

BEHAVIOUR POLICY



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1. AIMS

This policy aims to:

- Provide a consistent approach to behaviour management across our schools.
- Define what we consider to be unacceptable behaviour in our Trust, including bullying.
- Outline how pupils are expected to behave.
- Summarise the roles and responsibilities of different people in the school community with regards to behaviour management.
- Outline the system of rewards and sanctions.

2. 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](#)
- [The special educational needs and disability \(SEND\) code of practice](#)

In addition, this policy is based on:

- Schedule 1 of the [Education \(Independent School Standards\) Regulations 2014](#); paragraph 7 outlines a school's duty to safeguard and promote the welfare of children, paragraph 9 requires the school to have a written behaviour policy and paragraph 10 requires the school to have an anti-bullying strategy
- [DfE guidance](#) explaining that academies should publish their behaviour policy and anti-bullying strategy online
- [Behaviour in Schools - Advice for headteachers and school staff Feb 2024 \(publishing.service.gov.uk\)](#)

This policy complies with our funding agreement and Articles of Association.

3. DEFINITIONS

Misbehaviour is defined as:

- Disruption in lessons, in corridors between lessons, and at break and lunchtimes
- Non-completion of classwork or homework
- Poor attitude
- Incorrect uniform
- Breach of a school rule

Serious misbehaviour is defined as:

- Repeated breaches of the school rules
- Any form of bullying
- 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)

4. BULLYING

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
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

As Ventrus, we believe:

- Bullying, including cyber bullying, is unacceptable.
- A solution-based approach to bullying must be adopted.
- Seeking help and openness should be proactively encouraged.
- All members of our community will be listened to, taken seriously and involved in decision making/solutions.

- Everyone has the right to enjoy and achieve in an atmosphere that is free from fear.
- We tackle bullying best by encouraging an environment where individuality is celebrated and individuals can develop without fear.
- We maintain and develop effective listening for children and staff within our school e.g. through relationships education, assemblies and constantly promoting the message that all our children are important and have the right to be safe, happy, respected and listened to and supported.
- We ensure all staff address incidents of bullying, including cyber bullying, effectively and promptly.
- We ensure that all adults who have contact with our children e.g. midday supervisors, part-time staff, volunteers, support staff etc know how to respond if they witness or are told of a bullying incident.
- We acknowledge the key role of every staff member in dealing with incidents of bullying.
- We ensure that all incidents of bullying are recorded and appropriate use is made of the information, where appropriate sharing it with relevant organisations, providing support and education for all children involved in order to affect a positive change on future behaviour.
- We promote emotional health and wellbeing across the whole school.

4.1 Reporting

Pupils, parents and staff can report incidents of bullying in person, via telephone or in writing. All reports of bullying will be recorded on CPOMS, this will include details of actions taken by the school, sanctions, support and monitoring.

Incidents of bullying will be reported to governors termly. Incidents involving prejudice, hate and discrimination will be reported to the local authority.

Some forms of bullying are illegal and should be reported to the police, further information can be found here: <https://www.gov.uk/bullying-at-school>. In serious cases it may also be necessary to refer to MASH or Prevent.

4.2 Action

When a concern has been reported about a potential bullying issue, it is important that pupils or parents be assured that action will be taken. Our response will be as follows:

- The teacher/tutor will act on the information they have been given by a child/parent/member of staff, within 2 school days. The teacher/tutor may need to speak to other children, other staff members (including the Headteacher/Deputy Headteacher/SENDCo) and/or other parents to gain a better understanding of issues raised/events being investigated.
- The teacher/tutor will then personally contact the parent to inform them of the actions taken and the outcomes of them. In some cases, where the outcomes indicate it is appropriate, the Headteacher/Deputy Headteacher /SENDCo may make this contact with parents instead of the teacher/tutor.
- In some cases it may be necessary for a teacher/tutor to meet with a parent and child in person; the Headteacher/Deputy Headteacher may also attend this meeting.
- The process should not take longer than 5 days.

4.3 Sanctions

Actions will be in line with our agreed school sanctions in section 7 of this policy, and may include:

- Explanation why the inappropriate behaviour is unacceptable
- Reparation of damaged relationships
- Restorative approaches
- Time away from an activity, including break times
- Meeting with staff, parent and child

- Missing another activity
- Formal letter home from the Headteacher expressing concerns
- Time out from the classroom
- Pastoral support plan
- Internal exclusion
- Fixed term exclusion
- Permanent exclusion

4.4 Support

The school will offer support to pupils who have experienced bullying through enhanced pastoral support, including talk-time and age appropriate discussion materials. A period of monitoring will be put in place and if required a referral to an outside support agency may be made (e.g. CAHMS, Open Minds).

Pupils who are identified as being vulnerable to bullying will be offered opportunities for additional support with understanding strategies covered in the PSHE curriculum for managing healthy friendships and when to seek help.

The school will also offer help and support to children displaying bullying behaviour to change their attitudes and understand why it needs to change via intervention, working with parents and outside agency support if required.

4.5 Prevention

We aim to prevent and minimise incidents of bullying through the following whole school strategies:

- Delivering a high quality PSHE and Relationships curriculum
- Creating a school culture where pupils know where to seek help and ‘speaking out’ is encouraged
- By developing and maintaining good relationships between staff, pupils and parents, where listening and trust are valued
- By acting quickly to manage friendship and social issues at a low level to prevent escalation
- By training staff and sign posting parents and pupils to helpful information (e.g. via events such as anti-bullying week).

4.6 Training

Staff are trained in preventing bullying and how to handle bullying through:

- Induction
- As part of safeguarding training
- Ongoing internal CPD
- Working with outside agencies
- Specific training e.g. Positive Intervention Techniques

5. ROLES AND RESPONSIBILITIES

5.1 The Trust Executive Team

The Executive Team is responsible for monitoring and reporting on the effectiveness of this Behaviour Policy.

5.2 The Local Governing Body

The local governing body of each school is responsible for agreeing this Behaviour Policy in its school.

5.3 The Headteacher

The Headteacher develops this policy in consultation with staff; the Headteacher will ensure that the school environment encourages positive behaviour and that staff deal effectively with poor behaviour and will monitor

how staff implement this policy to ensure rewards and sanctions are applied consistently.

5.4 Staff

Staff are responsible for:

- Implementing the behaviour policy consistently
- Modelling positive behaviour
- Providing a personalised approach to the specific behavioural needs of particular pupils
- Recording behaviour incidents
- Discussing concerns about pupil behaviour with parents, this may be via telephone, in person, by email or letter

The senior leadership team at each school will support staff in responding to behaviour incidents.

5.5 Parents

Parents are expected to:

- Support their child in adhering to the pupil code of conduct
- Inform the school of any changes in circumstances that may affect their child's behaviour
- Discuss any behavioural concerns with the class teacher promptly

6. PUPIL CODE OF CONDUCT

At Willowbrook School we develop excellent standards of behaviour through our 'Willowbrook Way' curriculum (Appendix 1). This curriculum carefully defines the behaviours and habits that we expect pupils to demonstrate, and is underpinned by our four values of Respect, Teamwork, Excellence and Friendship. We want to support our pupils to grow into adults who are polite, respectful, grateful and who put others before themselves. We believe that as pupils practise these behaviours, over time they become automatic routines that positively shape how they feel about themselves and how other people perceive them.

At Willowbrook, pupils are expected to:

- Behave in an orderly and self-controlled way
- Show respect to members of staff and each other
- In class, make it possible for all pupils to learn
- Show fantastic walking and fantastic lining up as they move around the school
- Have marvellous manners in every interaction
- Treat the school buildings and school property with respect
- Always wear the correct uniform
- Accept reasonable and appropriate sanctions when given
- Refrain from behaving in a way that brings the school into disrepute, including when outside school

7. REWARDS AND SANCTIONS

7.1 List of rewards and sanctions

At Willowbrook School, we believe children need a positive and supportive ethos to encourage them to thrive. We aim to create positive relationships between all stakeholders, and we seek to recognise and praise those children who go over and above in following our school rules and enacting our school values. Opportunities for praise are provided within individual classrooms and in a weekly whole school celebration assembly.

Positive behaviour will be rewarded with:

- Positively acknowledging children for meeting our expectations

- Specific and precise verbal praise
- Verbal and/or written comments to parents
- A sticker (EYFS/KS1) or Merit (KS2)
- A special mention from the senior leadership team
- A postcard home
- Nominated as Friday Flyer for their class in our celebration assembly
- A whole class token
- A recognition certificate for demonstrating one of our school values alongside an invite to hot chocolate Friday
- Family points linked to different achievements

See Appendix 2 for more information.

Despite focusing on the positive sides of behaviour management, we recognise that there will times when a clear structure for managing unacceptable behaviour will be required. All children will be made aware of possible sanctions they may face for negative behaviour.

The school may use one or more of the following sanctions in response to unacceptable behaviour:

- A verbal reminder from an adult detailing the behaviour they need to see
- Moving learning spaces within the classroom as an opportunity to reset their behaviour
- A 'Take 5' within their classroom (EYFS/KS1)
- A 'Take 10' in a nominated classroom
- Referring the pupil to a senior member of staff
- An internal exclusion
- A fixed term suspension
- A Permanent exclusion

Behavioural incidents will be recorded on CPOMs (Appendix 3) and tracked using Arbor.

Appendix 4 details the behaviour pathway followed at Willowbrook school. The pathway distinguishes between level 1, 2 and 3 behaviours as outlined in our behaviour triangle (Appendix 5).

If a child has to spend some time out of the classroom because of their behaviour, their parents will receive a text or a phone call about their behaviour and a letter (Appendix 6), alongside the missed learning, will be sent home with the expectation of it being completed. If the learning is not completed at home, the child will have to complete it in their break time the following day.

Following a sanction, strategies will be used to help all pupils to understand how to improve their behaviour and meet the behaviour expectations of the school. A restorative conversation will happen with the aim of restoring the relationship and reframing the behaviours. This allows the child to reflect on their negative behaviour and understand what they need to do next. An example of our restorative conversation framework can be found in appendix 7.

If there is a repeat of behaviour incidents, the school will send out behaviour letter 1 asking for the parent to speak to their child about their behaviour. If their behaviour does not improve, behaviour letter 2 will be sent to arrange a meeting with the child's class teacher and phase leader. If this does not have the desired impact, a meeting will be arranged with an SLT member. The aim of each of these meetings is to work collaboratively to try and support the child to be successful at Willowbrook. *All letters can be found in appendix 6*

We recognise that some children need some reasonable adjustments to our behaviour pathway for them to be successful at our school. Relational support plans and co-regulation plans (Appendix 8) are written for these children through consultation with parents. These ensure that the children still have clear boundaries and that

adults respond to them in a consistent manner. Relational support plans are reviewed at least termly.

7.2 Off-site behaviour

Sanctions may be applied where a pupil has misbehaved off-site when representing the school, such as on a school trip or on the bus on the way to or from school.

7.3 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, statement of procedures for dealing with allegations of abuse against staff, for more information on responding to allegations of abuse.

The Headteacher will also consider the pastoral needs of staff accused of misconduct.

8. BEHAVIOUR MANAGEMENT

We take a relational approach to behaviour management at Willowbrook and creating an environment where all children feel safe and secure is at the heart of everything we do. There are three key elements to the relational approach:

- Developing relationships
- Responding and calming
- Repairing and restoring

More information on these 3 elements can be found in appendix 9

8.1 Classroom management

At Willowbrook school, we recognise that teaching and support staff are responsible for setting the tone, climate and context for positive behaviour within their classroom.

As outlined in our Adult Behaviour Blueprint (Appendix 10), staff will:

- Create and maintain a stimulating environment that encourages pupils to be engaged
- Positively narrate children meeting their expectations (Appendix 2)
- Acknowledge and promote over and above behaviour using the reward systems outlined above (Appendix 2)
- Endeavour to be consistent, calm and predictable (Appendix 9)
- Meet and greet pupils at the beginning of each day
- Develop a positive relationship and attempt to build relational currency with all pupils (Appendix 9)
- Show children they are valued and that they belong at Willowbrook (Appendix 9)
- Follow the school wide visual consistencies and routines outlined in the Willowbrook Way
- Establish their own clear keystone routines e.g. classroom entry, handing out books
- Communicate expectations of behaviour in the least invasive way
- Follow the school's behaviour pathway when dealing with negative behaviours (Appendix 4)
- Follow scripts to send a safe and consistent message to a child (Appendix 7)
- Follow up any incidents with a restorative conversation focused on repairing the relationship (Appendix 7/11)

8.2 Physical restraint

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

- 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

Please see Appendix 11 for further information

8.3 Confiscation

Any prohibited items (listed in section 3) found in pupils' possession will be confiscated. These items will not be returned to pupils.

Schools 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](#).

8.4 Pupil support

The Trust 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.

The school's special educational needs co-ordinator will evaluate a pupil who exhibits challenging behaviour 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.

9. PUPIL TRANSITION

To ensure a smooth transition to the next year, pupils have transition sessions with their new teacher(s). In addition, staff members hold transition meetings and transition documents are created which outline information about their new class (Appendix ??).

To ensure behaviour is continually monitored and the right support is in place, information related to pupil behaviour issues may be transferred to relevant staff at the start of the term or year. Information on behaviour issues may also be shared with new settings for those pupils transferring to other schools.

10. TRAINING

Our staff are provided with training on managing behaviour, including the school policy on use of restraint, as part of their induction process.

Behaviour management will also form part of continuing professional development, this may be delivered internally or via advice from outside agencies.

11. MONITORING ARRANGEMENTS

This Behaviour policy will be reviewed by the Headteacher and Executive Team, each year. At each review, the

policy will be approved by the local governing body.

Headteachers will review and approve the relevant sections applicable to their school.

