



**Truro and Penwith**  
Academy Trust

# Behaviour Policy

## Review Summary

Approved By:	Trust Board
Approval Date:	September 2024
Next Review Date:	Bi-Annual

## **Cardinham School**

**Dissemination:** Website

**Date policy approved by Trustees:**

**Date policy becomes effective:** September 2024

**Review date: (Bi-Annual)**

**Person responsible for Implementation and Monitoring:** Headteacher

### **1. Policy Statement**

It is the aim of all schools within Truro and Penwith Academy Trust (TPAT) that every pupil has the opportunity to enjoy their learning, experience belonging success, and realise their full potential. Our Behaviour Policy reflects these aims and recognise that the behaviour of children in our schools has a significant effect on the motivation, social development and attainment of all pupils.

TPAT schools are committed to our shared core purpose, which is at the heart of all we do. This core purpose is to improve the life chances for all children and young people in our schools. Our school's mission/ core values are aligned with that of the Trust:

At Cardinham School, we recognise that wellbeing and behaviour are inextricably linked. Research into child development, neuroscience and attachment theory all provide us with the understanding of the direct correlation between positive mental health and optimum educational outcomes. When children experience safety in their relationships, they can challenge themselves and are open to new learning. We know that a strong focus on a pupil wellbeing increases the likelihood of children achieving their full potential so it is vital that wellbeing is placed at the very heart of our school offer.

We recognise that behaviour is a form of communication, we therefore take responsibility for listening to the needs a child is expressing through their behaviour, whilst setting clear boundaries and expectations. We encourage all stakeholders to recognise both their rights and responsibilities.

We recognise the link between understanding of the needs of our pupils and how this contributes to their ability to self-regulate. We use this knowledge to build resilience by managing their behaviour in a positive manner so they can be ready to engage with their learning. It is imperative we understand how as care givers, we can offer the pupils the security and positive relationships needed to meet their individual wellbeing and mental health needs, guiding them along their journey in becoming independent and resilient, life-long learners.

**This policy should be read in conjunction with existing school policies including (but not limited to) the following policies:**

- Safeguarding and Child Protection
- Special Educational Needs and Disability
- Behaviour
- Exclusions and Suspensions
- Anti-Bullying Policy
- IT Acceptable Use

## **2. Aims**

- To foster in our pupils a sense of belonging within our school and with our Trust values.
- To make the most of opportunities to reward and celebrate positive behaviour and contribution to our schools.
- To reinforce our school culture of respect: respect for others, respect for our environment and respect for the views and beliefs of others.
- To ensure that standards, rules, rewards and consequences are applied and used consistently and fairly.
- To clarify the roles and responsibilities of all parties with respect to behaviour.
- To encourage pupils to be self-disciplined and responsible, and to understand the consequences of their actions on themselves and others.

## **3. Introduction**

Our Behaviour Policy applies in school, when children are travelling to and from school, when children are in uniform, and on any educational trips or visits. Our policy also applies to pupil's conduct out of school when witnessed by a member of staff or reported by a member of the public. Where appropriate, the school will work with external partners, including social care and the police in the implementation of our Behaviour Policy. In line with our school values and ethos, we are committed to:

- Protecting the right to learn, the right to teach and the right to feel safe and be safe
- Valuing all people as individuals
- Promoting equality and celebrating diversity and difference
- Listening and communicating clearly
- Encouraging openness, personal responsibility for own actions, and honesty
- Rejecting all forms of violence and aggression
- Rejecting all forms of sexual violence, abuse and harassment
- Rejecting all forms of bullying
- Actively promoting co-operation, collaboration and fairness
- Protecting and nurturing self-esteem, self-confidence and dignity

#### 4. Behaviour Standards

Our standards for behaviour form the foundations on which we build our respectful school community. We believe that pupils should adopt behaviour that supports their own learning and that of others. Poor behaviour and disruption to lessons prevent the learning of others, and may be intimidating, threatening and unsafe. Therefore, our standards are:

- That pupils arrive on time to school and lessons, ready to learn.
- That pupils consistently follow the school's Uniform Policy and cooperate with the support offered by the school so that they are in the correct uniform and follow the school's expectations for appearance.
- That pupils move around the school in a calm and orderly manner, following the school's circulation plan including 'one way systems' and other instructions where these are in operation.
- That, at all times, pupils act in a manner which is polite and respectful towards other members of the school community and school visitors.
- That pupils follow instructions given by adults in a positive and cooperative way, in lessons, at social times, before and after school and in all school activities.
- That pupils always act in a way which upholds the core British Values of mutual respect, individual liberty, tolerance of difference cultures and religions, the rule of law, and democracy.
- That pupils behave in a way which enables their peers and themselves to achieve their full potential: in terms of their academic progress and their personal and social development.
- That pupils engage positively in dialogue and restorative practices, supported by school staff, to resolve personal issues and any disruption to their relationships with others.
- That pupils always act in a way which keeps themselves and others safe.
- That pupils report concerns or conduct which breaches these actions to a trusted adult in the school.

Specifically, pupils must not:

- Bring banned substances into school (see Appendix 1).
- Act in any way which puts at risk the safety of themselves or others in the school.
  - Act in a way which disrupts their own learning, or the learning of others, or prevents a teacher or member of staff from carrying out their role.
- Discriminate against others on the grounds of protected characteristics: age, disability, sexual orientation, religion or belief, gender or gender re-assignment, race, religion or belief, pregnancy or maternity, marital status. Prejudiced behaviour and discrimination is unacceptable and not tolerated within our school.
- Threaten to, or act in any way which is physically aggressive or violent. All members of our school community are required to use non-violent resolution (dialogue and restorative practice) to resolve differences of opinion, relationships and conflict.
- Swear or use foul or abusive language, or language which is discriminatory or prejudiced.
- Act in any way which is illegal or which would constitute a criminal offence. In these circumstances, the school will work in partnership with Devon and Cornwall Police.

## 5. Behaviour Curriculum

Positive behaviour underpins our school ethos and values and is demonstrated by pupils through their readiness to learn, feeling safe, feeling that they belong and showing respect for others. We teach pupils about our behaviour standards so that they understand our standards, what is required and why, and what is unacceptable. Our Behaviour Curriculum includes:

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### Three Rules and Consistency: 'The Cardinham Way'

*'In every encounter we either give life or we drain it; there is no neutral exchange.'* Brennan Manning

Consistency lies in the behaviour of adults and not simply in the application of procedure. A truly sustainable consistent approach does not come in a toolkit of strategies but in the whole school community having an agreed understanding of behaviour in the context of neuroscience. The key is to develop a consistency that ripples through every interaction on behaviour. Where children feel heard and treated as valued individuals, they respect adults and accept their authority.

