
- Focus support – to provide a low stimulation environment to support a pupil who is vulnerable to distraction so that learning can take place.
- Reactively – to allow a pupil to take themselves to the Safe space when they feel agitated or anxious.
- Safety / Time out – to reduce the risk of injury to the pupil or adults, as an alternative to restrictive physical interventions. This provides the opportunity for the pupil to move from a situation, be observed and return to the previous activity when it is appropriate to resume.

## Reflection Time.

It may be necessary to use reflection time to improve behaviour. Reflection time is a commonly used sanction to deter future misbehaviour, as a time to reflect or to avoid react to a situation becoming a habit. It is a short period where the pupil is required to remain under supervision of school staff when their peers have a less structured break time. When used, it should be done so consistently and fairly by staff. As part of teaching about behaviour and communicating about this policy, the detention process will be well known to all pupils and staff. In Brenzett Primary School we do not use after school detention as a sanction.

## **17. Suspension and permanent exclusion.**

The Headteacher can use suspension or permanent exclusion in response to serious incidents or in response to persistent poor behaviour that is not improving despite in school sanctions and interventions. (See the Exclusions policy).

Prior to this happening, and if it is deemed likely that the child is at risk of exclusion, then a Behaviour Support Plan (BSP) will become active, and a meeting held with school, parents and outside agencies to formulate appropriate targets for behaviour. If none of the targets and sanctions are effective, and the child's behaviour meets the criteria for suspension/exclusion where:

- There continue to be serious breaches of the school's behaviour policy and if allowing the child to remain in school would seriously harm the education or welfare of the child or others in the school
- An incident is considered to be either a single one –off serious misconduct or an escalation of unsatisfactory behaviour

The Headteacher could begin a process of (1) fixed term suspension and (2) permanent exclusion. After a period of a fixed-term suspension, a re-integration meeting with the child's parents, the Head teacher and other relevant school staff and if involved, outside agencies will be held to discuss other possible courses of action. Where a child is at risk of further exclusions, a Pastoral Support Programme may be created to provide further support for a child to create new and more positive behavioural habits. This needs to be done with the full support of both pupil and parents (see Appendix 3).

Certain groups of pupils, such as those with special educational needs and disabilities and looked after children are particularly vulnerable to the impact of suspension / exclusion. Where concerns arise about behaviour of such pupils, additional support will be sought in order to support the pupil to improve their behaviour.

This might include the use of external agencies (see above), the use of alternative provision and the use of multi-agency meetings and/or assessments. The school adheres to statutory guidance on exclusions/suspensions and will if necessary/appropriate seek advice and support from external agencies. All exclusions and suspensions are reported to the full governing body and to Kent.

Work will be set for pupils throughout the period of suspension.

### **Appealing a permanent exclusion.**

Where parents dispute the decision of a governing body not to reinstate a permanently excluded pupil, they can ask for this decision to be reviewed by an independent panel. Where there is an allegation of discrimination under the Equality Act 2010) in relation to either a fixed term or permanent exclusion, parents can also make a claim to the First Tier Tribunal (for disability discrimination), or a County Court (for other forms of discrimination).

### **Children with persistent behavioural difficulties who have not responded to support.**

The class teacher and the Inclusion Manager will draw up an Individual Behaviour Pastoral Support Plan to support the pupil, in partnership with parents/carers.

This will be linked to a behaviour report card (see appendices), to celebrate positive behaviours in short intervals though the day, as well as to track negative behaviours and possible trigger points. All staff working with the pupil will be informed of this. This will give a consistent approach throughout the school day. If the problem continues, together we will work with outside agencies to seek solutions to support the pupil and a Pastoral Support Plan may be created. For pupils who are having these difficulties the school will provide targeted pastoral support or mentoring by adults or peers (i.e. nurture room, regular support from ELSA trained staff member, positive structured play, structured social skills work, circle of friends, peer buddies/mentors, counselling etc).