12. LINKS WITH OTHER POLICIES

This Behaviour policy is linked to the following policies:

- Exclusions policy
- Safeguarding policy

APPENDIX 1: THE WILLOWBROOK WAY (OUR BEHAVIOUR CURRICULUM)

The 'Willowbrook Way' Curriculum Overview

Behaviour

- Know that there are four core values in school. These are to show:
 - Respect
 - Friendship
 - Teamwork
 - Excellence
- Know the following examples of how these values can be demonstrated:

Respect <i>Appreciating the feelings, opinions, rights and achievements of others.</i>	Friendship <i>Mutual trust and kindness between all members of the school community.</i>	Teamwork <i>Knowing that we belong to both a class and school community, and we all thrive when we work together.</i>	Excellence <i>Being the very best we can be in all aspects of school life.</i>
<p>We show respect...</p> <ul style="list-style-type: none"> - When we are proud of who we are as individuals. - When we look after our school environment and others' belongings. - When we listen to <i>any</i> adult who speaks to us. - When we use our manners and say "hello", "good morning", "please" or "thank you". - When we talk positively about other people. - When we tell others that we appreciate them. - When we hold doors for people. - When we appreciate others' differences, including their beliefs. - When we are graceful in winning and respectful in losing. - When we are honest with each other. 	<p>We show friendship...</p> <ul style="list-style-type: none"> - When we share with others. - When we consider other people's feelings. - When we celebrate others' achievements. - When we help those who are finding things tricky. - When we say kind things to each other. - When we include others in our games and conversations. - When we can disagree without being unkind. - When we trust one another. - When we do things for others without being asked. 	<p>We show teamwork...</p> <ul style="list-style-type: none"> - When we encourage others to do their best. - When we work nicely in our family groups. - When we listen to others' ideas. - When we use positive language with each other. - When we let everyone in the team contribute. - When we take turns and cooperate. - When we are patient with teammates who might be less confident than us. - When we help each other to solve problems. 	<p>We show excellence...</p> <ul style="list-style-type: none"> - When we strive to be the best that we can be. - When we work hard to learn our times tables, spellings, and when we read regularly. - When we concentrate on our learning and remain focused. - When we take pride in our school books. - When we go 'above and beyond' with our work, putting in extra effort. - When we embrace new challenges positively. - When we set ourselves goals and work hard to achieve them.

Classroom routines

- Know that when I enter the classroom at the start of the day, an adult will be there to greet me.
- Know that we enter the classroom quietly and settle quickly at our desks (or carpet spaces), ready to work.
- Know to sit up straight, facing the teacher, with all legs of my chair down, to show I am ready (respectful listening)
- Know the routine for handing out exercise books in the classroom.
- Know where to hang up your coat in the classroom and ensure the cloakroom is kept tidy.
- Know when it is an appropriate time to get a drink.
- Know that when my teacher gives the '5, 4, 3, 2, 1' signal: I finish what I am doing, I put everything down, I face my teacher and I show that I am ready to listen. (The teacher should never have to get to '0' before children are ready)
- Respectful listening – Know that we listen respectfully when others are speaking. ('One voice' can be used as a reminder to children that one person at a time should be speaking in lessons).
- 'Everyone, track...' – Know that when we are listening to others, we do not fiddle with equipment, make noises or distract others. (Some children with specific SEND may have a fiddle toy as part of their provision for concentration).
- Know to say, 'Please may I go to the toilet?' when I need to use the bathroom.
- Know to keep my stationery organised, and to look after it carefully.
- Know that when I want an adult's attention, I sit in my seat and put my hand up. I know to wait patiently and not to make any noise.
- Know that it is important to speak in a clear voice in class when sharing my answers, so that everyone can hear.
- Know that I should usually try to speak in full sentences when giving answers.

Rewards / Consequences

- Know the 'In class Promise' system, meaning that you can be rewarded with a well done, sticker/merit, special mention or a postcard for particularly good work or behaviour.
- Know that you can be recognised for going over and above in demonstrating the school values. If this happens you will put your name on the whole school recognition board, receive a values certificate and family token in assembly. You will also be invited to hot chocolate Friday.
- Know that whole class token can be earned for particularly good collaborative work, collectively good behaviour or showing class teamwork.
- Know that if you are not being respectful in a lesson, and are disrupting the learning of others, you will be given a warning, then you will move learning spaces and then you will be sent to take 10. If this happens you know that a text will be sent home, your parents will come in for a meeting with your teacher and you will have to catch up on missed learning.
- Know that if I have to take 10 more than once in a day, I will be internally excluded.
- Know the range of behaviours that won't be accepted (see behaviour triangle) and the potential consequences of these.

Completing work in books

- Know how to set out my work in books according to the Willowbrook School Presentation Policy.
- Know that each piece of work needs a date and WALT/title.
- Know that you must use 'one square, one digit' when writing numbers in maths books.
- Know how to underline neatly with a ruler.

- Know how to correct mistakes by drawing a straight line through your work with a ruler and pencil.
- Know that all workbooks should be treated with the utmost respect, as they reflect our attitudes to learning and school.

Marvellous Manners – an expression of respect

- Know that you should always say '**please**' when you are asking for something.
- Know that you should always say '**thank you**' when you receive something, or someone does something nice for you.
- Know that you should hold doors open for people before walking through yourself.
- Know that you should say '**Good morning/afternoon**' to adults if spoken to.
- Know that it is important to show **gratitude** to others by thanking people for what they have done for you.

Fantastic lining up and walking

'Fantastic lining up' and 'Fantastic walking' are the terms we will use with children to describe the behaviour we want to see. They ensure children move around the school in a way that is safe, calm and respectful and that doesn't disrupt others' learning.

Know that we show fantastic lining up and walking when we:

- Stand "one behind the other, talking stops"
- Face forwards
- No leaning against the walls
- Keep your hands by your sides

When walking:

- Walk at a steady pace
- Face the direction you are walking.
- Walk on the left-hand side of corridors.
- Walk in a straight line.
- Keep your hands to yourselves.

Assembly Behaviour

- Know that when you enter the hall you should be showing 'Fantastic Walking'
- Know that you should sit down sensibly
- Know that your legs should be crossed, and hands should be kept to yourself
- Know that you should face the front with your voice off
- Know that when leaving the hall at the end of assembly, you should be showing 'Fantastic Walking'

Playtime Behaviour

- Know that you must play safely without hurting anyone.
- Know that we do not 'play fight' because we may hurt someone by accident.
- Know that you must be **kind**, by including people in your games and sharing equipment.
- Know that someone who is kind behaves in a gentle, caring, and helpful way towards other people.
- Know that, when called, you must line up quickly and calmly ('one behind the other, talking stops')

Lunchtime

- Know that you come into the dinner hall with your family group when called.
- Know how to behave in the dinner hall during lunchtime:
 - Stay in one place, and face the table you're sat at
 - Use a quiet voice
 - Eat with your mouth closed
 - Use a knife and fork correctly if you are having a school dinner
 - When pouring a drink, offer one to those around you
 - No need to touch others' food or drink
 - Finish what you are eating before leaving your seat
- Know how to use good manners during lunchtime, particularly when receiving food from the school kitchen and talking to lunch time supervisors.
- Know that on the playground, we use appropriate playtime behaviour (see above)
- Know that I can attend the Inside Out room if I would like to play a calm game and am finding outside difficult.

Behaviour outside of school

- Know that when you are wearing your school uniform you are representing the school community and must always be respectful.
- Know that you should be considerate of other people arriving and leaving school, and other local people in our community.

NOTE: We do not have class charters or individual class rules. All classes follow the 'In class promise' – which does **not** include children's names being moved 'down'.

