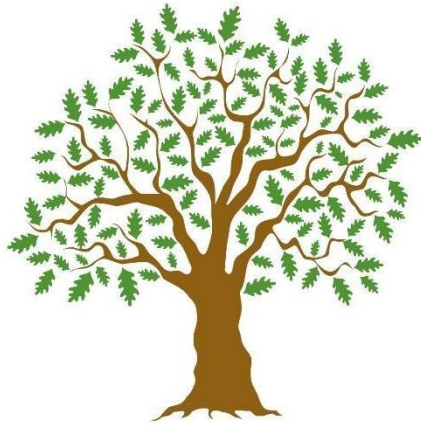


Oak Farm Primary School

Behaviour and Positive Relationship Policy



OAK FARM

PRIMARY SCHOOL

Approved by: Oak
Farm Primary LGB

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Purpose

The purpose of this policy is to ensure a clear, consistent approach is adopted by our school to promote positive value based behaviour.

At Oak Farm Primary School, we promote good behaviour and positive relationships by creating a happy, caring school environment where everyone feels valued, respected and safe. We encourage children to achieve in a learning environment where emotional self-understanding is promoted and children are taught to understand the connections between their emotions and their behaviours. All pupils, including pupils with SEND, will achieve their full potential in a happy, stimulating and ordered school environment. Staff recognise the importance of developing positive relationships with pupils and the impact this can have on behaviour. We identify and promote our learning behaviours every half term.

We believe it is important that children are taught to identify and manage their emotions as they grow and develop; ably adopting problem solving skills and supported to understand that inappropriate behaviour leads to consequences. We want all of our children to be READY, RESPECTFUL and SAFE.

We recognise that good behaviour needs teaching. We teach pupils to take responsibility for their own actions and to recognise the consequences of their choices. Expectations of, and responses to, behaviour should be consistent, fair, proportionate and predictable.

At Oak Farm Primary we use the Zones of Regulation to support the development of self-regulation in pupils. All the different ways pupils feel and the states of alertness they experience are categorised into four coloured zones. Pupils who are well regulated are able to be in the appropriate zone at the appropriate time.

We will adopt a zero tolerance approach to bullying by adults or pupils, and any such incidents will be dealt with promptly and firmly. Details of our school's approach to preventing and addressing bullying are set out below. Any racism or bullying of any kind should be immediately referred to the Headteacher. Neither racism nor bullying will be tolerated.

Aims

- To create a culture of excellent behaviour for learning in a safe and caring environment that encourages and reinforces good behaviour
- To promote positive relationships
- To provide a consistent approach to behaviour management
- For every member of the school community to feel valued and respected and treated fairly by others
- For all members of our school community to work together in a supportive way, with mutual respect at the core
- To promote self-esteem and self-discipline
- To promote an environment in which children feel happy and secure and can achieve their potential
- To help pupils to become responsible members of the school and the wider community
- To provide pupils with the skills and tools to recognise their emotions and show empathy for others.
- To ensure that there is an emphasis on positive behaviour, and that any sanctions are applied consistently and fairly
- To encourage a positive relationship with parents and carers so that there is a shared approach to the implementation of the policy

Definitions

Unexpected behaviour is defined as:

- Any behaviour that does not adhere to the school rules: Be Ready, Be Respectful, Be Safe
- Disruption in lessons, in corridors between lessons, and at break and lunchtime
- Non-completion of classwork or homework
- Lack of respect for school resources
- Breaches of online etiquette

Serious unexpected behaviour is defined as:

- Repeated breaches of the code of conduct
- Any form of bullying, including online
- Child on child abuse, which is any form of physical, sexual, emotional or financial abuse, which can include coercive control or exploitation, exercised between children and within children's relationships, both intimate and non-intimate
- Vandalism
- Theft
- Fighting
- Smoking/Vaping
- Leaving the school site without permission
- Racist, sexist, homophobic or discriminatory behaviour
- Possession of or threats to use any prohibited items. These include: knives or weapons; alcohol; illegal drugs; stolen items; tobacco and cigarette papers/vapes; fireworks; pornographic images or 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)

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:

1. Emotional: being unfriendly, excluding, tormenting
2. Physical Hitting, kicking, pushing, taking another's belongings, any use of violence
3. Racial taunts, graffiti, gestures
4. Gender/Sexuality Abusive comments regarding gender, sexuality
5. Sexual explicit remarks, display of sexual material, sexual gestures, unwanted physical attention, comments about sexual reputation or performance, or inappropriate touching
6. Direct or indirect verbal name-calling, sarcasm, spreading rumours, teasing
7. Cyber-bullying - Bullying that takes place online, such as through social networking sites, messaging apps or gaming sites

Roles and Responsibilities

Our pupils are responsible for:

- Attending school regularly, on time and in the correct uniform
- Following agreed school rules and instructions by school staff
- Taking responsibility for their own choices and actions
- Being polite and respectful to everyone in the community at all times, including those with other beliefs, religions, cultures and traditions
- Showing care and consideration for their own and other people's property
- Respecting the school learning environment both inside and outside
- Refraining from swearing or using any inappropriate language
- Acting as positive ambassadors for the school when off the school premises

Our parents are responsible for:

- Supporting their child to understand the meaning, and value, of good behaviour
- Being aware of and supporting the school's rules and expectations
- Ensuring their child attends school punctually every day

- Responding promptly to school communications and participating in our school community
- Supporting their child's home learning
- Behaving and modelling appropriate adult behaviour when on the school grounds
- Communicating with all staff in a constructive and respectful manner
- Informing the school of any changes in circumstances that may affect their child's behaviour

Home school agreement

The home-school agreement is the mutual pact that highlights the expectations and duties of the school community. This contract highlights that everyone has a responsibility to behave in the correct manner and support the children. On joining Oak Farm Primary School, children, parents and carers will sign the agreement (**Appendix J**), confirming their understanding and the duty to do their best to uphold the school values and beliefs.

Our staff are responsible for:

- Creating a calm and safe environment for positive learning through establishing "relentless routines" so that pupils are in no doubt about expectations
- Speaking to children in a positive way at all times and showing "deliberate botheredness" (Dix) by going the extra mile for pupils and letting them know that we care
- Developing positive relationships with children through using the EMR model to Establish – Maintain – Restore (Appendix A)
- Planning and delivering engaging, interesting and appropriate learning experiences for every child
- Raising self-esteem, confidence and developing potential
- Being fair to all children by recognising that each is an individual with their own specific needs and providing a personalised approach to the specific behavioural needs of particular pupils
- Using restorative approaches, behaviour procedures, consequences and rewards consistently
- Encouraging good behaviour and respect for others by never ignoring or walking past unexpected behaviours. Stop and remind pupils of our school rules and expected behaviours
- Explicitly teaching pupils the behaviours that they want to see, and ensure that this is what is celebrated. Through Zones of Regulation, teach pupils how to recognise when they are becoming dysregulated and how to calm themselves when this happens.
- Building a positive relationship with parents and carers by keeping them informed of developments in their child's behaviour and working in collaboration with them to tackle behavioural issues
- Dealing appropriately with any unacceptable behaviour, diffusing situations and allowing children time to reflect and express their understanding of events
- Being sensitive to reasons behind unwanted behaviour and understanding the behaviour is communication. Acknowledge that some pupils will carry "the invisible shrapnel of traumatic lives" (Dix) and will strive to act with kindness in all situations
- Recording any incidents on CPOMs promptly in a neutral and informative manner
- Attending school training and updating their pedagogical understanding
- Compliance with their statutory duties, as per the 'Special Educational Needs and Disabilities. Code of practice: 0- 25.' Department for Education

Developing positive relationships with pupils, and acting as a role model, is the responsibility of all members of staff at Oak Farm Primary School.

Our Headteacher is responsible for:

- Determining and setting the standard of behaviour that is acceptable to the school
- Working with everyone in the school community to create an ethos that makes everyone feel safe, valued and respected
- Promoting good behaviour by forging sound working relationships with all stakeholders
- Encouraging good behaviour and respect for others, in order to prevent all forms of bullying among pupils
- Addressing all forms of bullying
- Ensuring the health, safety and welfare of all children in the school
- Providing suitable induction for new staff to ensure they understand this policy
- Monitoring the effectiveness of this policy

- Regularly reporting on the effectiveness and development of this policy to the Governing Body

Our Governing Body is responsible for:

- Adopting supportive working relationships, undertaking the delegated powers and responsibilities to the Headteacher by ensuring the effective implementation of this policy.
- Supporting the Headteacher and school personnel in maintaining high standards of behaviour.
- Monitoring and evaluating our Behaviour Policy, ensuring it complies with statutory guidance.
- Ensuring that this policy, as written, does not discriminate on any grounds including, but not limited to, age, disability, gender reassignment, marriage and civil partnership, race, religion or belief, sex and sexual orientation.
- Handling complaints regarding this policy, as outlined in our Complaints Procedures Policy

Child-on-child abuse

Definition

Oak Farm Primary wants to make sure that all students feel safe in their school and are accepted into the School community. The School’s ethos is one of inclusion and equality; bullying of any kind is regarded as a serious breach of this behaviour policy and will not be tolerated. The School will take all reasonable measures to ensure the safety and wellbeing of all students and staff, which includes protection from bullying.

Child-on-child abuse Child-on-child abuse is defined as any form of physical, sexual, emotional or financial abuse, which can include coercive control or exploitation, exercised between children and within children’s relationships, both intimate and non-intimate. Child-on-child abuse is behaviour by an individual or group of individuals which can be a one-off incident or repeated over time. Child-on-child abuse is unacceptable and will be taken seriously. Further information about the many forms that child-on-child abuse can take is described in Appendix J.

Preventative measures

The School practises a preventative strategy to reduce the chances of bullying which is instilled in the School’s curriculum, through the active development of students’ social, emotional and behavioural skills. This is embedded in daily school life and facilitated via school events such as assemblies. It is made very clear to students what is expected of them in terms of respecting their peers, members of the public and staff; any intentional breach of this will result in school sanctions.

Allegations

If an allegation of child-on-child abuse is made, the school will:

- take it seriously;
- investigate as quickly as possible to establish the facts;
- record and report the incident; depending on how serious the case is, it may be reported to the headteacher;
- provide support and reassurance to the victim;
- make it clear to the person exhibiting the behaviour that it will not be tolerated. If there is a group of people involved, they will be spoken to individually and possibly as a whole group. It is important that children who have harmed another, either physically or emotionally, redress their actions, and staff will make sure that they understand what they have done and the impact of their actions;
- discuss the matter with both parties by bringing them together (if appropriate), ensuring that children consider the other person’s point of view. Sometimes a ‘no blame’ approach will be used, at other times it may be more appropriate to use negotiation and/or sanctions;
- ensure that if a sanction is used, it will correlate to the seriousness of the incident, that the student exhibiting the behaviour will be told why it is being used; and
- consider whether suspension or exclusion is appropriate in light of the circumstances.

Inappropriate use of social media

The School recognises the importance of age restrictions on social media platforms and recommends that children do not use these platforms if they are below the specified age. There are inherent threats in using social media, which could harm the welfare of students and school staff. Where a member of staff has reasonable grounds to suspect that a student is using social media in an inappropriate way, which could cause harm to another person, in particular a member of the School community, the member of staff should report this to a member of the school’s SLT. Following any such report, an investigation will follow during which an authorised member of staff may ask that the student gives them access to their social media account. In the event that the student refuses to co-operate and will not give access to an authorised member

of staff during an investigation, this could lead to a decision being taken based on the balance of probabilities as to whether a certain event did or did not happen.

Prejudice-based or discriminatory behaviour

Behaviour of this kind is not tolerated within the School. Any instance of prejudice-based or discriminatory behaviour will be logged; this includes, but is not limited to, incidents involving racism, sexism, disablism, religious intolerance, homophobia, biphobia or transphobia. Parents/carers will be notified of the incident and may be asked to attend a meeting together with their child, which may include the presence of a Safer Schools Officer. More serious or repeated incidents will result in escalated sanctions.

Harmful sexual behaviours

Summary of approach

Sexual violence and sexual harassment are never acceptable and will not be tolerated. The School will act swiftly in response to instances of alleged child-on-child abuse and will follow its safeguarding policy, the statutory guidance provided in the Department for Education (DfE) guidance 'Keeping children safe in education' and 'Working together to safeguard children', as well as the DfE guidance on sexual violence and harassment between children. Risk assessments will be carried out and measures put in place while investigations into any reports continue. Support will be provided to all children involved. The outcome of the investigation may lead to sanctions being imposed in accordance with the terms of this policy.

Defining of harmful sexual behaviours

Addressing inappropriate behaviour, even if it appears to be relatively innocuous, is an important intervention that helps prevent problematic, abusive and/or violent behaviour in the future. Sexual violence and sexual harassment should never be passed off as 'banter', 'just having a laugh', 'part of growing up' or 'boys being boys'. The School defines sexual harassment as 'unwanted conduct of a sexual nature' that can occur online and offline and both inside and outside of school. Whilst not intended to be an exhaustive list, sexual harassment can include:

- sexual comments, such as: telling sexual stories, making lewd comments, making sexual remarks about clothes and appearance and calling someone sexualised names;
- sexual 'jokes' or taunting; and
- physical behaviour, such as: deliberately brushing against someone, interfering with someone's clothes, displaying pictures, photos or drawings of a sexual nature.

Reports of harmful sexual behaviours

All reports of sexual violence and sexual harassment are thoroughly investigated, addressed and logged; victims are fully supported by staff. Along with providing support to students who are victims of sexual violence or sexual harassment, the school provides the alleged perpetrator(s) with an education, safeguarding support and will implement disciplinary sanctions as appropriate. The School will avoid victim-blaming language or actions, which could imply (whether intentionally or unintentionally) that a person is partially or wholly responsible for abuse that has happened to them. It is harmful and can wrongfully place responsibility, shame or blame onto a victim, making them feel that they are complicit or responsible for the harm they have experienced. The School is also aware that a child abusing another child may be a sign they have been abused themselves or a sign of wider issues that require addressing within the culture of the school. Taking disciplinary action and providing appropriate support can, and should, occur at the same time if necessary. Educational strategies may include:

- mentoring programme
- counselling sessions
- pastoral support sessions that focus on specific behaviours and attitudes
- external agency advice and support
- risk assessments
- behaviour contracts
- restorative sessions

School's response

The school's response to sexual violence and sexual harassment will always be:

- proportionate
- considered
- supportive

- decided on a case-by-case basis

It will be for the school's senior staff and designated safeguarding lead (DSL), or a deputy, to decide how they will address reports of sexual harassment/violence in the school based on the individual circumstances of each incident and in accordance with statutory guidance. Parents/carers will always be contacted about the outcome of any investigation and sanctions that have been issued in relation to their own children, which will be issued on a case-by-case basis and take in to account:

- the age and developmental stage of the children involved;
- the nature and frequency of the alleged incident(s); and
- how to balance the sanction alongside education and safeguarding support (if necessary, these should take place at the same time).

Sharing information

Generally, schools will seek consent from the child reporting the incident before sharing information. However, the school can share information without consent in certain circumstances, such as if a crime may have been committed or it is necessary for the welfare of a child. In certain circumstances, the school may need to involve outside professionals such as the local authority Children's Services and/or the police. It will be for the school's DSL (or a deputy) to use their professional judgment as to whether outside agencies should be contacted but it will usually be reasonable to expect this will happen in cases where it seems sexual violence may have occurred.

Online and indecent images

Sexual harassment can also occur online. This may be standalone, or part of a wider pattern of sexual harassment and/or sexual violence. It may include:

- consensual and non-consensual sharing of nude and semi-nude images and/or videos;
- sexualised online bullying;
- unwanted sexual comments and messages, including, on social media; and
- sexual exploitation; coercion and threats.

Indecent images

The possession, uploading or forwarding of an indecent image of a person under the age of 18 may constitute a criminal offence. If the school staff have reason to believe that a criminal offence may have been committed they will refer the matter to the police. More information on indecent images and child-on-child abuse is contained in Appendix 4.

Relationships and sex education (RSE) and health education

The School recognises and values the importance of preventative education for all students and follows a broad and balanced curriculum of relationships and sex education (RSE) and health education, which incorporates all statutory requirements set out by the Department for Education. The curriculum provides lifelong learning about the emotional, social and cultural development of students and involves learning about relationships, sexual health, sexuality, healthy lifestyles, diversity and personal identity. The curriculum involves acquiring information, developing skills, forming positive beliefs, values, attitudes and personal empowerment to deal with situations within relationships and the family unit. It teaches what constitutes acceptable and unacceptable behaviour in relationships (including online behaviour); this helps students to understand the positive effects that good relationships can have, particularly on their mental wellbeing. Students will also be able to identify when relationships are not right and understand how such situations can be managed. The School will work with schools to ensure that the teaching of RSE meets the needs of all students, in line with the provisions set out in the Equalities Act 2010, and that all children understand the importance of equality and respect.

Students with special educational needs and/or disabilities

Definition

In the context of this policy, students are considered to have special educational needs and/or disabilities (SEND) if they:

- have difficulties in learning which are significantly greater than the majority of other students of the same age;
- or have a disability which prevents or limits them from accessing the curriculum;
- or have behavioural, emotional or social difficulties which impact adversely on their learning and progress.

Students with SEND and their behaviour

The School is aware that continuous disruptive behaviour can be a result of unmet needs. The School will investigate repeated incidents of challenging behaviour to ascertain if there is a pattern and whether unidentified SEND may be a

contributing factor. If such needs are identified, the school will do all it can to ensure that the student receives appropriate support. The School is conscious of its legal duties under the Equality Act 2010 and SEND Code of Practice in respect of students with disabilities and will make reasonable adjustments to this policy to avoid any substantial disadvantage that a student may face as a consequence of their disability compared to their non-disabled peers.

Reasonable adjustments

An example of a reasonable adjustment that may be made would be to impose a different or more lenient sanction for a student whose behaviour is in consequence of their disability than would be imposed for a student exhibiting the same behaviour who does not have that disability. A pastoral support plan (PSP) may be used for children presenting challenging behaviour, including where SEND may be a contributing factor. Advice will be sought from external agencies where necessary to assist with putting in place appropriate support strategies, which will be monitored and reviewed. The school's special educational needs policy can be reviewed for more information.

Preventative measures

The school will, as far as possible, anticipate likely triggers of misbehaviour for students identified as having SEND and will put in place support to prevent these. Examples of preventative measures include (but are not limited to):

- allowing short, planned movement breaks for a student whose SEND means that they find it difficult to sit still for long;
- adjusting seating plans to allow students with visual/hearing impairment to sit near the teacher;
- adjusting uniform requirements for a student with sensory issues or who has severe eczema; and
- training for staff in understanding conditions such as autism, ADHD and other neurodivergent conditions.

Staff training

Staff training will include matters such as how certain special educational needs, disabilities, or mental health needs may at times affect a student's behaviour. Where relevant, engagement with experts, such as educational psychologists and other support staff such as counsellors and mental health support teams, can help to inform effective implementation of this policy.

The Golden Rules and Learning Behaviours

Oak Farm Primary has established a set of 'Golden Rules' so that children can learn in a safe and caring environment. These rules are modelled and discussed with the children so that they understand what they mean and what their behaviour may look like if they follow these rules.

BE READY

- Be ready to learn by listening carefully
- Work hard to achieve your best
- Encourage and support others

BE RESPECTFUL

- Treat all members of the school community with kindness and respect
- Be truthful and honest
- Show respect for people's property and the school environment

BE SAFE

- Move quietly and sensibly around the school
- Use equipment sensibly and safely
- Follow instructions to keep everyone safe

Linked to our Golden Rules, we have six focus learning behaviours:

Independence Collaboration Curiosity Pride Resilience Responsibility

These essential learning skills underpin all of our learning and are integrated at every stage of our curriculum. They unlock learning in the classroom, boosting academic outcomes, perseverance and self-belief.

They aim to develop a pupil’s sense of independence and responsibility for their own actions, and to ensure that they do not affect the education of others due to poor behaviour.

The Golden Rules and Learning Behaviours are displayed in the classroom with dual coding images which leads to greater comprehension and deeper understanding. (Appendix B). Graduated expectations for the Golden Rules are shared with pupils and parents.(Appendix B)

The Zones of Emotional Regulation

Oak Farm Primary School has adopted the Zones Emotional Regulation Framework (ZoR) to support identified pupils in recognising their emotions.



of

The Zones is a systematic, cognitive behavioural approach used to teach self-regulation by categorising all the different ways we feel, and states of alertness that we experience, into four concrete coloured zones. The Zones framework provides strategies to teach our children to become more aware of, and independent in, understanding and controlling their emotions and impulses, manage their sensory needs, and improve their ability to problem solve. Each class has a Zones of Regulation Display which uses the four coloured posters.

At the beginning of each academic year, teachers and pupils devise their own classroom expectations and agree upon which classroom strategies they plan to use together alongside the Zones of Regulation, and these can be updated throughout the year. Children will explore calming techniques, cognitive strategies, and sensory supports so they will have a toolbox of methods to use to move between zones as needed.

Our Personal, Social, Health and Education (PSHE) curriculum follows the Coram Life Education **SCARF** (*Safety, Caring, Achievement, Resilience and Friendship – representing the importance of these values for all children*) programme. As part of this, and to deepen children’s understanding of how to self-regulate, time will be spent for the children to explore these skills:

- insight into events that trigger their less regulated states
- when and how to use tools and problem solving skills
- perspective about how others see and react to their behaviour
- how to read others’ facial expressions and recognise a broader range of emotions

Safeguarding

Oak Farm Primary School recognises that changes in behaviour may be an indicator that a pupil is in need of help or protection. We will consider whether a pupil’s misbehaviour may be linked to them suffering, or being likely to suffer, significant harm.

Where this may be the case, we will follow our child protection and safeguarding policy, and consider whether pastoral support, an early help intervention or a referral to children’s social care is appropriate. Please refer to our child protection and safeguarding policy for more information.

Classroom Management

Teaching and support staff are responsible for setting the tone and context for positive behaviour within the classroom through developing positive relationships (Appendix A)

They will:

- Create and maintain a stimulating environment that encourages pupils to be engaged

- Explicitly teach the Golden Rules and Learning Behaviours
- Use the 'Behaviour Roadmap' visual to clarify rewards and sanctions
- Display the child-friendly Behaviour Roadmap
- Provide opportunities for pupils to develop independence, responsibility and leadership skills through classroom and school-wide leadership opportunities
- Develop a positive relationship with pupils using the EMR model, which includes:
 - Greeting pupils in the morning/at the start of lessons showcasing visible kindness by greeting pupils every morning with a smile, compassion and respect, setting high expectations for the day ahead.
 - Knowing their class as individuals and helping them feel that they belong to their class and school community
 - Establishing clear routines using our Brilliant Basics approach including the Silent Signaller, Fantastic Walking and Terrific Transitions
 - Communicating expectations of behaviour in ways other than verbally
 - Highlighting and promoting good behaviour
 - Concluding the day positively and starting the next day afresh
 - Having a plan for dealing with low-level disruption - humour, non-verbal signs, re-organising furniture
 - Using positive reinforcement; scanning the room to promote positive behaviour and prevent poor choices
 - Modelling the standards of behaviour and communication expected by pupils
 - Using a sparing but consistent use of reprimands; being firm rather than aggressive; criticising behaviour and not the person; reprimanding privately rather than in public where possible

Additional proactive interventions to support behaviour

Oak Farm Primary School recognises its legal duty under the Equality Act 2010 to prevent pupils with a protected characteristic from being at a disadvantage. The school recognises that within our school community we have vulnerable learners who may require reasonable adjustments to support their behaviour. We make reasonable adjustments to support the needs of children (whether SEND or other factors) through anticipating likely triggers of misbehaviour and putting in place support to prevent these. Reasonable adjustments may include:

- Behaviour support plans
- Use of a time-out space
- Proactive risk assessments
- The Zones of Emotional Regulation interventions to support emotional development and behaviour, support from our SENDCo
- Support through an Education, Health and Care Plan
- Following advice from other professionals, e.g. Educational Psychologists, Behaviour Support, Occupational Therapists, Child and Adolescent Mental Health Service, etc.

Rewards

Good behaviour is taught explicitly, rewarded and used as good examples for other children (PIP – Praised in Public). Inappropriate behaviour is dealt with calmly and quietly (RIP – Reprimanded in Private). Recognition of good behaviour, achievement, attainment, kindness etc. come in a variety of different ways and are given by all members of school staff. Rewards will not be taken away from children.

The first and foremost form of recognition is through positive praise, enthusiasm, body language and oral recognition with feedback.

- **Praise** - This is the most commonly used reward and may be used to recognise an individual or a group of children, and may be given privately or publicly. Offered publicly, praise not only recognises and values the good behaviour of that individual or group, but also acts as a means of incentivising others to display equally positive behaviour.
- **Special Mention Assembly** - Each week, class teachers nominate a Special Mention to a child in their class to recognise positive behaviours, good work or a particular achievement. Certificates recognising the different learning behaviours are given out during whole school assemblies (when these take place) so that the

achievements can be recognised by the whole school. There is also a celebration for the class that have the highest percentage for their attendance.

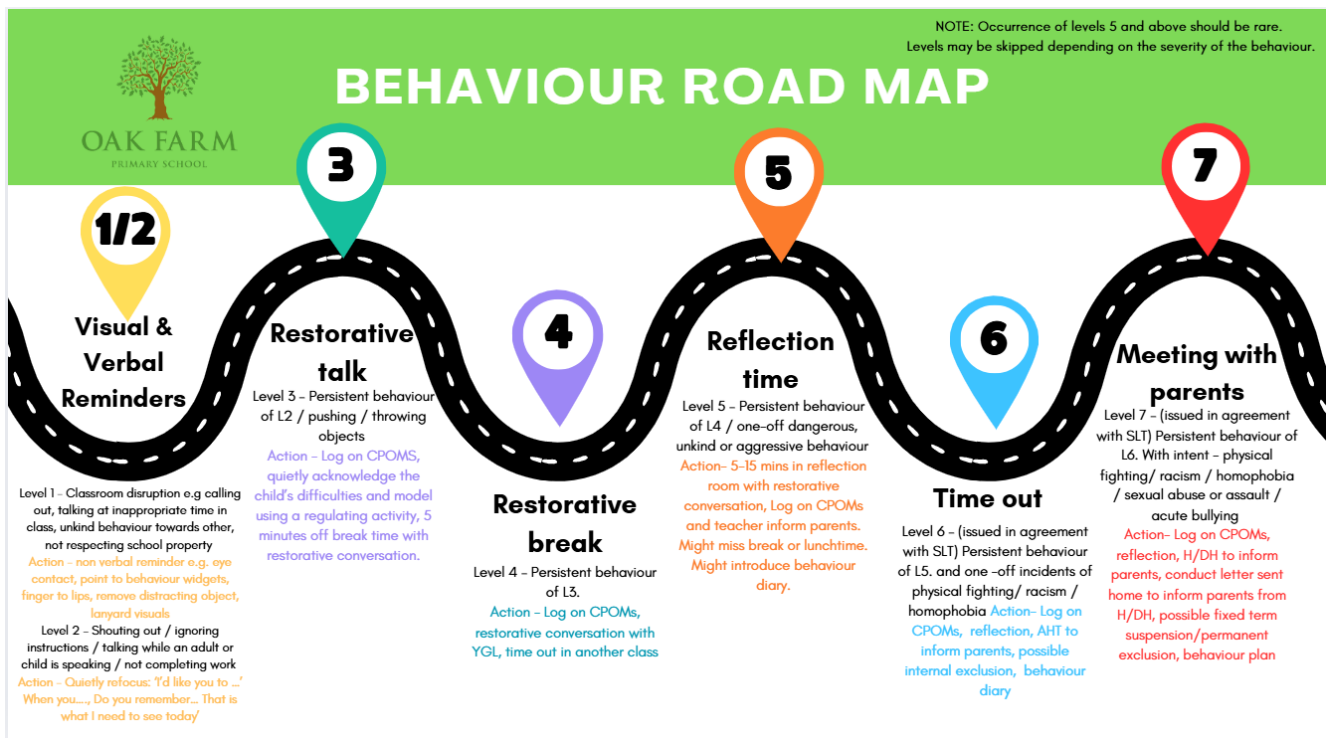
- **Headteacher praise** - Occasionally a child may be sent to see the Headteacher, in recognition of having worked particularly hard or having demonstrated especially positive behaviour. The Headteacher will ordinarily give the child a special sticker and/or further praise.
- **Recognition of Kindness** – any member of staff can recognise a child’s kindness through completing a Recognition of Kindness postcard for the child to take home
- **Pupils’ Pupil Award** – At the end of Year 6, a special Pupils’ Pupil award is given. The children in each class vote for a child in their class to achieve the award, recognising the positive contributions that they have made to the class.
- **Marble in the jar** – awarded to the class for smooth transitions: walking around the school, keeping to the left, staying quiet as they move around the school and staying in line with one child behind another.
- **House Dojos Points** - individual children will earn House Points through Class Dojo. All staff throughout school will be able to award House Points to any child, not just their class teachers. Points can be awarded for demonstrating the six learning behaviours and/or our Golden Rules, for example: excellent work, showing good manners, making an extra effort, looking after a friend, helping to tidy-up equipment, being an excellent role model. (Appendix B). At the end of each half term, the winning house will be awarded a variety of in house prizes e.g. extra playtime, picnic, etc. The house dojo names are Earth, Wind, Air & Fire.

Stepped Approach to Behaviour Management

At Oak Farm Primary School, we employ a stepped approach to behaviour management to ensure a safe and positive learning environment for all, and that instances of unexpected behaviour are dealt with fairly and consistently. Consideration will always be given to the individual case and the needs of the child involved. Where possible staff will act pre-emptively; many behaviours can be corrected through a non-verbal signal.

Incidents and actions are recorded on CPOMS and monitored by the Senior Leadership Team and Pastoral Lead. Frequency or pattern is analysed by the Pastoral Lead who highlights possible concerns to the Deputy Head. All racist, sexualised actions, homophobic, bullying or inappropriate incidents are not tolerated and will go directly to the Deputy Head or Headteacher. These incidents will be investigated using the Template for Investigation of Serious Incidents (Appendix I)

These are the steps demonstrating how Oak Farm will manage behaviour. There is also a child-friendly version for display in the classroom. (Appendix D).



When appropriate, there may be consequences following an incident, when the pupil is regulated and able to reflect upon their behaviour. In such circumstances, staff will inform the child that their behaviour is inappropriate and that it will be spoken about later. All consequences will adopt a restorative approach (Appendix F). Some behaviours will bypass certain steps depending on their severity.

At Level 5, children will attend the Reflection Room with a member of SLT. Staff should email the member of SLT on duty with the name of the child who will attend the Reflection Room and a brief summary of the incident. SLT will support the child in completing a reflection sheet. The class teacher will inform parents. Any incidents of level 6 or 7 behaviour require SLT involvement. At Level 6, the AHT will normally inform parents and at Level 7, the Headteacher or Deputy Head will arrange a meeting with parents. There may be occasions where parents are informed at an earlier stage.

Staff will avoid any consequences which lead to unnecessary shaming or humiliation of the pupil. as such approaches are detrimental to a pupil's self-esteem and wellbeing, and can result in increased unexpected behaviour. Staff are aware to name the behaviour and not the child. Consequences will never involve taking away a previously earned privilege or any intervention time.

After a pupil has reflected it is important to repair and restore the staff-pupil relationship. Staff will reassure the pupil that the unexpected behaviour has been dealt with and that all parties will move on and start afresh.

If required, we will work closely with parents/carers to draw up bespoke plans to support a child in understanding how and why a particular behaviour is inappropriate.

Behaviour Support Plan (BSP)

Behaviour support plans are designed to identify and address the specific needs of students who may be facing challenges or difficulties that are significantly affecting their wellbeing, behaviour or academic performance. By creating a well-structured, personalised and coordinated programme of support, schools can provide targeted interventions to help these students overcome obstacles and thrive. BSPs provide a framework for schools to implement strategies and interventions that promote positive mental health, resilience, and emotional well-being among students and are of particular use for students with SEND. This can help create a supportive and nurturing environment that enhances students' overall

educational experience. An example BSP template can be found in Appendix H. To provide further support, the structure and language of this plan may be adjusted to suit the age, stage and needs of the individual child.

Students who need extra support

BSPs may be used to support students at risk of permanent exclusion, where usual school strategies may not have been effective. They may also be used for students with other responsibilities, lifestyle demands or home circumstances that add challenges, meaning that they need additional support, for example young carers, refugees or for students who have experienced recent bereavement. BSPs may also be used for students who have had a number of suspensions or have other pastoral concerns that cannot be met with usual pastoral support or mentoring.

Communication between stakeholders

BSPs facilitate collaboration and communication between various stakeholders involved in a student's education, such as teachers, support staff, parents/carers, and external agencies, usually over a period of 6 to 12 weeks. This ensures that everyone is aware of the student's needs, goals and strategies for support, leading to a co-ordinated and consistent approach to help the student.

Monitoring and evaluation

BSPs also contain mechanisms for monitoring and evaluating the effectiveness of the support strategies implemented, including regular reviews and progress against agreed success indicators. This allows schools to track a student's progress, make adjustments as needed and ensure that the support provided is having a positive impact.

