

CRANSLEY SCHOOL BEHAVIOUR POLICY

Seeking Excellence | Nurturing Relationships | Venturing Beyond

Reviewer	Status	Notes
JP / RP (Seniors) August 2022	Approved ▾	Changes to terminology Addition of vaping sanctions Clarity over out-of-school intervention in online misuse, bullying and other unacceptable behaviour.
RM / RP (Juniors)	Approved ▾	Changes made to reflect the new House points system and use of Certificates of Achievement in Weekly Celebration Assemblies. Changes to Appendix 3 → Ready for Review and ratification
Governors	Approved ▾	Questions and Queries Board of Gobs Meeting - 26 September 2022

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Introduction

Cransley School believes that children flourish best when their personal, social and emotional needs are met and there are clear and developmentally appropriate expectations for their behaviour.

This policy and its effectiveness will be reviewed regularly by Governors – at least annually- and will be amended as necessary according to the latest statutory guidance and advice.

We aim to teach all pupils to behave in socially acceptable ways and to understand the needs and rights of others, within the remit of the Cransley School values of seeking excellence, nurturing relationships and venturing beyond. It is hoped that compliance with this policy will contribute to our pupils achieving their very best whilst at Cransley School.

The Governors and Headteacher intend that the School rules and sanctions provided in them shall also, in appropriate circumstances, be capable of regulating the conduct of pupils when they are away from School premises and outside the jurisdiction of Cransley School, for example, during half term and in the holidays. This will normally be in a situation where the conduct in question could have repercussions for the orderly running of the School, affects the welfare of a member or members of the Cransley School Community or a member of the public, or which brings the name of Cransley School into disrepute.

Principles

The Cransley School Behaviour Policy is designed to ensure an acceptable standard of behaviour in and around the School and on any School activity. It is based on clear values which Cransley School promotes. In addition to our values of seeking excellence, nurturing relationships and venturing beyond, such principles and values extend to self-discipline; a sense of responsibility; an appropriate regard for authority; respect for and celebration of difference in others and a sense of service to the community.

The School also recognized that behaviour is often a symptom of underlying issues, and the School takes pride in the screening processes and close relationships between pupil, teacher and parent allowing changes in behaviour to be quickly monitored, acknowledged and acted upon.

The policy places emphasis on the positive behaviour to be expected and rewarded, as well as prevention of what is unacceptable. At its heart, is the promotion of a good learning and teaching environment in which all pupils can realise their potential. The establishment of a good teacher/pupil relationship is central to working effectively with all pupils. Teaching which exhibits differentiation, mutual respect and effective classroom management is conducive to building and maintaining good relations between staff and pupils.

The Headteacher and staff have authority to discipline pupils for misbehaviour off the schools premises when the pupil is recognised as a Cransley pupil, or acting as an ambassador for the school, e.g. travelling to and from School, when representing the School, and when wearing the School uniform.

The policy safeguards and promotes the welfare of all pupils, protecting them from all aspects of discrimination and harassment. It recognises the duty of the School to promote race equality and to

take action to deal with inequalities and discrimination of any kind that are identified. It relies on a culture of mutual respect between parents, pupils and staff. It will be subject to regular review.

The Behaviour Policy focuses upon five specific elements:

- Expectations for Learning Behaviour at Cransley School – a code to be promoted, taught and required of our pupils, and the prevention of poor behaviour occurring
- A system of rewards for achievement, effort and good behaviour
- A sanctions system and behavioural consequences
- A positive statement of roles and responsibilities
- The School's Policy on Restraint (see Appendix 1)

It is important that this policy be read and applied in conjunction with other School policies, published separately in the Staff Handbook or available on the school website, at <https://cransleyschool.com/documents-and-policies>

- Safeguarding/Child Protection Policy
- Anti-Bullying Policy
- Exclusion, Removal and Review Policy
- Complaints Procedure for Parents (School Website)
- Health and Safety on School Trips
- Pupil Supervision Policy
- PSHEE/RSE guidance and provision
- Equality and Diversity Policy

There is a Legal Duty under the Equality Act 2010 to make reasonable adjustments for disabled pupils and pupils with special educational needs (SEN). Teachers are made aware of the special needs of pupils. The School liaises with other agencies where there is a specific requirement, e.g. Educational Psychologist. If a pupil's behaviour is such a cause for concern that it is not possible for them to continue their education at Cransley School, the School offers help to them and their families to move to a suitable alternative School.

Behaviour for Learning Expectations

Cransley School is a community where the welfare of all is protected and promoted. To facilitate this, certain standards of behaviour are expected of all pupils in and around the School, and on any School activity or trip. Such expectations are promoted and reinforced in the Behaviour for Learning Expectations documents found in Appendix 2 and 3.

The Behaviour for Learning Expectations, Rewards and Sanctions are shared with all parents, and outline the occasions where parents will be informed formally regarding a sanction. Wherever possible and reasonable, parents will be given an informal notification of a sanction applied.

Preventative measures

The School seeks to prevent the occurrence of poor behaviour, and does so with high quality pastoral and personal provision, PSHEE/RSE curriculum, close supportive relationships between pupils, parents and families and regular assessment of personal attitudes.

PSHEE, PASS Surveys and Emotional Literacy Screening processes

Pupils are regularly screened using informal surveys, Pupil's Attitudes to Self and School (PASS) questionnaires and Emotional Literacy (EL), which can alert pastoral staff to potential underlying issues, and prevent future problems arising. This screening is analysed for any trends amongst pupils groups and to support effective provision in addressing these issues.

Such support includes Emotional Literacy sessions, focused PSHEE/RSE lessons, pupil-group meetings, art therapy, circle time, listening-ear access and pastoral provision outcome maps (POMs).

Rewards

Staff at Cransley School take every opportunity to reward achievement at every level. Our aim is that a student's experiences at school should be positive and a source of enjoyment. Contented students will make good progress in all areas of school life. Thus, the following list is by no means a prescriptive one, but it does offer an indication of some of the many ways in which we reward our students.

Senior School

We have moved to a new House system based upon the awarding of House Points for effort or achievement. Each pupil is allocated into one of the three houses, Oak, Beech and Cedar. When a pupil has gained a sufficient number of House Points, he/she will be presented with a certificate in assembly and his/her achievement celebrated. All certificates are individually signed by the Headteacher.