APPENDIX 2: REWARDS AND POSITIVE RECOGNITION AT WILLOWBROOK SCHOOL

Reward	What it is	When it is awarded
Verbal acknowledgement/Positive Framing	<p>Positive language and affirmation linked to the behaviour and habits we expect to see at Willowbrook.</p> <p>For example: ‘Thank you for showing respectful listening X.’</p>	<p>This is a consistency that all staff must use daily.</p> <p>It should be awarded when children are showing the habits and behaviours we expect to see.</p>
Sticker/Merit	<p>Children in EYFS and KS1 receive a sticker for going over and above with their learning or behaviour. When they get 10 stickers, they come and celebrate with the senior leadership team.</p> <p>Children in KS2 receive a merit for going over and above with their learning or behaviour. There are different merit card awards to work through: bronze (15 merits), silver (30 merits), gold (50 merits), platinum (75 merits), diamond (100 merits) and moonrock (125 merits). Once each merit card is completed, the children come and celebrate with the senior leadership team.</p> <p>When a child finishes their sticker book or merit card, they are also celebrated in our weekly celebration assembly and gain points towards their family points total.</p>	<p>Children receive a sticker or merit by moving their name up the reward chart in their class.</p> <p>Sticker/merit is the second step on the chart.</p> <p>Children are asked to move their names up for going over and above in their learning or with their behaviour.</p> <p>This is a consistency all staff must use.</p>
Special Mention certificate from the senior leadership team	<p>Children across the school receive a special mention from a member of the senior leadership team. At 15:00, they come to the office to celebrate what they have done well and receive a certificate with the specific praise on.</p>	<p>Children receive a special mention for moving their name up the reward chart in their class.</p> <p>A special mention is the third step on the chart.</p> <p>Children are asked to move their names up for going over and above in their learning or with their behaviour.</p> <p>This is a consistency all staff must use.</p>
Postcard home	<p>Children across the school will receive a postcard from their teacher for going over and above.</p>	<p>Children receive a postcard for moving their name up the reward chart in their class.</p> <p>A postcard is the fourth step on the chart.</p>

		Children are asked to move their names up for going over and above in their learning or with their behaviour.
Friday Flyer	In our celebration assembly, one child from each class receives a Friday Flyer certificate from their class teacher. During the assembly, all teachers narrate the success of their Friday Flyer that week.	Every week, every teacher chooses one child from their class who has had an excellent week and who has demonstrated our school values.
Values certificate and hot chocolate Friday	<p>A certificate related to one of our school values (friendship, respect, excellence or teamwork) with a note from the member of staff who noticed the child displaying the behaviour aligned to the certain school value.</p> <p>On a Friday, all children who have been recognised that week are celebrated in a assembly and earn a family token for their family group. They are then invited for a hot chocolate with a senior leader.</p>	<p>A values certificate is awarded when a child is recognised for demonstrating one of our school values. This can be at any moment during the school day.</p> <p>All staff are encouraged to recognise children.</p>
Class reward	Each class work towards a number of something e.g. marbles in a jar or emojis on the board. Once completed, the class receive a class reward which they agree upon at the start of the school year.	A class receives a reward when they have done something collectively well as a class.
Values award	An end of year award for children in each year group who have consistently demonstrated our school values. They receive a certificate and small prize.	In our final celebration assembly of the year. Each year group, choose a child that has demonstrated each of the school values and then someone who consistently demonstrates all of them.
Family Points	We have four family groups (Oak, Chestnut, Cherry and Maple) who compete for our family trophy. At the end of each term, the family group in the lead get extra playtime.	Points are awarded for many things throughout the year for example completing sticker books/merit cards, receiving special mentions, family competitions, reading competitions, TTRS competitions and sports day.

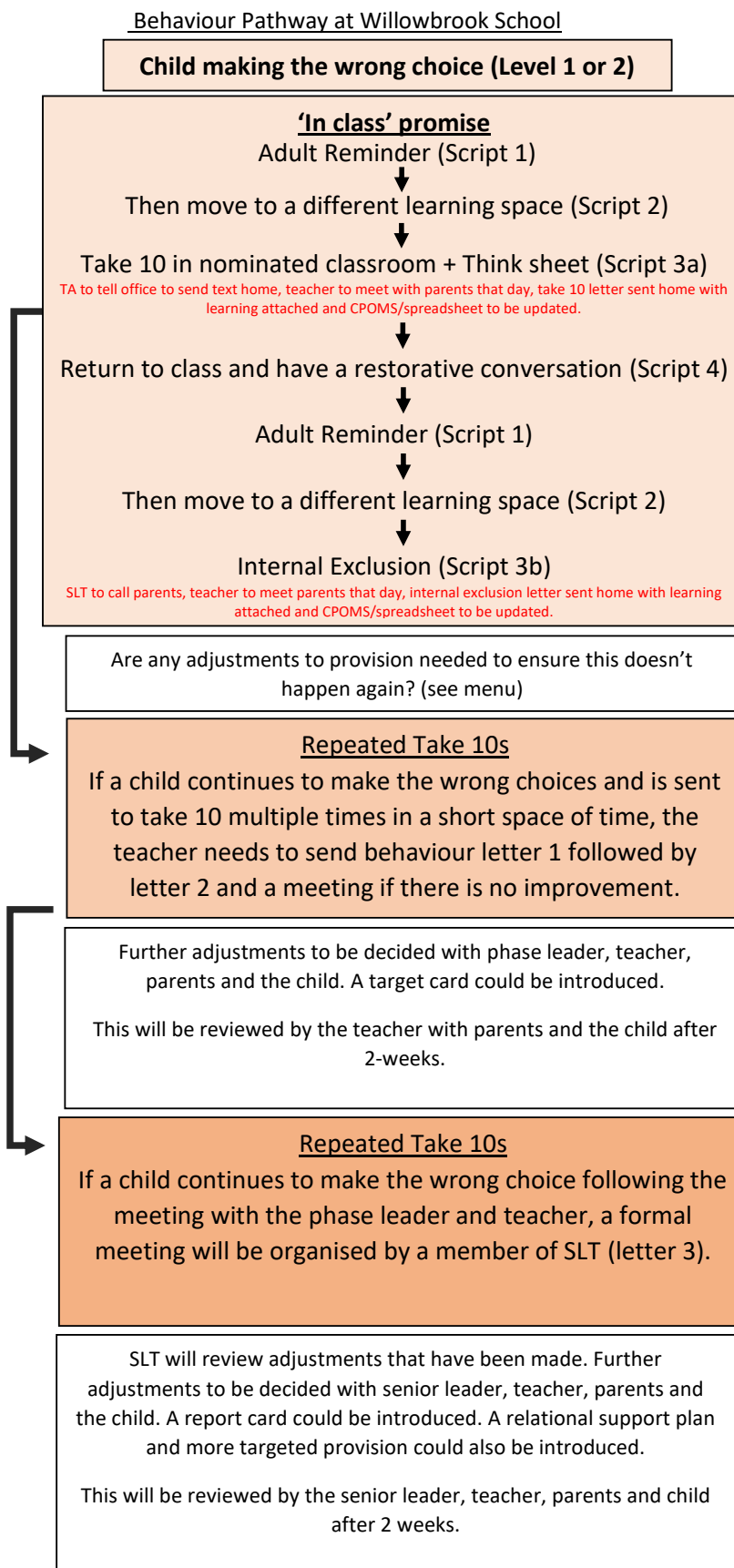
APPENDIX 3 BEHAVIOUR LOG

Our practice is to record behaviour incidents on CPOMS, including the information detailed below:

- Name
- Date/Time/Location
- Name of staff member reporting the incident
- When did the incident take place (before/after school, lunch time, break time)?
- What happened? Who was involved?
- What actions were taken, including any sanctions?
- Is any follow up action needed? If so, give details.
- People informed of the incident (parents, social care if applicable, police, other staff).

APPENDIX 4: BEHAVIOUR PATHWAYS AT WILLOWBROOK

Pathway for low-level behaviour:

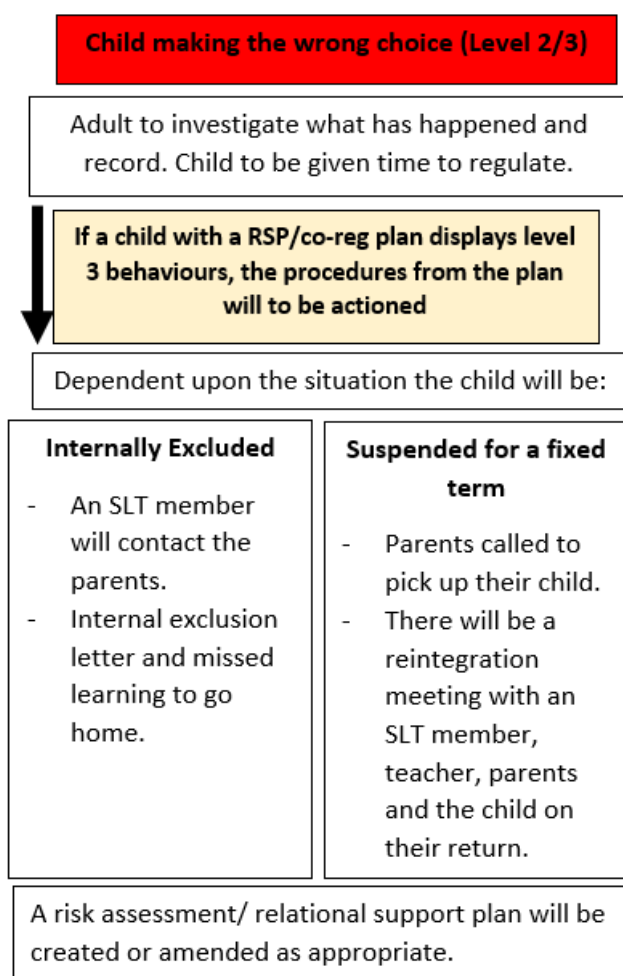


Pathway for more serious incidents:

On a small number of occasions, the usual behaviour management flowchart is inappropriate. In these circumstances, children will go straight to the remove stage to a member of the senior team. The aim of our work is to ensure that all members of our community are safe and that children can learn without fear or distraction.

Indicators of behaviours that warrant an escalation to the senior team:

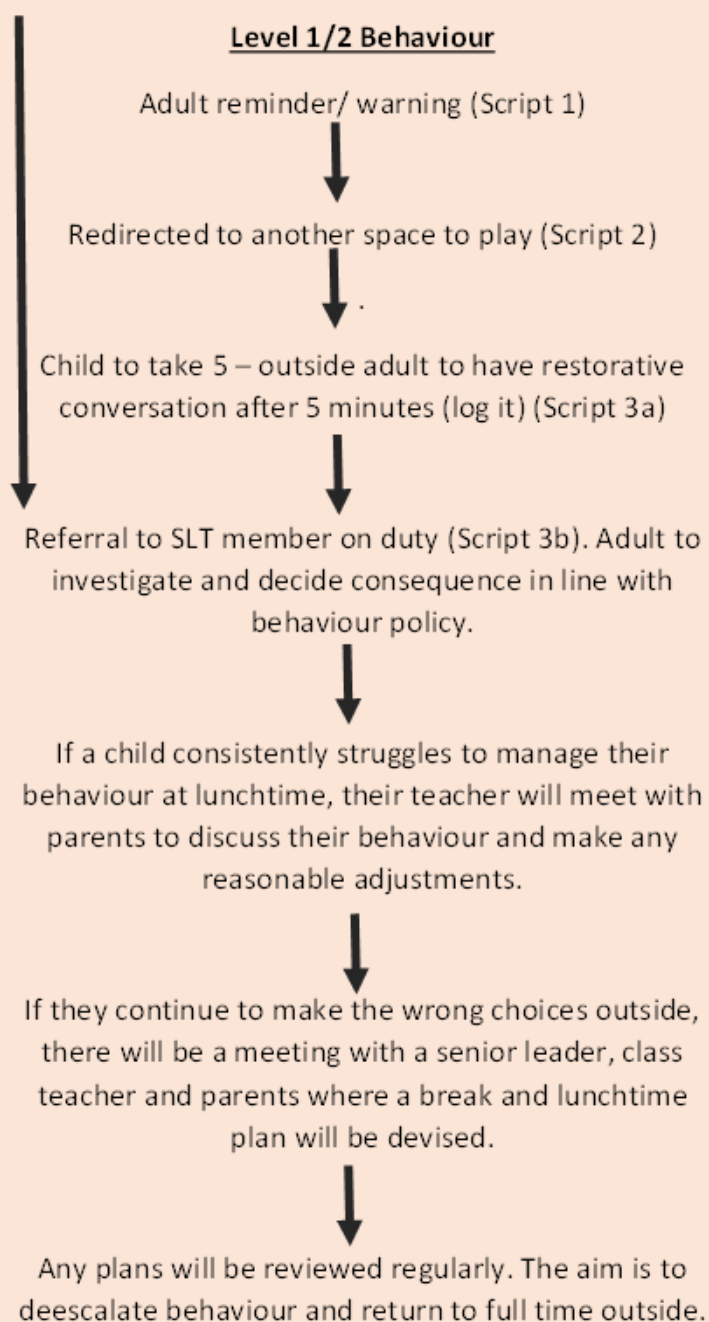
- Any illegal action such as carrying a weapon
- Aggressive swearing targeting a member of our community
- Pre-meditated or targeted violence towards a member of our community
- Intimidating behaviour towards a member of our community
- Where other children and/or staff feel unsafe and need a child removed for the benefit of all
- Where staff have run out of options and have made full use of the flow chart
- Where the learning of others in the class is being unreasonably affected
- Where a child has been removed by the class teacher on a regular basis – i.e., the actions are not working to restore positive behaviour



Pathway for playtime behaviour:

If a child is making the wrong choice at break time or lunch time:

