



QUEEN VICTORIA PRIMARY SCHOOL

BEHAVIOUR POLICY

Policy Number:	QV School Policy
Approved by:	LGB Meeting 4th October 2023
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BEHAVIOUR POLICY

RATIONALE

Good behaviour is central to all we do in our school; high standards of behaviour will be expected and promoted at all times in lessons and throughout every aspect of our school's life. At Queen Victoria Primary, good behaviour is central to good learning. We are inclusive and work to create a positive learning environment within the school, that ensures our approach to behaviour management and discipline is consistent, and understood by all the school staff, pupils and parents.

All members of staff will set high standards and pupils given clear guidance on what is expected of them. All children will know the Golden Rules and these will underpin and reinforce good behaviour, kindness and cooperation. We will work in partnership with parents/carers to ensure that the school's values become central to the lives of our pupils.

We are strongly committed to ensuring every member of the school community should treat one another fairly, with dignity, kindness and respect. We focus on building positive relationships between children, staff and families in order that to create an environment where everyone feels happy, safe, valued, and able to learn. We recognise that positive relationships have a direct bearing on children's capacity to succeed in school and while these positive attachments and a sense of belonging are key to good mental health for all of us, they are essential for children who have experienced loss and trauma. As an attachment aware school, we have developed an approach which understands children may need differing levels of support to reach a place where they are able to regulate their emotions and succeed in school. Part of achieving this positive and inclusive school community requires us all to have a clear understanding of behaviour expectations and for all adults in our school community to maintain a consistent approach and clear boundaries.

We recognise that all behaviour is communication and it is key to understand the emotions behind the behaviour in order to provide the right support. At Queen Victoria Primary, we believe that, with the right support, everyone can learn to manage and self-regulate their emotions and therefore their behaviour. This policy outlines the systems and procedures, which will enable all members of the school to live and work together in a supportive and positive way. We aim to develop an ethos of kindness, co-operation and good citizenship. Where a child is struggling to regulate their emotions, the adults in school and at home will need to provide extra help with this.

Our Personal, Social and Health education (PSHE) curriculum is designed to enable all pupils to develop the knowledge, skills and understanding they need to achieve, to be resilient and lead safe, confident, happy, healthy, responsible and independent lives. Ultimately, we wish to give our children confidence & skills to think for themselves and to make sense of their own lives and experiences. In addition to this programme of universal PSHE, we have targeted individual intervention and nurture groups to help pupils develop the skills of emotional self-regulation. The systems and approach outlined in this policy will be explored through PSHE lessons to ensure all children understand the expectations of behaviour.

AIMS

- To provide all members of the school community with a clear understanding of the behaviour expectations of the school.
- That every member of the school community feels valued and respected, ensuring the safety and happiness of all and enabling all children and adults to be able to work to their best ability.

- To ensure that there is a clear system of rules, rewards and sanctions which are known by children, staff, parents and governors
- To apply positive policies in order to create a positive and calm atmosphere in which learning and teaching can take place in an inclusive environment, in which everyone feels happy, safe and secure
- To encourage positive behaviour rather than simply punish negative, by providing a range of rewards for children of all ages and abilities
- To treat any negative behaviour incidents predictably, promptly and assertively, in a consistent, fair and proportionate manner
- To develop in children a sense of self-discipline and an acceptance of responsibility for their actions
- To develop in children a sense of tolerance towards each other, respecting and appreciating feelings, views and capabilities; fostering good relationships, so that we can work together in an effective and considerate way
- To support children who struggle to manage their behaviour
- To show how each child will be recognised as an individual and as part of a school community
- To outline how bullying behaviour will be managed when it occurs.

LEGISLATION AND STATUTORY REQUIREMENTS

This policy is based on guidance from the Department of Education (DfE) on:

- [Behaviour in schools \(September 2022\)](#)
- [Suspension and Permanent Exclusion from maintained schools, academies and pupil referral units in England including pupil movement \(Sept 2023\)](#)
- [Searching, screening and confiscation – advice for schools](#)
- [Use of reasonable force – advice for headteachers, staff and governing bodies](#)
- [Mental health and behaviour in schools](#)
- [Supporting pupils with medical conditions at school](#)
- [Special educational needs and disability 0-25 years code of practice.](#)
- [School Inspection Handbook \(grade descriptors evaluating behaviour and attitudes\) September 2023](#)
- [Keeping Children Safe in Education](#)
- [Working together to safeguard children- guidance](#)
- [Respectful School Communities Self Review and Signposting Tool](#)
- [Sharing nudes and semi-nudes: advice for education settings working with children and young people 2020](#)
- [When to call the police \(NPCC Guidance\)](#)

Legislative Links:

- [Equality Act 2010 and schools](#)
- [Children and Families Act 2014 \(sections 42 & 66\)](#)
- Sections 88-94 of the [Education and Inspections Act 2006](#) (sections 88 – 94) which require schools to regulate pupils' behaviour and publish a behaviour policy and written statement of behaviour principles, and give schools the authority to confiscate pupils' property

ROLES AND RESPONSIBILITIES

The adults encountered by the children at school have an important responsibility to model high standards of behaviour, both in their dealings with the children and with each other, as their example has an important influence on the children.

The Governing Board

The Governing Board is responsible for reviewing and approving the written statement of behaviour principles (*see Appendix 1*).

The Governing Board will also review this Behaviour Policy in conjunction with the Head Teacher and monitor the policy's effectiveness, holding the Head Teacher to account for its implementation.

The Head Teacher

The Head Teacher is responsible for the reviewing of this behaviour policy in conjunction with the governing board, giving due consideration to the school's statement of behaviour principles (*see Appendix 1*). The Head Teacher will also approve this policy.

The Head teacher will ensure that this policy sets out the disciplinary sanctions and monitor that this policy is implemented, monitored and reviewed appropriately.

School Leaders

School Leaders are expected to:

- be highly visible
- engage with pupil, parents and staff on setting and maintaining the behaviour culture and a calm, safe and supportive environment
- ensure that all staff and children understand the behaviour expectations, rules and routines
- consider training needs required for staff
- monitor and review this behaviour policy

Staff

Staff are responsible for:

- developing a calm and safe environment for pupils
- developing a positive relationship with children within their care and be their 'key adult'
- establishing clear boundaries of acceptable pupil behaviour
- communicating the school expectations, routines, values and standards both explicitly through teaching and by modelling positive relationships in every interaction with pupils
- Implementing the behaviour policy fairly and consistently
- challenging children to meet the school expectations
- maintaining boundaries of acceptable professional conduct
- providing a personalised approach to the specific behavioural needs of particular pupils
- recording of behaviour incidents on CPOMS
- report on the behavioural progress of the children to parents informally and also at planned points across the year, such as Parents' meetings

Parents

Parents are expected to:

- to get to know the school's behaviour policy
- reinforce with their child at home, the following of the behaviour policy
- Inform the school of any changes in circumstances that may affect their child's behaviour
- discuss any behavioural concerns directly with the school
- actively support their child with their behaviour by attending celebrations and meetings regarding behaviour

There are many opportunities for parents to discuss any behaviour concerns with the Senior Leadership Team and the Pastoral Lead, and are encouraged to do so.

