

Reporting Incidents to Parents

We strongly believe that children benefit from school and parents working together. Wherever we have concerns about a child's behaviour we will involve parents at the earliest opportunity, however regular 'bad news' telephone calls will be avoided if possible.

It is a Class Teacher's responsibility to inform parents:

- When foul language is used by pupils.
- When children have been talking about or using inappropriate language.
- When pupils have been involved in fights.
- When pupils have been involved in bullying incidents.
- When there are concerns about 'dips' in a pupil's behaviour.
- When the pupil has been referred to the restorative room at lunchtime

Where possible this will be on the day of the incident.

In return, we expect your support in working with us to support your child.

If inappropriate behaviour continues over a period of time and the above procedures are not having an impact then the following actions may occur.

- Discussion between teacher/child/parent - agreeing on targets for behaviour.
- Seclusion in school.
- Child excluded from lunchtimes
- Involvement of the (SENCo) Special Educational Needs Coordinator and other outside agencies alongside parents.
- Structured activities and supervision during lunchtime and breaktimes
- Exclusion, either fixed term or permanent, could be used as a final resort when other strategies have not been successful or a more serious incident has occurred.

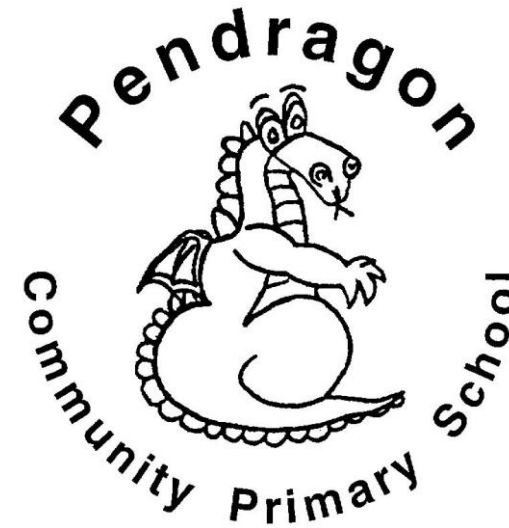
How can parents help?

If you feel your child has been harmed, you can help by supporting them to talk about their feelings and what they need to feel better, safer and happier.

If your child has caused harm, you can help by supporting them to talk through their thoughts and feelings and what has happened (we often find this is better than asking why it happened).

Try to help them see other people's points of view.

Try not to be judgemental about what they may have done, but encourage them to think about ways they can put the situation right and repair any harm caused.



PARENTS GUIDE TO POSITIVE BEHAVIOUR

Encouraging Positive Behaviour and self-regulation

Good behaviour demonstrates an awareness of the rights and needs of other people. Our emphasis is on the positive aspects behaviour, the value of giving all children clear expectations and an appropriate focus on developing self-discipline in line with our school rules based on our motto of REACH:

- **Respect**
- **Effort**
- **Achieve**
- **Challenge**



The full policy can be found on the school website- Positive Behaviour Policy
www.pendragon.cambs.sch.uk

STEPS strategies used in school focus on de-escalation and preventative measures rather than focusing on reactive strategies.

Pro-social Behaviours:	Anti-social behaviours:
Respect Attentiveness A sense of right and wrong Working co-operatively Honesty and trustworthiness Resilience Fairness Self-regulation Politeness and good manners Setting a good example to others Commitment Good humour Care for personal and others' property	Racial harassment Violence and aggression Hurting other people's feelings Threatening behaviour including bullying Dishonesty Deliberate disobedience Discrimination Lack of respect Using unacceptable language Deliberately damaging property Disrupting teaching and learning Taking things that do not belong to us Not following school motto REACH during playtimes or classroom time

Promotion of Pro-social Behaviours includes:

Our school policy promotes pro-social behaviour and the management of difficult or dangerous behaviour (anti-social behaviour), with an understanding of what behaviour might be communicating.

Celebrating Pro-social Behaviour
<p>House points can be given:</p> <ul style="list-style-type: none"> For the achievement of 'something' for which they have had to work For outstanding effort For demonstrating REACH For having a growth mindset. For showing courtesy and having polite manners <p>Friday achievement certificates can be awarded for children who have shown an aspect of REACH in any aspect of their school/home life or work.</p> <p>Half termly REACH award</p> <p>Children can be nominated for certificates by adults or their peers. Parents will be invited (secretly) to the presentation in assembly.</p>

Reflect, repair and restore

When behaviour that does not demonstrate REACH is seen, the pupil will have a reminder of the expectations for learners including pro-social behaviours. Consequences will be given.

Protective consequences e.g. limiting use of social spaces

Educational consequences e.g. alternative educational tasks or activities

Individuals will be supported through restorative steps through an approach which puts repairing harm done to relationships and people over and above the need for assigning blame and dispensing punishment e.g. social stories, apologies, making amends.

The reflection lunch room (room 8) is used to reflect on incidents. This will no longer have set times for incidents. This is because the incident needs to be resolved to the satisfaction of all parties which may take varying lengths of time- from a short chat to several lunch times' worth of discussion or planning for how to deal with future incidents. The room is to educate children to enable them to understand their behaviour and responses and consider improved decision making in the future. The columns on the recording sheet note the following: date, name, issue, reflection focus, follow up. This will note what has happened e.g. conversation between the children or letter of apology etc. Children might be encouraged to undertake an activity if their reflection time is over a long period or they are building relationships or developing social skills.

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