### **Support systems for staff**

Brenzett CE Primary School will support all adults working with pupils to ensure they are achieving. It is school practice to discuss behavioural issues in order that the staff feel supported and the school is working together to provide a cohesive approach to supporting individual needs. This will be achieved following the school's safeguarding policy. All staff have a copy of this policy in order that behaviour management is consistent throughout the school. Staff having difficulties with an individual, class or group should speak to the class teacher, the FLO or a member of the Leadership Team.

### **Support systems for Parents and Carers**

Our school has an open door policy where parents and carers are encouraged to visit to discuss any relevant issues. However, it would be appreciated if appointments could be made where possible to ensure the availability of a member of staff and to give parents/carers the time needed to discuss the issue fully. Likewise, when school needs to discuss anything with parents/carers, they will be contacted to arrange an appointment.

## **18. Behaviour outside the school.**

When pupils are on a school trip, all our usual expectations for high standards of behaviour apply. We expect our pupils to be polite and to keep themselves and others safe on the way to and from school and on any occasion when they are wearing our uniform. Schools have the power to sanction pupils for misbehaviour outside the school. Poor behaviour and incidents of bullying, including cyber-bullying, witnessed by or reported to school staff, will be investigated in school and the usual school sanctions will be applied.

Behaviour issues on line can be difficult to manage and are likely to occur out of school hours when parents are responsible for their child's behaviour. However, these incidents will affect the school culture and all our pupils have the right to feel safe. We will, therefore, work with parents to investigate incidents and sanction pupils, especially if the online behaviour poses a threat or causes harm to another pupil.

## **19. Communication.**

Communicating this school policy to all members of our community is an important way of building and maintaining the school's culture and is part of the key role of the Headteacher. It helps make behaviour expectations transparent to all pupils, parents, and staff members, and provides reassurance that expectations of, and responses to, behaviour are consistent, fair, proportionate, and predictable. We are committed to clearly communicating our behaviour expectations to pupils by regular assemblies and classroom discussions. We will share this policy on our school website and ensure parents understand our rules, support and the sanctions by the Headteacher writing to parents at least annually.

## Appendix 1- What the law allows.

### **Equalities considerations.**

#### **Sanctions.**

Teachers can sanction pupils whose conduct falls below the standard which could reasonably be expected of them. This means that if a pupil misbehaves, breaks a rule or fails to follow a reasonable instruction, the teacher can apply a sanction on that pupil. (Section 91(3) of the Education and Inspections Act 2006). Staff can issue sanctions any time pupils are in school or elsewhere under the charge of a member of staff, including on school visits. This also applies in certain cases to behaviour exhibited outside school. A sanction will be lawful if it satisfies the following three conditions:

The decision to sanction a pupil is made by a paid member of school staff (but not one who the headteacher has decided should not do so) or an unpaid member of staff authorised by the headteacher;

The decision to sanction the pupil and the sanction itself are made on the school premises or while the pupil is under the lawful charge of the member of staff; and

It does not breach any other legislation (for example in respect of equality, special educational needs and human rights) and it is reasonable in all the circumstances.

#### **Detentions/Reflection Times**

Teachers have authority to issue detention/reflection time to pupils, including same-day detentions. A school's behaviour policy should make clear that detention/reflection time can be used as a possible sanction. If a detention/reflection time needs to take place at lunchtime, it must allow reasonable time for the pupil to eat, drink and use the toilet. The pupil's parents need to be informed that this has taken place and the incident leading to the sanction must be clearly recorded on Bromcom.

#### **Removal of property.**

School staff can confiscate, retain or dispose of a pupil's property as a disciplinary penalty in the same circumstances as other disciplinary penalties. The law protects staff from liability in any proceedings brought against them for any loss or damage to items they have confiscated, provided they acted lawfully. Staff should consider whether the confiscation is proportionate and consider any special circumstances relevant to the case. (Section 94 of the Education and Inspections Act 2006)

Corporal punishment by school staff is illegal in all circumstances.

## Appendix 2- How to Record and incident on Bromcom Using the ABC method

An ABC record is an observational tool that allows us to record information about a particular behaviour. The aim of using an ABC record is to better understand what the behaviour is communicating. The 'A' refers to the antecedent or the event that occurred before the behaviour was exhibited. This can include what the person was doing, who was there, where they were, what sights / sounds / smells / temperatures / number of people that were in the environment. 'B' refers to an objective and clear description of the behaviour that occurred e.g. X threw item on the floor.