#### How all members of staff behave:

- Positively
- Calmly
- Consistently

#### Our three rules: Always try to be

- Ready
- Respect
- Safe

#### All staff every day will:

- Promote a positive culture
- PIP and RIP
- Provide early intervention to support children's behaviour (see behaviour step)
- Use PACE (**see appendix 5**)
- Use our listening code 'Give me 5'
- Use our behaviour script (**see appendix 6**)

#### Senior Leaders will:

- Meet and greet on the gates each morning
- Be visible and positive
- Be visible at transition times
- Engage in learning time and wellbeing walks to see positive behaviours, provide support and coach and model expectations
- Drop into classrooms to catch children being positive
- Ensure restorative conversations take place

### Teachers every day will:

- Greet every child at the start of the day
- Be responsible for the consistent awarding of rewards in their classroom
- Start everyday/transition a fresh with every pupil

**Support Beyond the Classroom:** (To be used for change of face or to support the restorative conversation.)

- Headteacher
- Associate Sendco

### We recognise positive behaviour and effort through:

- Stickers
- Lucky Charms
- Pupil of the Week certificates
- Verbal praise
- Raffle Tickets
- Value and Praise postcards
- Recognition Boards (**Appendix 7**)

### Alternatives to Suspension and Exclusion:

- Wellbeing Action Plan (WAP)
- Positive Report Card (PRC)
- Assigning a mentor to the child to offer support and a positive role model
- Positive School community responsibility

*All staff every day will:*

- Build relationships by using PACE, meet and greet and check ins.
- Refer to '**Ready Respect Safe**' as non-negotiable rules.
- Model positive behaviours and always highlight the behaviour we want to see in positive terms.
- Plan lessons that engage, excite, challenge and meet the needs of all children.
- Promote intrinsic motivation by rewarding the process of learning (behaviours for learning).
- Seek both resolution and learning when dealing with incidents. Follow up every time, retain ownership and engage in restorative dialogue with children to repair the rupture.
- Always remind children about the expectations.
- Use the listening code '**Give me 5**' (see below) consistently modelling expectations as is 'The Cardinham Way'

**The Cardinham Way: 'Give me 5' Listening Code**

**When I am asked for my attention I:**

<b>1</b>	<b>STOP</b> what I am doing	Ready
<b>2</b>	<b>EMPTY</b> my hands	Safe
<b>3</b>	<b>LOOK</b> at the teacher	Respect (encourages good listening skills)
<b>4</b>	<b>LISTEN</b> to the instructions	Respect
<b>5</b>	<b>THINK</b> and respond	Respect (supports a positive outcome)

*Senior Leaders will:*

- Meet and greet children at the beginning of the day on the gate
- Be a visible presence around the school, especially during transition times
- Celebrate staff, leaders and children whose effort goes above and beyond expectations
- Model PACE and 'the script' in their own interactions
- Regularly share good practice
- Support staff in managing children with more complex behaviours
- Regularly review provision for children who fall beyond the range of written policies
- Ensure there is a consistent approach to the management and organisation of learning and teaching
- Ensure that rewards are awarded consistently and fairly

When pupils join our school, we ensure that our standards, along with a summary of our behaviour policy are explained to them, and their parents. We include a summary of our behaviour standards in our Welcome Pack for families. Explaining our Behaviour Standards clearly to new students is an important part of our induction programme. Activities offered to pupils during our induction programme are selected to provide opportunities for them to understand our standards. Our Behaviour Policy is shared with parents annually, via email and is available on our website.

## School Values

At the heart of our school are the following values:

- Determination
- Reflection
- Empathy
- Curiosity
- Creativity
- Collaboration

At Cardinham, through the implementation of our values, we are motivated to build character and create successful, confident, resourceful and intrinsically motivated learners.

One value is discussed and developed each half term (see below).

<b>Autumn 1</b>	<b>Autumn 2</b>	<b>Spring 1</b>	<b>Spring 2</b>	<b>Summer 1</b>	<b>Summer 2</b>
Determination	Empathy	Collaboration	Curiosity	Creativity	Reflection

Each week in our celebration assembly, one pupil who has gone 'above and beyond' in terms of the value for that half term is chosen and celebrated.

In addition, throughout the week, adults within the school hand out raffle tickets for pupils who have demonstrated a particular value. Adults focus on the effort/value of a child not the outcome as we aim to celebrate all pupils equally.

Each half term, songs that link with our values are learnt by the pupils and mottos/mantras are shared and recited to ensure they become embedded in everyday life.

The pupils identify with the school values through age appropriate displays within each class. Children are also encouraged to recognise other children in the class who are achieving the values and teachers point out particular values that are needed to achieve in certain activities.

## **6. Students with Special Educational Needs**

In order to meet our legal duties to avoid substantial disadvantage to a disabled child, to use our best endeavours to meet the needs of children with SEND, and in line with children's needs as set out within their Education, Health and Care Plans, our Behaviour Policy is adapted, as appropriate. Adaptations to provision for children with SEND are led by our SENDCO. All staff are required to make appropriate adaptations to support positive behaviour in response to pupils' special educational needs.

Examples of adaptations to provision which are intended to support children to be able to achieve our standards include:

- Short, planned movement breaks for a child with SEND who finds it difficult to sit still for extended periods of time
- Adjusting seating plans to enable a child with visual or hearing impairment to sit in sight of the teacher.
- Adjusting uniform requirements for a child with sensory issues or who has severe eczema.
- Training for staff in understanding conditions such as autism.

The SENDCO will ensure staff understand students' needs, as appropriate to the member of staff's role within the school. The SENDCO will provide staff with relevant and appropriate information to be able to support pupils with SEND to engage successfully with the school's expectations in a way which is aligned to their individual needs.



When considering a behaviour sanction for behaviour which does not meet the school's standards, the school will take into account whether the child was able to understand the rule or instruction, whether the school was able to behave differently at the time because of their SEND, whether or not the child's SEND would have had an impact on their behaviour. The school will consider whether any reasonable adjustments need to be made to the sanction or school response. At all times, the safety of the child, and others will take precedence.

Where a child does not have an identified need, the school will consider whether an underlying need may be present and a factor. The school will make an informed decision, based on staff observation the views of the child and parents, and advice from other professionals. The SENDCo will support staff involved in reaching an informed decision and will regularly review children's learning and behaviour records to determine whether there may be additional needs.

## **7. Recognising and Celebrating Positive Behaviour and Contribution.**

Our school values and celebrates the positive contribution, successes and achievements of all our pupils. Our approach to rewarding positive behaviour and contribution is detailed in Appendix 2.

## **8. Managing Behaviour which does not Meet the School's Standards**

Our school has a fair and transparent procedure for managing behaviour which does meet our standards. Our procedure is followed consistently, supports our school ethos of inclusion and equity and is detailed in Appendix 3.

Following a sanction or consequence, the school will consider how to help pupils to understand how to improve their behaviour to meet the school's standards. This may include, for example,

- A reintegration meeting following suspension
- Regular mentoring from an identified member of staff
- A behaviour support plan
- Specific intervention to address an identified need

## **9. Suspensions and Permanent Exclusions**

In line with the TPAT Exclusion Policy, the Headteacher may decide to suspend or permanently exclude a pupil for a serious breach or persistent breaches of the school's Behaviour Policy where allowing a pupil to remain in school would seriously harm the education or welfare of the pupil or others. Further details are available in the Exclusion Policy.

## **10. Safeguarding**

Our School recognises that changes in a child's behaviour may be an indicator that they are in need of help or protection. All our school staff are trained to consider whether a student's behaviour may be linked to them suffering, or being at risk of suffering, significant harm. Where this may be the case, we follow our Safeguarding and Child Protection Policy, and consider whether pastoral support, an early help intervention and/or a referral to children's social care is appropriate. Please refer to our Safeguarding and Child Protection Policy for more information.

## **11. Roles and responsibilities**

### **The Local Governing Board**

The Local Governing Board is responsible for monitoring this Behaviour Policy, its

effectiveness and holding the Headteacher to account for its implementation.

### **The Headteacher (or member of staff with delegated responsibility)**

The Headteacher is responsible for:

- Reviewing and approving this behaviour policy.
- Ensuring that the school environment encourages positive behaviour.
- Ensuring that staff have the knowledge and skills to deal effectively with poor behaviour.
- Monitoring how staff implement this policy to ensure rewards and sanctions are applied consistently to all groups of students.
- Ensuring that all staff understand the school's behaviour standards and the importance of maintaining them.
- Providing new staff with an induction programme which includes understanding the school culture, ethos and values, and the rules and routines within the Behaviour Policy.
- Offering appropriate training in behaviour management, and the impact of special educational needs and disabilities (SEND) and mental health needs on behaviour, to any staff who require it, so they can fulfil their duties set out in this policy.

### **Staff**

Staff are responsible for:

- Modelling respect towards of all members of the school community
- Supporting and caring for pupils
- Modelling the school's values and standards in their own behaviour, leading by example
- Supporting the school's ethos and values and promoting these to pupils
- Having high expectations of all members of the school community
- Making appropriate and reasonable adaptations to the school's Behaviour policy in response to special educational needs, disabilities and mental health needs.
- Celebrating diversity and difference, working together to eradicate prejudice and discrimination.
- Engaging positively in restorative practice, supporting pupils to resolve differences of opinion and conflict in a non-violent way.
- Creating a calm and safe environment for children.
- Implementing the Behaviour Policy consistently.
- Recording achievements and behaviour incidents promptly and referring children for additional support as appropriate and needed.

### **Pupils**

Pupils are responsible for learning to

- Be respectful of all members of the school community
- Support and care for peers
- Abide by the school's rules and standards
- Listen to, and respect, the views of others
- Take responsibility for own actions and behaviour
- Follow instructions given by members of staff
- Lead by example and model our school values in thoughts and actions
- Have high expectations of themselves, and each other
- Celebrate diversity and difference, and work together to eradicate prejudice and discrimination
- Engage positively in restorative practice to resolve differences of opinion and conflict in a non-violent way.

### **Parents**

Parents are responsible for

- Modelling respect towards of all members of the school community
- Supporting the school's values and expectations

- Informing the school of any changes in their child's welfare or circumstances which may affect their behaviour
- Supporting their child to wear the correct uniform and to have the equipment they need, ready to learn
- Encouraging their child to achieve their full potential, and to abide by the school's rules
- Listening to both their child's, and the school's, perspectives in resolving behaviour concerns
- Working in partnership with the school to support their child to meet the school's behaviour standards, and to make a positive contribution to school life
- Engaging positively in restorative practice, supporting their child to resolve differences of opinion and conflict in a non-violent way
- Supporting the school's ethos of celebrating diversity and difference, and work in partnership with the school to eradicate prejudice and discrimination.

## **12. Uniform**

Our school has clear standards for school uniform and appearance. The school expects parents and pupils to make every effort to rectify any issues with uniform in a timely manner.

## **13. Behaviour outside of school**

Our standards of behaviour apply to a child's behaviour offsite when

- Taking part in any school organised or related activity e.g. a school trip or visit
- Travelling to or from the school including on a school bus
- Wearing school uniform
- In any other way identified as a child of the school

Trip leaders will ensure that parents and pupils understand the standards of behaviour expected during the trip, prior to the trip departing.

The school will apply our Behaviour Policy to any breaches to our behaviour standards that occur whilst pupils are out of school whether or not the above conditions apply, if the behaviour

- Could have repercussions for the orderly running of the school.
- Poses a threat to another child who attends the school.
- Could adversely affect the school's reputation.

Where poor behaviour occurs out of school, including when a pupil is travelling to or from the school, the school reserves the right to issue a consequence including a suspension or permanent exclusion (for serious breaches). The school considers behaviour which adversely affects the reputation of the school to be a serious breach of our behaviour standards.

## **14. Mobile devices**

In line with DfE Guidance, mobile phones may be brought into school but must remain switched off at all times and be kept in the pupil's bag. Only with the direct permission of a teacher may a pupil use their mobile phone in school e.g. to take a picture of their art work. This applies to all pupils of all ages, throughout the school day. Parents/carers are reminded that in the case of emergency, the school office remains the key route for messages to be shared with children. Phoning the Office will ensure that pupils are reached quickly and can be given appropriate support. Parents are politely asked not to call children or send children multiple messages during the school day as this is unnecessary and may be disruptive to learning.

At Cardinham School, we uphold a strict no mobile phones policy for pupils whilst they are on school site. This ensures we can safeguard our pupils and provides an optimal learning environment for our students. Mobile phones are to be kept at home or, in exceptional circumstances, handed in upon arrival at school. An exceptional circumstance may class as an after-school arrangement at a friend's or different family member's house. They can be collected when the child leaves the school site.

Pupils are not permitted to wear 'smart watches'.

Responsible and appropriate use of digital devices by all members of the school community is vital to provide a safe learning environment. This includes the use of social media. Please refer to the Acceptable Use Policy for more information.

## **15. Bullying**

Our School considers all forms of bullying to be wholly unacceptable. We do not tolerate bullying of any kind. Please refer to our Anti-Bullying Policy for further details.