- SLT are on the playground every morning and afternoon
- Parent meetings regarding behaviour with the Pastoral Lead and Deputy Headteacher/Mental Health Lead
- Open door policy

SCHOOL BEHAVIOUR SYSTEM: *How we create a safe environment in which all pupils can learn and reach their full potential.*

OUR GOLDEN RULES

We have three simple **Golden Rules** that we expect all members of the school community to follow:

Be ready to learn and show pride and perseverance in your work.	✓ We are ready to listen, learn, work and play	X We do not talk over others, or stop learning or playing of others
Be respectful to yourselves, others and the school.	✓ We are polite and respectful to everyone in our school community in our words and actions	X We do not treat people differently because of any difference from ourselves
Be safe and make the right choices, both in and out of school.	✓ We think about the safety of ourselves and others in all of our actions	X We do not act in a dangerous way in which could hurt ourselves or others

The Golden Rules are displayed in every classroom, and at appropriate points around the school.

The Golden Rules are consistently applied and referred to, in situations in which the calm and consistent adult approach separates the distressed behaviour from a child; promoting our high standard of expectations from all at Queen Victoria Primary.

OUR PIONEER TRAITS

Every member of the school community is a Queen Vic Pioneer. A pioneer is an explorer, a trailblazer, someone who is curious; and wants to discover the world

All staff and children expected to demonstrate our **Pioneer Traits**.

- Brave
- Team Players
- Innovators
- Resilient
- Aspirational
- Leaders

RELENTLESS ROUTINES

Relentless routines are used across the whole school, to secure a calm, safe and respectful environment, ensuring an acceptable code of conduct. These routines are:

- **Fantastic Walking:** Single file, facing forward, no talking, hands behind back, with purposeful walking (no gaps in line)
- **Legendary Lines:** Lining up with everyone facing the front, with no talking
- **Super Sitting:** If on the floor: legs crossed, hands in laps and facing the front
If on a chair, sitting upright, with all four feet of the chair on the floor, six feet including child's feet
- **Recognition Boards:** A board near the front of the classroom, displaying a focus of need, relating to classroom and behaviour management. Names of children within the class are placed on the board when a child is seen to be consistently demonstrating the desired behaviour. The board can be refreshed and focus changed when appropriate (new session or daily)

CELEBRATING POSITIVE BEHAVIOUR

While there is great focus upon the intrinsic reward of being **ready**, **respectful** and **safe** within our school community, we believe that continual praise and recognition of each child's positive behaviour for learning is fundamental.

Recognition will be given to all learners who display our expectation of positive behaviour through continuous verbal praise and non-verbal cues.

Positive behaviour reflects the values of our school, a readiness to learn and respect for others. The acknowledgment of this behaviour encourages repetition and reinforces the school's expectations and values to all pupils.

The use of positive reinforcements and rewards will be applied clearly and fairly to reinforce the rules, routines, expectations and norms of Queen Vic's behaviour culture. This will be explicitly recognised in a number of ways:

Daily (all staff)

- use of verbal/non-verbal praise
- giving out of house points
- awarding stickers in books or on jumpers
- communicating praise to parents/carers via a face to face conversation at the end of the day, a phone call home or written correspondence (email, text or written note)
- in-class reward system, e.g. raffle tickets, prize boxes
- individual privileges given, such as a lining up first
- positions of responsibility, such as being a monitor for the class
(for suggested privileges see Appendix 2)

Senior Leaders (additional rewards):

- giving of additional house points
- giving of senior leaders stickers
- awarding of a Golden Ticket for outstanding learning or other achievements, such as sporting or other community activities. This ticket allows the holder the opportunity to participate in a reward event at the end of each half term.

Weekly

- praise certificate given in whole-school weekly praise assembly
- hot chocolate, a snack and a chat with SLT (fortnightly)
- attendance award 'Score on the Door' for the classes with the best punctuality and attendance. The winning classes receive housepoints for this

Termly/Half Termly

- The house team with the highest house point total receives an end of term privilege, such as an additional playtime. Recognition of this achievement is shared with parent/carers via the school newsletter.
- Headteacher's Praise Assembly: all class teachers nominate a child to receive a certificate and small prize for a given award, e.g. for trying hard with their reading, or for being an exemplary team player in PE. They also nominate a child to receive a Pioneer Award (a certificate and badge) for exceptional or consistent demonstration of all Pioneer traits. All of the awarded children will also receive a Golden Ticket. These awards are given out during a half-termly Praise assembly, where parents of the recipients are invited to attend
- Termly attendance awards are given throughout the year for children with good attendance (Star award) and most improved attendance (Healthy Tuck Shop award)

Yearly

- At the end of the school year, the house with the most housepoints will be named House Champions, have their house ribbons added to the cup and have their team name engraved on the cup; they will also be given a House privilege, such as a special 'Golden Time'.
- End of year attendance award at the end for children who achieve 100% attendance

Additional

- Children will have the opportunity to take on responsibilities around school, such as being:
 - A member of the Pupil Leadership Team
 - House Captains (Year 6)
 - Anti-Bullying Ambassadors (UKS2)
 - Peer Mentors
 - Represent the school in competitions in the wider school community, e.g. sporting competitions, book quizzes and debating team
- Pen licences are awarded and retained by children who have attained a high standard of presentation consistently throughout their work.
- Class teachers can also award additional playtime and visits out of school for exceptional 'whole class' positive behaviour for learning.

House Points

To reinforce the sense of community, belonging, working together as a team and encouraging a greater sense of pride and acceptance of others, all children belong to a house at Queen Victoria Primary.

The three school houses are:

- Armstrong (blue)
- Hawking (yellow)
- Malala (red)

Each class in every year group is made up of one house team, and holds the house name.

Children earn house points by consistently modelling our Golden Rules and / or Pioneer Traits in all aspects of their school life, such as displaying **resilience** to solve a problem in Mathematics, demonstrating consistent **respect** for their peers during learning activities or by showing how they keep themselves and others **safe** during unstructured times.

As well as housepoints being given out by all staff, the Senior Leadership can award up to 10 house points at a time for special achievements.

Competitions between classes, year groups, phases and the whole school, such as during sports days, will also incorporate the house point system.

All house points given are recorded on a class chart, with all class house points being collated and updated weekly, with the weekly whole school total being shared with children during the weekly Praise assembly. Teachers will be able to share weekly house point data and ongoing totals for the term and year, through an electronic format, which they can access through the school network at any time during the week.

Coloured balls in tubes in the main school corridor, for the whole school to see, will represent the ongoing visual for the whole School House Point Totals. House Captains will update this weekly. The team with the most house points at the end of each term will have their colour ribbon displayed on the House Cup and receive a privilege. At the end of the academic year, the winning House will be named House Champions; have their team name engraved on the cup, and have a special privilege.