'C' refers to what occurred after the behaviour or the consequence of the behaviour e.g. children moved away from X, noise levels in the room decreased. It is important to decide on one or two target behaviours to record initially.

**Having recorded the behaviour on numerous occasions check for triggers or situations where the behaviour is most likely to occur:**

- When / what time is the behaviour most likely to occur?
- During what activities is the behaviour most likely to occur?
- Are there any times or activities during which the behaviour does not occur?
- Where is the behaviour most likely to occur?
- With whom is the behaviour most likely to occur?

**It is also important to look at what consequences might be maintaining the behaviour:**

- What does the behaviour achieve for the child?
- Does the child avoid or escape any activity by engaging in the behaviour?
- Is the child rewarded in any way by engaging in the behaviour?
- What might the child be attempting to communicate by engaging in this behaviour?

**Having identified the triggers for the behaviour and the consequences that may be maintaining the behaviour you are now ready to develop a plan.**

1. What alternative or more appropriate skill can you teach the child in order to eliminate their need to engage in this behaviour?

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2. What changes can you make to the environment or the child's schedule in order to decrease their exposure to triggers?
3. How have you addressed the need that the child was trying to communicate?
4. Is there any need for a reward / incentive scheme in the short-term?
5. Have you communicated your plan to everyone who will be caring for the child?

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### Appendix 3 – Pastoral Support Programme Guidance

A Pastoral Support Programme is a multi-agency intervention aimed at preventing or reducing the risk of exclusion from school whenever a pupil shows signs of disaffection or his/her behaviour begins to deteriorate. A Pastoral Support Programme should automatically be set up for pupils who have been excluded several times on a fixed period basis or who have been otherwise identified as being at risk of failure at school through disaffection.

#### **PSP should indicate:**

1. Small, Measurable and Achievable Targets informed by good evidence and/or baseline observation data
2. Resources required
3. Key people involved
4. Monitoring systems
5. Evaluation
6. Success and exit criteria

#### **Key elements:**

- Communication
- Accurate monitoring
- Regular review
- Consistent application of arrangements

All school staff need to be fully aware of and familiar with the PSP arrangements. Day-to-day responsibility for the plan can be shared between Teaching Assistants, Support Staff or any other appropriate member of staff in school. Overall responsibility is with the nominated PSP co-ordinator.

## Information for parents Pastoral Support Programmes

- A Pastoral Support Programme, or PSP, is a multi-agency intervention aimed at helping pupils to stay in a mainstream school by preventing or reducing the risk of exclusion whenever they shows signs of behaviour difficulties.
- The PSP is usually written by someone from school and signed at a special PSP meeting. It is an opportunity for parents/ carers, the child, and school to come to an agreement about the way forward.
- Copies of the PSP are usually sent to all concerned, who may include a Specialist Behaviour Teacher or other Specialist Teachers in Kent.
- Usually, all school staff would be fully aware of and familiar with the PSP arrangements. Day-to-day responsibility for the plan can be shared between Teaching Assistants, Support Staff or any other appropriate member of staff in school. Overall responsibility for the PSP is with a senior member of the schools staff.

### **The PSP might include:**

- 1) Indicators of progress
- 2) Resources required
- 3) Key people involved
- 4) *Reasonable adjustments* that include strategies for increased pupil engagement
- 5) Monitoring systems
- 6) Evaluation
- 7) Success and exit criteria