Level 3 Behaviour

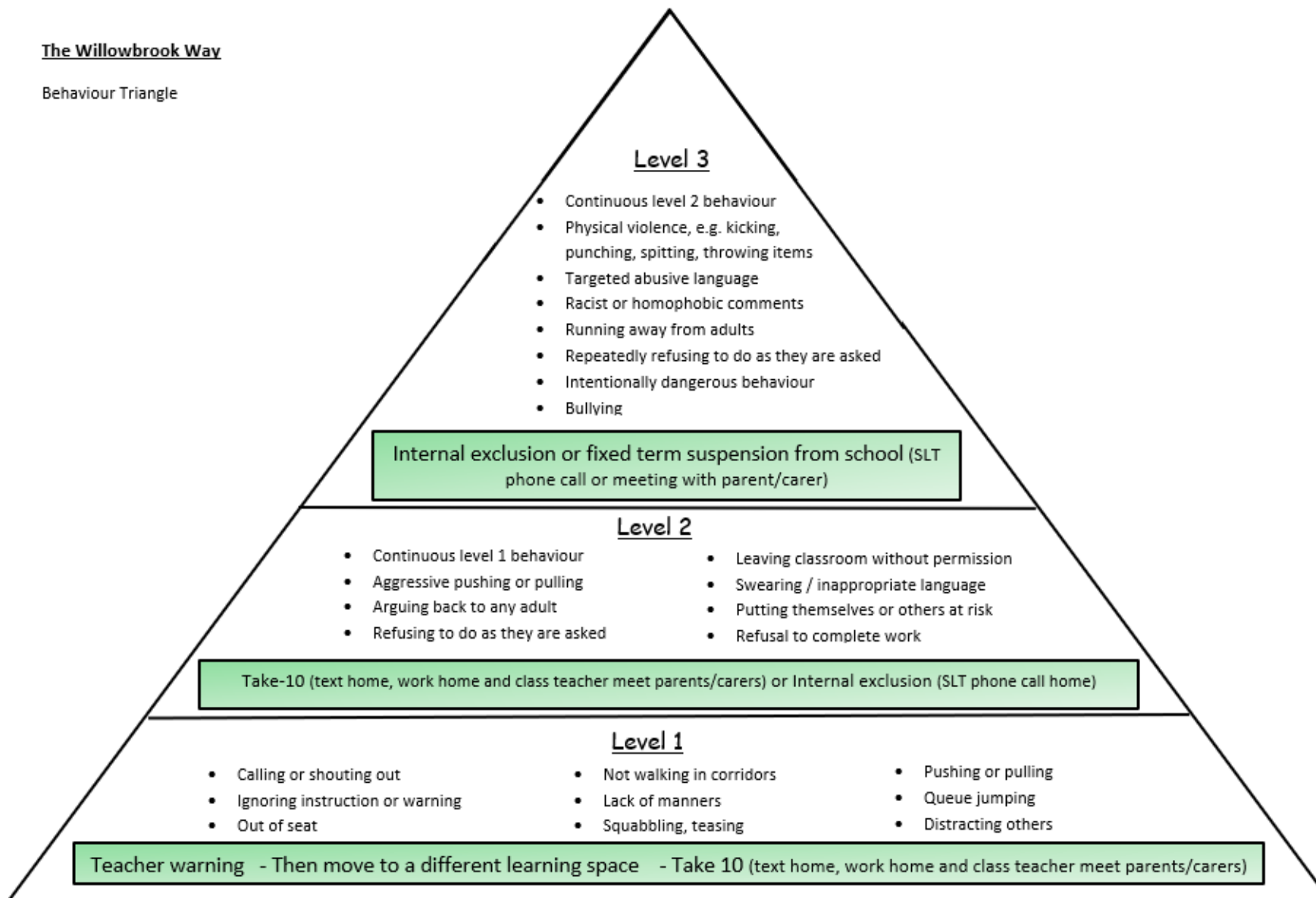


All incidents should be recorded on CPOMs and on the spreadsheet. MTAs to record incidents on communication slips to give to the class Teacher. Class Teacher will inform parents if necessary.

APPENDIX 5: WILLOWBROOK'S BEHAVIOUR TRIANGLE

The Willowbrook Way

Behaviour Triangle



APPENDIX 6 LETTERS TO PARENTS ABOUT PUPIL BEHAVIOUR – TEMPLATES

Feedback to parents about pupil behaviour may be via telephone, in person or by email. Contact with parents about behaviour will be logged on CPOMS.

Take 10/Internal Exclusion Letter

The child takes this letter home with them with their learning attached to it. It is the class teacher's responsibility to ensure the letter goes home with the child and that learning is returned the next day. If the learning is not returned, the child will complete it at breaktime.

Dear Parent/Carer,

Your child was asked to leave the class today as they were stopping other children from learning and/or choosing not to follow the Willowbrook Way. They are bringing some work home to complete to make up for their lost learning time in class.

Please could you ensure that your child returns this work tomorrow. If it is not completed and returned, your child will be required to do this during their break time tomorrow.

An adult has had a conversation with your child about their actions and how they could move forward to repair their relationships within our community. I am confident that a reminder of how to behave appropriately will mean we will not see any repetition of this negative behaviour.

Please feel free to discuss any concerns you may have with your child's class teacher.

Thank you for your support.

Mr Greenhall.



Please sign and return the following:

By signing this, you are confirming that:

- You have spoken to your child about their behaviour.
- Your child has completed the learning they have missed, and it is attached to this slip.

Thank you for supporting us to help your child to improve their behaviour.

Signed _____ Date _____

First behaviour letter – Class teacher

Date: XXXX

Dear parent/carer,

Recently, your child XXXX has not been behaving as well in school as they could. Their behaviour is having a detrimental impact upon their learning.

It is important that your child understands the need to follow the Willowbrook Way, and I would appreciate it if you could discuss their behaviour with them.

If your child’s behaviour does not improve, I will contact you again and suggest that we meet to discuss how we can work together. However, at this stage I am confident that a reminder of how to behave appropriately will be sufficient.

Yours sincerely

Class Teacher

Behaviour letter – return slip

Please return this slip to school to confirm you have received this letter. Thank you.

Name of child: _____

Parent name: _____

Parent signature: _____

Date: _____

Second behaviour letter – Phase Leader

Date: XXXX

Dear parent/carer

Following my previous letter regarding the behaviour of child name XXXX I am sorry to say that they are still struggling to manage their behaviour and adhere to the Willowbrook Way. This is continuing to have a negative impact upon their learning and the learning of others.

I would appreciate it if you could arrange a meeting with myself and the phase leader so we can discuss a way forward. We can arrange a time for this meeting when you drop off or pick up your child or alternatively you can email willowbrook@ventrus.org.uk.

Yours sincerely

Class Teacher

Third behaviour letter

Date: XXXX

Dear Parent/Carer

I am sorry to report that, despite your meeting with your child's class teacher and phase leader, child name XXXX has continued to behave negatively and not adhere to the Willowbrook Way.

Child Name XXXX would now benefit from a structured approach to help improve their behaviour in school.

I would be grateful if you could attend a meeting with myself (Deputy Headteacher) and their teacher, to discuss how we can best support your child in improving their behaviour.

Please contact the school to arrange a meeting by phone (01392 466208) or by email (willowbrook@ventrus.org.uk).

Yours sincerely

Senior Leader

APPENDIX 7: SCRIPTS TO ENABLE ADULTS TO BE EMOTIONALLY CONSISTENT

- We always try and use the least invasive intervention. Therefore, aim to speak to the pupil away from others.
- It is important we deliver all scripts in a calm but assertive way. The scripts allow us to fall back on the Willowbrook behaviour pathway.
- Scripts act as a scaffold for dealing with behaviour. They will not work in every situation, but they are better than freestyling.