There will be opportunities to celebrate and reinforce good behaviour choices during House Assemblies.

REGULATING NEGATIVE BEHAVIOUR

In order to help children to feel safe, school needs to be high in both nurture and structure. Children need predictable routines, expectations and responses to behaviour. These must be in place and modelled appropriately by all adults, within the context of a safe and caring school environment. We encourage all adults in schools to respond in a way that focuses on the feelings and emotions that might drive certain behaviours, as well as the behaviour itself. Children behaving in a challenging way need to be regarded as vulnerable rather than troublesome, and we all have a duty to explore this vulnerability and provide appropriate support. It is important to avoid judgements around behaviour (e.g. 'mad'/'bad') and to see all behaviour as an indicator of emotions to which we must respond in an empathic and caring manner. Staff need to be aware that some pupils may 'act out' and externalise their emotions with disruptive and challenging behaviours, while others may be more passive and present as withdrawn, anxious or disengaged. Both groups of pupils are communicating via their behaviour and need appropriate support.

Every child and adult of Queen Victoria is expected to maintain the highest standard of positive behaviour for learning, to accept responsibility for their actions and encourage others to do the same. Our restorative behaviour system allows the use of initial intervention strategies to support the children in the management of their own behaviour; developing their self-discipline, which echoes our Pioneer Traits, with a heavy emphasis on respectful relationships between all.

All children have the opportunity to make the right choice, with support from adults through redirections and reminders. For a majority of our children this gentle redirection or reminder of a specific rule is all that is required for a child to address their negative behaviour and continue to demonstrate the following of our three Golden rules. However, on some occasions, adults will need to progress to the use of restorative strategies for dealing with distressed or disruptive behaviour in a calm and consistent manner, with any child who is hindering their own learning and that of other children.

Children are held responsible for their behaviour through restorative conversations. This approach is about building and maintaining relationships that are respectful and empowering. This is central to providing effective support for emotional well-being and positive behaviour for learning.

Adults will deal with behaviour without delegating. Senior Leadership are not expected to readdress the behaviour during 'Take up Time'. Instead, they will, if required, stand alongside adults to support, guide and model, showing a unified consistency to the child or children.

(For Behaviour Strategies and Restorative Practice Guidance information see Appendix 3)

Restorative System:

There are three steps for dealing with negative behaviours that cause distress or disrupt learning, **Redirection**, **Reminder** and a **Verbal Caution (Microscript)**.

If after the formal verbal caution the child, has still not regulated their behaviour, '**Take Up Time**', which relates to the Verbal Caution microscript, is carried out. During or following Take Up Time, a reparation conversation must be carried out.

(For the Behaviour System flow chart see Appendix 4 and Behaviour Blueprint see Appendix 5)

1. Redirection:

A non-verbal cue in the form of a gentle encouragement / a 'nudge' in the right direction to make the right choice.

2. Reminder:

A reminder of the Golden Rule, delivered privately wherever possible. Repeat reminders if necessary. De-escalate and decelerate the behaviour where reasonable and possible, and take the initiative to keep things at this stage.

3. Verbal Caution:

If after some redirection and reminding, the individual is still causing distress to others or disrupting learning, then progress to a verbal caution

Clear verbal caution delivered privately and assertively, relating to the Golden Rule in need of reminding, and clear awareness of the sanction should they continue with the behaviour, along with a brief explanation of the positive outcome relating to the individual Golden Rule. To complete this caution finish with a positive focus on their previous positive conduct.

30 Second Microscript

I've noticed... and maybe you are feeling... because...

I acknowledge what you have said, however...

I need you to...

If you choose ...that would be great, as that shows (Golden Rule).

If you choose not to... then (sanction)

Do you remember when... (previous positive conduct)

Thank you for listening.

Adults will deliver an explanation of the sanction, which will be *reasonable, measured and a proportionate response to what the adult's expectation is*. At this stage, adults resist endless discussions around behaviour and spend their energy returning to the learning. The adult must walk away immediately after this script has been given.

A Verbal Caution must only be recorded on CPOMS if the child does not regulate their behaviour following the microscript, resulting in Take Up Time.

If microscripts are having to be repeatedly given to a child across a day, even if behaviour is regulated each time, the adult must record this on CPOMS.

'Take up Time' with Teacher

Ideally, the adult will speak to the child away from others, where boundaries are assertively reset. The adult will reinforce every choice has a consequence, and will follow up on that consequence with a sanction.

Adults will use the following scripted sentence starters:

Take Up Time Microscript

I noticed that you... (continued to)

You chose to ... and that is not ...(Golden Rule)

As a result ... I will follow up on (sanction)

Thank you for listening.

Take Up Time sanction must be taken during the child's time, such as at breaktime or lunchtime, not during learning time. During this time a brief reparation conversation **must** take place.

Take Up Time, does not need to be lengthy; however if there is unfinished work from the session that needs completing, time can be given for this.

By the end of the day, the teacher must speak to the parent/carer to ensure they are kept informed and are able to work with school to support their child.

Should the child refuse to engage in the designated 'Take Up Time', the teacher will ensure that it takes place once the child is calmer, possibly later in the day or even in the following days.

Reparation:

This conversation between adult and child must take place during Take Up Time.

Reparation questions will be used to facilitate this conversation, with a focus on positive behaviour and the repairing of trust.

If this meeting is unsuccessful, the adult is able to call on guidance from Pastoral Staff / Senior Leadership who will support with this process.

Reparation Microscript

What happened?

What were you thinking about at the time?

Who has been affected by the actions?

How have they been affected?

What needs to be done now to make things right?

How can we do things differently in the future?

Thank you for listening.

SANCTIONS

Teachers are able to use a range of reasonable, measured and proportionate sanctions which will be clearly communicated to and understood by pupils.

These sanctions may include:

- Correction of misbehaviour – e.g. clean up a mess that they have intentionally caused
- Loss of privileges – for instance, the loss of a prized responsibility
- Completing work in their own time (breaktime, lunchtime or at home)
- Regular reporting – for instance, related behaviour catch up, uniform check etc..

This is not an exhaustive list

A serious breach of the Golden Rules may result in a period of removal (Isolation) or a suspension.

Only the Headteacher has the right to suspend or permanently exclude a child for a serious breach of the Behaviour Policy.

CHILDREN WITH ADDITIONAL NEEDS

At Queen Victoria Primary, we acknowledge that some children have additional needs and may require support to understand how the school's behaviour system applies to them; to enable this, additional support will be implemented, e.g. visual prompts or named directions.

It is crucial that consideration is given to whether the pupil's need has contributed to the misbehaviour and whether a sanction should be given; or whether reasonable adjustments are needed to be made to the sanction.

Unlike the majority of pupils, there is a relatively small number of children who struggle to consistently demonstrate Ready, Respectful and Safe behaviours. Therefore, whilst the policy will be used with these learners, additional supportive strategies will be outlined in their SEMH Individual Target Plan (ITP).

For more vulnerable children, who require greater intervention, such as regular 1:1 support in the regulation of emotions; support will be outlined in an Individual Behaviour Plan and possibly an individual risk assessment and Education and Health Care Plan (EHCP).

If concerned about a child's repeated externalisation of emotions via disruptive and challenging behaviours, or more passive, withdrawn, anxious or disengaged behaviours; staff will complete a Pastoral Referral form (Appendix 7). This will initiate an assessment by the Pastoral Lead, involving observations of the child, speaking to staff, parent and the child, resulting in supportive strategies being put in place or a planned intervention.

SERIOUS BEHAVIOUR INCIDENTS

Sometimes behaviour will be considered serious enough for the pupil to be removed from the classroom or playground immediately; these incidents may be referred directly to the Headteacher or a member of the Senior Leadership Team to deal with. These behaviours could include violent or abusive behaviours (physical and verbal) incidents of bullying behaviour, or prejudiced based incidents.

In such cases, a restorative approach will still be followed, and the staff member will aim to find the reason behind the behaviour and use an emotion coaching approach to support the child to find a resolution and way forward. In most cases, this will also involve a conversation with a parent or carer. A sanction will be given.

Each incident will be dealt with individually, but sometimes the nature of the language or behaviour used calls for more serious action than others. For example, racist or homophobic bullying or online bullying may require us to contact other agencies, such as the local authority or the police. These incidents will always be reported to parents/carers by a member of the Leadership Team.

All serious incident information, recording witness statements where appropriate, will be recorded on our CPOMS system (Child Protection Online Monitoring and Safeguarding) which enables school leaders to see patterns of behaviour and put preventative strategies in place, if required.

The Headteacher is entitled to suspend pupils for fixed periods, or in extreme cases, permanently exclude. However, suspension will only be considered in very serious cases of inappropriate behaviour, or when a child's actions in school may be dangerous to others or severely affect other pupils' opportunities to learn. This is always a last resort and a decision to suspend is taken very seriously.

DEALING WITH SERIOUS INCIDENTS

CONFISCATION OF BANNED ITEMS

Using searching, screening and confiscation powers appropriately, as noted in the DFE guidance Searching, screening and confiscation – advice for schools, is an important way to ensure pupil and staff welfare is protected; and helps establish an environment where everyone is safe and pupils can learn and thrive.

The Headteacher and any designated staff member have a statutory power to search a pupil or their possessions where they have reasonable grounds to suspect that the pupil may have a prohibited item in their possession. Any searching of a pupil will be implemented in a consistent, proportionate and fair manner, with reasonable adjustment being made regarding the age or needs of the pupil. Any pupil being searched will be informed of how and why the search is taking place, giving them the opportunity to ask any questions.

At Queen Victoria Primary, the prohibited items list contains:

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

This list is not exhaustive list.

Any search carried out by an authorised member of staff will be recorded on the school's safeguarding reporting system (CPOMS) including whether or not an item has been found. This will allow for the identification of any possible risks and initiate a safeguarding response if required.

Parent/carers will be informed of any search for a prohibited item that has taken place, and the outcome of the search as soon as possible. They will be informed of what, if anything, has been confiscated and the resulting action the school has taken, including any sanctions applied.

CHILD ON CHILD ABUSE

Following any report of child-on-child sexual violence or sexual harassment offline or online, Queen Victoria Primary follows the general safeguarding principles set out in Keeping Children Safe in Education 2023(DfE), particularly Part 5.

The Designated Safeguarding Lead (or deputy) will decide on the initial response, with each incident being considered on a case-by-case basis.

At Queen Victoria Primary, sexual violence and sexual harassment are never acceptable, and will not be tolerated; pupils whose behaviour falls below expectations will be sanctioned.

We will not accept and will never normalise sexually abusive language or behaviour by treating it as 'banter', as an inevitable fact of life or an expected part of growing up. We vigorously promote high standards of conduct between pupils and staff; consistently demonstrating and modelling manners, courtesy and respectful relationships.

Sexually inappropriate behaviour is assertively dealt with, to prevent the behaviour potentially manifesting into more challenging, abusive and/or violent behaviour in the future. Abuse that occurs online or outside of the school will be treated equally seriously.

We believe that it is essential that all victims are listened to, reassured they will be supported, kept safe and are being taken seriously, regardless of how long it has taken them to come forward. It is crucial that a victim should never be given the impression that they are creating a problem by reporting sexual violence or sexual harassment. Nor should a victim ever be made to feel ashamed for making a report or their experience minimised.

At Queen Victoria Primary, pupils are aware that there is always a trusted adult that they can speak to. A Designated Safeguarding Lead will contact support services, such as Children's Social Care and possibly the police if appropriate.

If any reports of sexual abuse or harassment are proven to be deliberately invented or malicious, then we will consider whether disciplinary action is appropriate.

As a school, if there is a need to challenge inappropriate language and behaviour between pupils, this will become a focus within phases, through assemblies and class discussions.

USE OF REASONABLE FORCE

At Queen Victoria Primary, there are very few occasions when it is necessary for staff within school to use reasonable force.

The term 'reasonable force' covers the broad range of actions used by most teachers at some point in their career that involve a degree of physical contact with pupils.

Force is usually used to either control or restrain.

Control means either passive physical contact, such as standing between pupils or blocking a pupil's path, or active physical contact such as leading a pupil by the arm out of a classroom.

Restraint means to hold back physically or to bring a pupil under control. It is typically used in more extreme circumstances, for example when two pupils are fighting and refuse to separate without physical intervention.

'Reasonable' in the circumstances means using no more force than is needed.

All members of school staff have a legal power to use reasonable force.

Use of Reasonable Force (DfE) July 2013

At Queen Victoria Primary, we have duty of care to ensure that our children are safe at all times. It may sometimes be necessary, and in the best interests of the child, to use reasonable force to safeguard an individual or others.

The use of reasonable force should only be as a last resort in extreme circumstances, when other de-escalation strategies have been unsuccessful.

Any form of force, whether it be to control or restrain, should be reasonable and proportionate to the circumstance; the professional judgement of the staff member(s) concerned will always depend on the individual circumstances.

All incidents regarding reasonable force will be reported to the Headteacher and parent/carer or social worker if appropriate; and recorded on CPOMS via a Significant Incident with Reasonable Force Record (Appendix 6).

Staff across school are trained in the Positive Handling approach, which has a great focus upon de-escalation strategies. Staff will employ these strategies when necessary.

If required, an Individual Behaviour Plan and possibly a risk assessment may need to be put into place, if an individual is thought to be an ongoing a risk to themselves and others. Parents/carers will be involved in this process.

(For information regarding De-escalation strategies see Appendix 3)

BULLYING

At Queen Victoria Primary, we believe everybody has a right to feel safe, valued and welcome. We recognise that bullying behaviours can happen in all settings and we are committed to ensuring that all pupils are equipped with the life skills to recognise and deal with it. We take all bullying incidents very seriously, including bullying behaviours between pupils, school staff and parents/carers.