### **Key elements could include:**

- Communication
- Accurate monitoring
- Regular review

### Quick Guide to PSPs

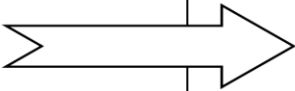
Timing	Action	Who's involved?
Before the PSP meeting	School to explain and clarify to parents/carer the purpose of the PSP. Professionals meet to discuss the various support options available.	Parents/carers PSP co-ordinator Headteacher, SENCO, STS representative EP and any others
PSP Meeting	An opportunity for parents/carers, pupil and school to come to an agreement about the way forward. The PSP needs to be written and signed at the meeting. Copies of the PSP will then be sent to all concerned. School to send <i>Notification of Implementation of a PSP</i> to the Specialist Behaviour Teacher	Parents/carers, pupil, member of school SMT, STS representative representative from Student Services Team, any other relevant professionals.
Week 1	Support arrangements need to be in place before the PSP comes into effect and all staff familiar with it. PSP co-ordinator to liaise with other professionals.	PSP co-ordinator Relevant professionals
Week 2	First fortnightly review at the end of this week	Parents/carers, pupil, member of SMT/SENCO
Week 4 and 6	Fortnightly reviews	Parents/carers, pupil, member of SMT/SENCO
Week 8 <b>Mid-term review</b>	More formal - the person responsible for the PSP is required to gather information regarding progress made. There needs to be a clear understanding of school and pupil perspectives through assessment. It is important that pupils assess themselves and take part in identifying indicators to encourage ownership of the process and engagement with the planned intervention. Summarise clearly and succinctly, all major events and progress made.	Parents/carers, pupil, member of SMT,STS representative Student Services Team, any other relevant professionals.

Weeks 10, 12 and 14	Fortnightly reviews	Parents/carers, pupil, member of SMT/SENCO
Week 16  <b>End of programme evaluation</b>	As for Week 8 - see above. Clearly and succinctly record all developments. Record the meeting's conclusions about the programme and whether the pupil's place is viable. If it is viable, decide on what terms and with what adjustments. The programme may be extended if some but not enough progress has been made in the timescale set.	Parents/carers, pupil, member of SMT, STS representative Student Services Team, any other relevant professionals.



**PASTORAL SUPPORT PROGRAMME**

NAME	CLASS	DOB	CLASS TEACHER	DATE
PSP TIME LIMIT		CO-ORDINATED BY		REVIEW DATE

STUDENT PROFILE	
STRENGTHS	WEAKNESSES/AREAS OF DIFFICULTY
<p>Gather information from:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> parents/carers;</li> <li><input type="checkbox"/> teaching staff;</li> <li><input type="checkbox"/> support Staff;</li> <li><input type="checkbox"/> external agencies involved;</li> <li><input type="checkbox"/> the pupil.</li> </ul> <p>Use:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> baseline assessments;</li> <li><input type="checkbox"/> pupil/parent questionnaire;</li> <li><input type="checkbox"/> staff round-robin;</li> <li><input type="checkbox"/> observation/frequency charts;</li> <li><input type="checkbox"/> pupil self-assessment.</li> </ul>	

STUDENT PROFILE	
STRENGTHS	DIFFICULTIES TO BE ADDRESSED BY THIS PSP



SCHOOL SUPPORT AND STRATEGIES	SUPPORT FROM OUTSIDE AGENCIES
Record existing support	Record existing support
Record additional strategies put in place as part of the PSP.	Record existing support put in place as part of the PSP.
STUDENT COMMITMENT	PARENTAL COMMITMENT
Acknowledge the pupil's role in working towards a successful outcome.  Signed.....	Reflect the shared involvement between home and school to support the pupil; Include arrangements for ongoing communication between home and school.  Signed.....

STUDENT INDICATORS	ACHIEVEMENT CRITERIA	STRATEGIES TO ACHIEVE INDICATORS	DATE
<p>Record positive progress against indicators in the first person eg "I will...." "I can..";</p> <p>Agree SMART INDICATORS as an outcome of the information recorded on the Pupil Profile section of the PSP;</p>	<p>Decide how you know that the pupil has been successful</p> <p>Decide how you will measure this on a daily/weekly basis.</p>	<p>Consider strategies:</p> <ul style="list-style-type: none"> <li>• Including existing in school support</li> <li>• Making changes to existing programmes</li> <li>• Referring to outside agencies.</li> <li>• Allow a reasonable amount of time for the strategies to work.</li> </ul>	
<p>Make one indicator a shared home/school target:</p>			

AGREED REWARDS	AGREED SANCTIONS
<p>Consider the pupil's views;</p> <ul style="list-style-type: none"> <li>• Use incentives the pupil feels positive about - these have more chance of success.</li> </ul>	<p>Employ a staged approach to the usual school sanctions;</p> <ul style="list-style-type: none"> <li>• Withdraw privileges and provide clear steps for regaining them;</li> <li>• Give opportunities for reflection and reparation.</li> </ul>

**Return to school plan and contract for \_\_\_\_\_ Date:**

The return to school plan will be reviewed weekly

The key rules x must follow in addition to the school rules.

The school rules are:

1. We are kind to everyone
2. We show respect to everyone, their space and their belongings
3. We work hard and try our best

**The additional rules are:**

(Change as appropriate to the needs of the child)

- Not to wander around the classroom without permission
- Complete the work set (within timed intervals)
- No calling out in class or using bad language
- Not to misbehave or use school equipment in an aggressive manner
- To follow the instructions of all adults when asked
- 

Signed: \_\_\_\_\_ Mrs Wright - Headteacher

Signed: \_\_\_\_\_ Pupil

Signed: \_\_\_\_\_ Parent

x's return to school will be staggered – to follow the pattern as below:


Week 1	<p>Parent/s to escort xxxx to class each morning, to arrive at school by 8.45am xxxx will be collected via the main office at the end of each day. xxxx will remain at school until 10.30am during week one working with xxxx (Class teacher) and xxxx (his 1:1 TA) During the first week back xxxx will take part in class registration, early morning work and the introduction of the first lesson of the day. xxxx will have a modified curriculum timetable to engage his learning styles and needs. A packed lunch will be provided for xxxx to take home. xxxx will be provided activities to complete at home.</p>
Week 2	<p>As above In addition: xxxx will stay for break where he will be able to have a friend join him (in doors) for breaks before he leaves at 11.00am.</p>
Week 3	<p>As above In addition: xxxx will continue to leave at 11.00am while he gets used to a return to school after the Easter break</p>
Week 4	<p>As above In addition: xxxx will join the class for morning break before he leaves at 11.30am. During his break he will be accompanied by an adult.</p>
Week 5	<p>As above In addition: xxxx will continue to have his break with an adult and leave at 11.30am.</p>
Week 6	<p>As above In addition: xxxx will leave school at 12.00noon</p> <ul style="list-style-type: none"> <li>• Additional curriculum features will continue to be added in.</li> </ul>

Signed: \_\_\_\_\_ Headteacher

Signed: \_\_\_\_\_ Parents

**BEHAVIOUR CARD**

**PUPIL NAME:** \_\_\_\_\_ **CLASS:** \_\_\_\_\_ **START DATE:** \_\_\_\_\_


	SESSION 1	SESSION 2	BREAK	SESSION 3	LUNCH	SESSION 4	SESSION 5	SLT
<b>Monday</b>								
<b>Tuesday</b>								
<b>Wednesday</b>								
<b>Thursday</b>								
<b>Friday</b>								
COMMENTS	 <p><b>BRENZETT</b> CE PRIMARY SCHOOL</p>							

😊 – VERY GOOD; 😐 SATISFACTORY; ☹️ POOR BEHAVIOUR

**It is the responsibility of the child to bring this to a member of SLT at the end of each day.**

**BEHAVIOUR CARD**

**PUPIL NAME:** \_\_\_\_\_ **CLASS:** \_\_\_\_\_ **START DATE:** \_\_\_\_\_

	SESSION 1	SESSION 2	BREAK	SESSION 3	LUNCH	SESSION 4	SESSION 5	SLT
<b>Monday</b>								
<b>Tuesday</b>								
<b>Wednesday</b>								
<b>Thursday</b>								
<b>Friday</b>								
COMMENTS	<div data-bbox="1088 1386 1449 1464" data-label="Image">  <p><b>BRENZETT</b> CE PRIMARY SCHOOL</p> </div>							

1– VERY GOOD; 2 GOOD; 3 SATISFACTORY; 4 POOR BEHAVIOUR

**It is the responsibility of the child to bring this to a member of SLT at the end of each day.**