

Dringhouses Primary School

Positive Behaviour Support Policy

Signature of Chair of Governors

Signature of Headteacher

Date of Adoption: Summer 2020

Date of Review: Autumn 2022

Reviewing Committee: FGB

Statutory/Non-Statutory Statutory

Principles and Philosophy

Introduction

At Dringhouses Primary School we believe that all members of our school community play a crucial role in creating a positive and supportive learning environment. All adults work together to give every child the skills and confidence that will enable them to understand the choices they make in their lives - appreciating the impact of actions on others, and on their environment, as well as on themselves. Our children are learning about their behaviour - we as the adults will model, teach, support and scaffold our learners to help them understand how behaviour affects others and is affecting, making sure that they know that there are always opportunities to start again, and to make repairs where mistakes happen.

This policy works specifically alongside our school aims to develop our learners socially and morally, as well as providing the environment to allow them to progress academically.

Positive Behaviour First

We know that positive reinforcement and recognition is key to establishing a culture in which children feel safe: safe to be themselves, safe to communicate, safe to learn, and safe to collaborate. We make sure that we recognise the efforts of children, publicly, privately, and genuinely.

We hold special mention assemblies every week where each teacher selects a class-member who has gone 'above and beyond' in relation to expectations. We are currently trialling a system of 'Golden Tickets', given out to recognise when children have shown behaviour that we want to commend and where they've acted as a role model to others.

In class, we praise: sometimes subtly, sometimes flamboyantly! - we know our children, and we build relationships that allow us to best address their needs and requirements. We understand the research on praise, motivation and the importance of pursuing intrinsic reward and motivation for longer term wellbeing. However, we also understand where extrinsic motivators are effective.

At Dringhouses Primary, adults apply the following principles in all interactions with pupils:

IDENTIFY the behaviour we expect

Explicitly **TEACH** behaviour

MODEL the behaviour we are expecting

PRACTISE behaviour

NOTICE excellent behaviour

CREATE conditions for excellent behaviour

Behaviour Principles

[the governing body must]...make, and from time to time review, a written statement of general principles to guide the head teacher in determining measures to promote good behaviour and discipline amongst pupils;

Behaviour can change and every child can be successful.

Positive, proactive, and often preemptive behaviour support is more likely to change behaviour than blaming and punishing.

Reinforcing good behaviour helps children feel good about themselves, and helps them to recognise behaviours that are useful to themselves, and to others.

Understanding each child's needs and their individual circumstances helps us to act in the most equitable way possible for all children, at any given moment.

As adults, we are role-models, and our choices, and actions are fundamental in shaping the culture and character of our learners and our environment, as well as the responses and relationships of those children we work with.

Policy Aims

Ensure a consistent and calm approach to and use of language for managing behaviour; · ensure that agreed boundaries of acceptable behaviour are clearly understood by all pupils, staff and parents;

Ensure that all adults take responsibility for behaviour and follow-up any issues personally; · to promote the use of restorative approaches;

Promote positive behaviours and consistently, and considerately manage negative behaviours;

Ensure our pupils are polite, happy and considerate of others' feelings;

Encourage our pupils to respect their own and others' property;

Foster good citizenship and the ownership of our choices, and those of our learners;

Encourage a **positive, calm** and **purposeful** atmosphere where pupils can learn without limits.

School Rules

Our school has three simple rules: **Ready, Respectful, Safe**, which are applicable to a wide variety of situations. These rules are explicitly taught and modelled by all members of our school community.

The school rules apply throughout the school and to be applied consistently by all who work in our school.

However, we also understand that for some children, following our behaviour expectations are beyond their current developmental level. In this case, these children may have access to bespoke positive behaviour support plans, which may include carefully targeted sanctions and rewards to reinforce positive behaviour.

Roles and responsibilities

The Governing Body

The Governing Body responsible for reviewing and approving the written statement of [behaviour principles](#)

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

The Headteacher

The headteacher is responsible for reviewing this behaviour policy in conjunction with the Governing Board, giving due consideration to the school's statement of behaviour aims. The headteacher will also approve this policy.

The headteacher will ensure that the school environment encourages positive behaviour and that staff deal effectively with negative behaviour, and will monitor how staff implement this policy to ensure that it is applied consistently.

What our adults in school will do:

- Invest in relationships, showing kindness, integrity and respect in all interactions
- Use innovation and creativity to make our school a place where learning is engaging and all members of the community feel safe
- Actively teach expected behaviours and have high expectations
- Respect and be aware of each child's individual needs
- Spend time having restorative and reflective conversations with children about behaviour

What our children in school will do:

- Be ready to learn
- Be respectful to others, and to their own environment
- Be safe and make good choices
- Take ownership and responsibility for their behaviour

What our parents / carers will do:

- Support the school to provide the best education - academic, social, and moral - possible
- Work closely with school staff to keep us informed about our children
- Come and talk to us if there any questions, comments or concerns
- Support our children with home learning, such as reading together regularly
- Treat all members of the school community with kindness, dignity and respect

Practice and Process

Consequences

Our consequences at Dringhouses Primary are verbal 'reminders' where children are able to realise, recognise, reflect and reset their behaviour.

The Positive Behaviour Support Flow chart details the exact process for behaviour support - which we recognise is at times simple, but also at times a complex process. However, at its core:

→ Expected Positive Behaviour

→ A Negative Behaviour (NB) triggers 1st Reminder

→ Continued/Further NB triggers 2nd Reminder

→ Continued/Further incidence of NB triggers
Timeout A, time out of lunch break to reflect and restore
relationships as required.

Timeout A happens at each lunchtime, in the room adjoining the staff room, and is hosted by SLT members.

Timeout A (10 mins for KS1 / 15mins for KS2 - time completed during lunch break, after eating) should happen at the lunch break as close to the triggering negative behaviour/s as possible. For example, if a Timeout A is gained before lunchtime, the child attends that lunchtime. But if a Timeout A happens in the afternoon session, after lunch, the Timeout A should be completed the day after.

Lunch time is a full reset, and any Reminders accrued before this point are then wiped clean, so that the afternoon session can be started anew.

Timeout B (1 hour / 0.5 day / 1 session - at staff/situation discretion) is usually completed in one of the school's Calm Spaces and supervised by a member of SLT or an appropriate adult involved with the situation. This time out of a class environment is accompanied by a break time and lunchtime (30 mins for non-physical incidents where safety of others is not a concern/full lunch-time of 60 mins where physical violence/aggression is involved, and where safety is a concern) spent with SLT members the following day.

Timeout C (0.5 day up to 3 days - at SLT discretion) External suspension. This would be followed by a reintegration meeting with the family and SLT, alongside a behaviour plan to support the child.

Our team here will work hard to support learners throughout any experience they may have with the Behaviour Support system. This includes applying it fairly and consistently, and helping children deal with setbacks positively, and helping them to understand that Reminders, and Timeouts are not the end of the world - they are opportunities to consider something that happened (emphasis in the past tense) and to consider the future and what might be different next time.

We fully accept that we want children to be able to make decisions and choices for themselves, knowing the consequences and using these to inform their decision-making process. We can't always guarantee that anyone will make positive choices, but we can and will support them in this process.

Continuation of Negative Behaviour

Repeat instances of behaviour attracting Timeout A, B, and C consequences will warrant further support from the school's pastoral facilities, while also involving further consequences to uphold the expectations around positive behaviour at Dringhouses.

Three Timeout As in a 6 week period: Meeting with class teacher family → further three in same half-term triggers family meeting with class teacher and Phase Leader

Three Timeout As in a single week period: Elevates to Timeout B consequence

Two Timeout As in a single day: Elevates to Timeout B consequence

Three Timeout Bs in a 6 week period: Family meeting with the Headteacher and a behaviour plan initiated.

Three Timeout Bs in a single day (not involving L1 SNBs as cause): Elevates to Timeout C

Two level 1 Serious Negative Behaviour (SNB) in a 24 hour period: Timeout C

On third Timeout C in a single week period (0.5 or 1 day): Timeout C - 2 day suspension

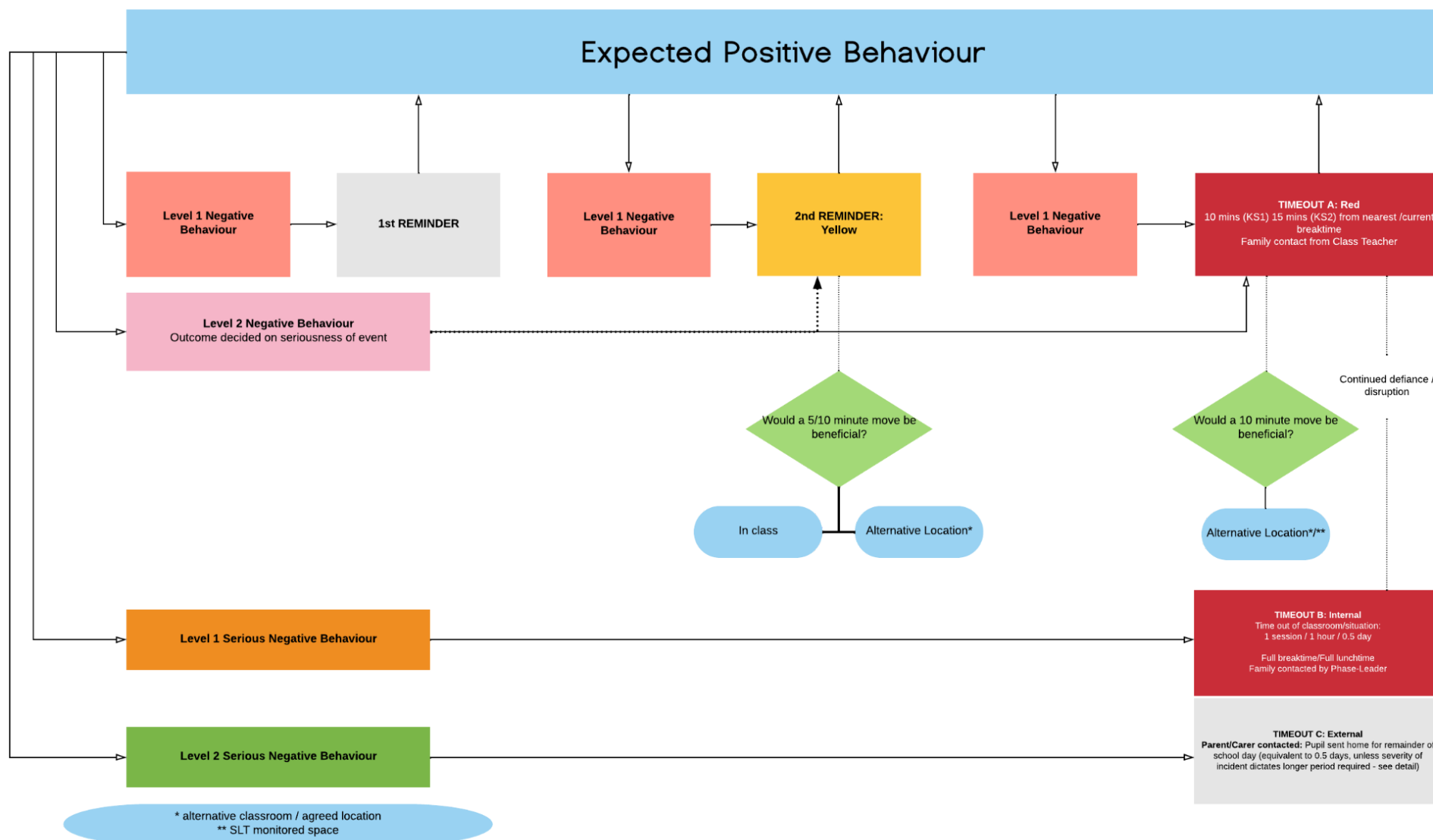
Breaktimes / Lunchtimes

During these points in the school day, it is important that those adults on duty as Lunch and Break supervisors are **supervising**. This means actively scanning the playground area, and proactively intervening where issues might arise that could see negative behaviours appear. Supervisors should position themselves in locations with the greatest vantage point over the widest area to ensure that potential safety issues and behaviour issues can be seen.

The same positive behaviour support systems apply at break and lunch times, and information should be passed back through to classroom staff about any incidents that have occurred during these times.

Similarly, in the event that a child reaches a point where time away from a situation is required, in the first instance, the child should be directed to stay for a period of time with or in close proximity to the supervising adult - this is to allow closer supervision for a period required. If a child reaches a Timeout A consequence, they should be sent inside to the SLT member on duty (during lunchtime), or to the front office area, where a member of SLT will pick up the situation.

Behaviour Support Flow Chart



Behaviour Support Flow Chart Detail / Definitions

Expected Behaviour: Ready, Respectful, Safe.

Scripts/delivery: All behaviour support should be done calmly, and concisely, referencing the relevant school rule, and the expected behaviour.

Negative Behaviour (NB): interrupting / talking over others / not listening to speaker / not sharing resources or ideas / negative comments about others or about learning

Level 2 NB: Physical Aggression not causing harm - pushing/verbal aggression eg. shouting at someone aggressively/intending to provoke/intimidate (Yellow) /unintended harm caused (foreseeable)

Being disrespectful towards an adult / ignoring an adult / throwing items in classroom / Swearing/Fighting (Timeout A)

Level 1 Serious Negative Behaviour (SNB): Physically aggressive actions - unprovoked / Offensive Language (including homophobia/racism/sexual harassment) / Theft from peer / Aggression towards staff (non-physical) / Leaving the school grounds (absconding)

Level 2 SNB: Physical Harm to staff / Sexual Assault / Possession of prohibited items / Theft from school or staff /

Move: At the adult's discretion, it may be decided or required that a shift in location, either within the room, to another agreed classroom, or to an SLT location is beneficial to allow the child time to reflect and reset. When making this decision, consider whether a conversation is immediately required, and whether or not this should be with the adult applying the consequence.

Follow Up: Timeouts should include restorative and reflective conversations, at a point when the child is able to engage positively, following the scaffold of these questions: What happened? What were you thinking at that moment? Who was affected*? What should happen now? (* consider age appropriate language/phrasing)

Timeout C: incidents involving harm caused to staff will attract an immediate **1 day** fixed term suspension

Multiple Occurrences:

Timeout A:

Three occurrences in half-term, generates family contact with phase-leader*.

*A further three, generates a family conversation with Headteacher and other relevant adults, Behaviour Plan in place

Three occurrences in a school day converts to Timeout B

Timeout B - On 3rd occurrence within half-term, Family conversation with Headteacher: Behaviour Plan initiated

Timeout B - Three occurrences within a school day elevates to Timeout C

Level 1 Serious Negative Behaviour (SNB) - escalates to **L2SNB** upon second incidence within 24 hours

Key Definitions

With the following section, we have tried to make the examples of and definitions around negative behaviours as clear as possible for all members of the community to be able to understand, explain, and model the positive behaviours that we want to see at Dringhouses, and consequently the negative behaviours that would trigger reminders and consequences.

Negative behaviour is defined as less serious breaches of our school rules: Ready, Respectful, Safe

Examples may be: Low-level Disruption (LLD) in lessons, and at break and lunchtimes; Non-completion of expected learning; Poor attitude towards learning or towards others; Refusal to follow instructions and expectations requested; Unintended harm caused to others; Running / shouting within the school building; LLD: interrupting / talking over others / not listening to speaker / not sharing resources or ideas / negative comments about others or about learning

Serious negative behaviour is defined as more serious breaches of our school rules: Ready, Respectful, Safe

Opposition towards adults - including disrespect, as perceived by adults in school; Physically harming a member of staff - intending to cause harm*; Physically harming another pupil*; Conduct causing harm to the moral tone of the school - including out of school time and locality; Any form of bullying (see definitions); Sexual assault, which is any unwanted sexual behaviour that causes humiliation, pain, fear or intimidation*; Vandalism; Theft; Fighting; Smoking; Racist, sexist, homophobic or discriminatory behaviour; Possession of any prohibited items*. These are:

Knives or weapons

Alcohol

Illegal drugs

Stolen items

Tobacco and cigarette papers

Fireworks

Pornographic images

Any article a staff member reasonably suspects has been, or is likely to be, used to commit an offence, or to cause personal injury to, or damage to the property of, any person (including the pupil)

*These Serious Negative behaviours may trigger an immediate suspension (internal or external) at the discretion of the SLT, in the interests of the safety and wellbeing of staff, children, and those involved in any incident

Behaviour Support Recording Procedures

See Positive Behaviour Support Flow-chart for details of Behaviour Support process and outcomes

For recording behaviour-related information and incidents:

- Details of the incident should be recorded on CPOMS Safeguarding software by reporting staff member:
 - Reference will be made to the negative behaviour/s, and the linked school rule/s.
 - The completed incident log on CPOMS will be seen by SLT, the Timeout A incident should be referred to a member of the office team
 - Admin staff will prepare a 'Timeout A Letter' (Appendix 2) to be sent to the child's parents
 - If necessary, the class teacher will contact the parent by telephone, with further information details should be added onto the CPOMS incident log.
 - When the acknowledgement slip is returned by the parent, this will be attached to the 'Timeout A Consequence' form by office staff and the form and slip will be filed in the relevant 'year group' section in the behaviour file
 - SLT will host the children who have received a Timeout A consequence in the meeting room off the staffroom each lunchtime.
 - Completed 'Timeout A Consequence' forms/acknowledgement slips will be transferred to pupils' individual files at the end of the term
- Behaviour Monitoring sheets (electronically available) should be used weekly, to record all negative behaviour reminders, and handed (completed online) into SLT at the end of each week for monitoring/collation.

Abuse/Harassment

It is recognised that sexual abuse and harassment may happen at our school, and all members of staff must be vigilant in the monitoring and management -including challenging any inappropriate behaviour where and when it occurs- of situations and allegations that may arise from our community. This includes peer on peer abuse.

Peer on peer abuse is most likely to include, but may not be limited to:

- bullying (including cyberbullying, prejudice-based and discriminatory bullying);
- abuse in intimate personal relationships between peers;
- physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm (this may include an online element which facilitates, threatens and/or encourages physical abuse);
- sexual violence, such as rape, assault by penetration and sexual assault; (this may include an online element which facilitates, threatens and/or encourages sexual violence);
- sexual harassment, such as sexual comments, remarks, jokes and online sexual harassment, which may be standalone or part of a broader pattern of abuse;
- causing someone to engage in sexual activity without consent, such as forcing someone to strip, touch themselves sexually, or to engage in sexual activity with a third party;
- consensual and non-consensual sharing of nude and semi-nude images and/or videos (also known as sexting or youth produced sexual imagery);
- upskirting, which typically involves taking a picture under a person's clothing without their permission, with the intention of viewing their genitals or buttocks to obtain sexual gratification, or cause the victim humiliation, distress or alarm; and
- initiation/hazing type violence and rituals (this could include activities involving harassment, abuse or humiliation used as a way of initiating a person into a group and may also include an online element).

Note:

Sexual violence means rape, assault by penetration, or sexual assault (intentional sexual touching).

Sexual harassment means unwanted conduct of a sexual nature – such as sexual comments, sexual jokes or taunting, physical behaviour like interfering with clothes, or online harassment such as sexting.

Bullying

Bullying Incident Log - electronically recorded [here](#)

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

Bullying can include:

Type of bullying	Definition
Emotional	Being unfriendly, excluding, tormenting
Physical	Hitting, kicking, pushing, taking another's belongings, any use of violence
Racial	Racial taunts, graffiti, gestures
Sexual	Explicit sexual remarks, display of sexual material, sexual gestures, unwanted physical attention, comments about sexual reputation or performance, or inappropriate touching. This also includes bullying related to LGBTQI+
Direct or indirect verbal	Name-calling, sarcasm, spreading rumours, teasing
Cyber-bullying	Bullying that takes place online, such as through social networking sites, messaging apps or gaming sites

Reporting and responding to an allegation of bullying

Once an allegation of bullying is made, procedures will be followed. All reported allegations will be taken seriously and investigated involving all parties.

Victims and perpetrators will go through a restorative approach to re-establish well-being between those involved and ensure harmony and safety.

Sanctions imposed will be in accordance with the school's Behaviour Policy.

Class Teachers and Teaching Assistants are responsible for ensuring that an allegation of bullying is written up on CPOMS. This can be done in communication with the SLT and the Headteacher. The Head or Deputy Head must view all allegations of bullying reports on CPOMS.

Procedures once an incident has been reported

1. The incident will be investigated quickly, fairly and positively – using a 'no blame approach' where suitable - children put forward their point of view without being accused - the bully and the victim should be spoken to separately by the class teacher/Phase Leader. All parties produce a written record (an adult may scribe). Witness information will be obtained where possible. If deemed necessary, discussions with both parties are documented and kept on each child's file.
2. Children involved in incidents will be informed of the consequences to be levied and the reasons for them in relation to the Behaviour policy. It may then be appropriate to discuss behaviour together. The bully should reassure the victim that it will not happen again and will be asked to apologise verbally or in writing/picture as appropriate. (restorative approach)
3. All staff who come into contact with the bully and bullied, will be made aware of the problem so that they can monitor behaviour and ensure the safety of the child who has been bullied.
4. The victim will be monitored to ensure that they feel safe and secure. Strategies will be put in place to ensure their self-esteem is not damaged
5. The bully will be helped to recognise their negative behaviour and will be offered support to modify it. Subsequent behaviour will be monitored.
6. Existing consequences are used only with a view to improving the behaviour of those responsible and making the victim feel safe. Feedback is given to concerned parties e.g. class teacher about the progress made as appropriate. Allow a 'cooling off' time for children involved if appropriate.
7. Depending on the severity of the incident or its frequency, parents / carers of both victims and bullies may be informed and encouraged to take part in target setting in order to obtain a joint understanding of acceptable behaviour
8. If the incidents continue, further interviews/meetings /support/ counselling may take place with both bully and victim. Additional external support may be sought via outside agencies e.g. Educational Psychologist, Behaviour Support.
9. Expulsion proceedings (decided by Heateacher - see Behaviour Policy)
10. Incidents of bullying will be reported to parents / carers.

Bullying at playtime:

Staff supervising breaks need to be vigilant in their roles - known problem areas, hidden corners of the school environment, toilets and queues should be appropriately monitored and supervised. Supervisors should 'keep an eye' on individuals known to be involved in bullying incidents. They need to watch for children who seem isolated. It is sometimes difficult to distinguish between 'play fighting' and bullying.

Note: Play fighting is to be monitored and addressed at the discretion of adults supervising the playground / break time.

Complaints procedure:

If you are not satisfied with the way that the allegation of bullying has been handled, please refer to the Complaints Policy. We aim to resolve any complaints promptly and this is in line with the school complaints procedures.

Parents/carers:

- Watch out for signs that your child is unhappy at school, e.g. refusing to come to school, appearing withdrawn or sad, loss of appetite, disturbed sleep patterns
- If you think your child is being bullied, please tell a member of staff or encourage your child to do so, this will be recorded on CPOMS and investigated thoroughly.
- Reassure your child that it is not their fault
- Look on the anti-bullying websites for advice on how to support your child, e.g. by developing assertiveness and building self-esteem
- If you have any concerns regarding how the incident is being addressed, please refer to the school's Complaints Policy which can be found on the school website.

Bystander:

- Always report incidents of bullying that you witness
- Try to support the victim by offering to help them deal appropriately with the bullying behaviour
- Don't ignore it!

All staff / parents need to be vigilant and report any incidents of bullying or suspected bullying immediately to the class teacher/ Strategic leader and Head Teacher as appropriate.

Off-site behaviour

Teachers have the power to discipline pupils for misbehaving outside of the school premises "to such an extent as is reasonable" (Section 90 of the Education and Inspections Act 2006).

Non-criminal bad behaviour or bullying (including cyber bullying) which occurs off the school premises and which is witnessed by a staff member or reported to the school, will be dealt with where necessary and appropriate according to the school behaviour system already outlined. In all cases of negative behaviour, the school can only discipline the pupil on school premises or elsewhere when the pupil is under the lawful control of the staff member.

Malicious allegations

Where a pupil makes an accusation against a member of staff and that accusation is shown to have been malicious, the headteacher will discipline the pupil in accordance with this policy.

Please refer to our Safeguarding Policy for more information on responding to allegations of abuse.

The headteacher will also support the pastoral needs of staff accused of misconduct.

Behaviour Support management

Physical restraint

In some circumstances, staff may use reasonable force to restrain a pupil to prevent them:

- Causing disorder
- Hurting themselves or others
- Damaging property

Incidents of physical restraint must:

- Always be used as a last resort
- Be applied using the minimum amount of force and for the minimum amount of time possible
- Be used in a way that maintains the safety and dignity of all concerned
- Never be used as a form of punishment
- Be recorded on CPOMS and reported to parents

Confiscation

Any prohibited items found in pupils' possession will be confiscated. These items will not be returned to pupils.

We will also confiscate any item which is harmful or detrimental to school discipline. These items will be returned to pupils after discussion with senior leaders and parents, if appropriate.

Searching and screening pupils is conducted in line with the DfE's [latest guidance on searching, screening and confiscation](#).

Pupil support

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 challenging behaviour may be differentiated to cater to the needs of the pupil. It is the responsibility of the school to teach - age appropriately - what the protected characteristics are, and the importance of respecting these.

The school's special educational needs co-ordinator will evaluate a pupil who exhibits specific challenging behaviours to determine whether they have any underlying needs that are not currently being met.

Where necessary, support and advice will also be sought from specialist teachers, an 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 and plan support programmes for that child. We will work with parents to create the plan and review it on a regular basis.

We offer the following specialist programmes to support behaviour in school:

- Nurture Club and/or ELSA
- Lunchtime clubs and activities including “ 20:20:20” (20 minutes for lunch; 20 minutes for play and 20 minutes for reflection)
- Buddies on the playground

Links with other policies

This behaviour policy is linked to the following policies:

- Exclusions policy
- Safeguarding policy

Exclusions

Exclusions are a last resort but may be the most appropriate course of action in the event that a child (see Behaviour flowchart for details):

- Endangers them self or others
- Brings a dangerous substance or item to school
- Persistently refuses to follow adults’ instructions
- Persistently displays challenging behaviour, such as bullying, hurting others, using offensive language or disrupting lessons or school life

Statutory guidance on exclusion of pupils from Local Authority maintained schools, academies and PRUs can be found on the DfE website;

<https://www.gov.uk/government/publications/school-exclusion>

Screening, Searching and Confiscation

The DfE guidance ‘Searching, Screening and Confiscation’ sets out schools’ statutory powers. More detailed information can be found in the advice document (DfE-00034-2014).

Searching:

School staff are able to search a pupil for any item, without parental consent, if the pupil agrees. School staff will search pupils without consent where they have reasonable grounds for suspecting that a pupil has any item that has been, or is likely to be, used to commit an offence or to cause personal injury or damage to the property of any person (including him/herself). School staff are also able to search, without consent, for any item banned by the school where this is explicit in the publicised school rules (e.g. mobile phones).

Searching without consent will be done by staff of the same gender as the pupil where possible, and there will be a witness. Pupils will only be required to remove outer clothing.

Under common law powers, staff are able to search lockers and desk drawers for any item, provided the pupil agrees. The allocation of a school locker/drawer will be conditional on the pupil consenting to have these searched for any item, whether or not the pupil is present.

Confiscation:

School staff will 'seize' any prohibited item found as a result of a search and any item, however found, which is considered harmful, or detrimental to school discipline. A school's general power to discipline, as set out in Section 91 of the Education and Inspections Act 2006, enables a member of staff to confiscate, retain or dispose of a pupil's property as a disciplinary penalty, where reasonable to do so. Members of staff will use their discretion to confiscate, retain and/or destroy any item found as a result of a 'with consent' search so long as it is reasonable in the circumstances.

Use of Reasonable Force

Members of school staff are able to use reasonable force to prevent pupils from committing an offence, injuring themselves/others or damaging property, and to maintain good order and discipline in the classroom.

Staff will only intervene physically to prevent injury to a child, or if a child is in danger of hurting him/herself or is causing significant damage to the environment. The actions taken will be in line with government guidelines on the restraint of children.

The school's 'Physical Intervention Policy' provides guidance for staff on the use of reasonable force and the use of 'Team Teach' techniques to de-escalate situations involving challenging behaviour.

All templates available on Google Docs, under 'Templates'

'Timeout A Letter' TEMPLATE

Date

Dear Parent/Carer of :(Child's Name).....

Notification of a Timeout A Consequence

As you know, it takes us as a community of parents and school staff working together to create a respectful learning environment for all our pupils.

This is to notify you that your child was given a 'Timeout A' Consequence' for

(Specify the behaviour that led to the 'Timeout A' Consequence')

This is 'Timeout A' letter, number of this term.

- Please be aware that, after three 'Timeout A' letters in a term, parents will be asked to attend a meeting with the class teacher and team leader to discuss any further support that may be required
- A further three or more 'Timeout A letters' will result in parents being asked to attend a meeting with the headteacher with the intention of discussing a plan to support behaviour from that point.

If you have questions in regards to this incident, your child's behaviour or our Behaviour Support policy (available on the school website (Key Information> Policies> Positive Behaviour Support Policy), please feel free to contact the school during school hours.

Thank you.

Yours sincerely

.....

Class Teacher

DPS Behaviour Support Policy - Reviewed September 2022 BMS

‘Timeout B Letter’ TEMPLATE

Date

Dear Parent/Carer of :(Child’s Name).....

Notification of a Timeout B Consequence

As you know, it takes us as a community of parents and school staff working together to create a respectful learning environment for all our pupils.

This is to notify you that your child was given a ‘Timeout B’ Consequence (internal isolation) for
.....

(Specify the behaviour that led to the ‘Timeout A’ Consequence’)

This is ‘Timeout B’ letter, number of this term.

- Please be aware that, after three ‘Timeout A’ letters in a term, parents will be asked to attend a meeting with the class teacher and team leader to discuss any further support that may be required
- A further ‘Timeout B letter’ will result in family members being asked to attend a meeting with the headteacher with the intention of discussing a plan to support behaviour from that point.

If you have questions in regards to this incident, your child’s behaviour or our Behaviour Support policy (available on the school website (Key Information> Policies> Positive Behaviour Support Policy), please feel free to contact the school during school hours.

Thank you.

Yours sincerely

.....

Class Teacher

ACKNOWLEDGEMENT OF RECEIPT OF Timeout A LETTER'

Child's NameClass.....

I confirm that I have received the letter dated informing me that my child has received a 'Timeout Consequence'.

Signed..... Print name

Date

Please return completed slip to the school office – Thank you

'Timeout C (Fixed Term Suspension) Letter' TEMPLATE

27.04.22

Dear [child's carer name]

I am writing to inform you of my decision to suspend [child] for a fixed period of **[length of suspension]**. This means that he/she will not be allowed in school for this period. The exclusion begins on [date] and ends on [date].

I realise that this exclusion may well be upsetting for you and your family, but the decision to suspend your child has not been taken lightly. They have been suspended for this fixed period because [reason]

You have a duty to ensure that your child is not present in a public place in school hours during this exclusion, without reasonable justification. I must advise you that you may receive a penalty notice from the local authority if your child is present in a public place during school hours from **[time and date]** to **[time and date]** and you are unable to show reasonable justification.

You have the right to make representations about this decision to the governing body. If you wish to make representations, please contact Matt Boxall on/at hello@dringhouses.co.uk, as soon as possible. Whilst the governing body has no power to direct reinstatement, they must consider any representations you make and may place a copy of their findings on your child's school record.

You should also be aware that if you think the exclusion relates to a disability your child has, and you think disability discrimination has occurred, you have the right to appeal, and/or make a claim, to the First Tier Tribunal (<http://www.justice.gov.uk/guidance/courts-and-tribunals/tribunals/send/index.htm>).

We will meet and welcome them back to school tomorrow [time and date] in a reintegration meeting with yourselves, where we will also set out the report to monitor them for the first 5 days following this incident, to support their behaviour further.

Yours sincerely

A handwritten signature in black ink, appearing to read 'Ben Sutton', followed by a horizontal line.

Ben Sutton | Head teacher

Timeout A Restorative Record

DRINGHOUSES
PRIMARY SCHOOL
Timeout A - Restorative Record

Date:

Name:

1.What Happened? (How did you end up with a Timeout A?)

2.Who was affected? (Who was affected by the actions that got you to Timeout A? You? Your teacher? Another adult? Will your parents be affected?)

3.What can you do to make things right NOW?

4.What can you do to make things right IN THE FUTURE?

1.

2.

3.

4.

Legislation and statutory requirements

This policy is based on advice from the Department for Education (DfE) on:

- [Behaviour and discipline in schools](#)
- [Searching, screening and confiscation at school](#)
- [The Equality Act 2010](#)
- [Use of reasonable force in schools](#)
- [Supporting pupils with medical conditions at school](#)

It is also based on the [special educational needs and disability \(SEND\) code of practice](#).

In addition, this policy is based on:

- Section 175 of the [Education Act 2002](#), which outlines a school's duty to safeguard and promote the welfare of its pupils
- Sections 88-94 of the [Education and Inspections Act 2006](#), 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
- [DfE guidance](#) explaining that maintained schools should publish their behaviour policy online