Adaptations for EYFS

In EYFS, children are taught the expectations of Oak Farm Primary School and supported in following basic rules to ensure that they develop a positive sense of themselves, and others; to form positive relationships and develop respect for others; to develop social skills and learn how to manage their feelings; to understand appropriate behaviour in groups; and to have confidence in their own abilities.

Good behaviour/work is positively reinforced through a reward system. Staff use positive statements to encourage good behaviour ('this is what we do' rather than 'don't do...').

If unacceptable behaviour occurs, it is dealt with in the following ways:

- Nonverbal reminders such as finger to lips, redirecting, referring to lanyard visuals
- A quiet but firm word to the pupil telling them that their behaviour is not acceptable and why and reminding them of the behaviour we expect to see
- If the unacceptable behaviour continues, the pupil is withdrawn from an activity – the member of staff ensures that the pupil understands the reason for the sanction and thinking time is given. The pupil remains on the thinking chair in nursery for 2-3 minutes and in Reception for 5 minutes.
- Occasionally the pupil may spend a short time in another class to regulate.

Anti-Bullying

Bullying is seen as an extreme form of unacceptable behaviour. It is not tolerated.

Pupils' understanding of bullying varies with age. Young children may confuse bullying with fighting and nasty experiences generally; older children develop a more mature understanding. However, all children have the right to receive their education free from humiliation, oppression and abuse. It is the responsibility of all adults that this takes place in a caring and protective atmosphere. At Oak Farm Primary School, we take bullying very seriously. We ask parents to inform the school immediately if they have any concerns, or if their child is experiencing difficulties. All reports are followed up and monitored according to the behaviour policy.

We are determined to create a secure and safe environment for pupils who are in our care. We believe that it is important that children can be confident in the knowledge that they will be protected from bullying behaviour. We will do all that we can to ensure that this is the case.

The prevention of bullying will be addressed in the following ways, through:

- social education within the curriculum, e.g. PSHE
- computing E -safety
- building on the ethos of good behaviour and positive relationships as laid down in this policy
- maintaining overall supervision of key areas in the school, particularly at playtimes

Procedures:

1. Suspected bullying – class teacher investigates and records on CPOMS. Relevant support given to the children involved to ensure this is a one-off incident.
2. Second incident - Class teacher does further investigation into why another issue has happened. Start to look for patterns and trends. Report to AHT. Reiterate the importance of telling an adult every time there is an issue so they can help to sort it out.
3. Bullying confirmed – investigation by AHT using the Template for Investigation of a Serious Incident (Appendix I). H/DH informed. Meeting with both victim and perpetrator’s parents. Ensure all relevant staff are aware. Additional PSHE lessons on bullying for class/individuals. Consequences to be agreed with H/DH which may include internal or external exclusions and a behaviour diary

All parental concerns are recorded on CPOMS and any concerns followed up and monitored. Any acts that are deemed to fall into the bullying category will be followed up with the relevant adults and pupils. The situation will then be monitored and consequences and/or supervision structure will continue until deemed not necessary.

Lunchtime behaviour

Pupils’ behaviour at lunchtime should be as good as at any other time of the day. Lunchtime supervisors receive regular training linked to the behaviour policy.

Expectations for school trips and offsite, including online

Expectations for behaviour on school trips remain as those for school. As part of planning and preparation for an off-site visit, a risk assessment will be carried out. Where there are special educational need or other circumstances, appropriate support will be put in place. The school will work in partnership with a pupil’s parents and on occasions, may request them to accompany their child on a trip.

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

The school can issue behaviour sanctions to pupils for online misbehaviour when:

- It poses a threat or causes harm to another pupil
- It could have repercussions for the orderly running of the school
- It adversely affects the reputation of the school
- The pupil is identifiable as a member of the school

Transition

As part of the transition process from one-year group to the next, dialogue between class teachers, towards the end of the summer term, will include discussing any specific concerns or needs relating to a particular child or children. This will provide the new class teacher with all the necessary information relating to a given child, and will enable them to put in place any pastoral support to help that child with the transition process and in their new class. Before pupils transfer from Key Stage 2 to Key Stage 3, class teachers also discuss the needs of the children in their class with a member of staff from the relevant secondary school.

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 and 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.

Search, seizure and confiscation of prohibited items

Offensive and prohibited items

The school prohibits the following articles (as set out in section 550ZA of the Education Act 1996 and in The Schools (Specification and Disposal of Articles) Regulations 2012)) for which a personal search may be conducted:

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

Smoking-related articles

Possession of the following smoking-related articles may result in an internal or fixed-term suspension (depending on the previous incidents) and a personal search may be conducted. These items will not be returned to the student:

- cigarettes
- vape pens and other vaping devices
- other smoking-related items e.g. 'shisha pens', 'E cigarettes' or similar articles
- ignition materials such as lighters and matches

Maintaining a culture of safety

The headteacher will oversee the practice of searching to ensure that a culture of safe, proportionate and appropriate searching is maintained, which safeguards the welfare of all students and staff, with support from the designated safeguarding lead (or a deputy). The headteacher will ensure that a sufficient number of staff are appropriately trained in how to lawfully and safely search a student who is not co-operating, so that these trained staff can support and advise other members of staff if this situation arises.

Searches

If an investigation or an allegation leads to reasonable suspicion of the presence of a prohibited item, and the search of a student's clothes, bags and lockers is deemed appropriate, a search may be carried out by the headteacher or by a member of staff authorised by them. Staff will follow the latest DfE guidance on searching, screening and confiscation and on the use of reasonable force when conducting a search. Any searches of students will be implemented in a manner that respects students' rights, privacy, and dignity, while striking a balance between safety and maintaining a supportive learning environment. Staff will be trained on how to carry out searches and the headteacher will ensure that staff who are permitted to carry out searches have been appropriately trained. Staff will take into consideration the age and needs of students being searched or screened. This includes the individual needs or learning difficulties of students with SEND and making reasonable adjustments that may be required where a student has a disability. Searching and screening pupils is conducted in line with the DfE's latest guidance on searching, screening and confiscation.

Confiscation of prohibited items

Staff may confiscate or seize items in the possession of students that pose a risk to staff or students, are illegal or banned by the school rules or is evidence in relation to an offence and may confiscate, retain or dispose of a student's property as a disciplinary sanction so long as it is reasonable in the circumstances. Confiscation of a student's property will be proportionate and aimed at maintaining an environment conducive to learning and one which safeguards the rights of other students to be educated.

Disposal of prohibited items

Where appropriate, the headteacher may retain or dispose of a student's property as a punishment and are protected from liability for damage to, or loss of, any confiscated items. Guidance on what to do with particular confiscated items can be found in the latest DfE guidance contained within 'Searching, screening and confiscation in schools'.

Alternative Provision

Power of schools to direct a student off-site

Headteachers have the power to direct off-site education; this is not a permanent exclusion but a headteacher's right to use when they have decided this is required for a specific reason, eg. to improve behaviour and/or for specific safeguarding reasons. A direction off-site will not be used as a sanction or punishment for past misconduct. The off-site direction could be to another mainstream school or to an alternative provision (AP) setting. The DfE guidance indicates that parents should be consulted but that the direction is the headteacher's decision. This is different from a situation where a school is consulting with a family about a prospective managed move as outlined in Section 12.

Directing a placement for students at risk of permanent exclusion

When a student is at risk of permanent exclusion, and would benefit from support outside of the school setting to improve behaviour, an off-site direction may be made (see above). This is one of the ways that schools will try to avoid the need for a permanent exclusion. An off-site direction will only be used where in school interventions and/or outreach have been unsuccessful or deemed inappropriate.

Purpose of alternative provision

AP should support students with their personal, social and academic needs, allowing them to overcome barriers to attainment and should motivate students to learn, develop their self-confidence and improve their attendance and engagement. They should have highly skilled, trained and qualified staff to help students make progress and may work closely with outside agencies including social care services, education psychology services and youth offending teams.

Arrangements

The length of time a student spends in AP will depend on what best supports the student's needs and potential educational attainment. During this period of off-site direction, the student might be in AP on a part-time schedule with continued mainstream schooling, or full-time for a limited period. The student remains the responsibility of the school and will be dual registered with the school and the AP. The school, and local governing board, will also keep the placement under review.

Types of alternative provision

AP can include educational establishments which are not mainstream, academy, special or private/independent schools. Student referral units and medical needs/tuition services are also considered alternative provision.

What can be expected from alternative provision

AP must meet the needs of students and enable them to achieve at least a good educational attainment level on a par with their mainstream peers, while the needs which require intervention are addressed. The school remains responsible for the monitoring and tracking of attainment, attendance, behaviour and safeguarding of their students placed in AP.

The review process

The child, parents/carers and all professionals involved must be clear why, when, where, and how the placement will be reviewed. Reviews should be frequent enough to provide assurance that the off-site education is achieving its objectives and that the student is benefiting from it. Parents/carers and the local authority can request in writing that the LGB reviews the placement. When this happens, LGBs must comply with the request as soon as reasonably practicable.

Attendance at alternative provision

Expectations around the student's attendance at AP will be agreed at the start of the placement. If the student does not attend, the AP will investigate in the first instance as it will be best placed to contact parents/carers and will let the school know of the student's absence. If a student's attendance to the AP is below expectations, they will be reminded why they have been instructed to attend the AP and why it is the best option for them. If this fails, the case may be referred to the local authority for further action; this may result in a fixed penalty notice being issued if a student persistently fails to attend AP and may result in prosecution.

Ofsted Inspection

Ofsted may inspect any AP arranged by the school. They will also look at records and documentation, such as research and risk assessments, to make sure that students are safe and the placement is in their best interest. Ofsted will evaluate how schools take responsibility for these students. They will confirm whether the AP is:

suitable and safe;

effective in helping students make progress;

meets the academic and pastoral needs of the students; and

meets the specific needs of students who have SEND

Managed moves

Definition

A 'managed move' is a term used to initiate a process that leads to the permanent transfer of a student to another mainstream school, as part of a behaviour management process. Managed moves are voluntary, must be agreed by all parties and should be strictly in the child's best interests. A managed move will be offered as part of a planned intervention, preceded by information-sharing between the current school, receiving school and supported by an effective integration strategy. Managed moves are a permanent arrangement and are used to help individual children to remain in school and successfully complete their education.

Arrangements The school should be satisfied all reasonable steps have been taken to resolve the student's difficulties. The school will then consult the parents/carers and the student about their views on a move to another school at a review meeting as part of the student's current pastoral support programme. If parents/carers agree that a managed move is appropriate, and written consent is obtained, they will be asked to express a preference for an alternative school. Parents/carers must, however, be informed that a request for a managed move may not always be accepted and also that any transport requirements are the responsibility of the home school and the parent.

Information sharing When a receiving school has been identified and the parents/carers have agreed, information will be shared with the potential receiving school. A meeting will then be arranged as soon as possible at the receiving school to agree whether to proceed with the managed move. The discussion will consider timings of the move and the induction process of the receiving school.

Managed moves A managed move may be a preventative measure to permanent exclusion in a similar way to that in which direction to AP can be used on a temporary basis. As above, a managed move is a permanent move to a new mainstream school, to be undertaken as part of a planned intervention, when it is in the student's best interests and when agreed with the parents and the admission authority of the new school.

Managed moves and students with EHCPs

If the student has an EHCP and the school is considering a managed move, the school must first contact the local authority which maintains the student's EHCP. The usual statutory processes for amending a student's EHCP will apply.

Suspensions and permanent exclusions

Principles

Oak Farm Primary School is committed to following all statutory exclusions procedures to ensure that every child receives an education in a safe and caring environment. The School will:

- ensure that the exclusions process is applied fairly and consistently;
- help governors, staff, parents/carers and students understand the exclusions process; and
- ensure all suspensions and permanent exclusions are carried out lawfully.

If the School has followed through the stepped approach to behaviour or the behaviour is so severe that it is classed as Level 6 or 7, the Headteacher may choose to suspend or exclude the pupil. Exclusion is a sanction used by the school only in cases deemed as serious breaches of the school behaviour policy.

A pupil may be at risk of permanent exclusion from school for:

- Verbal, physical or sexual assault of a pupil or adult;
- Persistent and repetitive disruption of lessons and other pupils' learning;
- Extreme misbehaviour which is deemed outside the remit of the normal range of sanctions.

The types of sanction that may be considered are listed here:

1) **Internal Suspension** - This is where the pupil is educated at Oak Farm but not with their class.

2) **Fixed Term Suspension** - This is where a pupil is suspended from being educated at Oak Farm for a fixed term. This was previously referred to as a 'fixed-term exclusion'. Work will be provided from the first day of suspension. During the suspension, a team around the child meeting will be convened with all relevant professionals to discuss additional support and reintegration plan, which may also include a reduced timetable through the reintegration period alongside any further reasonable adjustments.

3) **Permanent Exclusion** - This is where the school deems the behaviour so severe that they permanently exclude the pupil so the pupil cannot return.

The Headteacher, or representative if absent, will reluctantly (once all reasonable avenues have been explored), exercise the right to exclude a pupil for a fixed term or permanently. Exclusions are only used as a last resort, using Hillingdon Council guidelines, including the governing body as appropriate when all other attempts at modifying behaviour have failed.

Data from sanctions is analysed by the Senior Leadership Team and Pastoral. Where patterns are identified intervention strategies must be applied.

Off-rolling

The school is aware that off-rolling is unlawful. Ofsted defines off-rolling as: 'The practice of removing a student from the school roll without a formal, permanent exclusion or by encouraging a parent to remove their child from the school roll, when the removal is primarily in the interests of the school rather than in the best interests of the pupil.' Headteachers, or deputy headteachers who are deputising, will not suspend or exclude students unlawfully by directing them off site, or not allowing students to attend school:

- without following the statutory procedure or formally recording the event, e.g. sending them home to 'cool off';
- because they have special educational needs and/or a disability (SEND) that the school feels unable to support;
- due to poor academic performance;
- because they haven't met a specific condition, such as attending a reintegration meeting; or
- by exerting undue influence on a parent to encourage them to remove their child from the school.

Legislation and statutory guidance

The statutory guidance from the Department for Education 'Suspension and permanent exclusion from maintained schools, academies and student referral units in England' is based on the following legislation, which outlines schools' powers to exclude students:

- Section 51a of the Education Act 2002, as amended by the Education Act 2011
- The School Discipline (student Exclusions and Reviews) (England) Regulations 2012 as amended

In addition, this information is based on:

- Part 7, chapter 2 of the Education and Inspections Act 2006, which sets out parental responsibility for excluded students
- Section 579 of the Education Act 1996, which defines 'school day'
- The Education (Provision of Full-Time Education for Excluded students) (England) Regulations 2007, as amended by The Education (Provision of Full-Time Education for Excluded students) (England) (Amendment) Regulations 2014
- The Equality Act 2010
- Children and Families Act 2014

Returning from a suspension

Reintegration strategy Following suspension, the school will put in place a strategy to help the student reintegrate successfully into school life and full-time education. Where necessary, the school will work with third-party organisations to identify whether the student has any unmet special educational and/or health needs. The following measures may be implemented, as part of the strategy, to ensure a successful reintegration into school life:

- Maintaining regular contact during the suspension or off-site direction and welcoming the student back to school
- Daily contact in school with a designated pastoral professional
- Mentoring by a trusted adult or a local mentoring charity
- Regular reviews with the student and parents/carers to praise progress being made and raise and address any concerns at an early stage
- Informing the student, parents/carers and staff of potential external support

Reintegration meetings The school will explain the reintegration strategy to the student in a reintegration meeting before or on the student's return to school. During the meeting the school will communicate to the student that they are getting a fresh start and that they are a valued member of the school community. The student, parents/carers, a member of senior staff, and any other relevant staff will be invited to attend the meeting. The meeting can proceed without the parents/carers in the event that they cannot or do not attend. The school expects all returning students and their parents/carers to attend their reintegration meeting but students who do not attend will not be prevented from returning to the classroom.

Consideration of reinstatement of a student

The school's LGB has the ability, in certain circumstances, to consider and decide on the reinstatement of a suspended or permanently excluded student within 15 school days of receiving the notice of the suspension or exclusion.

Removal from the school register

A student's name will be removed from the school admission register if:

- 15 school days have passed since the parents/carers were notified of the governors' decision to not reinstate the student and no application has been made for an independent review panel, or
- The parents/carers have stated in writing that they will not be applying for an independent review panel

Where an application for an independent review has been made within 15 school days, the LGB will wait until that review has concluded before removing a student's name from the register.

Internal provision to reduce permanent exclusions

The School will ensure that there is a vast range of rewards and sanctions at their disposal to ensure that the majority of students become increasingly self-motivated and positive learners, who behave responsibly and courteously in and around the school. A minority of students, however, accrue a number of internal or suspensions and therefore are at risk of permanent exclusion. The School is committed to full inclusion wherever possible and a variety of procedures therefore take effect to support students in this situation, as well as to reinforce the School's ethos and boundaries.

Representations

Parents may make representations to the LGB in relation to a suspension or permanent exclusion.

Reasonable Force

All teachers, teaching assistants and any other staff that the Headteacher authorises to physically restrain pupils, receive training in the prevention and management of aggressive behaviour. Nominated staff are trained and have a refresher every two years.

Use of reasonable force:

What is reasonable force?

- The term 'reasonable force' covers the broad range of actions used by most teachers at some point in their career that involve a degree of physical contact with pupils.
- Force is usually used either to control or restrain. This can range from guiding a pupil to safety by the arm through to more extreme circumstances such as breaking up a fight or where a pupil needs to be restrained to prevent violence or injury.
- 'Reasonable in the circumstances' means using no more force than is needed.
- As mentioned above, schools generally use force to control pupils and to restrain them. Control means either passive physical contact, such as standing between pupils or blocking a pupil's path, or active physical contact such as leading a pupil by the arm out of a classroom.
- Restraint means to hold back physically or to bring a pupil under control. It is typically used in more extreme circumstances, for example when two pupils are fighting and refuse to separate without physical intervention.
- School staff should always try to avoid acting in a way that might cause injury, but in extreme cases it may not always be possible to avoid injuring the pupil.

When can reasonable force be used?

- Reasonable force can be used to prevent pupils from hurting themselves or others, from damaging property, or from causing disorder
- In a school, force is used for two main purposes – to control pupils or to restrain them. The decision on whether or not to physically intervene is down to the professional judgement of the staff member concerned and should always depend on the individual circumstances. Schools cannot use force as a punishment - it is always unlawful to use force as a punishment. A member of the leadership team will contact parents as soon as possible after an incident, normally on the same day, to inform them of the actions that were taken and why, and to provide them with an opportunity to discuss it. All incidents are recorded on CPOMS under 'Unexpected Behaviour Consequence/ Positive Handling'. If the behaviour is part of an ongoing pattern it may be necessary to address the situation through the development of an individual Behaviour Management plan, which may include strategies agreed by the SENCO.

Training

Our staff are provided with training on managing behaviour, including proper use of restraint if appropriate, as part of their induction process. Behaviour management will also form part of continuing professional development. Staff members are kept up to date with the latest legislation regarding behaviour management.

Communication

This policy and our expectations are shared with our community in various ways; these include through our school website, school prospectus, newsletters, notice boards, school assemblies, within class and around school, and through our curriculum. Our Behaviour Policy is discussed regularly in professional development meetings, to ensure that everyone applies the standards consistently and fairly, and changes are updated as appropriate.

Monitoring arrangements

All issues with behaviour are recorded on CPOMS and reviewed daily by the SLT.

This behaviour policy will be reviewed by the Headteacher annually. At each review, the policy will be approved by the Headteacher.

Complaints

If parents/carers have any concerns or complaints over the application or implementation of this policy they should raise their concerns with a staff member or the headteacher in accordance with the School's complaints policy; the majority should be able to be dealt with informally and should be resolved at this level. If the concern or complaint relates to a suspension or exclusion, the statutory procedure set out in the DfE exclusions guidance will be followed.

Legislation and statutory requirements

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

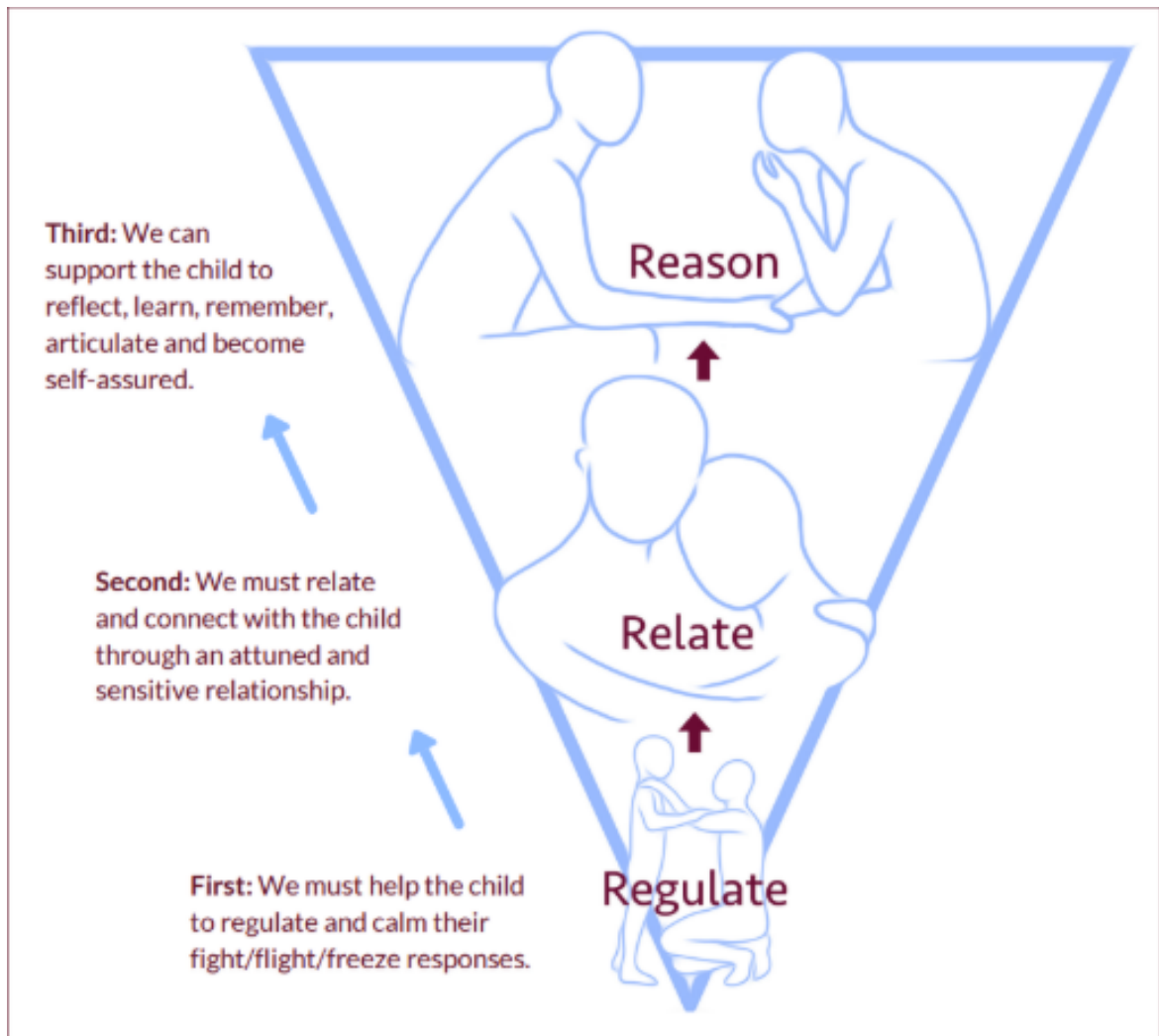
- Behaviour and discipline in schools
- Behaviour in school
- The Equality Act 2010
- Use of reasonable force in schools
- Searching, Screening and Confiscation
- Allegations of Abuse against staff
- Supporting pupils with medical conditions at school
- Special educational needs and disability (SEND) code of practice.
- Schedule 1 of the Education (Independent School Standards) Regulations 2014; paragraph 7 outlines a school's duty to safeguard and promote the welfare of pupils, paragraph 9 requires the school to have a written behaviour policy and paragraph 10 requires the school to have an anti-bullying strategy

