



Behaviour Policy

This policy sets out the expectations of behaviour at Coupe Green Primary School. As a caring community, we aim to create an environment which encourages and reinforces good behaviour and the fostering of positive attitudes.

We have high expectations for good behaviour throughout the school and at all times during the school day. This is closely linked to the ethos and Mission Statement 'Learning together supporting each other.' We feel it is vital that the school adopts and maintains a consistent approach to behaviour at all times and by all members of the school community. This policy also links to the school Anti-bullying policy.

Aims

- To promote a positive ethos in the school through encouraging a shared understanding of the values which underpin our school ethos
- To create a consistent environment that expects, encourages and recognises good behaviour and one in which everyone feels happy and safe
- To help pupils develop self-respect, self-control and accountability for their own behaviour
- To further promote self-esteem, good mental health through success, positive relationships and awareness of how our behaviour impacts on ourselves and others
- To encourage the partnership between home and school

We are a caring inclusive school and aim for every member of our school community to feel valued and respected. We all have the right to be treated well and fairly. The school behaviour policy is therefore designed to encourage the way in which all members – pupils, staff, parents and governors, can work together in a mutually supportive way. It aims to promote an environment where everyone feels safe and secure and where the health and well-being of individuals is paramount. Relationships should be based on fairness, honesty, courtesy and consideration.

Our behaviour policy focuses on positive behaviour management, promoted and supported in the following ways:

- A carefully planned curriculum
- Effective classroom management (See also Teaching & Learning Policy, AfL guidelines)
- Adult and peer role-modelling
- Whole school behaviour management plan
- Playtime and lunchtime provision (structured playground games, lunchtime club)
- Personalised programmes/ support from outside agencies

Curriculum and Classroom Management

Alongside positive relationships, we are aware that good classroom organisation and effective teaching methods are key to good behaviour and that the provision of a high quality curriculum through interesting and challenging activities influences behaviour. A welcoming and secure classroom environment gives clear messages to the children about the extent to which they and their efforts are valued.

Learning environments will be organised to promote and develop independence and individual initiative, whilst minimising disruption and uncertainty. This includes the arrangement of furniture and suitable access to resources and learning materials.

Displays aim to be current, lively and help develop self-esteem through demonstrating the value of every individual's contribution.

Good behaviour is modelled on a day to day basis by staff to demonstrate the behaviour that is expected by the children. For example, taking turns, opening doors, using manners by saying please and thank you and respecting each other in the way they speak to each other.

PHSE lessons are taught weekly and more frequently when there has been an incident or area of behaviour the whole class would benefit from. In these sessions practical activities are used to develop children's understanding of any behaviour aspects such as bullying, how to keep safe online, problem solving, developing self-esteem and maintaining good mental health and valuing and respecting different people's views. This is set out in the PSHE curriculum overview. (See appendix 1)

Playleaders from Year 5 and 6 selected by their peers, run activities at lunchtimes for the younger children. In their PSHE lessons they learn about how to be good playleaders and devise games for the children to play developing their responsibility. They are role models demonstrating how to share, play fairly and take turns. At lunchtimes, there are clear playing zones to provide a range of activities for the children to participate in and to ensure they are safe.

When our Nursery and Reception children join school they are buddied up with a Year 6 or 5 child to learn about school, take part in activities and have a friendly face. We call these Guardian Angels. The Angels enable younger children to settle into school quickly.

We have nurture provision for children who need to develop social, emotional and behaviour skills. This is delivered by the Learning Mentor, in conjunction with the class teachers who identify areas that the children need to develop. A boxall profile may be created to assist with this. Parents are also invited to discuss how they can work with the school to develop aspects identified. At Coupe Green we recognise that all behaviour is a form of communication which needs to be understood by enabling children to talk through their actions, feelings so they can understand and change any negative behaviours.

Staff Responsibilities

- To role model good behaviour and positive relationships
- To create a positive climate with realistic expectations
- To emphasise the importance of values and being valued
- To provide an effective learning and teaching environment
- To encourage positive relationships based on kindness, empathy and respect
- To ensure fair treatment for all regardless of ability, age, sex, race or preconceptions
- Show appreciation of the efforts and contributions of everyone
- To foster and support good mental health and physical wellbeing.

All teachers, support staff and welfare assistants are responsible for the modeling of good behaviour, positive relationships and dealing with incidents around school.

Behaviour Management Plan

Our behaviour management plan has three key aspects: rules, recognition and consequences.

Everyone in our school has the right to.....

- Learn
- Be respected
- Be safe

Therefore everyone is expected to follow these whole school rules:

- We will always make good choices, be courteous and considerate.
- We will always try our best and allow others to do the same.
- We will show respect by looking after ourselves, others and school property.
- We will listen and follow adult instructions.

At the end of the school year, classes will negotiate and agree, with the new teacher for the following year a small number of additional rules to form Class Promises. These should promote a positive and safe learning environment highlighting the behaviour expected in each class so the children have ownership of the expected standard. All promises will be clearly displayed in the classroom and referred to regularly.

Recognition

We aim to create a healthy balance between recognition and consequences with both being clearly explained and specified. Pupils should learn to expect recognition for positive behaviour and fair and consistently applied consequences for inappropriate behaviour. All systems are flexible to take account of individual circumstances. The emphasis is on positive behaviour management through RECOGNITION and PRAISE, which should be given whenever possible for both work and behaviour. Recognition and tangible rewards are given on individual, group and whole class levels in order to promote a sense of both individual and corporate responsibility.

- Praise and positive individual or group recognition
- Stickers – either worn by child, or collected on a chart or card
- Positive recognition to parents at the end of the session/day
- Showing work to another adult/class/Headteacher
- Good work notes recorded in planners for parents
- Certificates (presented in assembly)
- Reward from the Headteacher – choose from the Prize Box.
- Wow Moments sent home in EYFS for parents to share positive behaviors from home.

Dealing with unacceptable behaviour

Despite positive responses as a means to encouraging good behaviour, it may be necessary to employ a number of consequences if unacceptable behaviour escalates to enforce the school rules, and to ensure a safe and positive learning environment.

We operate a hierarchy of corrective interventions and consequences, working from the least to most intrusive. The hierarchy is made explicit to the children as is the link between the behaviour and consequence. A variety of low level intervention strategies are used initially, such as non-verbal signals, reminders and close adult proximity to re-direct and encourage children to stay on track. If the inappropriate behaviour persists, then the consequences are presented to the child as a choice to help teach children that they are responsible for their own behaviour.

Within the classroom, the following consequences will be used for increasingly inappropriate or continued disruptive behaviour. However extreme behaviour, such as physical aggression towards others, will result in immediate removal from the classroom/area/playground and/ or being sent to a senior member of staff or the Headteacher. The emphasis at any stage is on the child being re-engaged in the lesson, playtimes or lunchtimes and their learning as soon as appropriate.

Consequences

Stage 1: Verbal reminder of the expected behaviour/ school rule/class promise

- Choice presented to child – *“You can choose to or you can choose to..... If you choose to then you will have time out”.*

Stage 2: Time out within classroom. (1-3 minutes for KS1, 3-5 minutes for KS2)

- Choice presented to child – *“You can choose to or you can choose to..... If you choose to then there will be a further consequence”.*

Stage 3: Time taking off playtime or lunchtime to make up for learning time missed. (3-5 minutes for KS1, 5-10 minutes for KS2)

- Name recorded in behaviour log.
- Repeated incidents or reaching stage 3 regularly will be reported to parents at the end of the day or as soon as possible, in person or phone call.
- Child to complete a Reflection sheet (Appendix 2) and discussed with an adult. (if appropriate)

Stage 4: If unacceptable/ disruptive behaviour continues, the unacceptable behaviour will be dealt with by a member of the Senior Leadership Team or Headteacher.

- Time out working away from class for allocated period of time.
- Child to complete a Reflection sheet and discussed with an adult. (if appropriate)
- Meeting with parent arranged and recorded.
- Possible use of timetable to monitor behaviour/ individual behaviour.
- Targets.

With persistent disruptive behaviour or extreme behaviour incidents, children will be expected to fill in a KS1 or KS2 reflection sheet. This will be kept on file along with the incident record sheet. If appropriate, consequences may also involve making reparation for the unacceptable behaviour, e.g. writing a letter of apology.

Extremely unacceptable behaviour will be reported to the Headteacher or member of the Senior Leadership Team. A letter will be sent home or a phone call made to the parents the same day. For continual unacceptable behaviour or in case of serious verbal or physical aggression the child may be excluded internally from their class. This may also lead to a fixed-term exclusion, or on rare occasions, may take the form of a permanent exclusion (see ‘fixed-term and permanent exclusions’ below).

Following an incident of unacceptable behaviour, adults will have a restorative conversation with the child when they are calm, focusing on ‘repair’ and ‘putting it right’ to ensure a sense of closure. It will also focus on the child taking responsibility for their own actions and may involve the use of prompt questions, such as: How did you make other people feel? Is there anything you wish you’d done differently? What can you do to put it right? Is there anything I can help you with so it doesn’t happen again?

Playtimes and Lunchtimes

At playtimes and lunchtimes we aim to provide a range of activities to engage children in positive play with their peers. This includes the play equipment and structured games. Activities are run daily by Play Leaders from Year 5 and 6. The focus is on co-operative play, good communication and teamwork.

If problems between children arise, the emphasis is on peaceful problem solving and conflict resolution in line with the whole school approach. Peaceful problem solving prompt questions may be used. Such strategies are covered in whole class PSHCE time and SEAL as well as being reinforced with individuals or small groups where appropriate.

Children are recognised for positive behaviour at play and lunchtimes through verbal praise and public recognition, passing the good news onto class teachers and other adults and the awarding of house points.

Consequences

At playtimes and lunchtimes there is a three stage hierarchy of corrective interventions and consequences.

Stage 1: Verbal reminder of the expected behaviour/ school rule/class promise

- Choice presented to child – *“You can choose to or you can choose to..... If you choose to then you will have time out”.*

Stage 2: Time out with an adult on playground. (1-3 minutes for KS1, 3-5 minutes for KS2)

- Choice presented to child – *“You can choose to or you can choose to..... If you choose to then there will be a further consequence”.*

Stage 3: Time taking off playtime or lunchtime in the school building. (3-5 minutes for KS1, 5-10 minutes for KS2 with class teacher)

- Name recorded in behaviour log.
- Repeated incidents or reaching stage 3 regularly will be reported to parents at the end of the day or as soon as possible, in person or phone call.
- Child to complete a Reflection sheet and discussed with an adult. (if appropriate)

Stage 4: If unacceptable/ disruptive behaviour continues, or member of the Senior Leadership Team and/or sent to speak to Headteacher

- Time out taking off playtimes or lunchtimes for allocated period of time.
- Child to complete a Reflection sheet and discussed with an adult. (if appropriate)
- Meeting with parent arranged and recorded.
- Possible use of timetable to monitor behaviour/ individual behaviour.
- Targets.

Once again, adults will follow an incident of unacceptable behaviour with a restorative conversation focusing on ‘repair’ to ensure a sense of closure, and on the child taking responsibility for their own actions.

In the event of extremely unacceptable behaviour or persistent disruptive behaviour at play and lunchtimes, then a child will be brought inside from the playground straight away and may be excluded from playtimes and lunchtimes for a fixed period.

Time Out

Time out is not a punishment. It is carefully planned explicit intervention. It may be 'Thinking time' to allow the child to calm down and reflect on the unacceptable behaviour with the aim to be reintegrated to the class or break time when safe and appropriate to do so.

We adopt a supportive approach which allows pupils displaying Social, emotional, mental and health needs to access space away from other pupils for a limited period of time. If a child is unable to access the provided space as required, it may be necessary to ask the other children to vacate the original space. A separate room or area will only be used when it is in the best interest of all pupils. The pupil will remain the responsibility and in the care of at least one member of staff within the designated area. (agreed in the individual pupil's plan.) We have a responsibility to ensure the health and safety of pupils and staff and any requirements in relation to safeguarding and pupil/staff welfare.

Children's Responsibilities

Children are expected to follow the school rules showing respect for the rights and needs of all adults and other children in our school community. The School Council will play an important role in communicating and reviewing aspects of the Behaviour Policy.

Parents' Responsibilities

Parents have a vital role to play in their children's education – supporting their child's learning and co-operating with the school. We are very conscious of the importance of good communication between home and school. Thus, the school aims to work collaboratively with parents, so children receive consistent messages about how to behave at home and at school. It is important for all adults on school site, including parents, to model positive behaviour at all times and in particular in their interactions with each other.

We display the school's rules, rewards and consequence systems and explain them in the school prospectus. We have a Home/School agreement which is signed by pupils, parents and teachers. We expect parents to read these and support them. If a member of school staff has concerns about a child's welfare or behaviour, parents will be contacted as outlined above. If the school has to use reasonable consequences as the result of unacceptable behaviour, parents should 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. The Head teacher or a member of the senior leadership team may then be involved, and, if the concern remains, they should contact the school governors.

We expect parents to behave in a reasonable and civilised manner towards all school staff, as professionals, and that issues will be dealt in an atmosphere of trust and mutual respect. Incidents of verbal or physical aggression to staff by parents/guardians/carers of children in the school will be reported immediately to the Headteacher and/or Governors who will take appropriate action in line with Local Authority policy.

Special Educational Needs

We recognise that for a small number of children, whose behaviour is beyond the whole school rewards and consequences system, a more personalised approach may be necessary in order to support them in developing the ability to regulate their own behaviour. They may have an individual behaviour plan agreed between the pupil, staff and parents. The support of outside agencies will also be sought where appropriate, in particular the Behaviour Support Service or Educational Psychologist.

There is a **graduated approach to SEND** for pupils whose social, emotional and mental health needs present a barrier to achievement. This is as follows:

- Quality First Teaching
- Small group Support
- Nurture provision
- Support from outside agencies relevant to the needs of the child. (CAMHS, golden hill, TESS or IDSS)
- A CAF may be set up around the needs of the child and family.
- All support will be recorded in a plan. E.g. Individual Education Plan (IEP) or Pastoral Support Programme (PSP)
- Following support it may be necessary to consider other approaches e.g. an Education, Health and Care Plan (EHCP), attendance at a short stay placement away from the school site or Exclusion.

Managing Pupil Transition

- At the end of the year transition meetings take place between the current classteacher and the receiving teacher. Any information regarding social, emotional, behaviour and health needs are clearly communicated and paperwork exchanged.
- Y6 - 7 transition. High school teachers attend our school and discuss the needs of the pupils going to their schools. Any information regarding social, emotional, behaviour and health needs are clearly communicated and paperwork exchanged.
- Y5 visit to prospective High Schools
- Vulnerable pupils (class to class, supply teacher etc). Information is passed on to teachers or staff who have not come in contact with the child to ensure they follow the same procedures for individual pupils. Positive behaviour plans will be shared.

Outside agency support will be available for parents/carers in developing their child's social, emotional and behavioural skills. This will be accessed as needed and personal to the child. (Early Intervention Well Being Support, CAMHS or other agencies).

Equal Opportunities

We monitor and analyse records to identify trends and the over-representation of groups in statistics, why this might be and what is being done about it.

Staff Training

All staff has had restraint training led by the local authority team if they were to ever need this strategy. It would only be used in exceptional circumstances. If an adult needs to restrain a child, a 'Record of the use of Reasonable Force' will be completed (see Appendix 2)

School's power to discipline beyond the school gate

At Coupe Green Primary School we expect pupils to maintain positive behaviour off school site including use of media.

Our aims are:

- To maintain good order on transport, educational visits, work experience
- To secure behaviour which does not threaten the health and safety of pupils, staff, the general public
- To provide reassurance to the public about school's care and control over pupils and thus protect the reputation of the school

We will respond to all non-criminal bad behaviour and bullying which occurs anywhere off the school premises and which is witnessed by a staff member or reported to the school in accordance to this policy.

Any misbehaviour when the child is:

- taking part in any school-organised or school-related activity or
- travelling to or from school or
- wearing school uniform or
- in some other way identifiable as a pupil at the school.

Or misbehaviour at any time, whether or not the conditions above apply, that:

- could have repercussions for the orderly running of the school or
- poses a threat to another pupil or member of the public or
- could adversely affect the reputation of the school.

This is in accordance with DFE guidance.

Power to use reasonable force - Positive Handling, Physical Intervention

Example

- All members of staff are regularly updated with regard to government guidance regarding the use of Positive Handling, Physical Intervention and Duty of Care.
- Members of staff have the power to use reasonable force to prevent pupils committing an offence, injuring themselves or others, or damaging property, or if a disruptive pupil refuses to leave a room when instructed to do so and to maintain good order and discipline in the classroom.
- The actions of staff will always be in the best interest of the child and are in line with government guidelines on the Use of Reasonable Force. Under no circumstances will physical force or restraint be used as a form of punishment.

Refer to DfE guidelines

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/444051/Use_of_reasonable_force_advice_Reviewed_July_2015.pdf

Exclusion

All exclusions are recorded, reported and monitored within the Governing Body.

We do not wish to exclude any child from school but sometimes this may be necessary. Our school adopts Government Guidance for the list of reasons for exclusion. We refer to this guidance in any decision to exclude a child from school.

Only the head teacher (or the acting head teacher) has the power to exclude a child from school. The head teacher may exclude a child for one or more fixed periods, for up to 45 days in any one school year. In extreme and exceptional circumstances, the head teacher may exclude a child permanently. It is also possible for the head teacher to convert a fixed-term exclusion into a permanent exclusion, if the circumstances warrant this.

If the head teacher excludes a child, s/he informs the parents immediately, giving reasons for the exclusion. At the same time, the head teacher 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.

The head teacher informs the LA and the governing body about any permanent exclusion, about any fixed-term exclusions beyond five days (10 lunchtimes) in any one term and should the exclusion mean the pupil will miss a public examination.

The governing body has a discipline committee which is made up of between three and five members. This committee considers any exclusion appeals on behalf of the governors.

When an appeals panel meets to consider an exclusion, they consider the circumstances in which the child was excluded and any representation by parents and the LA.

Dealing with allegations of abuse against teachers and other staff

Key points

- Whilst all allegations of abuse **must** be taken seriously, the quick resolution of that allegation should be /will be a clear priority to the benefit of all concerned
- In response to an allegation, staff suspension should not /will not be the default option. An individual should /will only be suspended if there is no reasonable alternative
- Allegations that are found to have been malicious should /will be removed from personnel records and any that are not substantiated, are unfounded or malicious should /will not be referred to in employer references
- Pupils that are found to have made malicious allegations are likely to have breached the school Behaviour policy. The school should /will therefore consider whether to apply an appropriate sanction, which could include temporary or permanent exclusion (as well as referral to the police if there are grounds for believing a criminal offence may have been committed)

We have clear procedures in place for dealing with malicious allegations against teachers and staff. The procedures make it clear that all allegations should be reported straight away to the head teacher. The procedures will identify the person, often the chair of governors, to whom reports should be made in the absence of the head teacher, or in cases where the head teacher is the subject of the allegation or concern. Procedures should also include contact details for the local authority designated officer (LADO) responsible for providing advice and monitoring cases.

Home / School

Parents and children sign a Home School Agreement when their child joins the school. By signing the Home School Agreement parents will be indicating their agreement with the school Behaviour Policy.

Developing and Reviewing the Policy

The governing body is legally required to consult staff, parents and pupils on the school Behaviour policy. Every time we update the policy we ask the stakeholders views.

This policy works in conjunction with a number of other policies: Anti-bullying, PREVENT, Safeguarding, Attendance, SEND, Inclusion, Access Arrangements, Parental Involvement, Equality and Teaching and Learning.

Monitoring and Review

Behaviour in school will be recorded through reflections sheets, behaviour books and lunchtime incident book. Progress towards individual targets will be recorded on individual behaviour/education plans. The Leadership Team will monitor behaviour and evaluate the impact of this policy through assessment tools, exclusion and attendance data, annual child and parental questionnaires, observations, comments from formal lesson observations and discussion with pupils, staff and parents and other records that are kept of serious incidents or detentions.

The governing body reviews this policy every year. 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

Recording, monitoring and evaluating behaviour

This policy will be reviewed annually, with opportunities for consultation with staff, pupils and parents.

Reviewed: May 2021

Appendix 1 - Coupe Green PSHE/RSE Long Term Overview

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Acorn	Use	Development	Matters	Devise	Own	Themes
Oak	<p><u>Family and Relationships</u></p> <p>What is family; What are friendships; Recognising other peoples' emotions; Working with others; Friendship problems and how to overcome them; Healthy friendships; Stereotyping – gender.</p>	<p><u>Safety and Changing Body</u></p> <p>Communicating safely and effectively with adults at school; communicating safely and effectively with adults outside of school; what to do if I get lost; making a call to emergency services; appropriate contact - acceptable and unacceptable physical contact; safety with substances - what should and shouldn't go on or in the body; Safety at home - potential hazards in the home; People who help to keep us safe in our</p>	<p><u>Health and Wellbeing</u></p> <p>Understanding my feelings; what am I like? - identifying strengths and qualities; ready for bed - effects of good quality sleep; relaxation - laughter and progressive muscle relaxation; Hand washing & personal hygiene; sun safety; allergies; People who help us stay healthy.</p> <p><u>Valuing Difference</u></p> <p>Attributes: kindness/fairness; sharing and respecting opinions; recognising and</p>	<p><u>Keeping Safe</u></p> <p>What goes into our bodies; rules for keeping physically and emotionally safe; personal identity: family networks; people who are responsible for keeping us safe</p>	<p><u>Economic Wellbeing</u></p> <p>Sources of money; uses for money; banks and building societies; spending and saving; role of money in their lives; managing money and keeping it safe; choices about spending; jobs in school; influences on spending choices</p>	<p><u>Individual Strengths and Skills</u></p> <p>What am I good at; worries for next year; new friendships and friendships ending; new responsibilities; transition from Year 1 to Year 2.</p>

		local community.	respecting similarities and differences			
Elm	<p><u>Family and relationships</u></p> <p>Introduction to RSE; Families offer stability and love; families are all different; managing friendships; unhappy friendships; valuing me; manners & courtesy; loss and change.</p>	<p><u>Safety and the changing body</u></p> <p>The Internet; communicating online; secrets and surprises;</p> <p>My Private Parts - the concept of privacy and the correct vocabulary for these</p> <p><i>(vocabulary: penis, testicles and vulva);</i> appropriate contact; road safety; Safety with medicines.</p>	<p><u>Health and Wellbeing</u></p> <p>Experiencing different emotions; being active; relaxation – breathing exercises; steps to success - setting achievable goals; growth mindset - overcoming difficulties; healthy diet; dental health.</p>	<p><u>Citizenship</u></p> <p>Responsibility</p> <p>Rules beyond school; our school environment; our local environment.</p> <p>Community</p> <p>Job roles in our local community; similar yet different: my local community.</p>	<p><u>Economic Wellbeing</u></p> <p>Money</p> <p>Ways of paying; budgeting; how spending affects others; impact of spending</p> <p>Career and aspirations</p> <p>Jobs and careers; gender and careers.</p>	<p><u>Individual Strengths and Skills</u></p> <p>What am I good at; worries for next year; new friendships and friendships ending; new responsibilities; transition from Year 2 to Year 3.</p>

				Democracy School Council; giving my opinion.		
Ash Lower KS2	<u>Family and relationships</u> Introduction to RSE and setting ground rules; Healthy families; friendships - conflict and resolution; physical and emotional boundaries; effective communication to support relationships; learning who to trust; respecting differences; stereotyping – in everyday life; where do stereotypes come from?	<u>Safety and the changing body</u> Emergencies and calling for help; basic first aid – bites and stings; communicating safely online; online safety; fake emails; who and what can influence my decisions and how to make the right choices for me (drugs, alcohol and tobacco); keeping safe out and about.	<u>Health and wellbeing</u> My healthy diary; relaxation - stretches; who am I; my superpowers; breaking down problems and barriers; diet and dental health	<u>Citizenship</u> Rights of the child; rights and responsibility; recycling; local community groups; charity; local democracy; rules.	<u>Economic Wellbeing</u> Ways of paying; budgeting; how spending affects others; jobs and careers; gender and careers; borrowing, debt and interest; enterprise	<u>Individual Strengths and Skills</u> What am I good at; worries for next year; new friendships and friendships ending; new responsibilities; transition from Ash to Ash/Maple/Elder.
Maple	<u>Family and Relationships</u>	<u>Safety and the Changing Body</u>	<u>Health and Wellbeing</u>	<u>Citizenship</u>	<u>Economic Wellbeing</u>	<u>Individual Strengths and Skills</u>

Upper KS2	Introduction to RSE and setting ground rules; respect and manners; healthy friendships - physical and emotional boundaries; how my behaviour affects others; bullying - the effects of bullying and the responsibility of the bystander; stereotypes - in fictional characters; stereotypes - negative effects of; families in the wider world - respecting differences; change and loss – bereavement.	Internet safety - age restrictions; internet safety - share aware; basic first aid – asthma; privacy and secrecy - the difference between the two; consuming information online - being a discerning consumer of online information; growing up - that the changes from being a child to an adult is called puberty; introduction to puberty (<i>vocabulary: breasts, genitals, penis, testicles</i>); tobacco - the risks of smoking.	Looking after our teeth; relaxation – visualisation; celebrating mistakes; my role - my strengths and helping others; my happiness; emotions; mental health; healthy meals; taking responsibility for my feelings.	What are human rights; caring for the environment; community and contributing to the community; diverse communities; pressure groups; local councillors; parliament.	Spending choices; keeping track of money; looking after money; influences on career choices; jobs for me.	What am I good at; worries for next year; new friendships and friendships ending; new responsibilities; transition from Maple to Maple/Elder.
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Appendix 2 – Stored in numbered bound file counter signed by DSL/SLT

RECORD OF THE USE OF REASONABLE FORCE

Date of incident:

Time of Incident:

Pupil Name:

Date of Birth:

Member(s) of staff involved:

Adult witness(es) to incident:

Pupil witnesses to incident:

Outline of event leading to incident, including place where incident occurred, description of pupil's behaviour and steps taken to defuse the situation other than physical intervention:

Outline of incident including reason for use of reasonable force, how it was applied and for how long:

Measures taken following the incident (eg respite for pupil(s), support for teacher(s)):

Description of any injury(ies) sustained by anyone, any subsequent treatment and any damage to property:

Date parent/carer informed of incident:

Time:

By whom informed:

Outline of parent/carer response:

Signature of staff completing report:

Date:

Signature of Class Teacher:

Date:

Signature of Headteacher:

Date:

Brief description of any subsequent inquiry/complaint or action: