



# **INSPIRING FUTURES PARTNERSHIP TRUST**

## **BEHAVIOUR POLICY For Kingsbrook View Primary Academy**

Policy Type	Statutory
Updated by	Trust SLT
Updated in	September 2022
Review due	September 2024

## **INSPIRING FUTURES PARTNERSHIP TRUST BEHAVIOUR POLICY**

The Inspiring Futures Partnership Trust (IFPT) Behaviour Policy is based upon the following aims:

### **AIMS OF IFPT BEHAVIOUR POLICY**

1. To provide a positive atmosphere which is safe, calm and caring, allowing effective learning can take place.
2. To provide a positive atmosphere where success is emphasized, encouraged and rewarded with kind, caring and co-operative behaviour recognised and celebrated.
3. To ensure consistency, fairness and clear expectations.
4. To ensure that pupils are listened to and treated with equal respect.
5. To enable pupils to develop social skills and moral values in the context of the Academy as a community.
6. To ensure positive motivational strategies are employed in the Trust Academies and anti-social behaviour discouraged.
7. To ensure rewards cover a wide range of academic as well as non-academic achievements, with both sanctions and rewards being clearly specified.
8. To ensure that bullying, sexual and racial harassment are brought to the attention of the staff and are swiftly and firmly dealt with.
9. To ensure that non-teaching staff, parents/carers and Trustees are aware of, and give support to, the standards of behaviour expected of the pupils.
10. To ensure rules are kept to a minimum and only include those which are meant to be enforced.
11. To ensure that sanctions are designed to signal the degree of disapproval.
12. To encourage de-escalation rather than confrontation.
13. To ensure that there is some flexibility in the punishment system so that staff can be sensitive to the needs of individuals.
14. To encourage and reward good behaviour, rather than simply sanction bad behaviour.
15. To ensure the inclusion of all pupils and, where appropriate, access additional or alternative support.

### **Roles and Responsibilities**

In order to achieve our aims, we recognise that everyone within the Trust community needs to work together.

#### **The role of pupils**

- understand and follow the IFPT rules
- create and adhere to a class charter where appropriate
- understand the consequences of not following the rules
- vote for members of their class to represent them on Academy Council

### **The role of teachers**

- teach pupils the rules, routines and high expectations expected at the start of each academic year
- arrive in class on time and well prepared
- know the children as individuals, ensuring all children are noticed and receive positive attention in class
- plan activities appropriate to the ability, maturity and needs of the children, using CEL and Academy values to support pupils in their learning
- inform parents/carers about expected behaviour and seek their support
- avoid the use of confrontational language
- use praise to reinforce expectations
- treat all children with respect and understanding and enforce the rules consistently, giving rewards and sanctions that are fair and proportionate
- organise the classroom in a way that encourages successful learning by giving attention to:
  - space for working and movement
  - seating arrangements
  - access to materials and equipment
  - noise levels
  - routines
- liaise with external agencies, teaching assistants, midday supervisors, parents/carers and the senior management and leadership teams as necessary to support and guide the interests of the child, ensuring that they are aware of the expectations regarding behaviour and of the strategies used to teach and reinforce that expected behaviour, including for those with specific needs and strategies

### **The role of the Teaching Assistants**

- being aware of relevant rules, routines and high expectations and upholding and reinforcing them
- being consistent, fair and proportionate when giving rewards and sanctions
- knowing the children as individuals, recognising their characters and taking this knowledge into account when working with them
- use CEL to support pupils in their learning
- reassuring, re-focusing and reaffirming tasks set for children
- supporting pupils with SEND and behaviour plans, using given strategies
- allowing children to express their views and feelings and seeking to extend their understanding of relationships through discussion
- responding to children's needs swiftly
- observing children and informing class teachers about specific incidents or trends in behaviour

### **The role of Midday Supervisors/Adults on duty at lunchtime**

- being friendly and approachable
- being aware of relevant and accepted expectations and reinforcing them
- being consistent and fair when giving rewards or imposing agreed sanctions
- knowing the children as individuals, recognising their characters and taking this knowledge into account when working with them
- support children's development of behaviour skills and self-regulation

- having high expectations and informing class teachers about specific incidents or trends in behaviour
- support children using agreed strategies

### **The role of parents and carers:**

- inform the Academy of any concerns that might affect the behaviour of the child, including any medical or social circumstances
- provide their child with the opportunity to discuss their day so that any worries or concerns are recognised at an early stage
- keep in touch with their child's teacher both formally and informally so that their child's interests can be discussed whenever necessary
- support and co-operate with the Academy, respecting the staff and valuing their professional opinions in implementing the behaviour policy
- promote positive attitudes towards the Academy
- provide a good example of behaviour

### **The role of Trustees**

- be involved in the development and evaluation of the policy in accordance with the stated aims of the Trust.
- The Trustees support the Principal/Head of Academy in carrying out these guidelines, who has the day to day authority to implement the Trust behaviour policy
- support staff in implementing the policy and ensure staff induction includes behaviour management training and staff receive behaviour management CPD on a regular basis
- monitor and evaluate the effectiveness of the policy in bringing about its stated aims and objectives
- report on the effectiveness of the policy to parents and carers
- provide opportunities for dialogue with children, staff and parents/carers

## **TRUST ACADEMY RULES**

### **ASSERTIVE DISCIPLINE AT INSPIRING FUTURES PARTNERSHIP TRUST**

**AIMS:** "To create a positive learning environment for all members of the Trust's Academy community and an even approach to dealing with behaviour issues as they arise."

'Assertive Discipline' is a system of positive behaviour management which is designed to create a positive environment in which teachers can teach and children are able to learn more effectively. It provides both children and adults at the Trust with a structure of how we wish them to behave, and the opportunity to make individual choices to fulfil those criteria.

The system is based on '**five golden rules**', which we refer to as 'Academy rules', which are designed to provide the children with a structure to their behaviour. Children will therefore be in no doubt how they are expected to behave, and have the opportunity to make informed choices in order to follow these rules.

<b>KS1 and EYFS Rules</b>	<b>KS2 Rules</b>
<ol style="list-style-type: none"> <li>1. Do what the grown-ups in our Academy tell you, straight away.</li> <li>2. Be gentle with everyone.</li> <li>3. Take care of Academy belongings.</li> <li>4. Be kind and caring to all the people in our academy.</li> <li>5. Listen carefully to other people and give sensible answers</li> </ol>	<ol style="list-style-type: none"> <li>1. Follow instructions given by all Academy adults.</li> <li>2. Keep hands, feet and objects to yourself.</li> <li>3. Treat equipment sensibly.</li> <li>4. Show respect to all members of the Academy community.</li> <li>5. Listen carefully and respond appropriately.</li> </ol>

Pupils are taught how they should behave in different situations around each academy and high expectations are set by all members of staff. At Key Stage 2, pupils take responsibility for learning and behaviour in the classroom and beyond through the development of a class charter to support positive behaviours. Across the Trust, the Characteristics of Excellent Learners (CEL) supports the pupils with both their academic and behavioural achievements.

As we follow a positive behaviour management system, the emphasis is on praising and rewarding good academic and non-academic behaviours, choices and achievements. These can include, but are not limited to:

- Verbal praise
- Certificates
- Stickers
- Star of the week
- Notes or phone calls home to parents/carers
- Golden cards and golden time
- House points
- Moving a peg/name up a displayed chart (levels are chosen by each individual academy but an example might be: 'Making Good Choices' 'Reach for the Stars' 'Rainbow' and 'Superstar')
- Group rewards
- Table points
- Celebration of success assemblies
- Weekly positive behaviour cards (KS2)
- CEL celebration assemblies
- Dojos

## **Pupils with SEND and other additional needs**

At IFPT, we recognise that all behaviours are a form of communication and that support may be required to allow pupils to access the curriculum. All staff working with pupils will be made aware of any triggers and cues; strategies will be put in place so that the pupil is able to succeed in class. All staff working with the child will carefully observe and avoid any known triggers. They will implement de-escalation strategies where appropriate.

Zones of regulation may be used to support pupils in understanding their emotions, giving them strategies to overcome this so that they are ready to learn. This strategy will be used for specific pupils where deemed appropriate and may be used to prevent de-escalation and/or as part of the restorative approach.

In addition:

- Where a pupil has significant social, emotional or mental health needs resulting in behavioural difficulties, class teachers will work closely with the SENDCo and learning support mentors
- A child may require a behaviour chart or behaviour book that is specific to them and their needs, as well as a more detailed record of their behaviour being kept by staff (CPOMs)
- 'Roots and Fruits' may also be used under the direction of the SENDCo.
- This may result in a need for closer, more regular contact with parents/carers.
- Where appropriate, a child may be referred to external agencies such as the Pupil Referral Unit, Educational Psychologist, and Specialist Teacher Service
- If required, staff may carry out a risk assessment for a particular child in conjunction with the SENDCo.
- Records kept by staff will be uploaded to whichever electronic record keeping system each academy is using to monitor behaviour and keep parents informed.

Please also refer to other relevant policies- SEN, Inclusion, Equal Opportunity, Disability Equality and Use of Force.

## **Consistency**

Consistent approaches and responses to behaviour ensure a 'certainty' and 'predictability' for children, young people and service users. This certainty establishes safe and understood boundaries around behaviours. Establishing expectations of adults around consistent practice also empowers everyone to 'get it right' and embeds an understanding of 'we all have a responsibility'.

Every member of staff should refer to the Academy's 'behaviour script.'  
Where possible every member of staff should receive 'STEPS' training.

## **Consequences**

If a child chooses not to follow the Trust's rules, their behaviour will not be accepted and there are a series of consequences for choosing inappropriate behaviour. The system is designed to be appropriate to the ages of the children and prepares them for the next stage, as they move up the Academy.

## **EYFS**

In the Foundation Stage Department, the children follow the Foundation Stage guidance developing positive social attitudes and skills. Children are rewarded for kind and considerate behaviour. The children follow the same simplified Academy rules as KS1. Children are talked through their behaviour and guided as to how to make changes. The concept of a consequence for breaking a rule is introduced through positive reminders about Academy rules and expectations.

### **EYFS CONSEQUENCES**

1. Verbal warning
2. Move name down and reflection time/restorative conversation
3. Move name down – loss of privilege e.g. part/whole breaktime, class teacher to inform parents and log on SIMs
4. Report to another teacher/senior teacher
5. Report to Head of Academy

If an EYFS child breaks a Trust Academy rule:

- 1) Each child starts the day on the 'sunshine', which is referred to as 'Ready to Learn'.
- 2) If a child breaks a rule, staff will give a verbal reminder, referring to the rule
- 3) The second time, they will get another reminder and they will be asked to move their name to 'cloud', referring to the Academy rule. This is referred to as 'Make Better Choices'. Some time for brief reflection or restorative conversation is needed
- 4) The next time, children will be asked to move their name to 'rain cloud', referring to the Academy rule. Children will need some time to reflect, be close to an adult and lose a privilege. Parents must be informed and this should be logged on SIMs
- 5) Report to another teacher/senior teacher
- 6) Report to Head of Academy

Children should be given the opportunity to work back to 'ready to learn'.

*"[Name of child] I am moving your name to the cloud because you were unable to do what grown ups were telling you. I know you can make a better a choice, thank you."*

## KS1

### **KS1 CONSEQUENCES**

1. Verbal warning
2. Move peg down and reflection time/restorative conversation
3. Move peg down – loss of privilege e.g. part/whole breaktime, class teacher to inform parents and log on SIMs
4. Report to another teacher/senior teacher
5. Report to Head of Academy

If a KS1 child breaks a Trust Academy rule:

- 1) Each child starts the day on the 'green light', which is referred to as 'Ready to Learn'.
- 2) If a child breaks a rule, staff will give a verbal reminder, referring to the rule
- 3) The second time, they will get another reminder and they will be asked to move their name to 'orange', referring to the Academy rule. This is referred to as 'Make Better Choices'. Some time for brief reflection or restorative conversation is needed
- 4) The next time, children will be asked to move their name to 'red', referring to the Academy rule. Children will need some time to reflect, be close to an adult and lose a privilege. Parents must be informed and this should be logged on SIMs
- 5) Report to another teacher/senior teacher
- 6) Report to Head of Academy

The Principal will be informed of any serious breach or persistent breaches of the Trust's Behaviour Policy and where allowing the pupil to remain in the Academy would seriously harm the education or welfare of the pupil or others in the Academy. At this point the Principal may decide to remove a pupil from lessons for either half or all of an Academy day (internal inclusion) or issue a fixed period suspension or permanent exclusion. A managed move to another academy/school may also be considered.

***NB For a serious incident- a senior member of staff may approve a child being fast-tracked directly to consequences.***

Every child will start afresh the next day with a clean slate, and have the opportunity to choose more appropriate behaviour.

When warning a child about their behaviour or discussing their behaviour with them, the teacher will directly refer to the Academy rules.

E.g. "I am reminding you about rule 2- show me that you can keep your hands and feet to yourself." and "I am giving you a warning because you are talking when I am



talking which breaks rule 5” and ‘I am giving you a green card for rule 3. Come and talk to me about it at the end of the lesson.’

Records of consequences are kept on CPOMs and parents have access to their child’s records via the Academy’s chosen electronic system as well as being informed electronically of consequences given.

***For the Academic year 2022-2023, Year 3 pupils at Kingsbrook View Primary Academy will follow the KS1 rules and consequences.***

## **KS2**

### **KS2 CONSEQUENCES**

1. Green Card- Formal warning recorded in behaviour book
2. Orange card- Time out/Reflection time (3 minutes to complete form straight after incident) and recorded in book
3. Red card –miss next playtime, report to Head of Year, Phase Leader and incident discussed with parents/carers
4. Report to Head of Year/Phase Leader
5. Report to senior leader
6. Inform Principal

If a child breaks one of the Trust Academy rules:

- 1) Staff will give a discreet reminder, referring to the rule
- 2) The second time, they will get a verbal warning, referring to the rule.
- 3) If they break another rule or the same rule again, they will face the first consequence of receiving a green card recorded in the class behaviour book and parents informed.
- 4) On the next occasion, the child will receive an orange card in the behaviour book and fill out a form regarding their behaviour immediately after the incident. If, as a result, they do not complete their work, they may be required to stay in at the next break to complete it.
- 5) On the third occasion, the child will receive a red card in the behaviour book and will stay in for their next available break. Parents will then be informed by phone call or letter. A copy of the letter or details of the phone call will go into the child’s personal profile.
- 6) After the point of a red card, or for a serious incident, the child will first be sent to discuss their behaviour with their Year/Phase Leader, then a Senior Leader. These senior leaders also have the option to use additional consequences such as removal of privileges for serious incidents or for a severe pattern of poor behaviour.

The Principal will be informed of any serious breach or persistent breaches of the Trust's behaviour policy and where allowing the pupil to remain in the Academy would seriously harm the education or welfare of the pupil or others in that Academy. At this point the Principal may decide to remove a pupil from lessons for either half or all of an Academy day (internal inclusion) or issue a fixed period suspension or permanent exclusion. A managed move to another academy/school may also be considered.

***NB For a serious incident- a senior member of staff may approve a child being fast-tracked through the consequences directly to stage 2 or 3.***

When warning a child about their behaviour or discussing their behaviour with them, the teacher will directly refer to the Trust's Academy rules.

E.g. 'I am reminding you about rule 2- show me that you can keep your hands and feet to yourself.' and 'I am giving you a warning because you are talking when I am talking which breaks rule 5' and 'I am giving you a green card for rule 3. Come and talk to me about it at the end of the lesson.'

They may ask the child to explain to them which rule they are breaking. By Upper KS2, the children should know the Academy rules by heart.

Every child will start afresh the next day with a clean slate, and have the opportunity to choose more appropriate behaviour.

Records of consequences are kept in the class behaviour book and parents have access to their child's records via the academy's chosen electronic system as well as being informed electronically of consequences given.

If a key stage 2 pupil adheres to the rules of Academy throughout a whole week and does not get given a coloured card consequence then their class teacher may decide to reward them with a "Positive Behaviour Card" at the end of each week. Teachers may choose not to issue "Positive Behaviour Cards" and as the use of the other rewards (house points, star of the week, golden cards) during the course of the week to help reward and secure positive behaviour is more effective.

### **Lunchtimes**

Midday supervisors/adults on duty will inform class teachers of inappropriate behaviour at lunchtime. The member of staff who was informed about the incident and dealt with the incident should log on CPOMS, including:

- Details of the incident
- Any actions taken/consequence given

It is the responsibility of each class teacher to follow up with appropriate action once back in the classroom.

## **Reflection Forms**

Reflection forms are used to support the pupil in understanding their behaviour choices, the consequences for them and others and the opportunities open to them in the future when making a better choice and preventing a recurrence of misbehaviour.

Reflection forms (appendix 1) – these are to be completed with an adult following an incident at consequence 2 or above. They should be completed once the child's emotional state has de-escalated and prior to returning to lessons. If a child needs time to complete work following a reflection form, some of their next break can be used (unless this is a trigger).

Roots and Fruits (appendix 2) – these are to be used for children not responding to reflection and displaying repeated incidences of behaviours leading to consequence 2 or above. It should be completed with an adult, once the child's emotional state has de-escalated and prior to returning to lessons. If a child needs time to complete work following a reflection form, some of their next break can be used (unless this is a trigger). This form should be discussed with parents/carers.

Once a reflection form has been completed, it should be added to the child's personal file, along with any meeting records. If the incident has been added to CPOMS, the reflection form should also be uploaded (CVPA only)

## **Recording and Monitoring Behaviour**

Each class will record the behaviour on CPOMS. It is the person who was drawn to the attention of the incident who should complete the CPOMS entry and class teachers should be notified and comment if appropriate. The log must contain the following information:

- Date and time
- Name of child
- Location
- Incident, including the names of other children involved
- Actions taken/consequence given

Once a week, this information will be uploaded to SIMS.

If there is an unexplained change or serious deterioration in behaviour, or the behaviour is related to vulnerable/SEND children then the incident should be immediately logged on CPOMS and relevant staff informed.

Behaviour records are printed half termly by the Behaviour lead identifying pupils of concern and a record is given to the relevant teachers. Teachers fill in actions taken to modify the pupil's behaviour (contact with parents/carers, behaviour chart, learning mentor support, referral to SENCo etc.) and grade behaviour for relevant pupils as mild, moderate or of concern.

## **The use of reasonable force**

There may be circumstances when it is appropriate for Academy staff to use reasonable force to safeguard children and their education. The term 'reasonable force' covers the broad range of actions used by staff that involve a degree of physical contact to control or restrain children. 'Reasonable' in these circumstances means 'using no more force than is needed'.

Reasonable force may be used 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 an Academy event or an Academy 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.

All incidents involving the use of reasonable force must be recorded on CPOMS, reported to the Head of Academy/Principal and the parent/carer of the child/children involved informed.

## **Searching and confiscation (Department for Education guidance)**

Senior Leaders have a statutory power to search a pupil or their possessions where they have reasonable grounds to suspects that the pupil may have a prohibited item listed below:

- knives and weapons
- alcohol
- illegal drugs
- stolen items
- tobacco and cigarette papers
- vaping paraphernalia
- fireworks
- pornographic images
- Mobile phones
- Digital recording devises
- Smart watches that have recording and communication capabilities
- Chewing gum
- Energy drinks
- any article that the member of staff reasonably suspects has been, or is likely to be used:
  - to commit an offence, or
  - to cause personal injury to, or damage to property; any person (including the pupil)

Senior Leaders will always explain the reason why a search is required to the pupil/pupils and searches will always be conducted in the presence of more than one member of staff. Pupils will be given the opportunity to ask any questions they have. If a pupil does not agree to the search then parents/carers or the police will be contacted to provide further support.

A member of staff may search a pupil's outer clothing, pockets, possessions or desk. The person conducting the search must not require the pupil to remove any clothing other than outer clothing. 'Outer clothing' means any item of clothing that is not worn wholly next to the skin or immediately over a garment that is being worn as underwear, as well as hats, shoes, boots or scarves.

Any prohibited items will be confiscated by the senior leader conducting the search.

All incidents involving a search of a pupil or their possessions must be recorded on CPOMS, reported to the Head of Academy/Principal and the parent/carer of the child/children involved informed.

### **Behaviour outside of Academy premises**

In response to non-criminal poor behaviour and bullying which occurs off the Academy premises or online and which is witnessed by a staff member or reported to the Academy and found to be accurate will be dealt with. The Academy will use its full range of consequences and support to prevent this misbehaviour from being repeated.

Conduct outside the Academy premises, including online conduct, that will result in consequences and support include:

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

### **Inclusion Strategy for Pupils who are Physically Aggressive**

**Please note: this strategy is not specifically aimed at pupils with ASD; it is to be used with ALL pupils who are consistently, physically aggressive. It is important we recognise the many pupils at IFPT who have ASD and are not aggressive. Equally, it is not unusual to encounter a pupil who is aggressive but does not have ASD.**

This inclusion strategy is intended to guide all parties involved in supporting the child, including: family members, Trust and Academy staff, senior leaders, trustees and outside agencies in providing the pupil with a full range of strategies to support their behaviour. It is also intended to provide a framework for the parents of

physically aggressive pupils to highlight the severity of their child's behaviour and the importance of working collaboratively with the Trust and individual Academy. The system provides the pupil and family with an increasing amount of support and advice, culminating in permanent exclusion if sustained physical aggression continues.

### Before Implementing the Inclusion Strategy for Pupils who are Physically Aggressive

Prior to implementing the Inclusion Strategy for Pupils who are Physically Aggressive, class teachers need to follow the IFPT Behaviour Policy, then, if appropriate, make reasonable adjustments to support the pupil's behaviour using the graduated approach to attempt to meet the pupil's needs in accordance with the SEN Code of Conduct. These reasonable adjustments, which must be agreed with the Phase or Year Leader and SENDCo, could include but are not exclusive to:

- Personalised behaviour incentives: sticker charts, opportunities to earn rewards with positive behaviour
- Regular communication with parents/carers: parent teacher meetings, Home Academy communication books, regular informal discussions
- Increased supervision: moving pupil onto a table near the teacher, asking the pupil to line up at the front of the line, informing teachers on duty to pay particular attention
- Adapting classroom settings: avoiding busy transitions, adapted seating plans, using positive role models, time out cards, quiet space in classroom, individual workspace
- Access to specific focus groups/ support: social stories, learning mentor, structured opportunities to release energy
- Behaviour plan co-created with input from all adults that work with the pupil, including parents
- Referrals made to relevant agencies: SaLT, CAMHS, OT, Educational psychology, First Response
- Internal exclusions used to show the seriousness of the behaviour.

Once reasonable adjustments have been made and given time to embed, if the child continues to be physically aggressive, the family will be informed in writing and the Trust and the individual Academy will begin to implement the first steps of the Inclusion Strategy for Pupils who are Physically Aggressive.

### Implementing the Inclusion Strategy for Pupils who are Physically Aggressive.

Pupils should not move up the list as a matter of formality. Pupils should be given credit for positive behaviour and the opportunity to be removed from the list or move down the list if the support provided is reducing the frequency or severity of physical aggression.

1. Parents/carers advised in writing by the Principal/Head of Academy that their child has exhausted the usual Trust Behaviour Policy and reasonable adjustments that have been made have not had the desired impact.
2. Formal meeting with class teacher, Phase or Year Leader and SENDCo to evaluate current strategies, discuss ongoing referrals or new referrals to be made. If not already completed, referrals should be made to PRU in reach/outreach, Specialist Teaching Service, Community paediatrician, CAMHS (if applicable), and contact local ASD ARP to request they observe the pupil (if relevant to their need).
3. Parents/carers and pupil invited to a meeting with the appropriate member of SLT and SENDCo. Trustees also informed at this stage.
4. Multi agency Case Conference including all professionals that support the child, including parents and Principal/Head of Academy. Also invite the child for part of the meeting if age-appropriate. Any additional strategies identified through this meeting are to be pursued, if reasonably practical.
5. Principal/Head of Academy to inform Safeguarding Trustee of the outcome of the Case Conference and comments requested.
6. Exclusion Checklist for Headteachers to be used following the next serious event and possible fixed period exclusion issued.
7. Parents to be informed of the urgent need for alternative provision.
8. Bucks County Council's Exclusions and Reintegration Team consulted with to explore managed move, PRU placement potential.
9. If possible, alternative placement arranged. Examples could include:
  - Full time PRU placement arranged by Principal/Head of Academy
  - Transfer to an ARP or Special School arranged by SENDCo
  - Managed move arranged by the Principal/Head of Academy
10. Permanent exclusion.

Throughout this process it is important for the welfare and education of the other children and well-being of staff to be considered with equal weighting.

### **Confidentiality Notice**

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## Appendix 1: Reflection Form

Name:	Class:	Date:	Lesson:
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What caused the incident?

What happened?



What are the consequences for me  
(including my feelings)?

How have my actions affected others?

My targets including how I can prevent it from  
happening again.

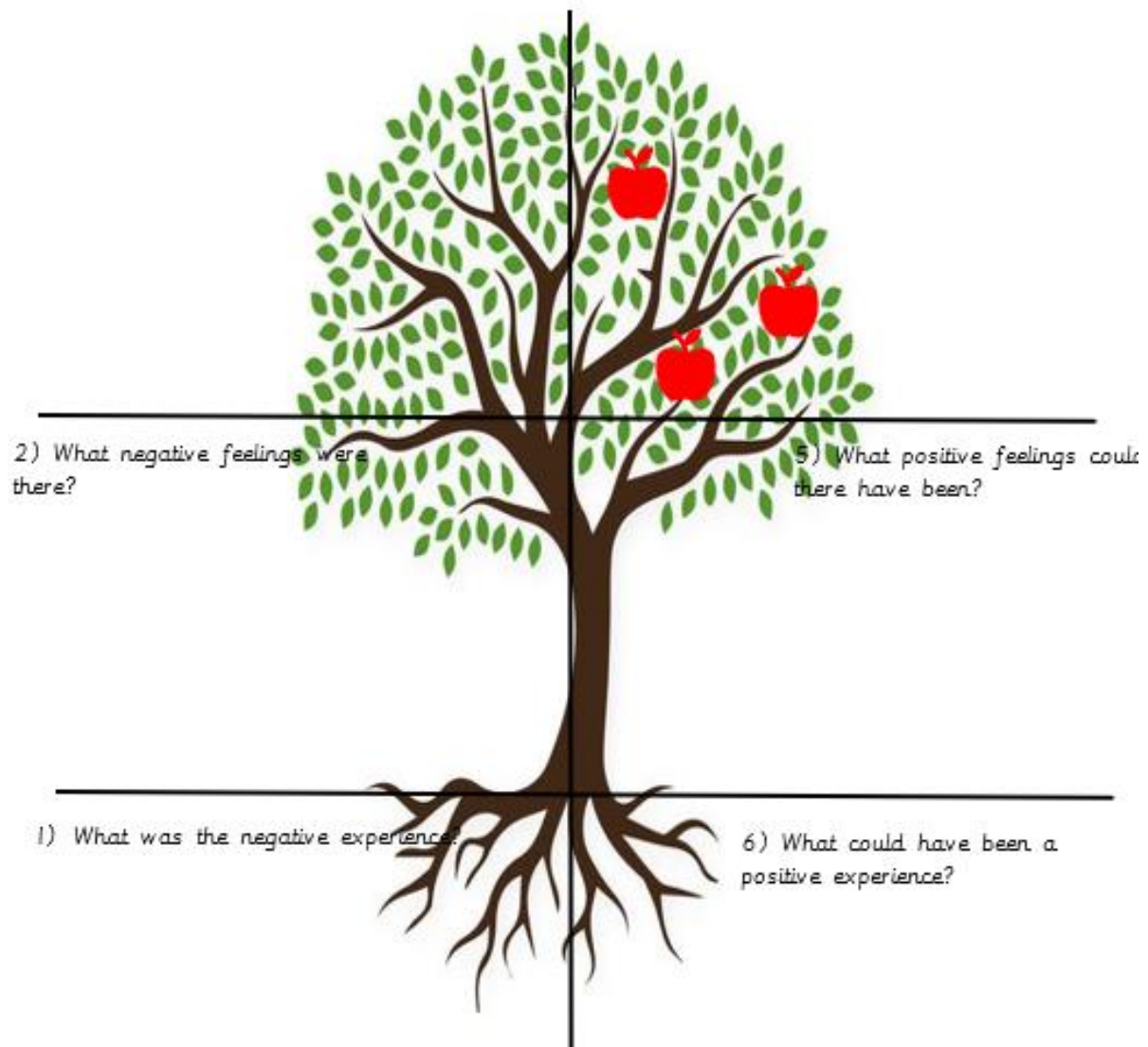


## Appendix 2: Roots and Fruits

Name of pupil	
Supporting staff	
Date	
Review Date	

3) What negative behaviours were exhibited?

4) What positive behaviours could have been exhibited?



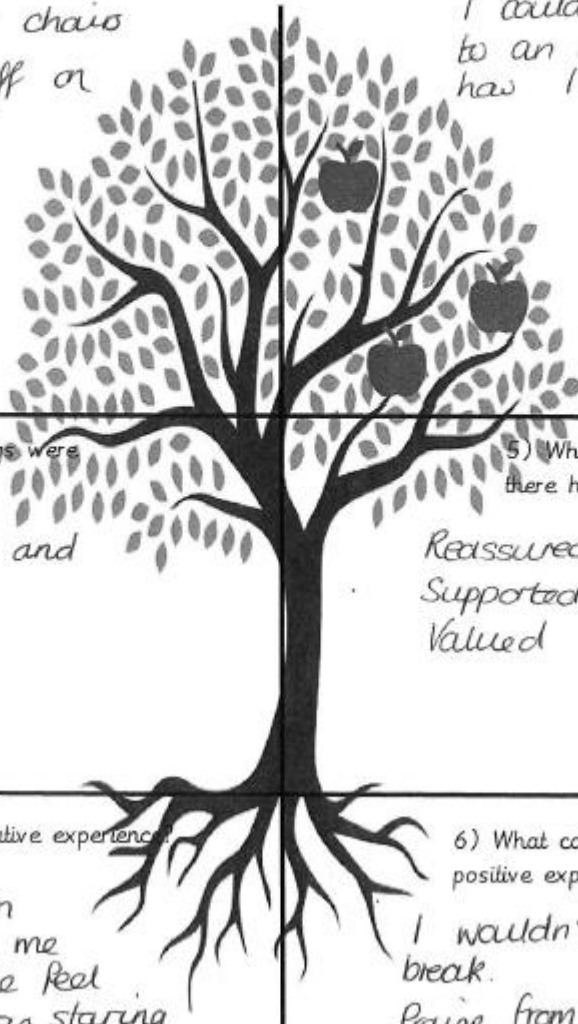
Name of pupil	Child A
Supporting staff	
Date	
Review Date	

3) What negative behaviours were exhibited?

I pulled over chairs and threw stuff on the floor

4) What positive behaviours could have been exhibited?

I could have spoken to an adult about how I was feeling.



2) What negative feelings were there?

I was angry and annoyed

5) What positive feelings could there have been?

Reassured  
Supported  
Valued

1) What was the negative experience?

Other children talking about me and making me feel like everyone was staring

6) What could have been a positive experience?

I wouldn't have missed break.  
Praise from grown-ups.  
Structured play to build relationships.