Appendix A Relationships, Regulate/Relate/Reason and the EMR Model

“Positive behaviour needs to be modelled by all adults and repeatedly reiterated to all pupils so that they can be reassured by the consistency of routine for the route to exceptional behaviour...lies in the behaviour of every adult and their ability to create a culture of certainty.” (Dix, 2017)

The quality of our relationships with our children is crucial. To foster successful, enabling relationships, all staff must:

- Actively build trust and a rapport;
- Have high expectations for all young people: when we demonstrate our belief in them, it supports them to succeed
- Always treat young people with dignity and respect by communicating carefully and clearly in a way that is accessible to them and their current level of need
- Listen respectfully to the child and make a judgement about how/when to respond
- Invest in your relationships with the young people and have fun together
- Consider what might be behind the behaviour; why the pupil is behaving in this way. There will always be a reason: the behaviour is a symptom of something that we need to identify and understand
- See things through e.g. consequences in place as a response to particular behaviours, both desirable and undesirable
- Identify the strengths of the pupil - identify these with the pupil where possible and build on it. If a child is not able to do this, advocate for the child within the team or professional group
- Apologise if you make a mistake - you are modelling this for the child and this will support you to build trust and respect
- Always be respectful to the children; do not talk about them over their heads or in front of other children
- Use a calm but firm tone to their voice when speaking to children and use key questions or micro-script to gain a better understanding of a situation. When a child is seen not following a rule a child is reminded specifically about the rule they have broken and a link to what the child is doing is made explicit. A simple script is followed in a non-judgemental way for example, I noticed that..... the rule is, Yesterday/last week you followed that rule well by....., Now I want to see...., Thanks for listening.
OR
I've noticed that you..... (seem hot /flustered /are stamping your feet)
I imagine that you are feeling....
I wonder if
Do you remember the (positive behaviour) I saw ___?
That's the behaviour I'd like to see now.
Thank you for listening

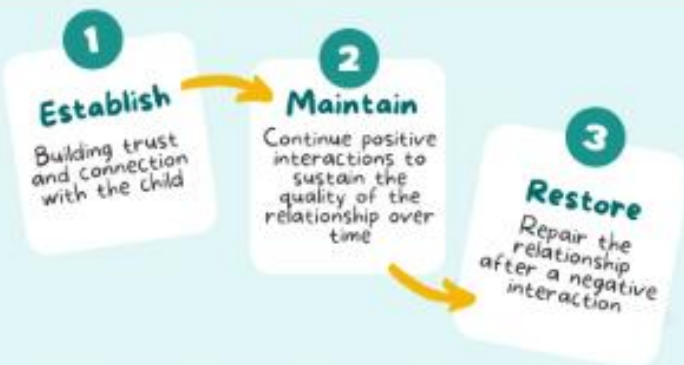


EMR MODEL

Establish - Maintain - Restore



The **EMR** model focuses on the children with who it can be most **difficult to connect** with. These pupils are the ones who benefit most from a **consistent, positive relationship with a trusted adult**. EMR helps adults to think about the children we work with, and the stage of our relationship with each one.



ESTABLISHING

Examples

Finding out about a pupil's interests
Positive communication including validation and affirmations

MAINTAINING

Examples

Check ins with the pupil
Positive phone calls home

RESTORING

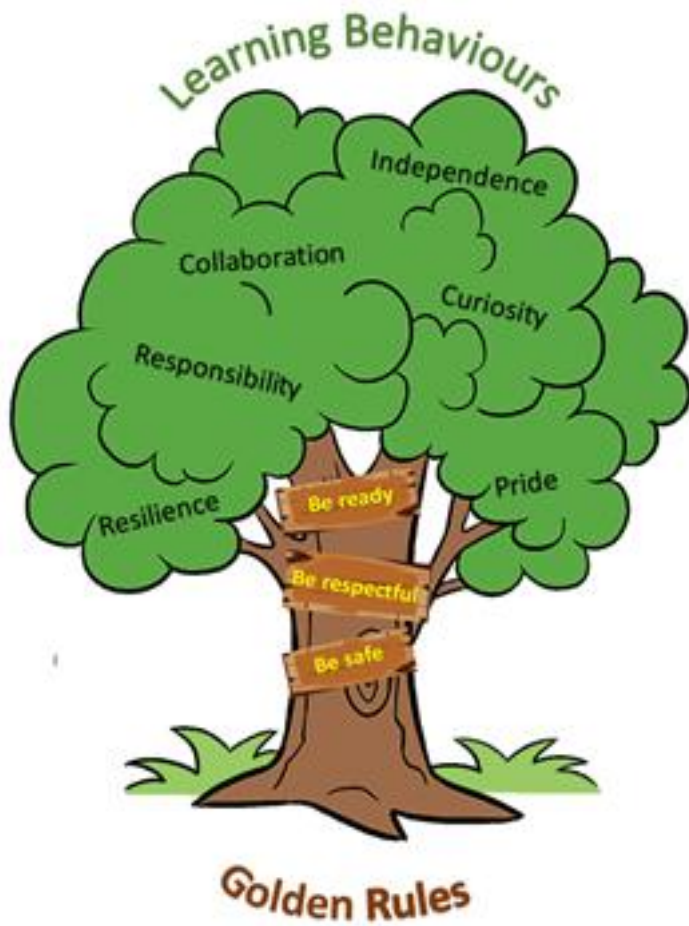
Examples

Communicating empathy
Starting each day afresh
Problem solving with the pupil
The 3 Rs - Regulate, Relate, Reason


EMR is a framework that focuses on staff building effective relationships with pupils. It divides relationships into three stages: the Establish Stage, the Maintain Stage and the Restore Stage. The model focuses intentionally on the children with whom it might be most difficult to connect with. These pupils may well be the ones who will benefit most from a consistent, positive relationship with a trusted adult. School staff can use the EMR to help them think about the children they work with and the stage of their relationship with each one.

Appendix B


Golden rules and learning behaviours



Oak Farm's Golden Rules

	EYFS	KS1	LKS2	UKS2
<p>Be Ready</p> 	<p>We get a good night's sleep and eat a healthy breakfast.</p> <p>We come to school on time.</p> <p>We look smart and wear our school uniform.</p> <p>We sit on our carpet space, looking at the teacher.</p> <p>We listen carefully to what the teacher is saying.</p> <p>We are learning the classroom routines and how to keep our classroom tidy.</p>	<p>We get a good night's sleep and eat a healthy breakfast.</p> <p>We come to school on time.</p> <p>We look smart and wear our school uniform.</p> <p>We sit on our carpet space or at a table, looking at the teacher.</p> <p>We use 'active listening': looking at the teacher, listening, body still, quiet and thinking</p> <p>We know the classroom routines and jobs and keep our classroom tidy.</p>	<p>We get a good night's sleep and eat a healthy breakfast.</p> <p>We come to school on time.</p> <p>We look smart and wear our school uniform.</p> <p>We sit at a table with 2 feet on the floor, without rocking on our chair.</p> <p>We use 'active listening': looking at the teacher, listening, body still, quiet and thinking.</p> <p>We know the classroom routines and jobs, can independently find resources and keep our classroom tidy.</p> <p>We are learning how</p>	<p>As LKS2 and:</p> <p>We are at school on time every day - we make sure we organise ourselves so this happens.</p> <p>We know that we are responsible for our own things.</p> <p>We use our initiative to solve problems.</p> <p>We show responsibility by taking on leadership roles around the school.</p>











			to take responsibility by taking on roles around the school.	
	EYFS	KS1	LKS2	UKS2
<p>Be Respectful</p> 	<p>We are kind and are learning to share with others. We listen when others are speaking. We say please and thank you, good morning and good bye. We walk when we're in school, on the left hand side, in single file. We are learning to respect each other's space, keeping our hands and feet to ourselves. We put our hand up when we want to</p>	<p>We are kind and are learning to share with others. We listen when others are speaking and are learning not to interrupt. We always say please and thank you, good morning and good bye. We walk when we're in school, on the left hand side, in single file. We are learning to respect each other's space, keeping our hands and feet to ourselves. We put our hand up when we want to speak to a large group. We use our quiet indoor</p>	<p>We are kind, share with others and respect different opinions. We listen when others are speaking and don't interrupt. We always say please and thank you, good morning and good bye. We walk when we're in school, on the left hand side, in single file, letting adults pass first. We respect each other's space. We put our hand up when we want to speak to a large group. We speak at an appropriate volume</p>	<p>As LKS2 and: We can show empathy. We get on with our learning and let others get on with theirs.</p>

	<p>speak to a large group. We use our quiet indoor voice when inside the school. We look after school resources and tidy up when we have finished.</p>	<p>voice when inside the school. We look after school resources and tidy up when we have finished.</p>	<p>according to the activity. We look after school resources and tidy up when we have finished.</p>	
	EYFS	KS1	LKS2	UKS2
<p>Be Safe</p> 	<p>We follow the three golden rules. We walk when inside the school. We use kind hands and feet. We try to do what we are told to do by adults. We are learning the PANTS rule. We only use a computer with an adult.</p>	<p>We follow the three golden rules. We walk when inside the school. We use kind hands and feet. We do what we are told to do by adults. We are learning to use school resources appropriately. We are learning the PANTS rule. We are learning the SMART rules for keeping safe online and only use a</p>	<p>We follow the three golden rules. If we witness poor behaviour, we will not join in but will tell an adult. We walk when inside the school. We use kind hands and feet. We do what we are told to do by adults. We use school resources appropriately. We act sensibly in the toilets. We know the PANTS rule.</p>	<p>As LKS2 and: We can independently consider the risks involved in an activity. We know that it is OK to say we do not like an activity eg 'Stop, I don't like this'. We are aware of the risks of being online.</p>

		computer with an adult.	We know the SMART rules for keeping safe online.	
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Appendix C