## **16. Zero-tolerance of sexual harassment and sexual violence**

Our school will ensure that all incidents of sexual harassment or violence are responded to, and never ignored. Children are supported and encouraged to report anything that makes them uncomfortable, not matter how 'small' they may feel it might be.

The school's response will always be:

- Proportionate
- Considered
- Supportive
- Decided on an individual case-by-case basis.

The school will also take into account a child's special educational needs or disabilities.

Where a child's safety is at risk, the school will follow the appropriate Safeguarding procedures, as detailed in our Safeguarding Policy and including appropriate referrals to external agencies including social care.

## **17. Search and confiscation**

Our School has the right to search pupils for 'prohibited items' including knives and weapons, alcohol, behaviour changing drugs/substances, stolen items, tobacco and cigarette papers (including e-cigarettes), lighters/matches, fireworks, pornographic images, any article that has been or is likely to be used to commit an offence (e.g. aerosols) or cause personal injury or damage to property and any other item which has been banned by the school rules. (See Appendix 1 for Banned Substances) Where there is reasonable evidence to search pupil's lockers, bags, outer clothing or other possessions, two members of staff will be present. Unless there is an exceptional reason this will include a member of the Leadership Team and a member of staff of the same gender as the child. Where possession of an item by a child is illegal (items such as knives, drugs, suspected stolen items and pornography) the school will always work in partnership with the police. If during a search an electronic device is found and it is suspected that it has been or will be used to commit an offence or cause injury, damage to property, disrupt teaching or break the school rules, then the school may examine any data or files on the device where there is good reason to do so. The school may also delete files or data if it is thought there is a good reason to do so, unless the device is to be given to the police. If a pupil fails to co-operate with a search, the school will apply a suitable behaviour sanction, taking into account the seriousness of the incident and the potential risk to both good order and discipline, and the safety of the child and other members of the school community. A School's general power to discipline, as set out in Section 91 of the Education and Inspections Act 2006, enables a member of staff to confiscate, retain or dispose of a pupil's property as a disciplinary penalty, where reasonable to do so. All confiscated items will be disposed of by the school as appropriate.

For the purpose of clarity, our school staff do not conduct strip searches of students and do not have the power to do so. The DfE Guidance on Searching, screening and confiscation will always be adhered to.

## **18. Banned items**

In the interests of the health and safety of members of the School community we publish a list of items which must not be brought into school (see Appendix 1). This list is not exhaustive and is intended as a guide. The

Headteacher and staff authorised by the Headteacher are able, by law, to search pupils or their possessions where they have reasonable grounds for suspecting that the pupil may have a prohibited item. Sanctions within our Behaviour Policy, including suspension and permanent exclusion, will be applied as appropriate to any pupil found in possession of a banned item or any item that the School deems to be inappropriate and/or dangerous. For the most serious incidents, including where the possession of the item(s) is/are illegal, our School reserves the right to permanently exclude students.

Prescription medicines, painkillers and other medicines must be handed in to Reception for safe keeping during the school day. Please note that the conduct of our pupils is excellent and instances of pupils bringing such items in to school are extremely rare. Repeat offences will result in increasing levels of sanction.

## **19. Malicious Allegations**

Where a child makes a false allegation against another child or member of staff, and that allegation is shown to be deliberately invented or malicious, the school will consider whether to use an appropriate sanction within this Policy. In all cases where an allegation is determined to be unsubstantiated, unfounded, false or malicious, the school (in collaboration with the Local Authority Designated Officer where appropriate) will consider whether the child who made the allegation is in need of help and will make appropriate referral to other agencies e.g. social care if this is the case.

## **20. Monitoring arrangements**

The school will collect and monitor a range of information about the behaviour and conduct of pupils. Governors will receive a termly report on Behaviour.

The school will use the results of this data analysis to make sure it is meeting its duties under The Equalities Act 2010. If any trends or disparities between groups of pupils are identified by this analysis, the school will review its policies to tackle this.

### **DfE guidance:**

- The Equality Act 2010 and schools (DfE May 2014)  
[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/315587/Equality\\_Act\\_Advice\\_Final.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/315587/Equality_Act_Advice_Final.pdf)
- Education for children with health needs who cannot attend school (DfE January 2013)  
<https://www.gov.uk/government/publications/education-for-children-with-health-needs-who-cannot-attend-school>
- Keeping children safe in education (DfE)  
<https://www.gov.uk/government/publications/keeping-children-safe-in-education--2>
- [Suspension and permanent exclusion \(DfE May 2023\)](https://www.gov.uk/government/publications/school-exclusion)  
<https://www.gov.uk/government/publications/school-exclusion>
- [Searching, screening and confiscation in schools - GOV.UK \(www.gov.uk\)](https://www.gov.uk/government/publications/searching-screening-and-confiscation-in-schools)

- [Use of reasonable force and restrictive practices in schools - GOV.UK \(www.gov.uk\)](https://www.gov.uk)
- [Mobile phones in schools - February 2024 \(publishing.service.gov.uk\)](https://publishing.service.gov.uk)

## **Appendices**

- Appendix 1 – Banned Substances
- Appendix 2 – Rewards
- Appendix 3 – Consequences
- Appendix 4 – Approaches to ‘Positive Handling’ at Cardinham School
- Appendix 5 – PACE Approach
- Appendix 6 – Behaviour Script
- Appendix 7 – Recognition Boards
- Appendix 8 – Positive Report Card
- Appendix 9 – Well-being Action Plan

## **Appendix 1 Banned Substances**

Our School places a high priority on ensuring that children are safe in school and we have high expectations for the conduct of all members of our school community. We take the safety of our pupils and staff very seriously and for that reason, pupils are not permitted to bring the following items to school:

- Aerosol cans
- Energy drinks containing caffeine such as 'Red Bull'
- Lighters or matches
- Fireworks including sparklers and poppers
- Laser pens
- Tobacco, cigarettes, e-cigarettes, vaping fluid or equipment or any other nicotine replacement product or equipment associated with smoking or vaping
- Knives (including penknives), razor blades, catapults or any other weapon
- Alcohol
- Illegal drugs or 'legal highs' or any item associated with the use of illegal drugs
- Any other item that poses a risk to the safety of the school community

The school reserves the right to search students' lockers, bags and property. This will be done with consideration for the child and in the presence of 2 adults, one of whom is a member of the Pastoral Team or Leadership Team. We will always inform parents if a student is found in possession of any item on the above list and we will always confiscate the item immediately.

Prescription medicines, painkillers and other medicines must be handed in to Reception for safe keeping during the school day. Please note that the conduct of our students is excellent and instances of students bringing such items in to school are extremely rare. Should a student be found in possession of a banned item the school's Behaviour and Exclusion policies will be used to give an appropriate sanction linked to the severity of the incident. Repeat offences will result in increasing levels of sanction.

**Possession of an illegal item will result in consideration of a Permanent Exclusion.**

## **Appendix 2: Rewards**

Rewards are primarily given for the effort given or learning behaviour as opposed to the outcome. Rewards are Cardinham Include:

- Verbal praise
- High 5s
- Recognition board
- Thank you letters home
- Positive notes for 'above and beyond'
- Text messages home
- Pupil of the week certification
- Raffle Tickets
- Lunch on Head Teacher's table
- Display work in classroom



## Appendix 3: Cardinham School Behaviour Steps

**High quality** behaviour for learning is underpinned by relationships, lesson planning and positive recognition. Our rules, **Ready, Respect, Safe** must be displayed in each learning space and referred to in conversations around behaviour.

### Consistencies:

- Build relationships using **PACE, meet and greet** and **check ins**.
- Refer to '**Ready, Respect, Safe**' as non-negotiable rules.
- Focus on the **values, rights and responsibilities** of the school when establishing boundaries in **conversation** with children.
- **Model** positive behaviours and always highlight the behaviour you want to see in positive terms.
- Recognise **behaviour is a form of communication**.
- **Plan** lessons that engage, challenge and meet the needs of all children.
- Promote intrinsic motivation by **rewarding the process of learning and effort** (behaviours for learning).
- Always remind children about the expectations
- Seek both **resolution and learning** when dealing with incidents. **Follow** up every time, **retain ownership** and engage in **restorative dialogue** with children to repair the rupture.

STEP	ACTION
<b>7. WELLBEING ACTION PLAN</b> (RECORDED ON CPOMs)	A Wellbeing Action Plan (WAP) aims to help a child to improve their social, emotional and behavioural skills. The WAP will identify precise and specific targets for the child to work towards and should include the teacher, child, parents and a member of the SLT in the drafting process.
<b>6. POSITIVE REPORT CARD</b> (RECORDED ON CPOMs)	Child supported with a Positive Report Card with agreed targets that will be monitored, shared at a meeting with the teacher, child, parent and a member of the SLT.
<b>5. TIME IN (WELLBEING SPACE)</b> (RECORDED ON CPOMs)	At this step the child will be referred to the wellbeing space; this can be at the point of need or at a time where reflection, followed by a restorative conversation would lead to a positive outcome.  <b>Step 5 always concludes in Repair with the adult where (or with whom) the rupture occurred.</b>
<b>4. TIME IN (WELLBEING SPACE)</b> (RECORDED ON CPOMs)	Children will have a 'time in' for regulation at the wellbeing space in the classroom and access to use the calm box until an adult can speak to the child privately as a co-regulator.  <b>Step 4 always concludes in Repair with the adult where (or with whom) the rupture occurred.</b>  A clear conversation and ' <b>final reminder</b> ' delivered privately to the child using the <b>30 second script</b> to make them aware of their behaviour and clearly outlining the consequences if they continue.
<b>3. FINAL REMINDER</b>	Children will be reminded of their unique positive qualities and previous examples of positive choices to separate the behaviour from the child.  Praise in Public (PiP) and Remind in Private (RiP).
<b>2. REMIND</b>	Reminder of expectations 'Ready, Respect, Safe'. Repeat reminder if necessary but usually no more than two.
<b>1. RELATE</b>	Consistent high-quality teaching. Raffle tickets, read the room and redirect using PACE, recognition and small acts of kindness.

## More Serious Behaviour Incidents

STEP	ACTION
10. EXCLUSION	<p>Serious incidents need to be treated on an individual basis and the circumstances investigated. Any Exclusion would follow Government guidance, it could be considered for a first or 'one off' offence including for example:</p> <ul style="list-style-type: none"><li>○ Sexual abuse or assault</li><li>○ Serious actual or threatened violence against another pupil or a member of staff</li><li>○ Supplying an illegal drug</li><li>○ Carrying an offensive weapon</li><li>○ Serious deliberate damage to school property</li><li>○ Any pupil found to have made a malicious accusation against a member of staff</li></ul>
9. SUSPENSION	<p>A Suspension would follow Government guidance and upon return to school, a child would have support through a Wellbeing Action Plan (WAP) or similar support through a reintegration meeting.</p>
8. INTERNAL EXCLUSION	<p>An Internal Exclusion may be appropriate to support learning and ensure child safety. A child internally excluded would not have contact with their class but instead have specific wellbeing support focussing on social, emotional and behavioural skills and their education would continue.</p>



If any member of staff requires assistance in the classroom for example, because of pupil disruption or because a child has put themselves in danger, that member of staff will give their ID lanyard and badge to a trusted pupil and give them instructions to take it directly to the Headteacher of DDSL. The member of staff will understand that help is needed urgently.

### **Steps 8, 9 and 10 – Exclusion**

Where more serious behaviour incidents occur, we will look to support the child consistently and subjectively in line with the incident and the individuals involved, utilising knowledge of the child and their behaviours. Staff have received Positive Handling training, part of our response and a strategy for de-escalation. If a physical intervention is required, staff are trained to use positive handling techniques in the form of caring Cs.

An internal exclusion will be given where possible over a Suspension. Any decision to internally exclude a child must be made in conjunction with Truro and Penwith Academy Trust. Parents will be requested to attend a reintegration meeting with the Headteacher, Class Teacher and the child to reflect on successes and challenges and agree next steps.

Where a child is excluded, consideration should be given to the appropriate level of support required when the child returns to lessons. Where a child is given a Suspension, or following a referral to outside agencies, the reports received will form the targets for their WAP.

For children with a special educational need, reasonable adjustments will be made according to Code of Practice (2015) and Equality Act (2010). In these situations, working alongside parents to agree targets and building in steps to success are key.

### **External Support**

In rare occurrences where a child's behaviour has not improved following targeted support, we will engage external agencies to assist us.

#### ***Agencies involved could include:***

- **CAMHS** (Child and Adolescent Mental Health Services) - An NHS service dedicated to the Mental Health needs of an individual child, where appropriate.
- **EWO** (Education Welfare Officer) – a service dedicated to supporting pupils' attendance
- Referrals – e.g. paediatrician, educational psychologist.
- **SCIP** (Supporting change in partnership) - A preventative, time limited approach that sets out to improve outcomes for children and their families
- **Early Help Hub** – A Local Authority Service which provides support for the whole family in managing the needs of a child or by providing support to a family in crisis.
- **TPAT Behaviour Lead** – Support from within the academy could be sought.

This list is not exhaustive; the needs of the child will dictate which support is required. Parents will be informed, and their views and consent sought should.

## **Appendix 4 Approaches/Framework for 'Positive Handling' and 'Safe Touch' at Cardinham School**

At Cardinham School we believe in supporting children's independence, growth and development as well as promoting a fully inclusive environment. We understand that every child is unique, and therefore, no child's state of regulation is going to be the same as another.

As well as being committed to creating an inclusive environment for all children, our duty of care means that our school environment must also be a safe one. Those children that experience high levels of dysregulation, and struggle to control their emotions and consequent actions, deserve to be protected; as do the children and staff surrounding them.

In our school we create and maintain a calm environment to minimise incidents that may require any physical intervention. We de-escalate incidents when they do arise. We only use physical interventions when the risks involved of doing so are outweighed by the risks of not doing so.

All decisions made by PRICE trained staff are done so with careful thought, consideration and deemed to be within proportion of both the child and the situation.

All staff follow this approach with an understanding of the duty of candour. In this context, duty of candour means that staff wholeheartedly believe that the decisions they make regarding child and staff safety are the best and only options available at the time.

These guidelines outline the principles for positive physical touch between staff members and pupils at Cardinham School. All staff, visitors and volunteers at school are expected to follow these guidelines.

### **Legal framework**

This framework has due regard to statutory legislation including, but not limited to, the following:

- The Education Act 2011
- Equality Act 2010
- The Children Act 1989

This guidance also has due regard to government guidance including, but not limited to, the following:

- DfE (2021) 'Keeping children safe in education'
- DfE (2018) 'Working Together to Safeguard Children'
- DfE (2013) 'Use of reasonable force in schools'

This guidance operates in conjunction with the following school policies/procedures:

- Cardinham Safeguarding and Child Protection Policy

### **Positive Behaviour Management**

At Cardinham, staff, volunteers and visitors all strive to praise pro-social behaviours that the children exhibit. Children are encouraged, modelled to and expected to behave in a way that helps to produce a safe and positive learning environment. Children are taught about the importance of these pro-social behaviours, within school, but also with an emphasis on the wider world and life after primary school.

All staff work in partnership with those who know the child to:

- Find out why this child behaves as he or she does
- Understand the factors that influence this child's behaviour
- Identify early warning signs that indicate foreseeable behaviours are developing
- Supporting the child in recognising their own emotions and strategies to process these
- Encourage the child to engage in restorative talk to understand their own actions

### **Types of Positive Touch**

All positive touch must be deemed appropriate for the age and SEND need of the child. Positive touch for younger children who still need physical comfort will present differently to the positive touch needed for older children.

When engaging in positive touch, remember:

- Should a child initiate a hug with a member of staff, the hug is moved where possible so the staff member and child are hip to hip at the side
- When a younger child initiates trying to climb and sit on a lap of a member of staff, they should be encouraged to sit to the side of the staff member instead
- The school acknowledges that there will be some children who are regulated daily by positive touch from their trusted staff member at school. These allowances are written into these children's Individual Support Plan
- Ensure that the positive touch being initiated or received by a child is within proportion of the need of the child
- Any safeguarding concerns arising from positive touch should be passed on correctly following the school's safeguarding policy

### 1. Casual/Informal/Incidental

Staff use touch with pupils as part of a normal relationship, for example comforting a child, giving reassurance and congratulating.

Touch may be used by staff in this way to:

- To aid and develop communication – touch cues, physical prompts, intensive interaction and to make social interactions;
- To offer physical support and guidance- help with mobility, moving and handling, guiding pupils into rooms;
- To offer reassurance and support - comforting distressed or upset pupils, communicating warmth, comfort and reassurance and to develop positive emotions;
- Physical prompting and support- gestural and physical prompts during learning activities such as hand over hand or hand under hand support;
- To support pupils with personal care routines (see Intimate Care Policy).
- Giving rewards such as high fives, fist pumps or a pat on the back.

The benefit of this action is often proactive and can prevent a situation from escalating.

### 2. General Reparative Touch

This is used by staff working with children who are having difficulties with their emotions. Healthy emotional development requires safe touch as a means of calming, soothing and containing distress for a frightened, angry or sad child. Research shows that physical touch is incredibly important for a child's development. Touch used to regulate a child's emotions triggers the release of the calming chemical oxytocin in the body. Reparative touch may include stroking a back or rubbing of an upper arm.

### 3. Contact/Interactive Play

Contact play is used by staff adopting a role similar to a parent in a healthy child-parent relationship. This will only take place when the child has developed a trusting relationship with the adult and when they feel completely comfortable and at ease with this type of contact. Contact play may include an adult chasing and catching the child or an adult and child playing a game of building towers with their hands.

This sort of play releases the following chemicals in the brain:

- Opioids – to calm and soothe and give pleasure;
- Dopamine – to focus, be alert and concentrate;
- BDNF (Brain Derived Neurotrophic Factor) – a brain ‘fertiliser’ that encourages growth.

#### 4. Positive Handling (Calming a dysregulated child)

Legal framework and national guidance refers to the ‘use of reasonable force’ with the intention of protecting pupils and limiting damage to property. National guidance states that reasonable force may be used in the school to:

- Restrain a pupil who has lost emotional self-control until the situation is diffused
- Limit the amount of harm that the pupil involved can do to themselves, other children or staff
- Demonstrate to other pupils that they are within a safe environment in which adults can contain pupils’ dysregulation and other erratic emotions
- Protect all pupils against any form of physical intervention which is unnecessary, inappropriate, excessive or harmful

We interpret this in our school through the use of ‘positive handling’- the positive application of force to protect and calm a dysregulated child. Positive handling will be used only as a measure of last resort and applied using a calm and measured approach.

Staff in school are trained to use PRICE approaches to positive handling and follow the duty of candour when following this last resort strategy.

All staff in school will have a short PRICE refresher/training each year.

Where physical interventions are needed to prevent injury to the student, other students or staff, or to prevent serious damage, these should be for the minimum length of time possible and using the least possible force. All staff must consider whether they are using reasonable force. In all circumstances, other methods should be used if appropriate and effective positive handling should be a last resort. When positive handling becomes necessary:

#### **DO:**

- Tell the pupil what you are doing and why
- Use the minimum force necessary
- Involve another member of staff if possible
- Tell the pupil what s/he must do for you to remove the restraint (this may need frequent repetition)

- Use simple and clear language
- Hold limbs above a major joint if possible e.g. between the wrist and the bottom of the elbow, and from above the elbow to the shoulder.
- Use a flat palm to lower the need for a 'pincer grip'
- Think about the placement of your hands

#### **DON'T:**

- Hold a pupil around the neck or in a way that might restrict breathing.
- Slap, punch, kick, tripping or force limbs against a joint.
- Hold or pull a pupil by the hair.
- Hold a pupil face down on the ground.
- Restrain a child for longer than a few seconds. The restraint or removal of a child must end once the child is no longer in danger or presenting as unsafe to others.

#### **Responding to Unforeseen Emergencies**

Even the best planning systems cannot cover every eventuality and the school recognises that there are unforeseen or emergency situations in which staff have to think on their feet.

The key principles are that any physical intervention should be:

- In the best interest of the child
- Reasonable and proportionate
- Intended to reduce risk
- The least intrusive and restrictive of those options available which are likely to be effective.

Whenever a physical intervention has to be made there should be a verbal warning. Where possible, staff should always attempt to use diversion or diffusion in preference to physical interventions. They should only use the techniques and methods approved for use in this school.

#### **Following an incident involving physical intervention:**

##### Recording

The incident must be recorded using the approved school system. Staff must record this carefully, take time to think about what happened and record it clearly.



All use of physical intervention should be reported verbally to a DSL or the school SENCO (if appropriate) immediately.

### Parent Communication

Parents should be informed of the incident, and given the opportunity to discuss it. The Headteacher will need to consider whether parents should be told immediately, or at the end of the school day, and whether they should be informed orally or in writing.

### Behaviour Plans (Further support)

If an Individual Behaviour Plan is in place this should be reviewed and updated if necessary following a Positive Handling incident. If there is no plan in place then it is essential that a meeting be arranged as soon as possible to create a plan, this should involve parents as well as relevant staff.

### Pupil and Staff Wellbeing

Following an incident, a member of staff should have a discussion with the pupil that was positively handled to gather their views, thoughts and feelings. A member of the senior leadership team will check in with the member/s of staff involved in positive handling and ensure they have the time to discuss their thoughts and feelings following the incident. A member of staff (usually the class teacher) will speak with other children who may have witnessed the positive handling take place (if appropriate).

### **Monitoring use of Restrictive Physical Interventions**

Use of physical intervention in school is monitored in order to help staff learn from experience, promote the well-being of children in their care, and provide a basis for appropriate support.

Monitoring can help the school to determine what specialist help is needed for children and to assess the appropriateness of the child's placement at the school.

The use of physical intervention is monitored and evaluated regularly at Leadership Group meetings. Individual student risk assessments are reviewed annually, or can be called to review sooner if applicable.

## Appendix 5: Dan Hughes' PACE Approach

PACE refers to Playfulness, Acceptance, Curiosity and Empathy:

**Playfulness** involves spontaneity, openness and exploration; have fun and share enjoyment with the pupil. Using playfulness can defuse tense situations and is useful to manage minor behaviours, as the pupil is less likely to respond with anger or defensiveness.

**Curiosity** involves wondering about the reasons behind the behaviours, rather than being angry. This shows the pupil that you care and helps them make sense of their behaviour, feelings and experiences. Use phrases like "I wonder if you are feeling like this because..." to open discussions with the pupil.

**Acceptance** involves unconditional positive regard for the pupil. Accept the pupil's inner experience without judgement and make sense of why the pupil is behaving in a certain way. Acceptance does not mean accepting negative behaviours but accepting the reasons behind behaviour. When necessary, criticise the behaviour, but not the pupil.

**Empathy** involves showing them that you understand how difficult they are finding things and reassuring them that you want to help them to manage this. Validate the pupil's emotional experience with phrases such as "I know how difficult that must have been for you" and work together to find ways to support them.

*For more information about the PACE approach please refer to literature by Dan Hughes.*

Real examples of PACE in action: Pupil in heightened state of anxiety, attempting to climb fence and not following instructions to come down.

Application of PACE:

**Playfulness** – Use playful language to de-escalate the situation. 'Goodness me I really would rather you came down. Problem is that if you fall, I'll have to fill out a lot of forms and I'm a bit like you - I don't really like writing.'

**Acceptance** - the pupil is experiencing extreme anxiety because of a fall out with a friend and that this is a real experience. Communicate that you accept how they feel.

I can see that this has made you feel really upset.' Avoiding saying things like, 'Oh it doesn't matter, don't be upset about a silly fall out.'

**Curiosity**- Enquire and check what the young person's emotional experience is.

'I wonder if you're feeling angry because of what X just said?'

**Empathy** - Show that you understand that how difficult they are finding things.

'I understand that this must be really difficult for you. I know that when I'm feeling upset, I just want to run away from everything.'

## Appendix 6: Behaviour Script Lanyards

### **Step 1: Relate**

What we do for all pupils all the time:

- Consistent high-quality teaching
- Read the room and apply PACE:
  - o Playfulness
  - o Acceptance
  - o Curiosity
  - o Empathy
- Small acts of kindness
- Warm welcome every morning with a fresh start
- Praise, Raffle tickets and recognition board

### **Step 2: Remind**

Reminder of expectations 'Ready, Respect, Safe'. Repeat reminder if necessary but usually no more than two. Apply the '**we expect**' script.

*"[name], we expect everyone to be safe/respectful/ready by .....  
(name the behaviour you want to see). Thank you."*

Focus on the behaviour you want to see. Deliver in a calm tone.  
Remember to Praise in Public (PiP) and Remind in Private (RiP).  
Shame leads to 'blocked trust'.

Consistency is key!

### **Step 3: 30 Second Script**

I noticed you are having trouble with [state the behaviour you see to separate behaviour from child].

I am wondering if you are feeling .... ?

You know we have a Ready, Respect, Safe rule in school. It was the rule about [lining up/ not allowing others to learn etc...] that you broke.

Do you remember when you [did that kind thing for....]?

That is who I need to see today.

When I come back in \* minutes I want to see your wonderful [...].

Otherwise, you will have 'time in'. Thank you for listening.

*Now, walk away and return in the given time.*

#### **Step 4: Time In**

Some **key phrases** to guide children to 'time in'.

- I've noticed that.... so ....
- I need you to ..... thank you.
- I care about you so...
- I can see that you are... so ....
- I understand you are feeling ... as ... so ..
- It sounds/looks like you might be.... so...
- You are letting me know that ... so...

Call for another adult (not on duty if lunchtime) if the child requires support to go to 'time in' space (Fox Class library).

#### **Step 4: Time In**

Pupils are given access to something that can help them regulate until an adult is available to talk to them.

Adult speaks to child calmly, patiently and applies restorative talk principles.

Some incidents will require you to jump straight to Step 4. For example, verbally or physically aggressive incidents, endangering self or others, abuse against a protected group (this is not an extensive list).

All incidents of 'time in' MUST be recorded on CPOMs.

#### **Step 4: Time In**

Restorative talk questions:

- What happened?
- How were you feeling?
- What were you thinking?
- What have you thought about since?
- Who has been affected?
- What do you need to do to make things right?

Step 4 always concludes in a Repairs with the adult where the rupture occurred.

## Appendix 7: Recognition Boards

### Extract from *When the Adults Change Everything Changes*

(Written by Paul Dix)

*A recognition board is the simplest way to shift the culture in your classroom. It doesn't prevent you from dealing robustly with poor behaviour, it just means that you will be dealing with less of it. The behaviour of one child is not everyone else's business. It is between you and the individual. The advertising of poor behaviour doesn't help, but routinely advertising the behaviour that you do want does.*

*Simply write at the top of the board the behaviour on which you want to focus. Try 'One voice' for classes who constantly talk over each other, 'Speak politely' to emphasise manners or 'Hands and feet to yourself' for those who give them to others too freely. Perhaps your focus is less about social behaviours and more about learning behaviours. In this case the focus might be 'Accurate peer feedback', 'Persuasive language' or 'Show working'.*

*When you see children demonstrating the behaviour well, write their name on the board. The recognition board is not intended to shower praise on the individual. It is a collaborative strategy: we are one team, focused on one learning behaviour and moving in one direction.*

*Pursue the behave you want by chasing it hard and reinforcing it enthusiastically.*

*The recognition board fosters a positive interdependence in the classroom, but there is no prize, no material reward. At the end of the lesson / session / day (depending on context) the aim is for everyone to have their name on the board.*



## Appendix 8 – Positive Report Card

**If a child is dysregulating regularly, then they will have individualised targets.** Where a child continues to struggle with showing improved behaviours in school further support structures will be implemented in the form of a Positive Report Card. this will be a holistic approach by putting in wellbeing interventions alongside monitoring. Decisions to place children on any formalised behaviour monitoring will be taken by the Headteacher, in collaboration with the class teacher and SENDCo.

The Positive Report Card will support the child by setting a precise behaviour target that is achievable. The behaviour target will remain in place for a week, there will be 30 opportunities for success each recognised by a sticker. An achievement target (the number of stickers to be achieved) will be set by the Headteacher, Class Teacher and Mentor in conjunction with the child. A review is held at the end of each week and a decision made as to the best course of action. A child must achieve 30 stickers 2 weeks running for it to be considered that the PRC is no longer needed for support. A mentor will be assigned to the child to offer support.

<b>Could be prompted by:</b>	Persistent low-level disruption to learning or regular moves to 'time-in'.
<b>Minimum time frame:</b>	2 full weeks achieving 30 out of 30 stickers
<b>Formative measure:</b>	Individual precise behaviour target set at the end of each week for the following week
<b>Maintained by</b>	Class Teacher with Headteacher and Associate Sendco kept informed.

**See next page for positive report card.**

**Relational Policy: Positive Report Card (Target Setting)**

Name:			Start Date		
			:		
Target Aim 30 (Max)		Number Achieved		Target Met?	
Staff Mentor:					

**Target:**

	Monday	Tuesday	Wednesday	Thursday	Friday
1					
(2) Playtime					
3					
(4) Lunchtime					
5					
6					

**Next Steps**  
(Circle as appropriate)

1. **Continue** with PRC support

2. **Cease** PRC support

Signed :

Teacher

Mentor

Parent

Child

## Relational Policy: Positive Report Card (PRC) Review

Pupil View	Views of others
What am I doing well?	What do others think I am doing well?
What could I improve further?	What do others think I could improve further?
What could help me?	What do others think they could do to help me?



## Appendix 9 – Well-being Action Plan (WAP)

Could be prompted by	Failure to respond to the PRC or following incidents of more serious behaviour.
Maximum time frame	Targets to be reviewed every 4 weeks at a WAP meeting.
Formative measure:	Individual WAP meeting and specific targets agreed with Class Teacher, Behaviour Support/SLT, parents and child (where appropriate).
Maintained by	SENDCo or Headteacher

**If a child continues to be dysregulating regularly, then they will have an individualised plan.** A Wellbeing Action Plan (WAP) is put in place when less formal measures have not been successful in helping to improve a child's behaviour. Its purpose is to promote social inclusion and help to reduce the need for Suspension or Exclusion. The effectiveness of the WAP relies on identifying the underlying causes of the child's behaviours; the Headteacher will seek to identify the barriers to behaviour through an individualised assessment and action plan. The action plan will be shared with parents as part of the WAP meeting and help to form the formal targets for the child's WAP. A mentor will be assigned to the child.

A child's behaviour may deteriorate before it improves when a WAP is introduced. Rewards and reinforcements used to promote positive social behaviour must be immediate and at a high frequency in the early stages of a WAP for maximum success, especially with younger children.

The WAP will include clear expectations for behaviour and targets that provide limited (maximum of three) unambiguous and, above all, achievable targets for the child's behaviour. 'To stay on task at all times' is not a realistic target for any child..

<b>PUPIL NAME:</b>		<b>CLASS:</b>	<b>YEAR GROUP:</b>
Date of birth:		Medical conditions/needs:	
Date plan starts:		Staff working with the pupil:	
Date of next review:			
<b>Skills and Talents:</b>		<b>Achievements:</b>	
<b>Likes:</b>		<b>Dislikes:</b>	
<b>Challenging behaviour (incidents triggering WAP)</b> <ul style="list-style-type: none"> <li>○ What does it look like?</li> <li>○ What are the triggers (if known)?</li> </ul>		<b>Targets</b> What are we working towards? How do we get there?	
<b>Aim of WAP</b> <ul style="list-style-type: none"> <li>○</li> </ul>		<b>Summary of Recent Intervention and Support</b> <ul style="list-style-type: none"> <li>○</li> </ul>	

<b>PUPIL NAME:</b>		<b>CLASS:</b>	<b>YEAR GROUP:</b>
<b>Support strategies (use prior knowledge)</b> How do we diffuse the situation? Include: <ul style="list-style-type: none"> <li>○ What to do and what not to do</li> <li>○ Phrases to use</li> <li>○ Calming techniques</li> </ul> At what stage should another member of staff be informed? Who should this be?		<b>Support after an incident (use prior knowledge)</b> How do we support 'Repair'?	

<b>School View</b>	<b>Pupil View</b>
<b>Parent View</b>	<b>Other</b>
<b>Agreement:</b> Parent name  Parent  signature Date	Staff name  Staff  signature  Date

<b>WAP evaluation and next steps:</b>  How effective is the plan?  Record suggestions to be considered when this plan is reviewed.
--

## Wellbeing Action Plan (WAP) Interim Meeting

**PUPIL NAME:**

**CLASS:**

**YEAR GROUP:**

**Date of interim meeting:**

**Attendees:**

**Apologies:**

**Summary of discussion:**

**Progress towards targets and review of pastoral support:**

**Agree new targets and wellbeing support:**