Bullying is not tolerated at Queen Victoria Primary School

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

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

See our **Anti Bullying Policy** for more information.

SUSPENSION & EXCLUSION

At Queen Victoria Primary, the decision to suspend or permanently exclude a child is not taken lightly. It is only after a serious incident or after a range of behaviour strategies beyond the school's behaviour policy system have been exhausted, that suspensions and permanent exclusions will sometimes be necessary. This is to ensure that other pupils and teaching staff can work in safety and are respected.

When issuing a suspension or permanent exclusion, Queen Victoria Primary follows the legislation that governs the suspension and permanent exclusion of pupils, as stipulated in Suspension and Permanent Exclusion Guidance (DfE).

A school can give a suspension, where a pupil is temporarily removed from the school, for one or more fixed periods (a maximum of 45 days in one academic year). When a pupil is given a suspension for six days or longer, the school has a duty to arrange suitable full time education provision from and including the sixth school day of the suspension.

During a suspension, pupils will still receive their education, as work is set and marked for pupils during the first five school days of a suspension.

A suspension can also be for parts of the school day. For example, if a pupil's behaviour at lunchtime is disruptive, they may be suspended from the school premises for the duration of the lunchtime period. The legal requirements relating to the suspension, such as the headteacher's duty to notify parents, apply in all cases. Lunchtime suspensions are counted as half a school day.

Full time education must be provided from the first day for children in care. Schools must arrange reintegration meetings for all pupils following a suspension. Return to school cannot be delayed if a parent is unable or not willing to attend this meeting.

A permanent exclusion is when a pupil is no longer allowed to attend the school. The decision to exclude a pupil permanently is taken in response to a serious breach or persistent breaches of the school's behaviour policy, and where allowing the pupil to remain in school would seriously harm the education or welfare of the pupil or others, such as staff or pupils in the school.

When a permanent exclusion is given, advice is sought, and guidance followed from Dudley's Local Authority Exclusion Team. Stour Vale Academy Trust and the Chair of Governors will be informed.

When a child is permanently excluded the Local Authority has a duty to find alternative arrangements for the permanently excluded child.

The reasons below are examples of the types of circumstances that may warrant a suspension or permanent exclusion.

- Bullying
- Damage including vandalism and arson
- Offences related to drugs and alcohol
- Persistent disruptive behaviour
- Use, or threat of use, of an offensive weapon or prohibited item that has been prohibited by a school's behaviour policy
- Verbal abuse/threatening behaviour against a pupil
- Verbal abuse/threatening behaviour against an adult

- Physical assault against a pupil
- Physical assault against an adult
- Racist abuse
- Abuse against sexual orientation or gender reassignment
- Abuse relating to disability

This is not an exhaustive list

A pupil's behaviour outside school can also be considered grounds for a suspension or permanent exclusion.

REINTEGRATION

Following a suspension, the pupil is reintegrated back into school life and full-time education, following an initial reintegration meeting; which is led by the headteacher or a designated senior leader. The child's parent is expected to attend the meeting; this is stipulated on the suspension letter that parent receives when the suspension is given. The meeting takes place at the beginning of the school day, on the day of the pupil's return.

A strategy to enable a pupil back from suspension to succeed, is discussed at the meeting. The strategy offers the pupil a fresh start; helping them to understand the impact of their behaviour on themselves and others; fosters a renewed sense of belonging within the school community; and builds engagement with learning. The meeting also communicates to the pupil how they are valued, and how their previous behaviour should not be seen as an obstacle to future success. It is at this meeting that any required support or intervention is planned.

SUSPENSION & ATTENDANCE

Fixed penalty notices may be issued where parents allow their child to be present in a public place during school hours without reasonable justification, during the first five days of a suspension or permanent exclusion.

Written information regarding this is given at the time of the exclusion, with the days that the child must not be present in a public place being identified.

SUPPORTIVE STRATEGIES

The school recognises its legal duty under the Equality Act 2010 to prevent pupils with a protected characteristic from being at a disadvantage. Consequently, our approach to distressed behaviours may be differentiated to cater to the needs of the pupil.

Some children, at some point during their school life, will require support in managing their behaviour and emotions. The school has an Inclusion Team, which has support staff who specialise in both pastoral needs and learning needs. These staff are on hand to support with distressed behaviours and emotional needs in times of crisis. Through the monitoring of these times of distress, via CPOMS and pastoral referrals, the Pastoral Lead will discuss early intervention strategies with adults, including the class teacher, supporting staff and the parent/carer. These interventions support our common purpose of helping everyone to learn.

Supportive strategies may include:

- Programmes concentrating on social and emotional needs, such as Nurture Social Groups
- Mindfulness, Relaxation, Sensory Breaks
- School-led Early Help Assessment
- Individual Target Plan
- Individual Behaviour Plan, with addition to SEND profile for a primary Social, Emotional and Mental Health (SEMH) need

Where necessary, support and advice will also be sought from specialist teachers, educational psychologist, medical practitioners and/or others, to identify or support specific needs.

When acute needs are identified in a pupil, we will liaise with external agencies such as the Mental Health Support Team (Reflexions) and Sycamore Behaviour Support etc... and plan support programmes for that child. We will work with parents to create the plan and review it on a regular basis.

PUPIL TRANSITION

To ensure a smooth transition to the new academic year, pupils have transition sessions with their new teacher(s). It is during this time that behaviour expectations and systems within the new class, are communicated to all pupils; the new class teacher will also practise and reinforce the importance of Relentless Routines.

If a pupil joins the school mid-year, the behaviour expectations will form part of their induction.

To ensure the appropriate behavioural support is in place for those children who require it, necessary information relating to pupil behaviour will be transferred to the new class teacher.

Transition Handover meetings between teachers, will focus upon not only learning, but also behaviour.

Information on behavioural needs will be shared with new settings, for those pupils transferring to other schools, including those transitioning to Year 7.

TRAINING

We recognise that individuals with additional needs, social and emotional issues or are dealing with family problems, can at times demonstrate disruptive or distressing behaviours. If such needs are identified, we will do all we can to ensure that the staff receive training on managing these behaviours, as well as supporting the individual child. This training is provided by either leaders within school, MHST staff, educational psychologists or Sycamore Behaviour Support.

Behaviour management also forms part of continuing professional development; with the ongoing monitoring of behaviour also indicating where future training is required.

MONITORING & REVIEW

- Senior Leaders, during whole school monitoring, to bring any behaviour management concerns, to the attention of the Deputy Headteacher with responsibility for behaviour, to enable support
- Deputy Headteacher with responsibility for behaviour will analyse behavioural trends and individual pupil concerns within phases and across the whole school. Analysis to be shared with Phase Leaders and Pastoral Lead, re. any required action

- Class teachers and supporting staff members will attend termly Pastoral Review meetings regarding children with an SEMH ITP or IBP with the Pastoral Lead and Deputy Headteacher/Mental Health Lead.
- If required, following monitoring, data analysis or class teacher request, the Pastoral Lead and Deputy Headteacher/Mental Lead will carry out an assessment of need to enable support

The Head Teacher, the Deputy Head Teacher with responsibility for behaviour; and the Governing Body, will review this Behaviour Policy annually.