<p align="center"><u>Script 1</u> Positive adult reminder</p>	<p align="center"><u>Script 2</u> Moving learning space reset</p>	<p align="center"><u>Script 3</u> Removal from the classroom for a take 10 or internal exclusion</p>	<p align="center"><u>Script 4</u> Restorative conversation</p>
<p>At this stage we want to positively frame the behaviour we want to see.</p> <p><i>Ellie, I've noticed that you are...</i></p> <p><i>You need to .../I need to see you ...</i></p> <p><i>Do you remember (yesterday/last week) when you (give an example of the previously positive behaviour you have seen). That is the Ellie I need to see today</i></p> <p><i>I know/ hope you will make the right choice.</i></p> <p>After using script 1, give the children some take up time. If their behaviour improves, follow up with a thank you:</p> <p><i>Thank you, Ellie, for now following the Willowbrook Way and showing respectful listening.</i></p>	<p>The child needs to understand that they have had a reminder already and therefore need to move spaces to help them to make better behavioural choices.</p> <p><i>Ellie, I've noticed that you are still... or I've given you a reminder already Ellie and you are still...</i></p> <p><i>As this is your second reminder, you now need to move learning spaces.</i></p> <p><i>I now need to see a reset in your behaviour, or you will need to take 10 in another classroom.</i></p> <p><i>I know/ hope you will make the right choice.</i></p>	<p>The child needs to be calmly asked to leave the classroom due to them choosing not to reset their behavioural choices.</p> <p><i>3a) Ellie, I have given you a reminder and moved your learning space and you are still choosing to not follow the Willowbrook Way. You now need to take 10 in ____.</i></p> <p><i>3b) Ellie, this is the second time today that you have decided to not reset your behaviour. You now need to go for an internal exclusion.</i></p> <p><i>Please reflect on why you've been sent for a take 10/internal exclusion, so it doesn't happen again.</i></p> <p>KS2 – Children to be given a think sheet. Sheet completion isn't compulsory, the key is that the child is able to reflect and learn from the situation.</p>	<p>We want to restore the relationship by reframing the behaviours. This allows the child to reflect on their poor choices and understand what they need to do next. Ideally, the adult who dealt with the behaviour will have the restorative conversation.</p> <p><i>Tell me about what happened. Which of our school values did you not show?</i></p> <p><i>Tell me what you were thinking/ feeling at the time.</i></p> <p><i>Who else was affected and in what way by your actions?</i></p> <p><i>What do you think needs to happen to make things right?</i></p> <p><i>Tell me about what you're going to differently in the future to prevent this from happening again.</i></p>

APPENDIX 8: RELATIONAL SUPPORT/CO-REGULATION PLANS AT WILLOWBROOK SCHOOL

Name's Relational Support Plan

All about Name



Team around Name

Developing Relationships



Protection:

Connection:

Care:

Responding and Calming



Understanding (Co-regulation plan)

Repairing and Restoring



Date of meetings with parents:

APPENDIX 9: RELATIONAL APPROACH

Developing Relationships

Adults in school understand that building strong relationships is key. They are built on protection, connection, understanding and care. In order for children to be successful in school we know that they need to build relationships which enable them to feel safe and secure and develop a sense of belonging within our school community.

Adults in school will provide protection – to enable children to feel safe and secure in school. The use of ‘safety cues’ can support this:

- Friendly, warm facial expressions
- Unthreatening body movements
- Modulated voice - firm without being cross

Adults will be reliable, consistent and trustworthy, providing clear boundaries and predictable structures to help children feel safe and secure. This includes use of visual timetables, supporting transitions and anticipating things which may be a threat.

Adults will provide opportunities for developing connection, so children feel involved. Connection is vital for children to feel like they belong and can learn to form relationships. In school this can be:

- Regular check-ins with children who need it;
- Extra adult attention;
- Jobs or responsibilities;
- Shared jokes, playing games, having fun together;
- Supporting peer relationships.

Adults will show children they understand them, that they attune and validate how they feel. They will support children’s emotions, helping them recognise what they are feeling, letting the child know that they can help emotions be managed and contained.

Adults will let children know they care; they can help them regulate their feelings, will comfort them and can help children contain their emotions. This could be:

- Being loving and compassionate – sharing smiles, thumbs up;
- Holding in mind – let children know you are thinking of them;
- Notice things about them – a new haircut, pencil case, remembering their favourite team, birthdays and interests;
- Soothing and comforting them where needed.

Learning about developing relationships is included in the curriculum and social environment, through:

- PSHE Lessons
- Circle Time
- Residential/School Trips
- Playtime

Relational support plans clearly identify how this is done for children with SEMH needs at Willowbrook school.

Responding and Calming

Responding and calming involves keeping calm, regulating emotions and managing crisis. Adults in school use relational practice to respond to difficulties and to support the calm learning environment children need, in order to learn. How we respond in a crisis should be coordinated, clear and communicated to ensure the safety of all students.

Children who experience strong emotions that lead to challenging behaviour need skilful co-regulation to enable them to be calm and develop their capacity for regulation. The acronym of 'SEA' supports adults in ensuring they are being supportive:

- Safety cues - having a relaxed facial expression, tone of voice and body language.
- Empathy - being curious and understanding, responding empathetically.
- Agreements – reminding and re-set expectations.

Some children at Willowbrook have a co-regulation plan in place, so adults working with the child know what is most effective in supporting the child to regulate.

Repairing and Restoring

We recognise that sometimes things will go wrong. Even with strong relationships, clear boundaries and good co-regulation there will be times when conflict emerges, and harm is caused. In these situations, we will follow a system of restorative interactions, which allow conflict to be resolved, harm to be repaired and change in attitudes and behaviours.

We apply a restorative framework in these instances which involve a conversation to enable the child to learn about themselves and others, after an incident has occurred. We explore what effect the incident might have had on other people and consider what the child needs to do so that the harm can be repaired. The script that we used for restorative exploration is outlined in appendix 7.

Some children will find it hard to answer these questions and will need support to help them integrate their feelings, emotions and thinking through listening and responding empathetically, wondering out loud and ensuring we start at where the child is developmentally.

APPENDIX 10: ADULT BEHAVIOUR BLUEPRINT

<u>Our Values</u>			
Teamwork	Friendship	Excellence	Respect
<p style="text-align: center;"><u>Over and Above Recognition</u></p> <p>First and foremost we want to recognise positive behaviour and want to encourage children to be able to narrate their success. We do this by:</p> <ul style="list-style-type: none"> • Positive framing of expected behaviours • Our in class promise (Well done > Merit/Sticker > Special Mention > Postcard) • Whole class tokens and rewards • A whole school recognition board, values certificate + hot chocolate Friday • Positive notes, positive phone calls home and positive conversations at the door 		<p style="text-align: center;"><u>Consistent, Calm and Predictable</u></p> <p>As adults we recognise that we set the climate and norms in our classrooms. We need to show relentless positivity and kindness. We do this by:</p> <ul style="list-style-type: none"> • Meeting and greeting every child every day • Building relational currency • Being the un-provokable adult. Removing emotions and falling back on systems. • Demonstrating deliberate botheredness and then triangulating our botheredness • Showing children they belong • Having relational support plans for some children 	
<p style="text-align: center;"><u>Relentless Routines</u></p> <p>We recognise routines are a key building block of successful behaviour management. Therefore, we all follow certain routines to ensure consistency:</p> <ul style="list-style-type: none"> • “5, 4, 3, 2, 1.” countdown for attention • Respectful listening and “One Voice” • If I want an adult’s attention, I raise my hand • Fantastic lining up: <i>“Line up one behind the other. Talking Stops.”</i> • Fantastic Walking (steady pace, face forwards, straight line, hands to yourself) • <i>“Please may I go to the toilet?”</i> • <i>“Everyone, track...”</i> <p>Key classroom routines will include how to:</p> <ul style="list-style-type: none"> • Enter the classroom, transition, hand out books, start a task and leave the classroom. 		<p style="text-align: center;"><u>Stepped Consequences</u></p> <p>We recognise clear boundaries and consistent consequences are pivotal. We value certainty of consequence over severity and aim to use the least invasive intervention where possible.</p> <p>Step 1: Adult Reminder Step 2: Move to a different learning space Step 3: Take 5 (EYFS/Year 1) or Take 10 (Text sent) Step 4: Return and a restorative conversation will happen when appropriate. Step 5: Repeat step 1 and 2. If step 3 needed again the child will be internally excluded.</p> <p>Level 2 behaviour might skip to Step 3. Level 3 behaviour might skip to Step 5 or result in a fixed term suspension.</p> <p>We have co-regulation plans for some children.</p>	
<p style="text-align: center;"><u>Scripts as Scaffolds</u></p> <ul style="list-style-type: none"> • We recognise that despite there being no perfect way to manage behaviour that there are better ways than others. • A carefully planned script can be an excellent scaffold for dealing with behaviour. A script aids consistency across the school • A script allows an adult to assertively, but calmly deal with negative behaviour and ensure that what they say aligns with our behaviour pathway. • A script replaces improvised emotional responses with an adult who is in control. • Scripts can be built into co-regulation plans. Allowing all adults to be on the same page. 		<p style="text-align: center;"><u>Restorative Follow-up</u></p> <p>My Classroom, My Responsibility, My Consistency We see follow up as critical to ensure the child has the chance to reflect and learn.</p> <ol style="list-style-type: none"> 1. What happened? Which of our school values were you not demonstrating? 2. What were you thinking/feeling at the time? 3. Who else has been affected and in what way by your actions? 4. What do you think needs to happen to make things right? 5. What are you going to do differently to prevent this from happening again? <p>Where possible, the adult dealing with the incident will lead on the restorative follow-up.</p>	

APPENDIX 11: PASSIVE INTERVENTION AND PREVENTION STRATEGIES

Things to remember:

- Almost 100% of incidents can be supported/solved without physical intervention and this strategy should only be used if it is appropriate and necessary.
- Behaviour is a communication of an unmet need - What is it?
- How much of a problem is it? Can you positively ignore and then praise immediately when appropriate
- Keep focused on the PRIMARY behaviours not the secondary (e.g. a verbal reaction)
- Use an instruction 'You need to sit down'
- Calmly repeat
- Give a choice
- Calmly repeat
- Consequence 'If you don't then.....' (Natural and logical consequences)
- Give positive as soon as possible
- Staff supporting each other. Can use script 'I am available for help' Use of limited adults is best.
- Share pocket sized prompt cards with staff to remind of strategies to use to reduce risk.

Card Prompt Ideas

Have you tried?

Distraction	Choice	Non-verbal cues	Visual cues
Ignoring	Change of face	Change of place	Humour
Simple instruction	Saying 'I wonder...'	Validating feelings	Highlight desired behaviour
Positive gestures	Being down on their level	Use of objects	Giving them take up time and space

A child will move through different stages of crisis:

The child:	Our Role
Calm	Discussions and teaching on how to control emotions. Introduction of gentle challenge to allow the feeling of strong emotions with the support of co-regulation. Share social stories around previous behaviours.
Trigger	Observe and inform, validate feelings, begin to redirect and remind them of what helps them on their 5 point scale.
Build-up/mild stress	Defuse/respond/redirect. Follow their co-regulation plan. Use of card prompt ideas above and a script to ensure consistency.
Crisis	Passive intervention only if necessary and after prevention strategies. To ensure the safety of the child and those around them.
Recovery	Reassure/wait
Depression/fatigue	Repair and rebuild relationships through the use of restorative approaches

Legislation and Guidance

As a rule, nobody has the right to touch, move, hold or contain another person. *However*, people with a duty of care operate in exceptional circumstances where it is sometimes necessary to act outside the norm. Whenever they do so they should be clear about why it is NECESSARY. The best legal defence would be to show that any actions taken were in the child's BEST INTEREST and that they were REASONABLE AND PROPORTIONATE.

In the Education and Inspections Act 2006 (part 7): A person to whom this section applies may use such force as is reasonable in the circumstances for the purpose of preventing a pupil from doing (or continuing to do) any of the following, namely:

- a) committing an offence
- b) causing personal injury to, or damage to the property of, any person (including the pupil themselves)
- c) prejudicing the maintenance of good order and discipline at the school or among any pupils receiving education at the school, whether during a teaching session or otherwise.

Reasonable force (There is no legal definition) must be *the minimum force for the desired result *proportionate to any force used against you. Disproportionate force would be an offence. It is always unlawful to use force as a punishment.

Principles of passive intervention:

- The safety of both children and staff are equal
- Safety is paramount for both
- The skills of guiding, safe touch and holding are acts of care which combine with calming, diffusing and problem solving.

It is designed to:

- Give the pupil back some control and help in calming down
- Help children who have experienced negative touch
- Make movement safe not to overpower
- Allow staff to act confidently at times of crisis

To maximise safety when holding, use a team approach

Any physical intervention must be recorded on CPOMS. Parents must be informed.

CPOMS Positive handling:

Child/ date/ time

1. Incident
2. Known Trigger?
3. Prevention/de-escalation strategies used
4. What behaviour led to positive hold?
5. What PIPS techniques were used- by which staff?
6. Outcome / Next steps
7. Informing the parents – Who/When-must be on the same day (ensuring they understand reasonable force was used and why)

If it is deemed that a pupil may be likely to need support via physical intervention due to observed escalation or after a single incident then this should be included in their behaviour, care plan and shared with parents.

Schools must ensure that they have staff who have received training in passive intervention and prevention strategies. This should be refreshed every three years or more frequently if required. The school's approach to passive intervention and prevention strategies must be included in staff induction.

APPENDIX 12: POLICY HISTORY

Version / Date	Summary of Change	Review Date	Lead Author
Version 1 January 2022	Identification of sections to be localised, inclusion of section 4 (Bullying)	January 2023	R Olivant
Version 2 December 2022	Merit points changed to ‘House Points’ (7), ‘Investigation’ amended to ‘Action’ (4.2), Sanctions clarified to include pupils being sent out of class to have work to complete (7.1), term ‘Isolation Room’ removed to reflect the use of a short-term inclusion room (STIR) in secondary (7.1), Behaviour Log edited to present as a list of points to be covered in a CPOMS log rather than a template (Appendix 2), Appendix 3 letters – the following instruction has been included – <i>‘Contact with parents about behaviour will be logged on CPOMS, letters can only be sent home with the knowledge of the Headteacher.’</i>	January 2024	R Olivant
Version 3 September 2024	Appendix 4 card prompt resources included for use. Link to updated guidance for Headteachers Feb 2024 (2) Additional clarification on support after sanctions (7.1)	September 2025	R Olivant