


St Bartholomew's Church of England Primary

Relationship and Behaviour Policy

'Roots to Grow and Wings to Fly'



Approved by:	Full Governing Body	Date: 09/10/23
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Headteacher signed: 
Date: 09/10/23
Chair of governors signed: C Govier
Date: 09/10/24

"Good behaviour is a necessary condition for effective teaching to take place." (Education Observed 5 – DES 1987)

'Roots to Grow and Wings to Fly'

THE ETHOS OF ST. BARTHOLOMEW'S C of E PRIMARY SCHOOL

At our school we aim to be a happy and caring Christian Community, one in which we hope all its members will feel able to grow and fulfil their potential as individual citizens. We really value the importance of good relationships. We are committed to the fundamental precepts of love, honesty and trust which provide the foundations for everything we do in school. We strive to develop a caring attitude for each other and our surroundings, one in which respect for one another, property and the environment is fostered. We hope that the members of our school community mirror these Christian and British values within society.

Children's academic, personal and social development is best supported in an environment where they feel valued and motivated to achieve, where they value themselves and where emphasis is placed on their personal and social development as well as academic achievement. As a church school we aim to create a loving, caring Christian ethos where children can thrive socially, academically, morally and spiritually built on the values of Christian teachings. We seek to help our children '*live life in all its fullness*', as described in John 10: 10 in the Bible and see our approach to relationships and behaviour as fundamental in enabling that to happen.

It is the purpose of this policy to have a key role in developing and maintaining such an environment at St. Bartholomew's Church of England First School.

The Governing Body fully supports these principles and seeks to create an environment in the school which encourages and reinforces good behaviour and to develop lifelong skills and values which will enable our learners to become good citizens and contribute positively to society. This policy is shared with all staff, volunteers and governors as part of our induction process.

"If a child doesn't know how to read, *we teach*"
"If a child doesn't know how to swim, *we teach*"
"If a child doesn't know how to multiply, *we teach*"
"If a child doesn't know how to drive, *we teach*"
"If a child doesn't know how to behave, *we teach? We punish?*"

Aims

- For the children to love and trust one another.
- For all of the children at St. Bartholomew's School to feel safe to learn, play and be with others.
- To create a learning environment where all its members are treated fairly, with respect and dignity.
- For all children to know they have the right to be safe emotionally and physically.
- It is our belief that the school should help children learn that they are responsible for their own actions and that each child takes his/her own decision about what is the right or wrong thing to do.
- To offer all our children hope and the knowledge that we all falter and make mistakes but we can say sorry and be forgiven, learning how to go on and make a better, more caring world.
- To create a learning environment which encourages and reinforces good behaviour so that all of our children are known, understood, listened to and valued, enabling them to develop their sense of belonging.
- To define acceptable standards of behaviour.
- To teach our children to have courage and know when to stand up for justice.
- To encourage consistency of response to both positive and negative behaviour.
- To promote self-esteem, self-discipline and positive relationships.
- To teach children the skills to enable them to

- a) solve conflicts as peacefully as possible through a process of negotiation (disagreeing well)
- b) to show sympathy towards and tolerance of others being aware of different needs
- c) to respect property

- To ensure that the school's expectations and strategies are widely known and understood.
- To encourage the involvement of both home and school in the implementation of this policy.

We are fully committed to offering our children hope and embracing redemption and forgiveness.

Principles underpinning St Bartholomew's relationship and behaviour policy

At St Bartholomew's we believe all behaviour is a communication; positive relationships, a healthy lifestyle and a sense of belonging are key to developing responsible, respectful and active citizens.