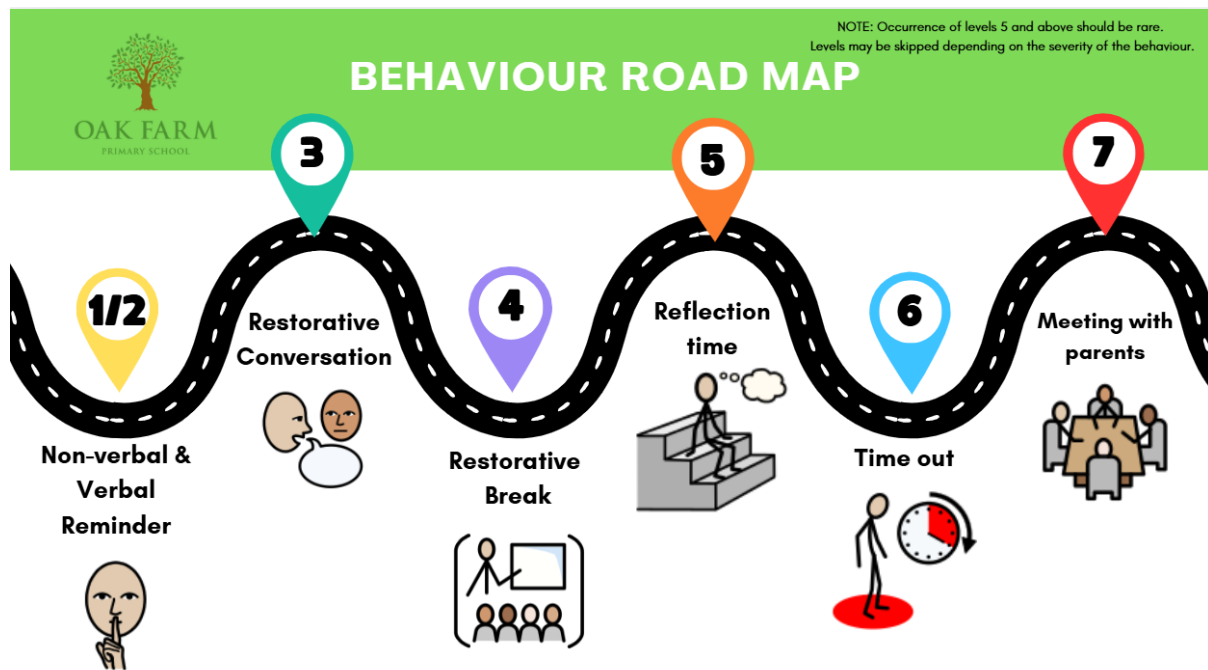
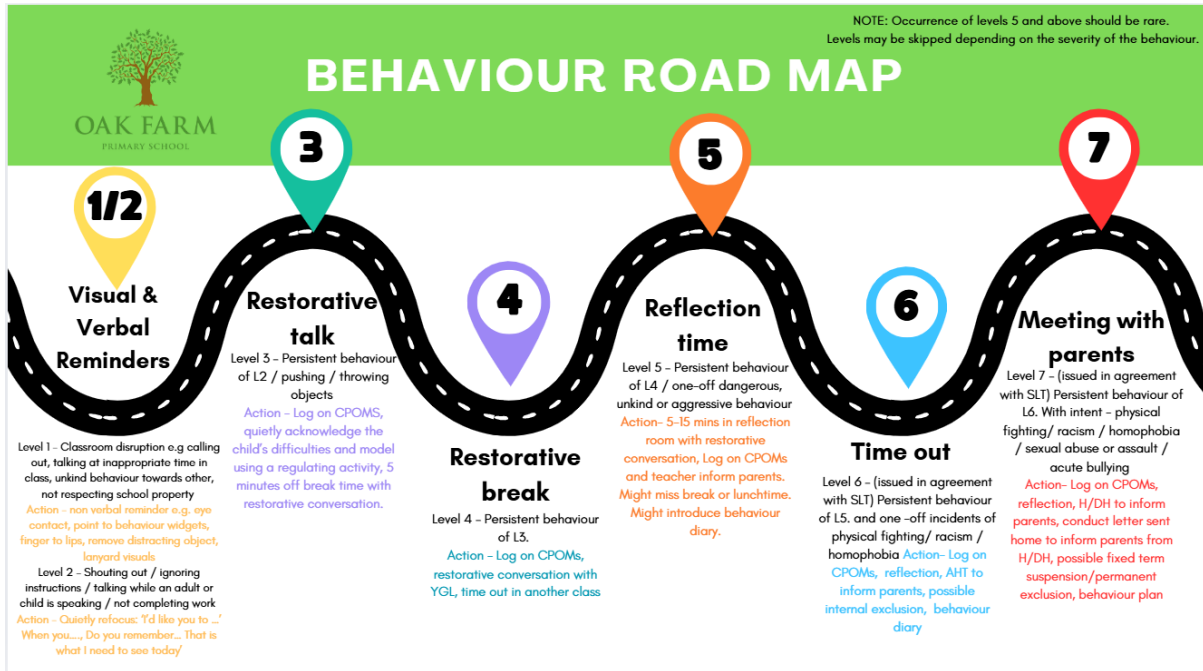
House Dojo points system which reflects our learning behaviour and golden rules.

 ▾	Independence	+1 point ▾
 ▾	Collaboration	+1 point ▾
 ▾	Curiosity	+1 point ▾
 ▾	Pride	+1 point ▾
 ▾	Resilience	+1 point ▾
 ▾	Responsibility	+1 point ▾
 ▾	Ready	+2 points ▾
 ▾	Safe	+2 points ▾
 ▾	Respectful	+2 points ▾
 ▾	Attendance	+2 points ▾

Appendix D

Behaviour Road Map

This is displayed in the class for all children and adults to see and refer to.



Appendix E

Unexpected Behaviours

Consequence	Types of behaviour
Level 1/2 Non-verbal/ verbal reminder/use proximity praise	Shouting out/interrupting.
	Breaking the class rules
	Wander around the classroom
	Thoughtlessly being unkind
	Thoughtlessly stopping other children learning
	One off irritating/winding up other children/ name calling/teasing
	Unhelpful uncooperative behaviour
	Misuse of school equipment
Refusing to work	

Consequence	Types of behaviour
Level 3 5 mins off break/ restorative conversation	Persistent Level 2 behaviour
	Spoiling other people's work.
	Taking/hiding other people's property.
	Deliberately breaking school rules.
	Leaving the classroom
	Not coming back into the classroom at an appropriate time
	Deliberately being unkind – one-off incident.
	Deliberately stopping other children learning.
	Repeated name calling/teasing/winding up
	Persistent unhelpful uncooperative behaviour
	Answering an adult back/ saying no to an adult

Behaviour	Types of behaviour
Level 4 Log on CPOMs, restorative conversation with YGL, time out in another class	Persistent Level 3 behaviour

Behaviour	Types of behaviour
Level 5 Log on CPOMS, Reflection time/	Persistent Level 4 behaviour
	Deliberate lying
	One off dangerous behaviour
	One off aggressive behaviour – e.g. hitting, kicking
	One off sexualised behaviour or remarks (Safeguarding team)
	Vandalism e.g. Misuse of toilet areas

possible missed breaks/lunchtimes. CT informs parents	Swearing
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Behaviour	Types of behaviour
Level 6 Log on CPOMs. Possible internal exclusion. AHT informs parents.	Persistent Level 5 behaviour
	Refusing to follow staff instructions or go to designated person/classroom
	Racist remarks or behaviour
	Homophobic remarks or behaviour
	Sexualised behaviour or remarks/ Inappropriate touching (Safeguarding team)
	Vandalism resulting in damage to property
	Deliberate theft
	Fighting
	Anti-social behaviour out of school when wearing school uniform or representing the school.
Swearing/Aggressive towards an adult	

Behaviour	Types of behaviour
Level 7 Log on CPOMs. Possible suspension/exclusion. H/DH meet with parents	Stone throwing/dangerous play
	Intentional racist remarks or behaviour towards others
	Intentional Homophobic remarks or behaviour towards others
	Sexualised behaviour or remarks/ Inappropriate touching (Safeguarding team)
	Persistently and deliberately hurting another child (body or feeling) – refer to Anti-bullying strategy in behaviour policy
	Intentional bullying including ongoing conflict in school as a result of online gaming/social media - refer to Anti-bullying strategy in behaviour policy
	Leaving school without permission

This guide is not exhaustive. No guide can ever contain every action a child may commit. Staff must use their judgement if a negative behaviour choice is not listed above. If in doubt staff should consult a member of the Senior Leadership team.

Appendix F

Restorative conversations and Reflection time:

When there is a need for a more focused behaviour intervention then a restorative conversation is carried out. This might occur in class (although privately) or in the Reflection Room. It is important that this conversation is held with the adult involved or supported by an adult if it is between children, so that there is a strong connection made.

'The behaviour of the adult lies at the heart of it all' (Paul Dix).

During this phase, the teacher should use open-ended, non-judgmental questions or statements to facilitate student reflection. The teacher keeps the discussion on topic by redirecting attempts to blame other students or make excuses. If it would help the student gather their thoughts and calm down, it might be beneficial for students to complete a written reflection first before starting the conversation. The teacher helps students identify unmet needs or antecedents that may have triggered the behaviour. Next, the teacher helps the student identify areas of skill development and/or supports that would result in an improved response in the future. The goal is to help the student identify how their actions impact others, and support them as they create a plan for fixing any harm they may have caused others.

- What happened?
- What were you thinking at the time?
- How do you think this made people feel?
- What should you do to put things right?
- How can we do things differently in the future?
- Who else has been effected?
- What can we do to make things right or better?

When a behaviour has reached level 4, children spend time (5-15minutes depending on the situation) in the Reflection Room with prompt questions to help them explore what happened and how they might deal with the situation moving forward. There is also a dual coding sheet to further help all children share how they were feeling and the next steps to put things right.

Following this time in the Reflection Room, children should have a restorative conversation with the adults/children involved.

Name _____
Class _____

Reflect
Be friendly. Be respectful. Be safe.

Circle how you were feeling

Sad	Silly	Frustrated	Terrified	Angry	
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I chose to start

Not to tell the truth	Shouting	Hurting someone	Run away	Disrespecting equipment	Use inappropriate language
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Next time I will

Deep breath	Stretch	Drink water	Communicate my feelings	Take a break
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Draw or write how you made it better

Appendix G

Formal letter example for sexual incidents, racism or homophobic incidents



Dear Mrs....

I am concerned that (Insert *child's name*) was heard to make a homophobic comment on The incident was investigated byand the evidence indicates that said He said it in a negative way.

Expand on comment.

As a school we take homophobic name calling very seriously. The school Behaviour Policy states that we are not tolerant of homophobic behaviour and the children know that in our school it is not acceptable to use terms such as 'gay' or 'lesbian' in a negative way.

In the first instance parents are contacted. If this happens again in the same academic year, the child will be given a fixed-term exclusion.

I would appreciate you discussing this with ...so that he is very clear as to the serious nature of his behaviour and the consequences should there be any repeat.

Please do not hesitate to contact me if you require any further information on this matter.

Yours sincerely,
Headteacher

Oak Farm Primary School
Windsor Avenue, Hillingdon, Middlesex UB10 9PD
Headteacher: Jaspreet Cheema

Telephone - 01895 590375
Email: office@oakfarmprimary.org.uk

Appendix H

Behaviour Support Plan example

Positive behaviour plan

Date of meeting:		Date for Review Meeting w/c /	
Present at meeting: To be arranged			
Name:	Class:	Attendance:	
SEN:	EAL:	PPG:	
CP:	YC:	Medical:	
Academic Attainment: Working at expectations	Academic Progress: Working below	Referrals/Outside agency input:	CAMHS/CDC Team/LA for ASD advisor

Environment and Triggers	Risk Assessment (High, Medium, Low)	Prevention	Diversions and Distractions	De-Escalation	Physical Intervention	Post Incident support
<ul style="list-style-type: none"> Not being in a group with his 'perceived friends' 	<ul style="list-style-type: none"> Tries to leave the class (H) 	<ul style="list-style-type: none"> Ear defenders / resistant bands Fidget toys 	<ul style="list-style-type: none"> Movement breaks Change of adult Change of fidget Puzzles Jobs 	<ul style="list-style-type: none"> Change of environment Change of adult 	N/A	<ul style="list-style-type: none"> Regulation Reminders Instant rewards

Target:

Target and Wave 3 Plan will run for 3 weeks and will then be reviewed.

Appendix I

Template for Investigation of Serious Incident

To be completed for all bullying, prejudice-based, racist, sexist, religious/beliefs, cultural, homophobic/biphobic, transphobic, appearance –related, health condition related, home circumstances related incidents.

Investigation Witness Statement

Date:	Witness:
Start time:	Adult asking the questions:
Location:	Job Title:

The next section should be completed by the adult undertaking the investigation.

A list of suitable questions needs to be asked and the answers recorded (handwritten). Once completed this document should be scanned and uploaded to CPOMs.

The same questions should be asked to all witnesses and if supplementary questions are asked, these should be asked to all witnesses and answers recorded. Try to use the children’s words as far as possible. Remember to remain objective and not add your own opinions.

Questions	Answers
Can you tell me where you were when...?	
Can you tell me who else was there?	
Can you tell me what happened?	

Final: Do you have anything else you wish to say?	

Details of any further information, documents or findings	
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Signed: _____ Date: _____

Appendix J:

Child On Child Abuse

Forms of child-on-child abuse Information about indicators of abuse can be found on page 11 of the DfE's 'Keeping children safe in education'. Information pertinent to child-on-child abuse and associated behaviour is provided below. This list is not exhaustive but is intended to give examples of the types of child-on-child abuse which young people may experience.

Physical abuse Physical abuse may involve hitting, shaking, nipping, biting, hair pulling, throwing, poisoning, burning or scalding, drowning, suffocating or otherwise causing physical harm to another person. There may be many reasons why a child harms another and it is important to understand why they have engaged in such behaviour, including accidentally, before considering the action to take or sanctions to introduce.

Cyberbullying Cyberbullying can happen at any time of the day, with potentially a large audience. Cyberbullying involves the use of mobile devices to harass, threaten or intimidate someone. Bullying, including cyberbullying may constitute a criminal offence under legislation such as the Malicious Communications Act 1988, which states that a person who sends electronic communications which are 'indecent or grossly offensive, convey a threat or false information or demonstrate that there is an intention to cause distress or anxiety to the victim' would be deemed to have committed an offence. Further legislation can be found in the Communications Act 2003 and the Sexual Offences Act 2003. Outside of the immediate support students may require in these instances, if the school staff consider that an offence may have been committed they will inform the Police.

Sharing nude and semi-nude images (otherwise known as sexting) Sharing of nude or semi-nude images is when someone sends or receives a sexually explicit text, image or video via the internet or mobile device. This includes sending 'nude/semi-nude pics' or 'rude pics' or 'nude/semi-nude selfies'. Images may be authentic, or may be generated with photo editing tools or artificial intelligence software. Pressuring someone into sending a nude picture can happen in any relationship and to anyone, whatever their age, gender or sexual preference. Once the image is taken and sent, the sender has lost control of the image and the image could end up anywhere. By having in their possession or distributing to others indecent images of a person under 18, many young people are not aware that they could be committing a criminal offence under the Sexual Offences Act 2003.

Any direct disclosure by a student will be taken very seriously. A student who discloses they are the subject of sexual imagery is likely to be embarrassed and worried about the consequences. It is likely that disclosure in the school is a last resort and they may have already tried to resolve the issue themselves. When an incident involving the inappropriate sharing of images via the internet or mobile device comes to the school's attention we will follow the guidance as set out in the UK Council for Internet Safety (UKCIS) publication outlined below. The key consideration is for staff not to view or forward illegal images of a child. In some cases, it may be more appropriate to confiscate any devices to preserve any evidence and hand them to the police for inspection.

When considering appropriate action regarding the sharing of inappropriate images, the DSL will take the age of the child involved and the context into account. The law makes it clear that sexual activity with a child under 13 is never acceptable and that children of this age can never legally give consent to engage in sexual activity. Any situations involving students and the sharing of nude and semi-nude images will be taken seriously as potentially being indicative of a wider child protection concern or as being problematic sexual behaviour.

Initiation/hazing Hazing is a form of initiation ceremony which is used to induct newcomers into an organisation such as a school or sports team etc. Hazing can also be used as initiation into a street or other 'gang'. There are several different forms, from relatively mild rituals to severe and sometimes violent ceremonies. The idea behind this practice is that it welcomes newcomers by subjecting them to a series of trials which promote a bond between them. These activities may include an online element. After the hazing is over, the newcomers also have something in common with older or established members of the organisation

or 'gang', because they have all experienced this as part of a 'rite of passage'. Many rituals involve humiliation, embarrassment, abuse and harassment.

Prejudiced-based and discriminatory bullying/behaviour The term prejudiced-based or discriminatory bullying refers to a range of hurtful behaviour which is physical, emotional or both, causes someone to feel powerless, worthless, excluded or marginalised, and which is connected with prejudices around belonging, identity and equality in wider society – in particular, prejudices related to disabilities and special educational needs, ethnic, cultural and religious backgrounds, gender, home life, (for example in relation to issues of care, parental occupation, poverty and social class) and sexual identity (homosexual, bisexual, transsexual).

Teenage relationship abuse Teenage relationship abuse is defined as a pattern of actual, or threatened acts, of physical, sexual and/or emotional abuse perpetrated by an adolescent (between the ages of 13 and 18) against a current or former partner. Abuse may include insults, coercion, social sabotage, sexual harassment, threats and/or acts of physical or sexual abuse. Abuse can occur online and offline and is never acceptable.

Upskirting 'Upskirting' typically involves taking a picture under a person's clothing without them knowing, with the intention of viewing their genitals or buttocks to obtain sexual gratification, or cause the victim humiliation, distress or alarm. It is a criminal offence under the Voyeurism (Offences) Act 2019.

Verbal abuse Verbal abuse may include insults, name calling, gossiping, rumour-mongering, repeated teasing or making offensive remarks. There may be many reasons why a child harms another and it is important to understand why they have engaged in such behaviour, including accidentally, before considering the action to take or sanctions to introduce.

Racist abuse Racist abuse refers to a range of hurtful behaviour, both physical and psychological, that makes an individual(s) feel unwelcome, marginalised and excluded, powerless or worthless because of colour, ethnicity, culture, faith community, national origin or national status.

Sexist abuse Sexist abuse refers to a range of behaviours which demean, intimidate or harm another person based on their sex or perceived sex.

Homophobic, biphobic or transphobic abuse This is where bullying is motivated by a prejudice against lesbian, gay or bisexual people, or towards people whose sense of their gender or gender identity is different to typical gender 'norms'.

Extra-familial harm Extra-familial harm is defined as risks to the welfare of children that arise within the community or peer group, including sexual and criminal exploitation. A key element of extra-familial harm is that in general, harm does not arise from the home environment; parents may not be aware that their child is at risk or may be struggling to protect their child and the family from harm against exploiters. However, sometimes parental neglect and lack of supervision may contribute to the young person's exposure to extra-familial harm. Children who experience difficulties or instability at home may be more likely to spend more time outside of home and hence be more vulnerable to extra-familial harm.

Extra-familial harm can take the form of:

- Child sexual exploitation
- Child criminal exploitation including drug dealing both locally and through county lines
- Modern slavery and trafficking
- Gang activity and youth violence
- Radicalisation


Students who are more vulnerable to child-on-child abuse The influence of peers is possibly the most significant factor in a child's social development and, as such, anyone can be subject to child-on-child abuse. However, there are certain groups who may be more at risk than others. For example, those with protected characteristics such as:

- Those who are socially isolated from their peer-group

- Those who are questioning their sexuality and identity
- Those with SEND needs (the Trust is careful not merely to assume that indicators of possible abuse relate only to their specific learning needs and are not investigated beyond this assumption)
- Those with different ethnicity, race or religious beliefs
- Young carers
- Students that identify as LGBTQIA+
- Looked after children
- Students who are on a Child in Need (CIN) or Child Protection (CP) plan
- Students who have poor attendance to school
- Students who are known to the police
- Students with mental health concerns

Appendix J

Home-School Agreement

 <p>HOME-SCHOOL AGREEMENT</p>		
As a pupil I will:	As a parent/ carer we will:	As a school we will:
<ul style="list-style-type: none"> • Follow the school Golden Rules: Be Ready, Be Respectful and Be Safe • Attend school regularly and be punctual • Show kindness, consideration and respect to others members of our community. • Be ready and willing to learn and do mybest • Listen to and respect the view of others. • Follow adult instructions • Respect the school and its surroundings • Accept responsibility for my actions • Tell a member of staff if I am worried or upset • Make every effort to complete homework on time and to the best of my ability. 	<ul style="list-style-type: none"> • Ensure that my child attends school regularly and arrives at school by 8:50 every day • Ensure that my child is wearing the correct uniform and PE kit • Support my child with their home learning and reading • Attend parent meetings to discuss my child's progress • Inform the school of any circumstances that might affect my child's learning or behaviour • Support the school's policies • Support the school's aims and values • Follow the correct protocol when contacting the school. • Encourage my child's learning in all areas of life. • Treat all members of the school community with respect. 	<ul style="list-style-type: none"> • Provide a safe and happy environment where all children are valued, respected and listened to • Provide excellent teaching and an engaging, exciting curriculum to meet the needs of all children • Give children opportunities that will enhance their life skills • Encourage children to be enthusiastic, self-motivated learners • Encourage good behaviour, politeness, self-respect and respect for others and their property • Respect and value every child as an individual. • Treat all families with respect. • Work collaboratively with parents/carers and ensure that we listen to all views and concerns • Provide regular, relevant homework, which enhances the learning from the classroom.
<p>By signing this I agree to the terms stated above.</p>	<p>Child _____</p> <p>Parent/ Carer _____</p> <p>School :</p>	