- Twenty-five House Points: Bronze Certificate
- Fifty House Points: Silver Certificate
- Seventy-five House Points: Gold Certificate.
- One hundred House Points: Diamond Certificate
- One hundred and twenty five House Points: Platinum Certificate

A few pupils will truly excel and achieve an excess of one hundred and twenty five House Points. The achievement of one hundred and fifty House Points in a single school year will earn the Headteacher's Award.

In addition individual members of staff may use such things as stickers or stamps and many Departments use a special postcard home when a student has done particularly well. At the end of

each term, there will be reward trips for all pupils who have worked well throughout the term following the Behaviour for Learning Expectations.

At the end of each term, all house points will be collated and a presentation to the winning House will be awarded.

Junior School

The commendation system focuses on pupils representing the School core values, pupils are commended individual 'awards' which they record on their House point card. These are awarded for:

- Seeking excellence - in their learning, approach to schoolwork and homework, or their behaviour
- Nurturing relationships - putting others needs before their own, being a good role model for other pupils, showing care and empathy for their peers and the school community
- Venturing beyond - showing perseverance outside of their comfort zone, displaying dedication to self-improvement academically, or behaviourally; making positive choices that benefit others

Awards are primarily awarded to pupils by staff, but can be recommended by other pupils as recognition of promoting our School values. Once a pupil has been commended 25 House Points, they receive a **Certificate of Achievement** in the weekly Celebration Assembly. In addition to this, each member of staff nominates a pupil in their class to receive a 'Special Mention' in the Celebration Assembly. The pupil is presented with a sticker from the Head of The Junior School and their selection is explained and celebrated via a brief passage written in the Special Mention Book.

From September 2022, a formal House system based upon the awarding of House Points for effort or achievement is being introduced. Each pupil is allocated into one of the three houses, Oak, Beech and Cedar. When a pupil has gained a sufficient number of certificates, he/she will be presented with an award badge and certificate in assembly and his/her achievement celebrated. All certificates are individually signed by the Headteacher.

- Five Certificates Of Achievement: Bronze Badge & Certificate
- Ten Certificates Of Achievement: Silver Badge & Certificate
- Fifteen Certificates Of Achievement: Gold Badge & Certificate.
- Twenty Certificates Of Achievement: Diamond Badge & Certificate
- Twenty-five Certificates Of Achievement: Platinum Badge & Certificate

Good or improved work is shared for peer approval and that of other members of staff, including the Head of The Junior School and the Headteacher. Parents are invited into school to share examples of outstanding effort during Family Assemblies throughout the academic year.

Sanctions

A full detailed Cransley School Safeguarding Policy (Child Protection) which includes the procedures which will be followed when incidents are investigated, the school's Anti-bullying Policy, Equality and Diversity Policy and this Behaviour Policy is available on the Cransley School Website or on request from the School office.

In the same way that we seek to reward positive achievement, we also use a system of sanctions to maintain the high standards which we expect of our pupils.

Sanctions against Bullying, Prejudice Incidents and for Serious Offences

Cransley School, when operating sanctions against bullies, aims to impress upon the perpetrator that what they have done is unacceptable. It aims to deter them from repeating that behaviour and to signal to other students that such behaviour is unacceptable.

The sanctions used are in line with others used by the school and begin with the use of school Reflection Time and Community Exclusions in conjunction with pastoral meetings. For more serious cases of bullying and prejudice, sanctions are used in conjunction with parental interviews with the Headteacher and other members of the SMT. Ultimately; there is no room in school for persistent transgressors.

Restorative Practice

Cransley School is one which takes a restorative approach to resolving conflict and preventing harm. Restorative approaches enable those who have been harmed to convey the impact of the harm to those responsible, and for those responsible to acknowledge this impact and take steps to put it right. Restorative approaches refer to a range of methods and strategies which can be used both to prevent relationship-damaging incidents from happening and to resolve them if they do happen.

Restorative practice strategies can take various forms, including the holding of a RP meeting following a serious sanction between the victim and perpetrator, with parental permission, or the exchange of letters.

It can also alleviate problems such as bullying, classroom disruption, truancy and poor attendance, antisocial behaviour, and disputes between pupils, their families, and members of staff.

To be effective, restorative approaches must be in place across the school. This means all pupils, staff (including non-teaching staff), management and the wider school community understand what acting restoratively means and how they can do it.

Sample questions can be found in Appendix 4.

Emotional literacy support and other assistance are required to address the causes of poor behaviour in and out of the classroom.

Senior School

The School uses a 'Behaviour for Learning Expectations System - Senior' (Appendix 2) outlining the sanctions applied to a range of scenarios with increasing seriousness. This document is shared with pupils, parents and staff, and is on display around the School to ensure a consistent approach to wrongdoing and the application of fair and consistent sanctions.

Centralised logs/records of rewards/sanctions are held on schoolbase and monitored by the Pastoral Lead. These are analysed for patterns and trends, and actions taken to prevent poor behaviour.

Reflection Time

A Reflection Time may be imposed without notice by a member of staff. This Reflection Time will be served in a pupil's free time during the school day. Prior engagements with other members of staff will generally take precedence, resulting in the postponement, but not the cancellation of the Reflection Time..

A lunchtime Reflection Time, with the Pastoral Lead or SMT, is imposed for two Sanction Points being given for academic or pastoral misconduct. These are outlined in the Behaviour for Learning Expectations. These Reflection Times are recorded and served from 1.45-2.15. Parents will be informed by their tutor.

After-school Reflection Time may be given for more serious offences or a culmination of 4 Sanction Points and this will be preceded by at least 24 hours' notice to parents by the Pastoral Lead. This Reflection Time will take place on an agreed day for one hour immediately after school. These Reflection periods are not optional and will take precedence over all other activities, although, in certain special circumstances, a Reflection Time may be postponed (but not cancelled) if the pupil has a prior commitment to represent the school in a sporting or musical activity. At the beginning of each term sanction points are cleared.

Apart from these formal sanctions, informal sanctions are applied as necessary for minor misdemeanours.

Junior School (including Reception)

The School uses a 'Behaviour for Learning Expectations Sanction Ladder - Junior' (Appendix 3) outlining the sanctions applied to a range of scenarios with increasing seriousness. This document is shared with pupils, parents and staff, and is on display around the School to ensure a consistent approach to wrongdoing and the application of fair and consistent sanctions.

Centralised records of sanctions are held and monitored by the Head of The Junior School and The Pupil Wellbeing Lead.

- An automatic School Reflection Time for a serious offence
- Lunchtime or break time Reflection Time given for such things as persistent disruption to the learning of others, or regular failure to produce an acceptable standard of work based on the individual's ability, in school, or at home.
- A record of the Reflection Time will be kept in the pupil's pastoral file on Schoolbase.

Apart from these formal sanctions, informal sanctions are applied for minor offences as outlined in the Behaviour for Learning Expectations Sanction Ladder.

EYFS and Young children

Aims

We aim to teach children to behave in socially acceptable ways and to understand the needs and rights of others. The principles guiding management of behaviour exist within the EYFS Framework for supporting personal, social and emotional development.

The Headmaster is the EYFS named person who has overall responsibility for issues concerning behaviour. The named person is required to:

- Keep up to date with legislation, research and thinking on promoting positive behaviour and on handling children's behaviour where it may require additional support.
- Access relevant sources of expertise on promoting positive behaviour framework for supporting personal, social and emotional development
- Check that all staff have relevant in-service training on promoting positive behaviour.

We require all practitioners, volunteers and students to provide a positive model of behaviour by treating children, parents and one another with friendliness, care and courtesy.

We familiarise new staff and volunteers with the setting's behaviour policy and its guidelines for behaviour.

We expect all members of EYFS-children, parents, staff, volunteers and students-to keep to the guidelines, requiring these to be applied consistently.

We work in partnership with children's parents. Parents are regularly informed about their children's behaviour by their class teacher. In cases of inappropriate behaviour of a child, parents will be informed on the same day or as early as is practicable.

We work with parents to address recurring inconsiderate behaviour, using our observation records to help us to understand the cause and to decide jointly how to respond appropriately.

Strategies with EYFS children who engage in inconsiderate behaviour

- We require all staff, volunteers and students to use positive strategies for handling any inconsiderate behaviour, by helping children find solutions in ways that are appropriate for the children's ages and stages of development. Such solutions might include, for example, acknowledgement of feelings, explanation as to what was not acceptable and supporting children to gain control of their feelings so that they can learn a more appropriate response.
- We ensure that there are enough popular toys and resources and sufficient activities available so that children are meaningfully occupied without the need for unnecessary conflict over sharing and waiting for turns.
- We acknowledge considerate behaviour such as kindness and willingness to share.
- We support each child in developing self-esteem, confidence and feelings of competence.
- We support each child in developing a sense of belonging in our group so that they feel welcome and valued.
- We avoid creating situations in which children receive adult attention only for inconsiderate behaviour.
- When children behave in inconsiderate ways, we help them to understand the outcomes of their actions and support them in learning how to cope more appropriately.
- We never send children out of the room by themselves.

- We do not use techniques intended to single out and humiliate individual children.
- In cases of serious misbehaviour, such as racial or other abuse, we immediately make clear the unacceptability of the behaviour and attitudes by means of explanations rather than personal blame.
- We do not shout or raise our voices in a threatening way to respond to children's inconsiderate behaviour.

Rough and tumble play and fantasy aggression in Young Children:

Young children often engage in play that has aggressive themes-such as superhero and weapon play; some children appear preoccupied with these themes, but their behaviour is not necessarily a precursor to hurtful behaviour, although it may be inconsiderate at times and may need addressing using strategies as above.

We recognise that teasing and rough and tumble play are normal for young children and acceptable within limits. We regard this kind of play as prosocial and not as aggressive or problematic.

We will develop strategies to contain play that are agreed with the children and understood by them, with acceptable behavioural boundaries to ensure that children are not hurt.

We recognise that fantasy play also contains many violent dramatic strategies-blowing up, shooting etc. and that themes often refer to "goodies and baddies" and as such offer opportunities for us to explore concepts of right and wrong.

We are able to tune in to the content of the play, perhaps to suggest alternative strategies for heroes and heroines, making the most of teachable moments to encourage empathy and lateral thinking to explore alternative scenarios and strategies for conflict resolution.

Hurtful behaviour in Young Children

We take hurtful behaviour very seriously. Most children under the age of five will, at some stage, hurt or say something hurtful to another child, especially if their emotions are high at the time, but it is not helpful to label this behaviour as bullying.

For children under five, hurtful behaviour is momentary, spontaneous and often without cognisance of the feelings of the person whom they have hurt.

We recognise that young children behave in hurtful ways towards others because they have not yet developed the means to manage intense feelings that sometimes overwhelm them

We will help them manage these feelings as they have neither the biological means nor the cognitive means to do this for themselves.

We understand that self-management of intense emotions, especially of anger, happens when the brain has developed neurological systems to manage the physiological processes that take place when triggers activate responses of anger or fear.

Therefore, we help this process by offering support, calming the child who is angry as well as the one who has been hurt by the behaviour. By helping the child to return to a normal state, we are helping the brain to develop the physiological response system that will help the child to be able to manage his or her own feelings.

We do not engage in punitive responses to a young child's rage as that will have the opposite effect.

Bullying Amongst Young Children

We take bullying very seriously. Bullying involves the persistent physical or verbal abuse of another child or children. It is characterised by intent to hurt, often planned, and accompanied by an awareness of the impact of the bullying behaviour.

A child who is bullying has reached that stage of cognitive behaviour where he or she is able to plan to carry out a premeditated intent to cause distress to another.

Bullying usually occurs in children of five years old and above; it may be a concern in after school clubs and holiday schemes which also cater for older children.

If a child bullies another child or children;

- We show the children who have been bullied that we are able to listen to their concerns and act upon them.
- We intervene to stop the child who is bullying from harming the other child or children.
- We explain to the child doing the bullying why this behaviour is not acceptable.
- We give reassurance to the child/children who have been bullied.
- We help the child who has done the bullying to recognise the impact of their action.
- We make sure that children who bully receive positive feedback for considerate behaviour and are given opportunities to practise and reflect on considerate behaviour.
- We do not label a child who has bullied as a bully
- We recognise that children who bully may be experiencing bullying themselves, or be subject to abuse or other circumstances causing them to express their anger in negative ways towards others.
- We recognise that children who bully are often unable to empathise with others and for this reason we do not insist that they say sorry unless it is clear that they feel genuine remorse for what they have done. Empty apologies are just as hurtful to the bullied child as the original behaviour.
- We discuss what has happened with the parents of the child who did the bullying and work out a plan for handling the child's behaviour.
- We share what has happened with the parents of the child who has been bullied, explaining that the child who did the bullying is being helped to adopt more acceptable ways of behaving.

Addressing members of staff and visitors

Academic Staff

Academic Staff should be addressed by their surname and appropriate title, e.g Dr N, Mr N, Mrs N, Miss N. Alternatively, male staff may be addressed as 'Sir'.

Non- Academic Staff:

The same principles apply to non-academic staff as to academic staff.

If a pupil is seated, they should always rise to meet any adult who wishes to speak with them. On stairs and in doorways, a pupil should always stand back to allow an adult to pass. Pupils should not run in corridors and on staircases as this is not only dangerous but also threatening to other people.

Pupils:

Pupils should normally be addressed by their Christian or Forenames, except when common sense indicates otherwise. Roll calls are more easily conducted with surnames but Christian names should be used as much as possible.

Dressing well is a mark of self-respect and shows consideration for others. Pupils should take pride in wearing the Cransley School uniform.

Respect is due to other people's property. Any misuse of others' belongings diminishes the trust that is essential for a peaceful and harmonious community. Pupils are expected to report any suspected instances of vandalism or stealing so that trust can be maintained.

Bullying causes serious distress. We expect our pupils to adhere to the maxim of "Treat others as you would like to be treated."

ODAP (Overt Display of Affection in Public)

Pupils are expected to refrain from exhibiting any excessive signs of affection towards each other, whilst in School, travelling to and from the School each day, travelling to and from School fixtures and attending external trips and events. Such excessive signs of affection are:

- Kissing
- Cuddling
- Holding hands

Cransley School recognises that, where challenging behaviour is related to a pupil's disability, use of positive discipline and reward methods may enable the School to manage the pupil's behaviour more effectively and improve their educational outcomes.

Use of Mobile Phones

Pupils are required to submit their phones locked and turned off to the central store on arrival in school; the phones are then placed under supervision in the main school office.

Under exceptional circumstances pupils may need to gain high resolution photographs of their work and this would be carried out under close supervision of the subject teacher.

In the Junior School pupils are encouraged not to bring phones to school but where they do, mobile phones are kept by the class teacher. This reflects the school's Safeguarding Policy.

Use of such technology has become a significant component of many safeguarding issues.

The whole school is educated on the use of technology and their use of social media, and pupils discuss and sign an Acceptable User Agreement. This can be found on the School website and in the E-safety Policy.

<https://cransleyschool.com/documents-and-policies>

It is expected that pupils show the same conduct out of School as well as in School, although the School is unable to monitor private domestic use. The School promotes digital hygiene with families, through curriculum activities and the Tooled Up Education Family support library. The School is prepared to intervene and escalate any incident where misuse has occurred, whether in school or out of school as appropriate, and will share material with local authorities, including the Police if illegal, defamatory or malicious material is discovered and address any matter that brings the School into disrepute.

Corporal punishment

Cransley School explicitly forbids the use of corporal punishment by any person within the School Community.

Roles and Responsibilities

All employees of Cransley School have a responsibility to maintain School discipline and manage the behaviour of pupils. They must have realistic expectations of pupil behaviour and be prepared to talk through and engage with issues of behaviour before thinking of applying sanctions. Staff are encouraged to ask for help and guidance from more senior and more experienced colleagues to resolve difficulties.

The Headteacher

The Headteacher determines all cases of fixed term or permanent exclusion, and is responsible for ensuring that the School's behaviour policy reflects the ethos of Cransley School.

The Pupil Wellbeing Lead

The Pastoral Lead is responsible to the Headteacher for overseeing standards of discipline across the Senior and the Junior School. They will determine the main principles behind any behaviour policy and ensure that it does not conflict with other School policies. They will determine all aspects of fixed term exclusion in consultation with the Headteacher. They will ensure that parents are aware of this Behaviour policy.

The Pastoral Lead will be the Pastoral coordinator of all pupils within the school. This will be someone who is committed to the nourishment and nurturing of our pupils, alongside the Headteacher, and someone who can:

- Ensure high standards of behaviour and discipline, with flexible, consistent and sensitive methods;
- Hold restorative practice meetings after poor behaviour;
- Provide effective and communicated pastoral support for pupils and parents;

- Coordinate and oversee pastoral work by supporting and advising form tutors, including the Emotional Literacy screening and delivery programme;
- Take responsibility for ensuring anti-bullying policy is effectively implemented;
- Determine levels of sanctions up to exclusion;
- Liaise with form tutors in weekly pastoral meetings;
- Liaise with SENCO and TAs;
- Communicate with parents by telephone and in person, and lastly by email and keep a record of conversations;
- Present a public face, meeting and greeting in the car park, assisting at taster days, PTA events;
- Prepare Individual Behaviour Plans or Provision outcomes maps (POMs);
- Supervise parental contact;
- Execute the school Reflection Time, House and Sanction system etc.
- Facilitate induction of new staff;
- Allocate form tutors, rooms etc;
- Hold regular meetings with Prefects/School Council;
- Conduct and analyse Pupil and Parental surveys using GL Assessment CDS tools
- Facilitate selection and training of prefects

Form tutors

At Cransley School, we have Form tutors who discuss, shape, and execute the aims of the School through the Operational and Academic Plan, alongside and together with the Headteacher, the Deputy Headteachers, Pastoral Lead and the Governing Body. Please see the role of the Form Tutor (Appendix 6)

The Governors

The Governors endorse the principles underlying the policy and require the Headteacher to ensure appropriate standards of behaviour and discipline across the School.

Appendix 1: Policy for Physical Restraint

For the purpose of this policy, 'Physical Restraint' is defined as:

“a judicious control measure used with a resisting child in order to control movement, location and behaviour such as violence or abuse to persons, self or property.”

Background – Legal Framework

The Department of Health Guidance on permissible forms of control in children explains –

Physical restraint as “... the positive application of force with the intention of overpowering the child. That is, in order to protect a child from harming him/herself or others, or seriously damaging property. The proper use of physical restraint requires skill and judgement as well as knowledge of non-harmful methods of restraint. The onus is on the teacher/staff member to determine the degree of restraint appropriate and when it should be used.”

Injury as “...significant injury. Includes actual or grievous bodily harm, physical or sexual abuse, risking the lives of or injury to self or others by willful or reckless behavior and self-poisoning. “

In general, the rule is that any person who touches another person without his or her consent commits an unlawful act. But DfEE circular 10/98, The Use of Force to Control or Restrain People, states “that physical restraint is necessary if the purpose of the physical restraint is to prevent an immediate danger of injury to any person, or an imminent danger to the property of any person (person includes the pupil).”

It must be possible to show that, unless immediate action had been taken, there were strong indicators that injury or damage to property would follow.

There is a legal duty under the Equality Act 2010 to make reasonable adjustments for disabled pupils and pupils with special educational needs (SEN).

General Principles Governing Intervention to Maintain Control

A distinction must be maintained between the use of one off intervention, which is appropriate in the particular circumstances and using it repeatedly as a regular feature of a regime.

Physical restraint should be used as a last resort when other strategies have failed. It should serve to de-escalate or prevent a potentially violent situation. It should not be used purely to force compliance with Staff instructions when there is no immediate risk to people or property.

Staff must be able to show that the method of intervention was in keeping with the incident that gave rise to it. The degree of and duration of any force applied must be proportional to the circumstances. The potential for damage to persons and property in applying any form of restraint must always be kept in view.

Escalation should be avoided at all costs, especially if it would make the overall situation more destructive and/or unmanageable. The age and competence of the pupil should be taken into account when deciding what degree of intervention is necessary. The means of control should be appropriate to that particular pupil.

An adult using restraint will often escalate the emotional arousal of the person being restrained. A pupil is not necessarily in a position of being responsible for their actions during or immediately after restraining and in cases where injury is caused (behaviour is out of control, not a planned incident). It therefore should not in itself be a cause for an exclusion as the context has contributed to the incident.

A pupil should never be asked to restrain another pupil.

Procedure for the Exercise of Physical Restraint

- Staff should have good grounds for believing that immediate action is necessary to prevent a pupil from significantly injuring him/herself or others, or causing serious damage to property.
- Staff should take steps in advance to avoid the need for physical restraint, eg through dialogue and diversion, and the pupil should be warned orally that physical restraint will be used unless he/she desists.
- Physical restraint must not be used in anger. When it becomes apparent that a pupil is not responding to verbal instruction and a violent incident is imminent, the member of Staff, wherever possible, should call for assistance before engaging in physical restraint. Calling for support and assistance should not be considered as a personal failure, but should be viewed as an essential step in order to provide a witness for any incident in addition to providing assistance.
- When it becomes necessary to restrain a pupil, the member of Staff should continue to talk to the pupil in a calm manner, offering choices and time for the pupil to become calm. Making statements such as “I will let you go as soon as you are calm” or as “as soon as I know you are safe” may help to resolve the situation.
- Only the minimum force necessary to prevent physical injury or damage should be applied. Particular care must be taken to avoid inflicting any unnecessary pain or injury.
- Restraint must not involve deliberate, painful or dangerous procedures. It should:
 - 1) Never interfere with breathing, blood supply or genital areas
 - 2) Never hold the head, throat or fingers
 - 3) Never hold the wrists

The hold should be discontinued as soon as the situation is deemed to be safe.

When using physical restraint, members of Staff have a responsibility to ensure that means other than force have been attempted or are proving impractical.

As soon as it is safe, restraint should be gradually relaxed to allow the pupil to regain self-control. The pupil should be told what will happen next to calmly reassure them, for example, that you are going to release the hold and want them to stay quietly with you. Restraint should be an act of care and control, not punishment.

The circumstances and justification for using physical restraint must be recorded immediately or as soon as possible, but no later than the working day.

The member of Staff must inform the Headmaster and the Pastoral Lead as soon as possible of the incident. The pupil's view should also be recorded as soon as possible, preferably on the same day.

If a member of Staff or pupil has suffered an injury this must be reported and recorded via the School Office and a record of the injury should be passed on to the Headmaster and Pastoral Lead.

The Headmaster or Pastoral Lead will review the incident with the member of Staff concerned within 24 hours. A written record should include marking on a diagram to show where restraint has been used, the duration of the holding and a note of any potential injury to Staff or pupil.

The Headmaster or Pastoral Lead will inform parents of the incident the same day, or as early as possible, and allow the opportunity to discuss it further.

Counselling may be required for Staff who may have been distressed by the incident. Following the incident, the pupil should be counselled on the reasons why it was necessary to restrain him/her.

There are examples of where touching a pupil might be proper or necessary:

- Holding the hand of the child at the front/back of the line when going to assembly or when walking together around the school;
- When comforting a distressed pupil;
- When a pupil is being congratulated or praised;
- To demonstrate how to use a musical instrument;
- To demonstrate exercises or techniques during PE lessons or sports coaching; and
- To give First Aid.

Legal Consequences of Inappropriate Physical Restraint

Unreasonable or excessive use of force may result in criminal proceedings for assault. Civil proceedings for damages for trespass to the person may also be instituted. Additionally, disciplinary proceedings may be taken against the Staff member for unreasonable or excessive use of force.

No guidelines can cover every eventuality. Staff are expected to make their own professional judgements in the light of this particular guidance. Staff can then expect to be supported when an action in good faith follows from such judgements.

Appendix 2: Behaviour for Learning Expectation – Senior School

[Behaviour for Learning Expectations - Senior School](#)

Appendix 3: Behaviour for Learning Expectation – Junior School

Behaviour for Learning Expectations (Reception, Year 1, Year 2, Year 3)

Seek Excellence | Nurture Relationships | Venture Beyond

In classrooms, around school, on trips, playing sporting fixtures.

All positive behaviour and work ethic will be rewarded.

Learning	<ul style="list-style-type: none"> • I will always work hard and do my best in school. • I will put my hand up if I have something to share instead of shouting out. • I will ask for help if I need it.
Relationships	<ul style="list-style-type: none"> • I will be kind and look after the other children in my school. • I will always use my manners and remember to say please and thank you. • I will be a good role-model for others, especially when travelling to and from School and on all School trips. • If I see someone feeling sad I will ask them if they are ok and tell a teacher if they are not. • Any type of bullying is not tolerated at Cransley School.
Classwork	<ul style="list-style-type: none"> • I will listen carefully to the instructions given by my teacher. • I will put my hand up if I have a question or something I would like to share in class. • I will work hard and try my best in everything I do even if I find it tricky. • I will look after my working environment: I will tidy up and put rubbish in the bin to ensure the classroom stays clean and tidy. • I will enjoy my healthy snacks at break times and drink water when I need to in class..
Homework	<ul style="list-style-type: none"> • I will work hard and try my best when completing homework. • I will ask my teacher for help with homework if I need it. • I will try my best to read to a grown up every night. • I will make sure that my homework and spellings are handed in to my class teacher on the date set. • If I am using Cransley School online, I will mark a task as complete when I have done it and ask my grown up to help me attach a picture if I need to.
Punctuality	<ul style="list-style-type: none"> • I will arrive at school on time ready to start my day. • I will move around school smartly and quietly.
Organisation	<ul style="list-style-type: none"> • I will bring with me my reading book, reading record and homework book each day in my book bag. • I will do my best to remember which days I have P.E and come to school dressed in my full school P.E kit, including trainers. • I will do my best to remember which days I have Forest School/outdoor learning and come to school with the appropriate kit in a labelled bag. • I will use all equipment safely as instructed by my teacher. • I will do my best to remember to give letters/ consent forms/ reply slips to my grown-up and return to the class teacher by the set date. • I will make sure that all of my things including clothing, bags, lunchboxes, and shoes are clearly named.
Presentation	<ul style="list-style-type: none"> • I will come to school wearing full school uniform.. • I will come to school wearing my P.E kit/Outdoor Learning kit on the days that I have a P.E lesson/outdoor learning. • If I have long hair, I will wear this off my face and make sure it is tied back.

Behaviour for Learning Staff Rewards and Sanctions (Reception, Year 1, Year 2, Year 3)

Seek Excellence | Nurture Relationships | Venture Beyond

Cransley School Behaviour Policy

All sanctions beyond initial warning will be recorded on a Behaviour Incident Form with Restorative Practice identified.

	Stage	Behaviour	Consequence
	Awards & House Points	<ul style="list-style-type: none"> Awarded by staff for excellent work (Seeking Excellence) Helping others (Nurturing Relationships) Any worthy work or behaviour (Venturing Beyond) 	<ul style="list-style-type: none"> In our class we have a class marble jar. I will be able to put a marble in the jar when I have been seeking excellence, nurturing relationships or venturing beyond. When I have worked as part of a team to fill the marble jar, my class will receive a special class treat (trip, picnic, film, own clothes day etc.) The adults in school will give me a house point 'star' on my chart to celebrate when I have worked as hard as I can, or I have made brilliant behaviour choices. If I have been nurturing relationships, venturing beyond or seeking excellence, I may be awarded a special Mention in a Celebration Assembly. If I have been working extremely hard I will have the opportunity to share my work with the Headteacher and receive a Headteacher's sticker.
	Informal written feedback	<ul style="list-style-type: none"> If my home learning is regularly not completed or if I need more support If my reading Record is not regularly signed 	<ul style="list-style-type: none"> I will be given some support to help me complete my home learning and reading. My teacher will record this in my Reading Diary.
1	Verbal Warnings	<ul style="list-style-type: none"> If my behaviour disrupts the learning of others If I ignore school rules and expectations set out in Behaviour & Learning Expectations 	<ul style="list-style-type: none"> My class teacher will discuss the behaviour choices I have made with me. My class teacher will give me some help and advice to support alternative, positive choices. My class teacher will support me with praise when I choose to make these positive choices.
2	Continued breach of Behaviour for Learning Expectations	<ul style="list-style-type: none"> If my actions in lessons continue to disrupt the learning of others such as: shouting out, talking off task, choosing not to engage with activities set If my actions are disrespectful to my classmates and/or staff 	<ul style="list-style-type: none"> I will miss a portion of the following play time. I will have a discussion with my class teacher about my behaviour choices. My parents/guardians will be informed. My class teacher will contact my parents/guardians to let them know about my behaviour choices If there has been a conflict with another pupil or disruption to the learning of my class, a restorative practice form will be completed with me and I will be expected to fulfil this.
3	Continued breach of Behaviour for Learning Expectations	<ul style="list-style-type: none"> If my actions in lessons continue to disrupt the learning of others such as: shouting out, talking off task, choosing not to engage with activities set If my actions are disrespectful to my classmates and/or staff 	<ul style="list-style-type: none"> I will miss a portion of the following play time. I will have a discussion with my class teacher about my behaviour choices. My class teacher will discuss alternative behaviour choices with me and the impact my behaviour has had on others. My parents/guardians will be informed. A restorative practice form will be completed with me and I will be expected to fulfil this.
4	Failure to show sufficient progress in behaviour choices	<ul style="list-style-type: none"> If there is another incident or no improvement in my behaviour following previous sanctions and missed play times 	<ul style="list-style-type: none"> I will meet with the Head of The Junior School, Class Teacher and my parents/guardians.. My pattern of behaviour choices/incident and causes will be discussed. My parents/guardians will be informed. A restorative practice agreement will be completed with me and my parents/guardian I will be expected to fulfil this.
5	Permanent Exclusion or Managed Move	<ul style="list-style-type: none"> If I continue to make behaviour choices that stop others from learning or hurt others If I do something that deliberately puts someone else in danger If I don't follow the rules of my restorative practice agreement 	<p>My parents/guardians will be invited for a formal meeting with the Headteacher:</p> <ul style="list-style-type: none"> Investigation reports and reviews documented, and shared with parents; Behaviour incident forms and restorative practice agreement reviewed and shared with parents. Chair Of Governors informed by HT or Pastoral Leader. Expulsion, Removal and Review Policy reference and documentation shared with parents; Face to face and written communication with parents with reasons for expulsion or required removal, and failure to respond to pastoral support or restorative practice.

Behaviour for Learning Expectations (Juniors Year 4, Year 5, Year 6)

Seek Excellence | Nurture Relationships | Venture Beyond

In classrooms, around school, on trips, playing sporting fixtures.

All positive behaviour and work ethic will be rewarded with awards on pupil star charts, certificates and reward trips.

Learning	<ul style="list-style-type: none"> • Cransley Pupils always make studying and learning their first priority in school. • Lessons are for learning; Cransley Pupils make the most of their teaching time by not needing to leave the learning environment during lessons e.g. for getting drinks; toilet visits unless absolutely necessary. • Cransley Pupils do not distract others from learning and making progress e.g. by talking in lessons, shouting out or making inappropriate comments, not following clear instructions from the teacher, or ignoring instructions. • When using Chromebooks as directed by staff in lessons, pupils follow the rules set out in the Pupil Acceptable User Agreement (AUA).
Relationships	<ul style="list-style-type: none"> • Cransley Pupils show consideration and respect for others at all times, inside and outside of School and lessons. • Cransley Pupils foster a strong sense of community in which to nurture relationships. • Cransley Pupils are good ambassadors for the School e.g. travelling to and from School, when representing the School, and on all School trips. • Any type of bullying is not tolerated at Cransley School.
Classwork	<ul style="list-style-type: none"> • Cransley Pupils follow instructions the first time they are given to them by staff. • Cransley Pupils raise their hand if they have a question to ask during lessons. • Cransley Pupils are 100% focused and on task during lessons. • Cransley Pupils look after their working environment: Classrooms are clean, tidy and free from litter at all times. • Cransley Pupils do not eat during lessons and only drink water from a suitable safe bottle excluding in the Science Laboratories
Homework	<ul style="list-style-type: none"> • All home learning is completed and submitted by the date set and deadlines are met. • Cransley Pupils take responsibility for their personal study by preparing thoroughly for assessments. • Cransley Pupils use study time effectively and always seek to make exceptional progress with every piece of work. • Cransley Pupils attempt extension work and challenge themselves wherever possible. • When using Google Classroom online, pupils follow the AUA with particular reference to the online section.
Punctuality	<ul style="list-style-type: none"> • Cransley Pupils know where their lessons are and always arrive on time, moving purposefully between classrooms. • Cransley Pupils attend meetings with staff at the set time.
Organisation	<ul style="list-style-type: none"> • Cransley Pupils bring with them all necessary equipment for their lessons, including their planner and named PE kit. • Cransley Pupils use all equipment safely and for the purpose instructed by the teacher. • Cransley Pupils always return letters/ consent forms/ reply slips by the set date. • All personal property is clearly named. • Chromebooks are brought into school everyday, in a suitable case, named and fully charged.
Presentation	<ul style="list-style-type: none"> • Cransley Pupils wear full school uniform including blazers, ties and school shoes. This includes in the Dining Room and lunch queue. Make up, fake tan, false or painted nails and jewellery is not worn (with the exception of a pair of stud earrings). Cransley pupils have natural hair colour and shirts are always tucked in. • Cransley pupils do not chew gum anywhere in school. • Coats, scarves and hats are not worn inside the school building. • All pupils hand in their mobile phones at morning registration and are turned off. • Headphones and audio equipment are not part of the Cransley School uniform.

Behaviour for Learning Staff Rewards and Sanctions (Years 4-6)

Seek Excellence | Nurture Relationships | Venture Beyond

Cransley School Behaviour Policy

All sanctions beyond initial warning to be recorded on SchoolBase.

	Stage	Behaviour	Consequence
	House Points	<ul style="list-style-type: none"> Awarded by staff for excellent work (Seeking Excellence) Helping others (Nurturing Relationships) Any worthy work or behaviour (Venturing Beyond) 	<ul style="list-style-type: none"> Colouring in a star on pupil star charts 25 House Points are celebrated by a Certificate Of Achievement presented in Celebration Assemblies Special Mention in Celebration Assemblies
	Study Support	<ul style="list-style-type: none"> Home learning incomplete or of poor quality Reading Record not signed 4x per week 	<ul style="list-style-type: none"> Attend Study Support session during lunch time Additional support given to pupil to complete the expected learning activities Discussion of expected standards and possible barriers to pupil meeting them Recorded in Reading Diary
1	Verbal Warning	<ul style="list-style-type: none"> Behaviour that disrupts the learning of others. Ignoring school rules and expectations set out in Behaviour & Learning Expectations 	<ul style="list-style-type: none"> Discreet and dignified explanation from adult to child about behaviour choices made Advice given to support alternative, positive choices. Supported with praise when implemented.
2	Continued breach of Behaviour for Learning Expectations	<ul style="list-style-type: none"> Breach of expectation for learning Actions in lessons that serve to disrupt the learning of others such as: shouting out, talking off task, choosing not to engage with activities set Being disrespectful to peers and/or staff 	<ul style="list-style-type: none"> Pupils miss the following play time and parents are informed by class teacher Pupil reflects upon behaviour choices during break or lunch time with adult support Alternative behaviour choices discussed alongside impact of behaviour choices on others Restorative practice to follow recorded
3	Third consecutive breach of Behaviour for Learning Expectations	<ul style="list-style-type: none"> Extreme individual breach of expectations or serious misconduct, including singular substantial breach of AUA or other relevant policy (e.g. Anti-bullying). No improvement in behaviour/work ethic following previous sanctions and missed play time(s). 	<ul style="list-style-type: none"> Pupil meeting with Head of The Junior School & Class Teacher Discussion of pattern of behaviour choices/incident and causes Pupil explanation recorded and restorative practice (clear expectations of improvement identified including timescale) recorded Parents informed
4	Persistent disruption/misc onduct	<ul style="list-style-type: none"> Serious or repetition of inappropriate behaviour, including significant impact on the learning of others through direct/indirect disruption Repeated failure to follow identified restorative practice. Any form of physical or online bullying including incidents of a prejudice nature 	<ul style="list-style-type: none"> Meeting with Head of The Junior School & Parents Pattern of behaviour and impact on learning discussed Review of guidance and advice via restorative practice Pupil placed on Report - needs to report progress to HOJS at given frequency over given time frame to show significant improvement in behaviour choices Possible investigation report to be carried out and filed Restorative practice to follow and recorded.
5	Failure to show sufficient progress in behaviour choices	<ul style="list-style-type: none"> Continually demonstrating poor behaviour of a serious nature and failing to respond to pastoral support and guidance. Report period identifies continual breach/no improvement in following restorative practice Continual substantial breach of the AUA 	<ul style="list-style-type: none"> Behaviour/incidents investigated, evidenced and independent conclusion reached by Head of The Junior School, and shared with parents Pupil behavioural contract prepared, counter-signed by parents and pupil. Fixed term exclusion at home to reflect and receive parental support and guidance, with clear reference to expectations above. Restorative practice to follow upon return to School and recorded.
6	Permanent Exclusion or Managed Move	<ul style="list-style-type: none"> Gross misconduct towards pupil or staff or gross breach of AUA Continued repetitive poor behaviour. Repeated failure to follow reasonable instructions. or respond to pastoral support, periods of reflection and guidance. 	<ul style="list-style-type: none"> Investigation reports and reviews documented, and shared with parents; Schoolbase records updated and finalised, and shared with parents. COG informed by HT or Pastoral Leader. Expulsion, Removal and Review Policy reference and documentation shared with parents; Face to face and written communication with parents with reasons for expulsion or required removal, and failure to respond to pastoral support or restorative practice.

Appendix 4: Restorative Practice - Sample questions

Restorative Practice
to help those harmed by others

Participants:

Staff Leader:

Q: What did you think when you realised what had happened?
Q: What have your thoughts been since?
Q: How has this affected you and others?
Q: What has been the hardest thing for you?
Q: What do you think needs to happen to make things right?

Restorative Practice

to respond to challenging behaviour

Participants:

Staff Leader:

Q: What happened?
Q: What were you thinking about at the time?
Q: What have your thoughts been since?
Q: Who has been affected by what you did?
Q: In what way have they been affected?
Q: What do you think you need to do to make things right?

Appendix 5: Correct School Uniform

Correct School Uniform should be worn at all times unless specific permission is given to the contrary.

The School blazer must be worn at all times unless specific permission is given to the contrary.

Flat black shoes should be worn at all times

Hair should be of a natural colour and if longer than shoulder length should be tied back at all times.

Discreet make-up may only be worn by pupils in Senior 5.

Jewellery – one stud earring in each lobe is permitted. A wrist watch may be worn but no other jewellery is permitted.

Reception – Class 6

Option 1

Blazer Black with School crest

Shirt Blue

Pullover Grey with School crest

Tie Cransley Anderson Tartan

Trousers Grey (in the summer, shorts may be worn)

Shoes Black

Option 2

Blazer Black with School crest

Pinafore (R-C2 only) Anderson Tartan

Kilt Anderson Tartan - Maintained at knee length at all times

Blouse White

Pullover Sky blue

Cardigan (R-C2 only) Sky blue

Socks short white, Summer term (no trainer socks)

Tights Black cotton rich, Winter term not patterned)

Shoes Flat black shoes (not ballet style pumps)

Hat Black Felt with Cransley Badge

Girls Summer Uniform - as above except:

Dress Blue and white stripes

Hat Straw Boater

· **All Junior Pupils will require an Art Apron**

Senior School

Option 1

Blazer Blue with School crest

Blouse White with revere collar

Pullover Navy with red stripe

Skirt Anderson Tartan with fitted box pleats - no shorter than knee length.

Tights Black opaque, Winter/Spring terms

Shoes Black flat shoes (not ballet style pumps)

Socks, Summer only - White ankle length (not trainer socks)

Option 2

Blazer Navy with School crest

Shirt White

Pullover Navy/red

Tie Anderson Tartan

Trousers Charcoal Grey

Shoes Black

Socks Black or grey

- All Senior pupils will require a Lab Coat, Food Technology and Art Apron
- Official School bags and sports bags are available from the Purchasing Office

Appendix 6: The Role of the Form Tutor

THE ROLE OF THE FORM TUTOR

A Form Tutor and Assistant Form Tutor's role is central in both caring for pupils and, crucially, monitoring their progress both academically and socially; encouraging involvement, commitment, and high standards of work and behaviour. The Form Tutor should be active in looking after the interests of the "whole child". A Form Tutor should:

- Set the "tone" for the day, by creating a positive ethos, establishing/encouraging good pupil/teacher, pupil/pupil relationships, and developing both a Tutor Group and a school spirit and identity.
- Encourage high standards of work, behaviour and dress in pupils, and liaise with the Pastoral Lead over referred behavioural problems (stage 3 of the sanctions system); look to reward achievements positively and implement, where necessary, appropriate sanctions.
- Promote, maintain and monitor the official records of attendance and punctuality. Ensuring notes are received concerning any absence (usually in planner or school office have received a call).
- Actively supervise pupils in Assemblies. Form Tutors are encouraged to help with the organisation and to participate in all aspects of the assembly. Organise form assembly in accordance with assembly rota.
- Teach PSHEE for one double a week at KS3 and one lesson at KS4 (if timetabled) and participate in its development, evaluation and production of resources.
- Monitor and intervene in the effective use of the Pupil Planner. Tutors must look at and sign Planners on a regular basis, this should be every week.
- Be aware of friendship patterns, family structures, leisure interests, contents of pupil records, social development, problems at home/school and relationships with other pupils and staff.
- Monitor and review their pupils' current progress across the curriculum using all the data provided and engage in the Pupil Progress Monitoring system as directed by the Deputy Headteachers.
- Monitor and review their pupils' pastoral well-being, following up from the PASS surveys as directed by the Pastoral Lead.
- Follow through concerns and issues about behaviour, well-being, learning and effort when necessary with subject areas and parents. Any serious or safeguarding concerns to be discussed with the Pastoral Lead.
- Be aware of social and personal factors relevant to the pupil within and outside of school.
- Keep parents fully involved regarding students' progress, including curriculum related or behavioural concerns.
- Know all members of the Tutor Group and maintain the individual profile of each pupil. (Day book entries)
- Assist the Office in distributing letters/notices and participate in Parents' Evenings and report writing.
- Ensure school policies, Health & Safety and Fire Drill rules are explained and upheld.
- To help forms to run charity events and stalls at School Events.