'Roots to Grow and Wings to Fly'

This policy should be read in conjunction with the following policies: Safeguarding and Child Protection, Exclusions, SEND, Anti-Bullying, Equality, Online Safety and CLA

Children will	Staff will	Parents/carers will
<ul style="list-style-type: none"> • Demonstrate resilience and independence at their age/stage by completing learning in school and at home and aspire to challenges set by teachers or themselves • Be aspirational for themselves and others encouraging and celebrating their own achievements and those of others 	<ul style="list-style-type: none"> • Provide a safe and challenging learning environment for children to develop the key skills of resilience and independence • Set appropriate home learning, accessible to all and mark regularly • Model and promote aspiration and celebrate achievements and success of all children in a range of ways 	<ul style="list-style-type: none"> • Encourage independence at child's age/stage in all aspects of development • Support with home learning by ensuring it is understood and completed (including reading 3 X per week and signing in reading record). Communicate any issues to school • Model and promote aspiration for their own child/ren and model encouraging celebrating the achievements and success of others
<ul style="list-style-type: none"> • Children will wear school uniform including footwear in line with the school policy • Children will have a named PE kit in school every day • Hair longer than shoulders will be tied up 	<ul style="list-style-type: none"> • Ensure children are wearing the correct items for school including PE kit • Communicate any issues to parents/carers • Provide hair bands if needed 	<ul style="list-style-type: none"> • Supply children with the correct uniform • Provide children with a PE kit suitable for the weather • Ensure long hair is tied back to reduce incidents of head lice
<ul style="list-style-type: none"> • Move safely and quietly around the school demonstrating positive behaviour and calm, orderly conduct at all times 	<ul style="list-style-type: none"> • Ensure children are moving safely and quietly around the school referencing the school rules and incredible 5 point scale • Model moving safely and promote positive behaviour and conduct 	<ul style="list-style-type: none"> • Support and model moving safely around the school when on the premises
<ul style="list-style-type: none"> • Demonstrate respect by showing good manners, compassion and understanding towards the needs of others • Use taught strategies to learn how to regulate emotions without causing physical harm to themselves or others 	<ul style="list-style-type: none"> • Ensure equity by always using the PLACE approach and incredible 5 point scale • Make reasonable adjustments for children with additional needs • Model respect by showing good manners and understanding the needs of others • Model and teach appropriate strategies to assist children to disagree well and resolve conflict • Share strategies with parents/carers 	<ul style="list-style-type: none"> • Support and model respect by showing good manners and understanding the needs of others • Encourage children to take responsibility for behaviour choices and support children to communicate honestly without shame • Understand your children will make mistakes and is part of learning and growing and encourage the value of forgiveness

	<ul style="list-style-type: none"> Understand all children will make mistakes as part of their personal growth and support them to make the right choices and promote the value of forgiveness Offer and accept compassionate support when needed 	
<ul style="list-style-type: none"> Show respect and care for equipment, property and school surroundings Show respect and understanding of a healthy lifestyle (food, rest, physical exercise, water) to promote positive physical and mental wellbeing 	<ul style="list-style-type: none"> Model respect and care for equipment, property and school surroundings Teach RSHE and promote positive personal development across the curriculum Support trusting partnership with parents/carers to develop these skills and values Allow time for children to tidy up their environment and assist as needed 	<ul style="list-style-type: none"> Model respect and care for property in school and at home Ensure children have an appropriate amount of sleep and exercise in addition to a well-balanced diet and ask for school support/signposting if needed Support trusting partnership with school to develop these skills and values
<ul style="list-style-type: none"> Speak politely and respectfully to peers and all adults Use appropriate language and ensure conversations are appropriate for the school environment 	<ul style="list-style-type: none"> Model speaking kindly, politely and respectfully using effective communication Provide a safe and compassionate environment with clear boundaries to enable children to be able to communicate open and honestly in a range of forms Model appropriate language and ensure conversations are appropriate for the school environment and assist children to understand why some language/conversations are not appropriate Educate children to understand and respect age-appropriate media Demonstrate respect and compassion by holding sensitive conversations in a private space where the parent/carer is comfortable, away from the child as appropriate 	<ul style="list-style-type: none"> Support and model speaking kindly, politely and respectfully using effective communication Model appropriate language and ensure conversations are appropriate for the school environment Ensure children only access age-appropriate media Hold sensitive conversations in a private space at a convenient time for all parties, away from the child if appropriate Model appropriate and respectful communication online Trust the information provided by professionals and follow the school process with any concerns
<ul style="list-style-type: none"> Only bring a school bag, lunch box (if needed), water bottle and coat to school No toys, mobile phones, smart watches, stationary or other items are permitted in school (without prior agreement of the class teacher e.g. for reasonable SEN adjustment) Children should never have any medicines or drugs (prescribed or over the counter bought) in their bag or on their person 	<ul style="list-style-type: none"> Remind parents and carers of the rules in the termly curriculum newsletters Confiscate any items brought into school for safe keeping until the end of the day The school reserve the right to check children's bags, drawers and pockets if there is concern that items not allowed in school have been brought onto the premise 	<ul style="list-style-type: none"> Ensure that children have the correct equipment in school Ensure that children do not bring mobile phones, smart watch, stationary or toys into school Liaise with class teachers/ SENDco around any reasonable adjustments in line with SEND need