The written statement of behaviour principles will be annually reviewed and approved by the Governing Body (*see Appendix 1*).

CONCLUSION

This policy is based on the knowledge and understanding that relationships are complex and difficult at times. Being able to acknowledge this and develop the life skills to manage these relationships when they are difficult, is what we are aiming for each individual in the school community to achieve.

LINKS WITH OTHER POLICIES

This behaviour policy is linked to the following policies:

- Anti-Bullying Policy
- SEND Policy
- Safeguarding Policy
- Equal Opportunities Policy
- Attendance Policy
- Restraint Policy

WRITTEN STATEMENT OF BEHAVIOUR PRINCIPLES

At Queen Victoria

- Every pupil understands they have the right to feel safe, valued and respected, and learn free from the disruption of others
- All pupils, staff and visitors are free from any form of discrimination
- All adults will act as positive role models and set an excellent example to pupils at all times
- Rewards and sanctions are used fairly and consistently by staff, in line with the Behaviour Policy
- The Behaviour Policy is understood by all pupils and staff
- The Exclusions Policy explains that suspensions will only be used as a last resort, and outlines the processes involved in suspensions and permanent exclusions
- Staff promote independence and responsibility, when supporting children to manage their own behaviour
- Families are involved in behaviour incidents to foster good relationships between the school and pupils' home life

The governing board also emphasises that violence or threatening behaviour in school will not be tolerated under any circumstance.

This written statement of behaviour principles is annually reviewed and approved by the governing body.

Class Privileges

Below is a list of possible privileges that can be used in class, this list is not exhaustive or exclusive. It can be used for daily or weekly privileges.

Key Stage One	Key Stage Two
<ul style="list-style-type: none"> - Sit on a cushion - Having a teddy bear to hold/take home overnight - Choose a song to dance to - Choose a book to read - Work on special stationary - Have a special place mat in class - Choice of where they stand in the class line - Being given an early lunch pass - Going on a 'Golden Table' with a friend in the L.S. Hall during lunchtime, for a week - Being allowed to work at the teacher's desk - Time to play with Lego or general construction materials - Be in the snack time fruit - Be the cloakroom monitor - Have a classroom plant to look after - Have some free time (e.g. with the sports equipment in a designated area) - Be a mini teacher, including having the opportunity to dress up - Being able to sit on the special chair (e.g. Rainbow chair/chair with a balloon) - Have a 'Privilege' card/ 'Access All Areas' card - Have the class 'Well Done' song performed for them 	<ul style="list-style-type: none"> - Be able to participate in an art activity - Use of a special pen (e.g. Gel pens, coloured pens, different looking pens) - Being able to type up their class work - Lead the class line - Being given a badge or stickers - Choosing a game for the class to play - Work with younger children - Time to play with Lego - Be the teacher's Personal Assistant (P.A.) - Be first into dinner with a friend - Have free time to play outside with friends (e.g. On the Play Park, football) - Being given time to play with board games and complete puzzles - Having the choice of where to sit in class - Being allowed to sit next to a friend of their choosing - Being able to sit on a special chair - Sit on a cushion - Being able to spend time in the class Reading Corner - Have the opportunity for 'free time' - Teacher to send a postcard home to parent - Being given time to play with games and toys during breaktime /lunchtime

Guidance & Strategies**BEHAVIOUR STRATEGY TOOLKIT**

Behaviour strategies employed may include:

- Task specific counting e.g. 5 – put your pencils down, thank you, 4 – close your books, 3 – fold your arms, 2 – and so on...
- Waiting for silence when talking to the whole class. Developing strategies for silence e.g. rhythmic clapping, hands up, count down, fingers wiggling etc.
- Non-verbal signals such as, 'the look', thumbs up, moving closer to the child, clicking fingers, waiting silently etc.
- Focusing on primary and not secondary behaviours such as, muttering, tutting or over exaggerated movements.
- Smiling as much as humanly possible.
- Using 'thank you' instead of 'please' at the end of a direction, believing the child is going to comply with the direction.
- Deliberately ignoring is choosing not to attend to low-level distressed behaviour and simultaneously acknowledging children making the right choice. Otherwise, delivering an instruction or redirection before ignoring low-level distressed behaviour.
- Clear and explicit instructions – keeping it short and simple.
- Focusing on the positive using 'I need you to' rather than 'don't'.
- The use of personal pronoun 'I' helps to separate the behaviour from the child.
- Asking 'what should you be doing now?' refocuses the brain.
- Giving the child the power of choice.
- Continually walking around the classroom, quietly offering encouraging words / a nudge in the right direction.

DE-ESCALATION STRATEGIES**De-Escalation Techniques**

In a relatively small number of circumstances usual classroom discipline and behaviour plans may be insufficient and a different approach is needed to manage children and young people's behaviour in a way that keeps them, the other children in the class and school staff physically and emotionally safe.

Underpinning the success of managing the diverse needs that will be present in each classroom is the skill of the teacher in intervening early to de-escalate situations calmly when they arise.

However, de-escalation is difficult, often the techniques go against our natural fight-or-flight reflexes.

Remaining calm, professional and objective is not always easy and therefore it is a skill that will need to be practised in order to respond in a different way when a challenging situation occurs.

Reasoning with an angry child is not always possible, the aim of de-escalation is to reduce the level of agitation so that at an appropriate time discussion becomes an option and a better outcome can be achieved.

When to de-escalate

De-escalation techniques are most successful when used early, before the child or young person becomes physically challenging or dysregulated. To do this, it is necessary to be aware of and spot early signs of agitation such as:

- Balled fists;
- Fidgeting;
- Shaking;
- 'Eye-balling' another child;
- Head thrust forward;

- Clenched jaw;
- Speech becoming more rapid or high-pitched.

Non-verbal strategies

The large part of what we communicate is through body language, much is through the tone of our voice and there are estimates that just 7% is through the words that we use. It is useful to remember this when you are trying to de-escalate. Ensure you are modelling the behaviour you want the child to emulate, relaxed and open body language can be helpful.

Non-verbal techniques include the following.

- **Appear calm and self-assured.** Make sure you are not displaying the same signs of agitation that can be seen in the child, unclench your fists, do not hold eye contact for too long and avoid standing square to the child;
- **Maintain a neutral facial expression.** Even our eyebrows can indicate we are surprised or angry, and similarly our mouths can betray our emotions unwittingly. Another natural reaction we often have when under stress is to smirk or giggle, which must be controlled;
- **Allow space.** Entering a person's personal space can be useful to refocus on a task when the situation is calm, but when a child is agitated this can indicate aggression and escalate the situation. Staying some distance away will also help keep you safe should the child become physically aggressive;
- **Control your breathing.** When we are stressed, angry or tense, our breathing becomes more shallow and rapid. If we take deeper, slower breaths, this will not only help keep us calm, but the child will begin to match our own breathing pattern. It can sometimes help to match the child's breathing initially then gradually slow it down.

