



Oakfield Community Primary and Nursery School

‘Positive Behaviour & Attitudes Policy’ 2024-2025

Beneath every
behaviour there is a
feeling.
Beneath each feeling
there is a need.
If we meet the need
instead of focus on the
behaviour, we treat
the cause not the
symptom.



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

- Behaviour and discipline in schools (July 2022)
- Searching, screening and confiscation at school
- The Equality Act 2010
- Use of reasonable force in schools
- Supporting pupils with medical conditions at school
- Exclusion Guidance
- Special educational needs and disability (SEND) code of practice
- Planning guide for primary schools following Covid-19
- Section 175 of the Education Act 2002, which outlines a school's duty to safeguard and promote the welfare of its pupils
- Sections 88-94 of the Education and Inspections Act 2006, which require schools to regulate pupils' behaviour and publish a behaviour policy and written statement of behaviour principles, and give schools the authority to confiscate pupils' property
- Keeping Children Safe in Education (DfE 2023)

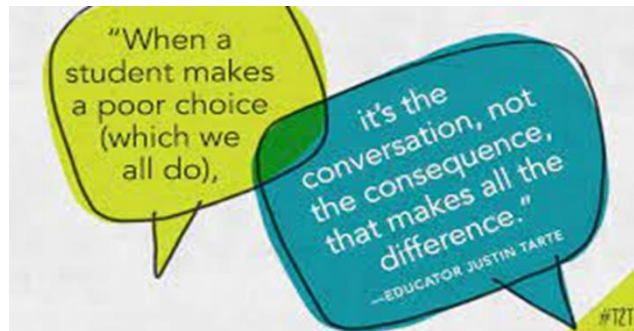
Further Research

- When the Adult Changes , Everything Changes by Paul Dix (2017)
- The Trauma and Attachment Aware Classroom by Rebecca Brooks (2020)
- Inside I'm Hurting by Louise Bomber (2007)

Aims and Philosophy

- Promote a family environment with positive and nurturing relationships.
- Foster positive attitudes and positive self-images, recognising and valuing achievements at all levels.
- Create a happy, calm, and safe environment for all our children and staff, conducive to good learning.
- Understand triggers and identifying root causes of certain behaviours.
- Make boundaries of acceptable behaviour clear and understand the relationship between actions and consequences.
- Ensure an equitable and consistent approach.
- Encourage increasing independence and self-discipline so each child learns to accept responsibility for their own behaviour and choices.
- To develop self-respect and respect for everyone in our school community, including their faiths, lifestyles, and cultures.
- Implement mental health and trauma-informed approach to behaviour in our school.
- Provide an engaging curriculum that motivates children to learn alongside their social, emotional and behavioural development.

Positive Behaviour Management and what it looks like at Oakfield



At Oakfield Community Primary School, we want to foster a climate which promotes a 'Family for learning and a Family for ALL. There is a high expectation of behaviour in all aspects of the school day which places the needs of the child at its centre.

Our school will support all children and we maintain the belief that pupils' behaviour should be understood and can be modified, managed and enhanced in order to enable them to access and have success in their learning.

Our school ethos & culture have been developed by all members of the Oakfield Family providing a caring, calm and secure environment, in which tolerance, understanding and respect for others is fostered. We aim to promote a positive culture and to encourage in all pupils a sense of responsibility to themselves, to our school and to the wider community

It is important to remember that when a pupil makes a poor choice, it's the conversation, not the consequence that makes all the difference. Ultimately it is the child who chooses and is responsible for their own behaviour. As Dr Tina Ray 2013 said "*All behaviour is communication*". We want to work to make positive behaviour rewarding at Oakfield, so that every child feels safe, happy, enjoys learning and achieves their full potential.

Photo of hall displaying our whole school ethos and culture



BEHAVIOUR MANAGEMENT POLICY

3 - 17

Updated March 2024

We are committed to Safeguarding.

This is one of the suite of policies which supports Safeguarding, to ensure children thrive in our care.

Our School Rules:

Our School Rules

Every day is a new day



Treat others how you want to be treated.



Try hard to be the best you can be.



Be part of the Oakfield Family Team.

Underpinned by our whole school principles:

Our 6 C's



 Collaboration	 Communication	 Consideration
 Consistency	 Commitment	 Celebration

At Oakfield Community Primary School, we seek to positively reinforce children's behaviour and reward them as often as possible. These rewards can be communicated in many ways:

- Daily in class using Class Dojo Recognition Points
- Daily in class using our Working Towards Rewards Charts
- Awarding a trophy daily to the 'Dojo Learner of the Day'
- Weekly celebration assembly awards a Dojo Medal and certificate to be taken home
- Visits to SLT to showcase work or share a proud moment
- Messages home or verbally said to parents



- Stickers and certificates
- The Book Vending machine
- 'Working Towards' rewards

Classroom Strategies

Class Dojo System

Class Dojo is a digital classroom management tool designed to help our teachers reward pupil behaviour and communicate effectively with parents. Each pupil gets an avatar and teachers aim to reward a Daily Recognition Point. We ensure that we praise children when it is well deserved- recognising behaviour and learning that goes above and beyond our expectations.

Recognition points are recorded virtually on the online Dojo system and these points can be traded in at certain times and redeemed in the Class dojo shop.

Teachers and support staff can communicate with parents on a 1:1 messaging service or via the class page where general class messages can be shared.

- Teachers and support staff are encouraged to post daily photo updates on their class page to showcase learning with parents. Also update their class stories with posts to remind parents of upcoming events e.g., trips, assemblies, PE days, homework deadlines etc.
- Celebrations of work can also be shared individually with parents and to children's individual stories
- It is not expected that you will have the app on your personal mobile device, please be mindful of the impact this may have on your personal time if you decide to have the app on your mobile device
- Teachers are reminded not to engage in conversations about personal matters with parents through the messaging service.

Daily Dojo Trophy and Medal

A member of each class, each day, will be awarded the 'Class Dojo' trophy and this will remain on their table for the following day. This will recognise their effort, persistence or kindness. Every week, one pupil will be chosen as the achiever of the week. They will receive a medal in our celebration assembly and this will go home for the weekend and returned back to school for the following Friday.

Monitoring of Class Dojo:

- SLT will ask to complete a pupil voice to monitor the effectiveness of Class Dojo and adapt processes when necessary.

- Any concerns from parents will be added to CPOMS so SLT can respond and deal with matters as soon as they arise.

Working Towards Rewards Charts

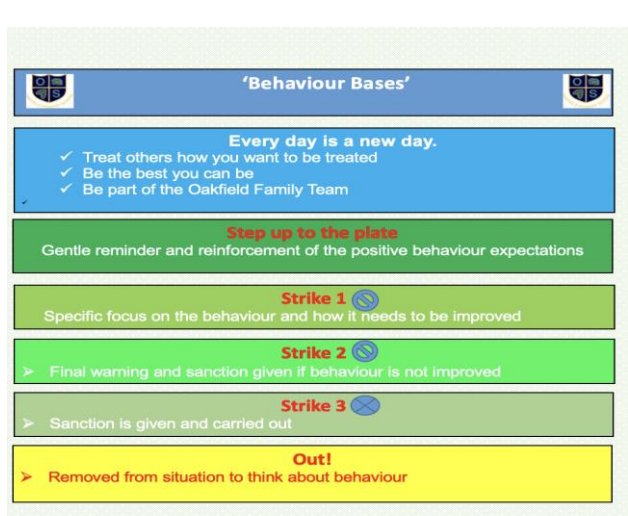
Each class has a Working Towards Rewards Chart which is used to reinforce our school standards of *Wonderful Walking, Super Sitting & Legendary Line-ups*. Each class uses a democratic debating and voting system to decide on their chosen reward (and points target) and this is then displayed visually in class for all children to see their progress towards. Once the target has been achieved, the class will receive their prize as a collective and then once again vote on a new reward to start the process again. Prizes and expectations will be communicated via Class Dojo.

Visual Timetables

Every class has a visual timetable explaining the structure of a day using pictures and symbols and is a way of reducing children’s anxiety. It may also be a strategy we use for an individual child to act as a comfort and manage their emotions.

Whole Class Behaviour Bases

We focus on positive behaviours and believe this is the best way to support children make the right choices in class. However, we know that at times, we need a supportive consistent approach which we can all adhere to and is flexible to meet the needs of all our pupils. We believe that each day is a new day and where possible behaviour is managed on the day that it occurs, so children do not worry or fear their next day in school.

BEHAVIOUR BASE WARNINGS	Visual Bases
<p>Step up to the plate Gentle reminder and reinforcement of the positive behaviour expectations</p> <p>Strike 1 ➤ Specific focus on the behaviour and how it needs to be improved.</p> <p>Strike 2 ➤ Final warning and sanction given if behaviour is not improved</p> <p>Strike 3 ➤ Sanction is given and carried out.</p> <p>Out! ➤ Removed from situation to think about behaviour</p>	 <p>The visual bases chart is a vertical stack of colored boxes. At the top is a blue box with the school logo and the title 'Behaviour Bases'. Below it is a blue box with the text 'Every day is a new day.' and three bullet points: 'Treat others how you want to be treated', 'Be the best you can be', and 'Be part of the Oakfield Family Team'. The next three boxes are green, each with a red 'Strike' label and a blue circle icon with a white 'X'. The first green box is labeled 'Strike 1' and contains the text 'Step up to the plate' and 'Gentle reminder and reinforcement of the positive behaviour expectations'. The second green box is labeled 'Strike 2' and contains 'Final warning and sanction given if behaviour is not improved'. The third green box is labeled 'Strike 3' and contains 'Sanction is given and carried out'. The final box is yellow and labeled 'Out!' and contains 'Removed from situation to think about behaviour'.</p>

As all children are individual, sometimes extra strikes may be implemented to support positive behaviour choices.



Calm Corners

Every classroom has incorporated a 'calm area' with some sensory toys. Pupils are encouraged to self-regulate in a safe space, recognising and regulating their emotions in a healthy way. It is a positive and non-punitive alternative to time out that helps children develop emotional regulation, providing structure and leaves them feeling safe and secure.

Individual Strategies

Restorative Practice

Restorative practice is a term used to describe behaviours, interactions and approaches which help to build and maintain positive, healthy relationships, resolve difficulties and repair harm where there has been conflict.

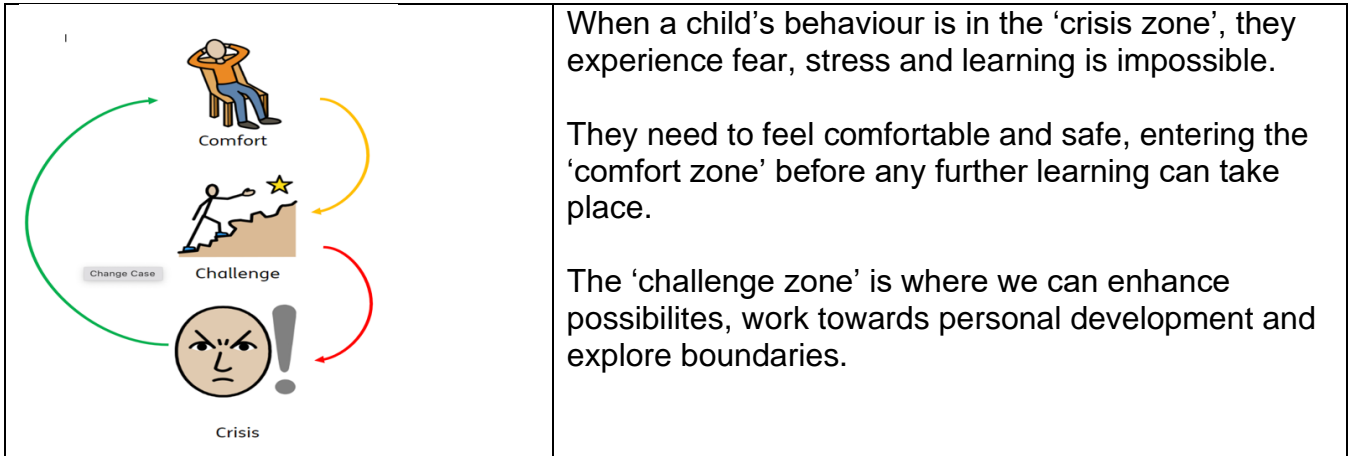
All of our staff will undergo regular trauma informed training so that they have a better understanding of the presented behaviour. This expertise will help them to identify that often an unacceptable or inappropriate behaviour is as a result of ACES. Research into Adverse Childhood Experiences (ACEs) evidence the huge impact on how we grow and develop, our physical and mental health and our thoughts, feelings and behaviour. 2 important factors we think about when we consider our mental wellbeing are the quality of attachment relationships and our experiences of ACES.

We want pupils to take responsibility for their behaviour and will encourage pupils to do this through restorative justice approaches which enables them to reflect on their behaviour and make amends. This process does not, however, replace consequences.

In our school we know that consistent management of behaviour is essential for pupils to understand what is expected of them and to avoid mixed messages. It is vital for them to learn from early on in life that there are consequences for poor and unacceptable behaviour which undermine the positive atmosphere of our school family.

Understanding

The more knowledge we have about why a child is struggling, the better placed we are to devise and implement strategies that will support them to make progress. A child's behaviour does not come out of nowhere and is often motivated by a range of factors. A child who has not developed a healthy stress response system could easily tip over the edge into a fight-flight-freeze response. All incidents are recorded on CPOMS so we can build up a picture of possible triggering events and situations. We also regularly communicate with parents/carers who can provide valuable information about issues that may lead to increased stress.



Individual Working Towards Boards

If a pupil is displaying attachment seeking behaviours, an individual system may be appropriate to set smaller personalised daily goals. This may be shared with parents and monitored on a regular basis.

Transitions

We recognise that unstructured times during the day can cause challenges and we are aware that we can support pupils by managing transitions within and outside of the classroom.

Lunch times

- We have an increased ratio of staff: pupils at lunchtimes to encourage and model positive behaviour.
- SLT are always available and highly visible to support and reinforce safe behaviour out of the classroom.
- During lunch times, Mid-day assistants' complete behaviour and first aid injury logs recording all incidents which happen during the lunchtime. These are shared with class teachers and teaching assistants so that they are aware of any issues which have happened.
- We have zoned outdoor spaces to allow for ball games and quieter calmer zones.
- A 'quieter' area for eating is located for children who find the dining hall too overwhelming.

Lining up and entering school

- Children are expected to always walk into school calmly and quietly.
- After break and lunch times, the procedure is ...
- *First whistle blown = children stand still and quiet*



- *Second whistle blown = children walk sensibly to their class line after putting away any play equipment.*
- Teachers will walk the children to lunch.
- Teachers will promptly be ready to collect children after lunchtime and walk them calmly back to class .
- Consideration is given to meet individual needs during lining up time to support this expectation.

Homework Expectations

- Homework is shared on Class Dojo and the expectation is that it is completed weekly at home.
- Homework whole class feedback is shared with the class the following week.
- Children in Year 6 may be given additional homework during the year in preparation for high school.
- Reading at home, forms part of the children's homework and children are encouraged to read daily.

Vulnerable Children and Nurture Groups

- The school's SENDCO (Special Educational Needs and Disabilities Co-ordinator) and or the Family Support Worker will coordinate support for any pupil who exhibits challenging behaviour and determine whether they have any underlying need.
- Where necessary, support and advice will also be sought from specialist teachers, such as an educational psychologist, medical practitioners and/or others, to identify and/or support specific needs.
- When additional needs are identified in a pupil, we will liaise with class teachers and possibly external agencies to plan support behavioural programmes for a child. We will work with parents to create the plan and review it on a regular basis.
- Children with identified additional needs including Special Educational Needs and Disabilities (SEND), social, emotional, physical, or medical needs, can access a nurture group, when needed. Attendance at the Nurture Group is written into Care Plans, Positive Handling Plans, Action plans or Risk Assessments.
- If pupils need additional nurture or mental health support , they will access this during the school day and this will be co-ordinated by the Family Support Worker.
- We will refer to an external agency such as the MHST or CAMHs.

Sport

- We promote a fair play approach to all contact sports and actively encourage the children to play them.
- If children do not play fairly, they may be stopped from playing them for a short period of time.



Child on Child Abuse

At Oakfield Community Primary and Nursery School, we will not tolerate Child on Child abuse and we will not demonise any child for it. We will support and listen to all the children involved and the alleged perpetrator(s) will be offered support so that they can change their behaviour.

Child on Child abuse is most likely to include, but may not be limited to:

- bullying (including cyberbullying, prejudice-based and discriminatory bullying)
- physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm (this may include an online element which facilitates, threatens and/or encourages physical abuse)
- sexual violence, such as rape, assault by penetration and sexual assault (this may include an online element which facilitates, threatens and/or encourages sexual violence)
- sexual harassment, such as sexual comments, remarks, jokes, and online sexual harassment, which may be standalone or part of a broader pattern of abuse
- causing someone to engage in sexual activity without consent, such as forcing someone to strip, touch themselves sexually, or to engage in sexual activity with a third party
- consensual and non-consensual sharing of nudes and semi nudes' images and or videos (also known as sexting or youth produced sexual imagery)
- up skirting, which typically involves taking a picture under a person's clothing without their permission, with the intention of viewing their genitals or buttocks to obtain sexual gratification, or cause the victim humiliation, distress, or alarm
- initiation/hazing type violence and rituals (this could include activities involving harassment, abuse or humiliation used as a way of initiating a person into a group and may also include an online element).

Bullying

- Bullying is defined as Several Times On Purpose (STOP) and we remind pupils during curriculum sessions, whole school assemblies and during our annual focus of 'Keeping Ourselves Safe Week'.
- As a school, we do not tolerate bullying of any kind, If, we discover that an act of bullying or intimidation has taken place, we will act immediately, identifying the root causes and completing restorative justice between the parties involved. This may also include working with parents to support whole school approaches.
- Bullying incidents are reported to Halton Borough Council through the Recording and Reporting Prejudiced Bullying Incidents system.



Social Media and mobile phones

- At Oakfield Community Primary school, we will promote the positive use of social media and will teach pupils regularly about 'e- safety'. The local PCSO will also be asked to speak to the older year groups to support the education of using mobile phones.
- Pupils in Year 5&6 who walk home are allowed to bring to school mobile phones, but they are not allowed access to them during the day.
- The rule for social media is that children should not be accessing it until they are 13 years of age. Parents and children are warned and taught of the implications of having a social media account.
- Mobile phones are the responsibility of the parent and could be prosecuted if their child was using it improperly.

Positive Handling

- Some staff will be identified to access 'Team Teach Training'.
- Staff have been instructed in 'positive handling' strategies through a 'whole setting' holistic approach. If restraint is used on a child, then a 'Significant Incident/Restraint record' is completed.
- All members of staff are aware of the regulations regarding the use of force by teachers, as set out in DfES Circular 10/98, relating to section 550A of the Education Act 1996: The Use of Force to Control or Restrain Pupils. Staff only intervene physically to restrain children or to prevent injury to a child, or if a child is in danger of hurting him/herself. The actions we take are in line with government guidelines on the restraint of children.
- The Headteacher and authorised school personnel also have the statutory power to search pupils or their possessions, without consent, where they have reasonable grounds for suspecting that a pupil may have a prohibited item. Such items will be confiscated and returned to the parent.

Off-site visits

- This policy also applies when children are offsite. If behaviour becomes unacceptable and or behaviour is exhibited which may bring the school into disrepute, the pupil will be returned to school.
- Parents may be encouraged to attend a trip to support their child's behaviour.
- Pupils, whose behaviour prior to a booked visit, is such that his/her attendance would pose a risk to themselves or others, may be prevented from going on the trip.

Transition

- In order to ensure a smooth transition for all children to the next year, pupils have transition sessions with their new teacher(s).



- Parents are invited to share a transition session with their child's new teacher so they can meet and greet before September,
- In addition, staff members hold transition meetings between each other to ensure all information is shared, in order to ensure that the right support is in place. Information on behavioural issues may also be shared with new settings, for those pupils transferring to other schools.
- All pupils leaving school will have their CPOMS information sent to the new setting.

The role of school staff

- All school staff have a responsibility to ensure good attitudes and behaviour across school and will work to support this policy.
- Class teachers are responsible for reporting behaviour incidents to parents/guardians either face to face (where possible) or via Class Dojo.
- All staff support this policy and report incidents of behaviour in the first instance, to a line manager, or record on CPOMS. Playground logbooks record incidents at lunchtime by MDAs and reported to staff.

The role of the Headteacher & Senior Leadership Team

- It is the responsibility of the Headteacher, supported by the SLT, to ensure the health, safety and welfare of all children in our school and to implement the school behaviour policies consistently under the School Standards and Framework Act 1998. The Head Teacher will report on the effectiveness of these policies to the governing body when requested.
- The Headteacher & Senior Leadership Team keep records of all reported serious incidents of behaviour.
- The Headteacher has the responsibility for giving fixed term exclusions to individual children for serious acts of unacceptable behaviour. For repeated or very serious acts of anti-social behaviour, the headteacher may permanently suspend a child. These actions are taken only after the School Governors have been notified.

The role of Parents

- The school collaborates and communicates actively with parents, so that children receive consistent messages about how to behave at home and at school.
- We explain the consistent school expectations in the school prospectus, and we expect parents to read them and support them by signing our Home/School Agreement, (along with their child) as a contract of agreement.
- We expect parents to support and be committed to their child's learning, and to work with the school. We work hard to build supportive relationships between home



and school, and we will inform parents if we have concerns about their child's welfare or behaviour.

- We expect parents to support the actions of the school. If parents have any concerns about the way that their child has been treated, they should initially contact the class teacher. If the concern remains, they should contact the Headteacher. If these discussions cannot resolve the problem, a formal grievance or appeal process can be implemented by way of the School Complaints Policy (available on the school website).

The role of Governors

- The Governing Body has the responsibility of setting down these general guidelines on standards of discipline and behaviour, and of reviewing their effectiveness. The Governors support the Headteacher and school staff in adhering to these guidelines.
- The Headteacher has the day-to-day authority to implement the school's policies on behaviour and discipline, but Governors may give advice to the Headteacher about specific disciplinary issues. The Headteacher must take this into account when making decisions about matters of behaviour.

Fixed term exclusions and permanent exclusions

- We do not wish to suspend any child from school, but sometimes this may be necessary. The school has therefore adopted the standard national list of reasons for exclusion, and the standard guidance, called Improving Behaviour and Attendance: Guidance on Exclusion from School and Child Referral Units (DfES, August 2017). We refer to this guidance in any decision to suspend a child from school.
- Only the Headteacher (or the acting Headteacher) has the power to suspend a child from school. The Headteacher may suspend a child for one or more fixed periods, for up to 45 days in any one school year. In extreme and exceptional circumstances, the headteacher may suspend a child permanently. It is also possible for the Headteacher to convert a fixed term exclusions into a permanent exclusion if the circumstances warrant this.
- If the Headteacher suspends a child, s/he informs the parents immediately, giving reasons for the fixed term exclusions. At the same time, the Headteacher makes it clear to the parents that they can, if they wish, appeal against the decision to the governing body. The school informs the parents how to make any such appeal. These verbal discussions are confirmed in writing.
- The Headteacher informs the Local Authority and the Governing Body about any permanent fixed term exclusions, and about any fixed term exclusions beyond five days in any one term.
- The Governing Body itself cannot either suspend a child or extend the fixed term exclusions period made by the Headteacher.



- The Governing Body has a discipline committee which is made up of between three and five members. This committee considers any fixed term exclusions appeals on behalf of the Governors. When an appeals panel meets to consider a fixed term exclusions, they consider the circumstances under which the child was suspended, consider any representation by parents and the LA, and consider whether the child should be reinstated.
- If the Governors' appeals panel decides that a child should be reinstated, the Headteacher must comply with this ruling.

Drug and alcohol-related incidents (including medication in school)

- It is the policy of this school that no child should bring any drug, legal or illegal, to school. If a child needs medication during the school day, the parent or guardian should notify the school and ask permission for the medication to be brought. This should be taken directly to the school office for safekeeping, and not given to the class teacher or TA. Any medication needed by a child while in school must be administered by those staff members who are certified in the administration of medicines within school. Mrs J Makin (Head teacher) and or Mr Faulkner will sign medication forms and administration will be delegated to a member of staff.
- It is forbidden for anyone, adult, or child, to bring onto the school premises illegal drugs. Any child who is found to have brought to school any type of illegal substance will be punished by a fixed term exclusions. The parents or guardians of any child involved will always be notified. The child will not be re-admitted to the school until a parent or guardian of the child has visited the school and discussed the seriousness of the incident with the headteacher.
- The school will take very seriously, the misuse of any substances such as glue, other solvents, or alcohol. Any child who deliberately brings substances into school for the purpose of misuse, will be punished by a fixed term exclusions. If the offence is repeated, the child will be permanently suspended, and the police and social services will be informed.
- If any child either brings in or is found to be suffering from the effects of alcohol or other substances, Children's Social Care (CSC) will be informed immediately, and arrangements made for the child to be removed from school (this would be a fixed term exclusions).
- If a child is found to have deliberately brought illegal substances into school and is found to be distributing these to other pupils for money, the child will be permanently suspended from the school. The police and social services will also be informed.

The principle of a zero-tolerance approach

At Oakfield Community Primary and Nursery School, zero-tolerance means that any incident will be proportionate, considered, supportive and decided on a case-by-case basis in line with the sanctions within this behaviour and attitudes policy.



We will consider the age and developmental stage of the alleged perpetrator(s), the nature and frequency of the alleged incident(s) and how to balance the sanction alongside education and safeguarding support.

The process for responding to reported incidents

If staff are dealing with an allegation of Child-on-Child abuse, they should follow the school's safeguarding policy.

A risk-assessment will be carried out by the DSL (or deputy DSL) who will take the lead, supported by other agencies as required.

This will be:

- Decided on a case-by-case basis
- Underpinned by the principle of a zero-tolerance approach (see above) to sexual violence and sexual harassment, meaning it's never acceptable and it won't be tolerated.

By carrying out the risk assessment, this will inform whether we need to:

- Manage the incident internally
- Refer to early help
- Refer to children's social care
- Report to the police.

Reporting Behaviours

'Lower-level' incidents are far more frequent than severe incidents and can underpin the problematic 'normalised' culture. Children should call out and report anything that makes them uncomfortable, no matter how 'small' they think it is. We will always take their safety and wellbeing seriously, listen to them, act on their concerns and not tolerate or accept abuse.

Reporting incidents benefits everyone, including:

- The victim(s): by stopping the problem and getting the help and support they need
- Other people: by preventing it happening to someone else
- The alleged perpetrator(s): catching problematic behaviour early can help them avoid criminal offences later in life

Calling out behaviour as it happens will help all children understand what is and is not acceptable. If the incident is very 'low level' – for example, a child making a comment that staff have reason to believe they don't fully understand – it may be appropriate to explain why it wasn't acceptable and ask the child to apologise to the victim.

Monitoring and review

- The Headteacher monitors the effectiveness of this policy on a regular basis. She also reports to the governing body on the effectiveness of the policy and, if necessary, makes recommendations for further improvements.



- The school keeps a variety of records concerning incidents of behaviour and the Headteacher keeps a record of any child who is given a fixed term exclusions or who is permanently suspended.
- It is the responsibility of the Governing Body to monitor the rate of fixed term exclusions and permanent exclusions, and to ensure that the school policy is administered fairly and consistently. The Governing Body will pay attention to matters of racial equality; it will seek to ensure that the school abides by the non-statutory guidance The Duty to Promote Race Equality: A Guide for Schools, and that no child is treated unfairly because of race or ethnic background.
- The Governing Body reviews this policy every two years. The Governors may, however, review the policy earlier than this if the government introduces new regulations, or if the governing body receives recommendations on how the policy might be improved.
- This behaviour policy will be shared with parents following any changes or at least annually (whichever is sooner).

Appendix 1

Written Statement of Behaviour Principles

- Every pupil understands they have the right to feel safe, valued and respected, and to be able to learn free from the disruption of others
- All pupils, staff and visitors are free from any form of discrimination
- Staff at all levels, including volunteers, set an excellent example to pupils at all times
- Rewards & sanctions are used consistently by staff, in line with the behaviour policy
- The behaviour policy is understood by pupils and staff
- Fixed term exclusions & Exclusions will only be used as a last resort
- Pupils are helped through education and restoration to take responsibility for their actions
- Families are involved in the handling of behaviour incidents to foster good relationships between the school and pupils' home life

Headteacher Name: Mrs J Makin Signature:
Date: 17/10/2023

Chair of Governors: Eric Burke Signature:

Policy Schedule

<u>Date:</u>	<u>Details:</u>	<u>Shared:</u>
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September	Policy Created	Staff:- September 2023 Gobs:- October 2023
July 2023	Class Dojo rewards / shop Updated Individual behaviour chart & restorative practice introduced. 6 C's class ethos shared.	Staff:- July 2023 Gobs:- N/A
October 2023	Written Statement of Principles added School Ethos/6 C's Visuals updated Role of Headteacher updated to include SLT	Staff:- October 2023 Gobs:- Autumn Term
March 2024	Edited policy in line with trauma attachment training and reading	Staff : March 2024 Gove – Spring 2