Training

Staff receive training and support to implement the Relationship and Behaviour policy. Examples include:

- Educational Psychologist training
- De-escalation
- The Incredible 5-point scale
- Problem solving scenarios with SLT

- Supervision via the SENDco, Educational Psychologist or SLT
- Team TEACH
- Advisory Support Teacher CPD
- Behaviour training of restorative practice

LOVE:

'What people of all ages can use in a moment of distress is not agreement or disagreement: they need someone to recognised what it is they are experiencing'
Faber & Mazlish 2013:79

SUPPORTING INDIVIDUAL NEEDS

Our children bring to school a wide variety of behaviour patterns based on differences in home values, attitudes and parenting skills. At school, we must work towards standards of behaviour based on the basic principles of honesty, respect, consideration and responsibility. It follows that acceptable standards of behaviour are those which reflect these principles. As a Church school, we encourage tolerance and work with our children to help develop their behaviour. Inappropriate behaviour will be dealt with in line with the SEND policy, in line with the child's needs, experiences and understanding. Reasonable adjustments will be made for children, in line with a child's additional needs, as described in the equality policy.

POSITIVE HANDLING

At St Bartholomew's C of E Primary school, we believe that distressed behaviour occurs when a child's skills are not yet developed and know that all behaviour happens for a reason; understanding the causes of distressed behaviour is vital. For those children who demonstrate on-going or persistent distressed behaviour it may be appropriate to question or document why certain behaviour is occurring. It is also likely that they will be accessing in class pastoral support, nurture provision, Forest School or 1:1 sessions with our emotional Literacy Teaching Assistant (ELSA).

When distressed behaviour happens it may seem as though there is no obvious reason. However, at St Bartholomew's C of E Primary school we believe that often there could be triggers contributing. For example, attachment needs, self-regulation needs or social attention, tangibles, escape and sensory needs. In order to support some children, who are demonstrating persistent behaviour, it may be appropriate to complete an ABC behaviour chart and/or create a Positive Handling Plan.

Behaviour Logs (see appendix A)

Concise records are kept by the class teachers to document behaviours to monitor and identify patterns and triggers in order to reduce incidents and ensure the correct level of support is put in place. These are kept in a locked cabinet and reviewed by the Pastoral and Behaviour Leads half termly.

Positive Handling Plan (see appendix B)

The next step is to use the information gained from the behaviour logs to plan how to reduce distressed behaviour or lessen the impact on the child and others. A Positive Handling Plan draws together all the information from the behaviour log to create an individualised plan to help keep the child and everyone safe. Observations and the views and opinions of trusted adults are also essential. A Positive Handling Plan may be developed for children who, through a special need or disability, are assessed as being at the greatest risk of needing physical intervention with the consultation of the child's parents.

The plan follows the arousal curve and states potential triggers, behaviours and strategies that can be applied when the child is in the green, amber and red phase:

The Green 'proactive' phase:

This is where the child is feeling mostly calm, relaxed and is able to engage positively.

The Amber 'Active' phase:

This is where the person may be starting to feel anxious or distressed and there is a chance that he/she may show some elements of challenging.

The Red 'Reactive' phase:

This is where distressed behaviour has occurred, and we need to do something quick to achieve safe and rapid control over the situation to prevent unnecessary distress and

injury. After a child has been in the 'red' phase withdrawal from the classroom may be required.

Every Positive Handling Plan is signed by the child's parents and plans are adapted and reviewed when required.

Withdrawal

This involves helping a child or moving a child away from a difficult situation and staying with them until they have calmed down or recovered. Withdrawal exists to remove an unsettled child from a situation (preferably before the behaviour escalates). The aim is to provide both the child and staff the opportunity to calm down and reflect upon potential triggers. The child may be moved to a corner of the classroom or safe space within the classroom. Alternatively, they may be moved outside the classroom to a safe area, where they can be observed to ensure they do not harm themselves. Some children may have a safe space or withdrawal space outlined in their Positive Handling Plan. The lunchtime HUB provision may be used to support those children struggling with unstructured times (Appendix C).

Internal exclusion

Internal exclusion is when a child is removed from their classroom and educated in a space away from the other children due to the seriousness of the behaviour demonstrated.

Use of reasonable force (Please also see appendix D)

There are occasions when staff will have cause to have physical contact with pupils for a variety of reasons, for example:

- To comfort a child in distress and in the red phase (so long as this is appropriate to their age)
- To gently direct a child; for curricular reasons (for example in PE, Drama etc.)
- In an emergency to avert danger to the pupil or pupils
- In rare circumstances, when physical Intervention is warranted.

Staff will undertake a dynamic risk assessment.

On occasions when de-escalation and conflict resolution techniques have failed, the use of Restrictive Physical Intervention (RPI) may be required to safely and appropriately manage a situation (see appendix D). At St Bartholomew's C of E Primary School, one emergency/event can take place through a radical risk assessment before an individualised Positive Handling Plan, which details physical intervention, is in place. At St Bartholomew's C of E Primary School several team members have achieved accredited training in Team-Teach.

Team-Teach

Team-Teach is a holistic behaviour management response that aims to use de-escalation and behaviour strategies as a standard response to distressed behaviour. However, this is incorporated with restrictive positive handling techniques that are graded and gradual as the situation requires.

Team-Teach is a holistic approach of flexible and effective support for children who may display aggressive, violent or distressed behaviour. It has a philosophical basis centred on ensuring a safe and secure environment for all those within it. It advocates the use of preventative measures, diffusion and de-escalation for 95% of situations. Team-Teach emphasises that physical intervention through positive handling is used as a last resort.

All incidents involving a child being physically managed are talked through with parents and recorded in the school's Team- Teach bound book.

STAGE	BEHAVIOURS	POSSIBLE CONSEQUENCES
Minor	<ul style="list-style-type: none"> • Straying out of bounds e.g. going on the banks • Inappropriate language • Fussiness • Calling out • Rudeness • Dropping litter • Laziness • Moving unsafely or disrespectfully around classroom/school 	<ul style="list-style-type: none"> • Child explicitly informed that behaviour is unacceptable and inconsistent with school Christian values • If behaviour persists, two warnings are given before negative consequence • If behaviour continues to persist then this could be escalated to 'Moderate' • If the behaviour persists then parents will be informed • If the behaviour persists, other needs may be explored e.g. Language and communication, SEMH using the graduated response tool
Moderate	<ul style="list-style-type: none"> • Skirmish, scuffle, hurting others, minor fight • Answering back, rudeness • Noisily running in school • Work refusal • Inappropriate language (not swearing) or discussions • Disrupting learning • Unkind behaviour • Behaviour which could risk their other children's safety • Refusing to leave the playground • Persistent infringement of Minor behaviour 	<ul style="list-style-type: none"> • Child may be invited to discuss the behaviour with a member of SLT • May be invited to be part of alternative support during unstructured times such as the HUB lunchtime provision • Child may work in an area away from peers • Unfinished work to be completed during break times • Child may be given time for reflection and de-escalation in a quiet area to reflect on their behaviour • Loss of playtime (whole or in part) • Child may be requested to spend part of their playtime stood next to an adult • Where a child's actions have wronged another person, then the child may be asked to write a letter or card acknowledging their poor behaviour and encouraged to apologise • Parents informed of poor behaviour • Use of behaviour logs to track the behaviour of the child to identify patterns and triggers to help support the child. • Early Help may be explored such as Parent Family Support Adviser or Yeovil4Family • If the behaviour continues to persist then the behaviour could be escalated to 'Serious'

		<ul style="list-style-type: none"> • If the behaviour persists, other needs may be explored e.g. Language and communication, SEMH. Child's escalating needs may be raised at Pupil Progress Meetings, Team Around the Family meetings, Team Around the School and joint planning meeting with the Educational Psychologist and Inclusion Team
<i>Serious</i>	<ul style="list-style-type: none"> • Physical assault such as, biting, (age / stage of child will be taken into account) hitting, kicking, etc. on staff or other pupils • Out of bounds and refusing to respond • Attempting to leave (or encouraging others) to leave school site • Behaviour which seriously endangers themselves or others • Deliberately spitting at staff or pupils • Damage to school property, other people's property or work • Behaviour which could lead to bullying • Habitual fighting • Persistent infringement of Moderate behaviour • Repeated refusal to work or follow instructions 	<ul style="list-style-type: none"> • Child may be invited to discuss the behaviour with another member of the SLT or the head teacher • May be invited to be part of alternative support during unstructured times such as the HUB lunchtime provision • Additional provision such as ELSA (Emotional Learning Support is offered) • Emotional coaching strategies may be used • A behaviour log may be started to track the child's behaviour • Extended loss of playtimes • Extended supervision at playtimes • Loss of other privileges, (e.g. representing the school at a sport, monitor, job or responsibility) • Parents/carers informed of poor behaviour • Internal exclusion may be applied • In cases of children leaving learning environment and straying out of bounds, parents/carers may be contacted and required to attend school site to assist staff to return child to classroom • An Early Help Assessment will be made to explore further agency support • Removal from the classroom to work with a member of SLT • Agencies may be consulted to support and prevent escalation to Very Serious such as Somerset Outreach Services, THRIVE and South Somerset Partnership School. The SEND inclusion line may also be used • If the behaviour continues to persist then the behaviour could be escalated to 'Very Serious'
<i>Very Serious</i>	<ul style="list-style-type: none"> • Physical assault of staff • Threatening behaviour verbal or physical such as destruction of property, blocking, yelling at adults or other children • Verbal abuse such as swearing against adults or other pupils 	<ul style="list-style-type: none"> • Child will be invited to discuss the behaviour with the head teacher or SLT, in their absence • Parents will be notified to discuss the behaviour • A home school book may be implemented • In cases of persistent incidents of children leaving learning environment and straying out of bounds, parents/carers may be

	<ul style="list-style-type: none"> • Premeditated or continuing physical, emotional or cyber-attacks on others • Large scale destruction of property • Leaving the school site • Offensive weapons, drugs, alcohol or offensive material brought into school • Inappropriate touching of adult/ child as indicated in the NSPCC PANTS programme • Racist abuse • Bullying (including cyber and discriminatory bullying). This could be a serious isolated incident • Wilful damage to school property, other people's property or work • Theft • Persistent or general disruptive behaviour • Use or threat of use of an offensive weapon or prohibited item • Inappropriate use of social media or online technology 	<p>contacted and required to attend school site to assist staff to return child to classroom.</p> <ul style="list-style-type: none"> • External agencies (e.g. South Somerset Partnership School) liaison or advice sought • Possible referral to partnership board • Child will be provided with pastoral support to ensure the behaviours do not reoccur • Deliberate racism will be recorded and reported to governors and the LA • Targeted work with children, classes or year groups may be actioned • If the behaviour persists, other needs may be explored e.g. Language and communication, SEMH • Advice and guidance will be provided to parents/carers, where appropriate, and signposts to other agencies who can advise • Internal exclusion may be applied (being educated away from peers) • LA guidelines will be followed, and the behaviour could result in a fixed-term suspension • In extreme circumstances this could be escalated to a permanent exclusion
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Behaviour outside of the school premises

Before and after school when children are off the school premises, they are the responsibility of their parents and carers and, as such, children should be supervised, and misbehaviour managed by parents and carers. However, the school always welcome working in partnership to support children and families and may impose sanctions for behaviour outside of school regarding the following:

There may be cases where conduct outside the school premises, including online conduct, where the school might sanction pupils for behaviours in situations such as:

- when taking part in any school-organised or school-related activity;
- when travelling to or from school;
- when wearing school uniform;
- when in some other way identifiable as a pupil at the school;
- that could have repercussions for the orderly running of the school;
- that poses a threat to another pupil; or
- that could adversely affect the reputation of the school.

Example Positive actions have positive consequences...

Action	Consequence
When I produce beautiful work. . . . 	I will get a sticker and can show my work to another adult. 
When I complete a lesson without a fuss. . . . 	I can choose an activity for 10 minutes. 
When I show compassion and kindness to others. . . . 	I will get a dip in the box. 
When I have a wonderful morning. . . . 	I can choose an activity for 10 minutes. 
When I sit nicely and respectfully in Collective Worship. . . . 	I will get a sticker and a house point. 
When I line up nicely after playtimes. . . . 	I will get a sticker and a house point 

When I have an amazing day. . .



I can choose an activity for 10 minutes, have a certificate to show my family and get a dip in the box.



If I refuse to complete a task...



I will complete tasks in break times



If I am moving unsafely and disrespectfully around the school. . .



I will practice moving safely and respectfully and may have to miss breaks to achieve this.



If I hurt someone. . .



I will lose some play time and may have to speak to SLT. Parents/carers will be told.



If I refuse to come in from the Playground or move to a space I have been asked...



I will miss the next playtime.



If I stop others from learning. . .



I will have to work away from others.



If I am not following an adult's instructions. . .



I will lose a playtime.



If I am persistently not listening to or showing disrespect to any adult. .

I will discuss this with an adult at play time to find a way to resolve the situation and restore relationships.



Example negative actions have negative consequences...

Appendix A

St Bartholomew's Primary School
'Roots to Grow and Wings to Fly'

Behaviour Report Form

Name:

Date:

	Verbal	Physical	Refusal	Swearing	Throwing	Hitting	Climbing	Other
Session 1								
Break								
Session 2								
Lunch								
Session 3								
CW								
End of Day								

Notes:

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Name:	Date:
Time:	Member of staff reporting:

Antecedent: <i>(What was going on before the incident occurred?)</i>	Behaviour: <i>(What actually happened?)</i>	Action Taken:
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Any required follow-up action/further comments:
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POSITIVE HANDLING PLAN

Name of Pupil:

Year: Year

Date of Plan:

Identified triggers: (Any incidents that have occurred will be reviewed regularly by XXX's class teacher to ensure newly identified triggers are updated)

-

<u>Behaviour</u>	<u>Support strategies</u>
What XXXX does, says and looks like that gives us clues that he is calm and relaxed	The things that we can do or say to keep XXXX in the green for as much time as possible
-	-

<u>Behaviour</u>	<u>Support strategies</u>
What XXXX does, says and looks like that gives us clues that he is becoming heightened/anxious	The things that we can do or say to stop the situations from escalating further and return XXXX to the green phase as soon as possible.
-	-

<u>Behaviour</u>	<u>Support strategies</u>
What XXXX does, says and looks like when his behaviour is challenging	The things that we can do or say to quickly manage the situation and to prevent unnecessary distress, injury and destruction.
-	-
-	-

Date of Positive Handling Plan:

The plan, once agreed, will be shared with whole school staff

Parent/carer consent

I _____ consent to the positive handling plan:

Signed:

Date:

Lunch Time Hub

Aim

The Lunch Time Hub is part of the continuum of pastoral support provided within the school for children with barriers to personal, social, and emotional dysregulation. Our aim is for every child to enjoy coming to school, learn how to self-regulate, manage their individual behaviour and also support with developing crucial life skills. We value the importance of good relationships and strive to achieve continuity where possible to ensure strong relationships are built based on trust, respect, and care.

Through careful planning and structure, the hub offers a predictable, calm, and purposeful environment. Our ultimate aim, is to support and teach children, helping them successfully reintegrate into lunchtime with their peers.

Inventions in the Lunch Time Hub

In The Lunch Time Hub, the children will participate in various interventions aimed at enhancing their social, emotional, and independence skills. The interventions they will be a part of are as follows:

1. Social Skills
 - a. Engaging in group activities to promote teamwork and cooperation
 - b. Practicing communication and active listening during social interactions
2. Emotional Skills
 - a. Learning about identifying and managing emotions
 - b. Engaging in mindfulness activities to promote emotional well-being
3. Independence Skills
 - a. Encouraging responsible decision-making and problem-solving
 - b. Developing self-help skills for mealtime routines

Social Communication

The children will be given the tools and skills to support and scaffold with social communication. Engaging in conversation will help the children make sense of situations that may be confusing. This is achieved through the use of modelling and co-regulation strategies.

Emotional Literacy

The children will learn about emotions and how to regulate them through the use of the incredible 5-point scale. All staff members at St Bartholomew's use the incredible 5-point scale to help them understand how and why we feel certain ways during the day. We will give them the opportunity to make sense of things and see every emotional moment as a learning opportunity.

Behaviour Strategies

The children will be supported to understand and regulate their behaviour by utilizing the 5-point scale to communicate their feelings effectively and ensure safety for

themselves and others. This includes learning how to identify and safely communicate feelings of anger, sadness, and frustration.

Life Skills

A range of activities and sessions, developed collaboratively as a team and with the input of children, will help to deliver a fun and playful exploration of essential life skills. These have been incorporated into the Lunch Time Hub timetable.

The Lunch Time Hub Expectations

Ready - Respectful - Safe

As a group, the children who access The Lunch Time Hub have decided what the expectations should be:

- We will follow all instructions from the adults
- We will be kind to each other and help where we can
- We will sit down and eat as a school family
- We will take care of others and our learning environment
- We will try our hardest in everything we do to be the very best we can be
- We will celebrate ours and others' achievements

Together, we support all children to enable them to be the best version of themselves.

The effectiveness of the lunch time group will be regularly reviewed and evaluated. Feedback from staff, pupils, and parents will be used to make necessary improvements and adjustments.

Appendix D

Statement re Use of Reasonable Force (taken from DfE Use of reasonable force - Advice for headteachers, staff and governing bodies July 2013)

Who can use reasonable force?

All members of school staff have a legal power to use reasonable force. This power applies to any member of staff at the school. It can also apply to people whom the headteacher has temporarily put in charge of pupils such as unpaid volunteers or parents accompanying students on a school organised visit.

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.
- The following list is not exhaustive but provides some examples of situations where reasonable force can and cannot be used.

Schools can use reasonable force to:

- remove disruptive children from the classroom where they have refused to follow an instruction to do so;
- prevent a pupil behaving in a way that disrupts a school event or a school trip or visit;
- prevent a pupil leaving the classroom where allowing the pupil to leave would risk their safety or lead to behaviour that disrupts the behaviour of others;
- prevent a pupil from attacking a member of staff or another pupil, or to stop a fight in the playground; and
- restrain a pupil at risk of harming themselves through physical outbursts.
- Whenever used reasonable adjustments for disabled children and children with special educational needs (SEN) must be made.

Schools cannot:

- use force as a punishment – it is always unlawful to use force as a punishment.