Verbal strategies

- **Lower your voice and keep your tone even.** It is hard to have an argument with someone who is not responding aggressively back to you;
- **Distraction and diversion are extremely useful.** When a child is aggressive, they are responding with their own fight-or-flight instincts and not thinking about their actions. Distract them and engage their thinking brain, perhaps by changing the subject or commenting on something that is happening outside the window;
- **Give choices**, repeat these using the broken-record technique if necessary, and do not get drawn into secondary behaviours such as arguing back, which are designed to distract or upset you;
- **Acknowledging the child's feelings** shows that you have listened to them, and can be crucial when diffusing a situation; for example, 'It must be really difficult for you ... thank you for letting me know';
- **Use words and phrases that de-escalate**, such as:
 - I wonder if...
 - Let's try...
 - It seems like...
 - Maybe we can...
- **Tell the child what you want them to do** rather than what you do not want them to do; for example, 'I want you to sit down' rather than 'stop arguing with me';
- **Give the child take-up time following any direction** and avoid backing them into a corner, either verbally or physically.

Things to avoid

- **Do not make threats or promises** you cannot carry through, such as threatening to exclude the child;
- **Do not be defensive or take it personally.** What is being said may seem insulting and directed at you, but this level of aggression is not really about you;
- **Do not use sarcasm or humiliate** the child.

Sometimes, no matter how carefully and skilfully you try to de-escalate a situation, it may still reach crisis point.

If required send for a colleague to support, or for 'a change of face', as this may be a positive intervention for the child.

After any outburst or incident, always make time to debrief, repair and rebuild the relationship, without this the relationship is likely to continue to deteriorate. Problem-solve the situation and teach new behaviours where needed.

Ensure any sanctions are appropriate to what has happened and remember that it is the certainty that behaviour is challenged that is important rather than the severity of what happens. Resolving conflicts is one of the most important skills to model.

RESTORATIVE PRACTICE GUIDANCE

Restorative means having the ability to restore health, strength and/or well-being.

The aim of restorative practice is to develop community and to manage conflict by building and maintaining relationships that are respectful and empowering. The goal is to place value on repairing relationships that have been injured.

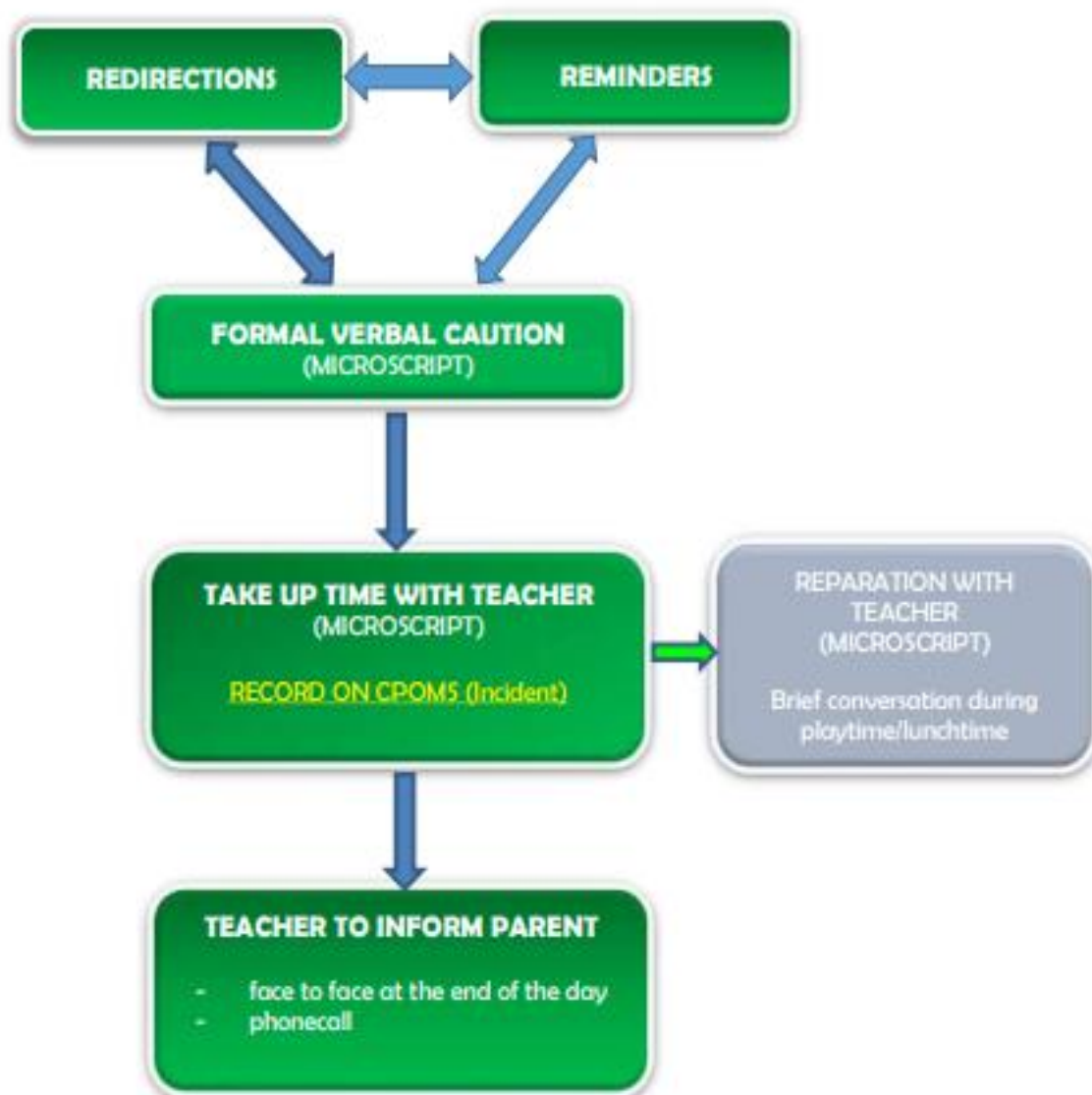
Restorative practice is the consistent approach adults take when dealing with any incident. In a restorative community, children are given responsibility for decision-making on incidents that affect their lives, their learning and their experiences of school. It allows individuals who may have committed harm to take full responsibility for their behaviour by addressing the individual/s affected by the behaviour. Doing this requires understanding and acknowledgement, that the behaviour was harmful to others, which in turn, allows discussions around necessary changes to avoid such harm in the future.

Restorative conversations / meetings can take place between 'child to child'/'child to adult'/'adult to child'/'adult' to 'adult'.

Six Restorative Questions:

1. What happened?
2. What were you thinking about at the time?
3. Who has been affected by your actions?
4. How have they been affected?
5. What needs to be done now to make things right?
6. How can we do things differently in the future?

Queen Victoria Primary School's Behaviour System Flow-Chart



What is Take Up Time with the Teacher?

This is where the adult will speak privately with the child, on their level. The child is asked to reflect on their next choice and their will be followed up with a sanction. As before, the adult will remind the child of their previous positive conduct.

What is Reparation?

A reparation conversation will always take place during or following Take Up Time, meaning that the child will always lose some of their breaktime or lunchtime. This brief conversation aims to repair the relationships that may have been damaged by the incident, it can take place between child & child, adult & child, adult & adult.

The class teacher will use the 6 restorative questions microscript during this conversation, focusing on an understanding that the behaviour was detrimental/harmful to others, allowing for discussion around changes to avoid such harm in the future.

6 Questions for Reparation

- | | |
|------------------------------------------------|----------------------------------------------------|
| 1. What happened? | 2. What were you thinking about at the time? |
| 3. Who has been affected by your actions? | 4. How have they been affected |
| 5. What needs to be done to make things right? | 6. How can we do things differently in the future? |

QUEEN VIC'S BEHAVIOUR BLUEPRINT



GOLDEN RULES

Be **ready** to learn and show pride and perseverance in your work.
 Be **respectful** to yourselves, others and the school.
 Be **safe** and make the right choices, both in and out of school.

PIONEER TRAITS

Brave | Team Players | Innovators | Resilient | Aspirational | Leaders

RESTORATIVE STRATEGIES

Redirection: a non-verbal cue in the form of a gentle encouragement.

Reminder: a reminder of the Golden Rule, delivered privately wherever possible. Repeat reminders if necessary. Deescalate where reasonable and possible.

Verbal Caution: a clear verbal caution, where possible, delivered privately, relating to the Golden Rule in need of reminding, with clear awareness of the consequence should the behaviour continue. Reminder of previous positive conduct. [30 Second Microscript](#)

Take Up Time with Teacher/ Support Staff: the child will speak to the adult away from others, where boundaries are assertively reset. The adult will follow up on the consequence set in the microscript. Reminder of previous positive conduct. [30 Second Microscript](#)

Reparation: a restorative conversation that will take place between the adult and child at the next available opportunity. [Microscript](#)

RELENTLESS ROUTINES

Fantastic Walking Single file, facing forward, no talking, hands behind back, with purposeful walking (no gaps in line).

Legendary Lining Lining up with everyone facing the front, with no talking.

Super Sitting If on the floor: legs crossed, hands in laps and facing the front.

If on a chair, sitting upright, with all four feet of the chair on the floor, six feet including child's feet.

Recognition Boards A board near the front of the classroom, displaying a focus of need, relating to classroom and behaviour management. Names of children within the class are placed on the board when a child is seen to be consistently demonstrating the desired behaviour. The board can be refreshed and focus changed when appropriate (new session or daily).

30 SECOND MICROSCRIPT

I've noticed... and maybe you are feeling... because...

I acknowledge what you have said, however...

I need you to...

If you choose ...that would be great, as that shows (Golden Rule).

If you choose not to... then (sanction)

Do you remember when...

Thank you for listening.

Walk Away

TAKE UP TIME MICROSCRIPT

I expected to see you...

You chose to... and that is not ... (Golden Rule)

As a result... I will follow up on (sanction)

I know you will...

Thank you for listening.

Walk Away

RESTORATIVE CONVERSATION MICROSCRIPT

What happened?

What were you thinking about at the time?

Who has been affected by the actions?

How have they been affected?

What needs to be done now to make things right?

How can we do things differently in the future?

Thank you for listening

Walk Away

ADULT CONSISTENCIES

- Sustain positive working relationships
- A calm, consistent and unified approach
- No shouting

SIGNIFICANT INCIDENT WITH REASONABLE FORCE RECORD

Name of the person completing this record									
Incident Date:		Time:		Location:					
Name of the child concerned				Age:					
Name of the person using the measure									
Names of any other people present									
Details of the behaviour leading to the use of the measure (what the child was doing/saying)									
Details of any methods used to avoid the need for the use of the measure (what you did – what you said – what you tried) (Tick as appropriate)				Humour		Verbal Advice & Support		Patience	
				Distraction		Firm & Clear Directions		Negotiation	
				Diversion		Contingent Touch		Swap Adult	
				Reassurance		Withdrawal Offered		Limited Choices	
				Calm Talking		Withdrawal Directed		Calm Stance	
				Success Reminders			Planned Ignoring		
				Reminders About Consequences					
Why was the measure necessary? Describe your dynamic risk assessment, and why you believed that the measure you chose was in the best interest of the child. (Tick as appropriate)									
Risk to Self			Risk to Others						
Risk to Safe Physical Environment			Risk to Safe Psychological Environment						
Prevention of Psychological Distress			Prevention of Physical Harm						
Prevention of Criminal Offence			Temporary Loss of Competence or Capacity						
A description of the measure used. (what you did and what you said)									

The effectiveness of the measure:
Duration of any measure of physical restraint or restriction in minutes and any time intervals between provision of active support:
Any consequences of the use of the measure:
A description of any injury to the child concerned or any other person:
A description of any medical treatment offered <input type="checkbox"/> or administered <input type="checkbox"/> :
External agencies informed and supporting records <i>(date and details, e.g. phone call, face to face, email)</i> <i>(Tick as appropriate)</i>
<input type="checkbox"/> Responsible Parent
<input type="checkbox"/> Social Worker
<input type="checkbox"/> LADO
<input type="checkbox"/> Medical Referral
<input type="checkbox"/> Safer Schools Partnership Support Officer
<input type="checkbox"/> Placing Authority
<input type="checkbox"/> Confirmation that the person authorised to make the official record, has spoken to the child concerned and the person using the measure about the use of the measure.
Attached statements: <i>(including the view of the child, of any other people present and any other additional comments)</i>
Name and signature of the person authorised to complete this record:
Name, signature and designation of person monitoring the record:
Date checked:

Once completed, this record must be attached to the related incident on CPOMS

Pastoral Referral



Date:

Name of Child: Class:

Name of Referring Adult:	<input type="text"/>										
Concern:	<input type="text"/>										
Scale of Concern	<table border="1" style="margin-left: auto; margin-right: auto;"> <tr> <td style="width: 20px; text-align: center;">1</td> <td style="width: 20px; text-align: center;">2</td> <td style="width: 20px; text-align: center;">3</td> <td style="width: 20px; text-align: center;">4</td> <td style="width: 20px; text-align: center;">5</td> <td style="width: 20px; text-align: center;">6</td> <td style="width: 20px; text-align: center;">7</td> <td style="width: 20px; text-align: center;">8</td> <td style="width: 20px; text-align: center;">9</td> <td style="width: 20px; text-align: center;">10</td> </tr> </table> <p style="text-align: center;"> Slight Concern → Concern for the Wellbeing of Individual/ Others </p>	1	2	3	4	5	6	7	8	9	10
1	2	3	4	5	6	7	8	9	10		
Teacher's Voice:	<input type="text"/>										
Child's Voice:	<input type="text"/>										

Parent/Carer's Voice:	
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Observation:	
Action:	
Outcome:	



Additional Notes: