

Relationships and Behaviour Policy 2023/2024



“Behaviour management is a team sport. It needs a team discipline, ethos and look. To get the behaviour you want there can be no gaps between the adults on what matters. It is this consistency that is most important.”

Paul Dix

Policy Statement

The Observatory Schools has three founding pillars which underpin everything that we do do; they are as follows:

- ❖ **Self-regulation and regulation curriculum**

Self-regulation permeates all aspects of the school curriculum and is seen as key in supporting pupils to make progress in addressing SEMH needs.

- ❖ **Preparing for adulthood/independence**

The journey to adulthood starts the day that we are born. The curriculum works across all key stages to prepare pupils for adult life and help them go on to achieve the best outcomes in employment, independent living, health and community participation.

- ❖ **Safeguarding and understanding of needs and impact on vulnerability**

Broader than traditional safeguarding this driver relates to empowering staff in understanding and having empathy for the situations of their pupils and employing a wider range of means to reduce the vulnerability of pupils and ensure their safety and well-being.

Our policy sets out the rules, relentless routines and visible consistencies that all pupils and staff follow. It is based on the work of Paul Dix and his book 'When the adults change, everything changes'. Good behaviour is recognised sincerely rather than just rewarded. Pupils are praised publicly and reminded in private.

The Observatory School is committed to creating an environment where exemplary behaviour is at the heart of productive learning. Everyone is expected to maintain the highest standards of personal conduct, to accept responsibility for their behaviour and encourage others to do the same. As members of our community, we adhere to the values of being: 'Safe, Ready, Respectful.'



At The Observatory School we aim to:

- Foster excellent relationships between all members of our Observatory community by displaying genuine care, trust and understanding so we can all work together to create the very best learning environment.
- Ensure that all members of our community are treated fairly and shown respect so we create a safe, comfortable and nurturing environment where we can all be the best we can
- Ensure all staff and pupils are aware of the very high standards of behaviour that are expected of them, and take responsibility for promoting these high standards.
- Help learners develop life skills including self-regulation, empathy, social awareness and recognise that every action has a consequence.
- Build a community which values and models kindness, good humour, tolerance and empathy for others.

Purpose of the policy:

To provide simple, practical procedures for staff and learners that:

- feel secure and safe;
- feel happy and be treated with kindness and understanding;
- be treated fairly and consistently;
- be listened to (at an appropriate time);
- be treated with respect and politeness;
- be treated with empathy

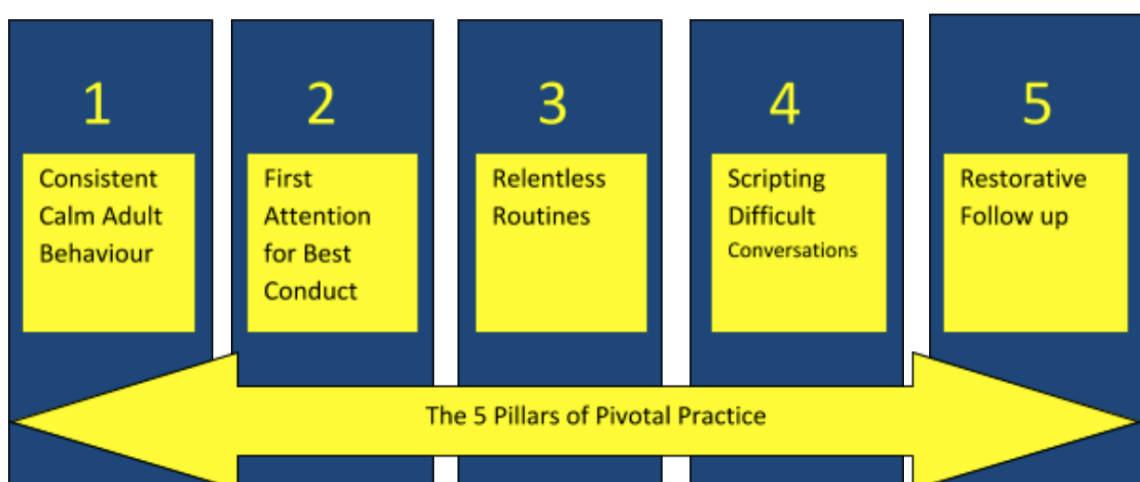
The Five Pillars

We recognise that clear structures of predictable outcomes have the best impact on behaviour. Our school's principles for behaviour sets out the rules, relentless routines and visible consistencies that all pupils and staff follow. It is based on the work of Paul Dix and his book 'When the adults change, everything changes'. Good behaviour is recognised sincerely rather than just rewarded. Learners are praised

publicly and reminded in private.

Our Behaviour Policy is based on these Five Pillars:

- Consistent, calm adult behaviour.
- First attention for best conduct.
- Relentless routines.
- Scripting difficult interventions.
- Restorative follow up.



Our school has three simple rules: 'Be Safe, Be Ready and Be Respectful which are applicable to a wide variety of situations. These rules, our pledge, our class rules and our values (Resilience, Perseverance, Enthusiasm, Concentration, Kindness, Teamwork, Courage and Responsibility) are displayed in each classroom, and are explicitly taught and modelled by all members of our school community.

Consistency in practice

Consistency lies in the behaviour of adults and not simply in the application of procedure. A truly sustainable consistent approach does not come in a toolkit of strategies but in the determination of every member of staff to hold firm. It is hard to achieve and easily lost. The key is to develop a consistency that ripples through every interaction on behaviour. Where learners feel treated as valued individuals, they respect adults and accept their authority.

- Consistent language; consistent response: Referring to the agreement made between staff and learners, simple and clear expectations reflected in all conversations about behaviour.
- Consistent follow up: Seek support however teachers need to be part of the follow up.

- Consistent positive reinforcement: Routine procedures for reinforcing, encouraging and celebrating appropriate behaviour.
- Consistent consequences: Defined, agreed and applied at the classroom level as well as established structures for more serious behaviours.
- Consistent, simple rules/agreements/expectations referencing promoting appropriate behaviour, icons, symbols and visual cues.
- Consistent models of emotional control: Emotional restraint that is modelled and not just taught, adults as role models for learning, adults learning alongside learners.
- Consistently reinforced rituals and routines for behaviour around the site: In classrooms, around the site, at reception.
- Consistent environment: Display the quality of a good school, consistent visual messages and echoes of core values.

All staff will:

- Meet and greet pupils at the start of the day
- Refer to Safe, Ready, Respectful - the behaviours they expect to see.
- Be at the door of their classroom at the beginning and end of each lesson
- Model positive behaviours and build relationships
- Deliberately and persistently catch pupils doing the right thing and praise them in front of others
- Plan and support lessons that engage, challenge and meet the needs of all learners.
- Know their classes well and develop positive relationships with all pupils
- Never walk past or ignore pupils who are failing to meet expectations
- Demonstrate unconditional care and compassion
- Record incidents in Sleuth

Leaders -subject leaders, phase leaders, behavioural support will:

Leaders are not expected to deal with behaviour referrals in isolation. Rather they are to stand alongside colleagues to support, guide, model and show a unified consistency to our learners

- Meet and greet learners at the beginning of the day.
- Be a visible presence to encourage appropriate conduct.
- Support staff in returning learners to learning by sitting in a restorative meeting and supporting staff in conversations.
- Regularly celebrate staff and learners whose efforts go above and beyond expectations.
- Encourage use of headteacher award stickers, positive notes and positive phone calls.

The Head teacher and The Senior Leadership Team will:

- Meet and greet pupils at the start of the day
- Be a visible presence around the school
- Regularly celebrate pupils whose efforts go above and beyond expectations
- Encourage use of positive praise, phone calls, dojos, stickers, badges and certificates
- Support teachers in managing pupils with more complex or challenging behaviours
- Review provision for pupils who fall beyond the range of written policies.

Pupils will:

- Be safe
- Be ready
- Be respectful

Parents / Carers will:

- Encourage independence and self – discipline, to show an interest in all that their child does in school and to offer a framework for social education.
- Foster good relationships with the school and support the school in the implementation of this policy.
- Make children aware of appropriate behaviour in all situations and to be aware of the school rules and expectations.
- Inform school about any issues at home that might affect a child's learning or behaviour






Emotional Regulation

As one of our three founding pillars, emotional regulation underpins everything that we do. Pupils who are dysregulated are not in a state of readiness for learning, and so this becomes our prime directive to restore calm and balance for each individual child, to enable them to reach their full potential. We recognise that all pupils have their own personalised circumstances that can, at different times of the day, week, term and year, affect their ability to learn in different ways. Our regulation curriculum is designed to help pupils to recognise their emotions, the different feelings in their body as they experience a range of emotions and to develop a bank of strategies which they can apply as they develop into adulthood, which will allow them to manage their emotions in a safe and productive way.



The regulation curriculum looks slightly different for pupils at different stages of their learning journeys. In KS2, the prime directive is to teach our pupils to identify a range of emotions, and use our regulation curriculum to identify a small selection of strategies that they know help them to restore balance to their bodies. This process is heavily modelled and scaffolded by adults who are familiar to them, and whom they trust. Each classroom will display a regulation chart (as pictured below),

which helps pupils to relate their emotions to their state of (dys)regulation and think about, with the help of their key adults, which strategies work for them. The displays are centralised to encourage the use of language and to enable pupils to become familiar with the systems on a non-personal level. Individual regulation charts during this phase are not required, but are encouraged where pupils are able to access the systems confidently and securely.

5			Pupils in KS3 and 4 each have their own regulation charts, which encourage pupils to think carefully about the strategies that they can employ more independently as they grow in levels of dysregulation, so that they can effectively manage their emotions as they experience a wider range of scenarios that might challenge their emotional abilities both in and out of school. Strategies are still flexible through the implementation of this method, as we recognise that different scenarios elicit different emotions, and therefore require different responses and therefore, strategies.
4			
3			
2			
1			

However, we do recognise that not all pupils (or groups of pupils) develop at the same pace, and flexibility is encouraged, where required, for staff to consider which approach is most appropriate for the pupils they work with.

Recognition and rewards for effort

Good behaviour and effort are recognised sincerely through class Recognition Boards that aim to make good behaviour about relationships rather than a transactional act. The power of the group is at the core of this plan where adults notice and reward excellent behaviour that goes 'above and beyond'. It is the key to developing positive relationships, including with those learners who are hardest to reach.

Positive rewards include positive messages home for behaviour that is 'over and above'. This may take the form of a positive dojo message home, a phone call, a face to face chat or a praise postcard. Pupils who demonstrate the three core rules will be acknowledged with achieving Dojo and Sleuth points. Other rewards and recognition of achievement include stickers, receiving star class of the week, Headteachers Awards and certificates.

Celebration Assembly (Pupil of the Week)

Our celebration assembly is on a Friday, where one pupil from each class will be chosen for student of the week. The pupil will have consistently gone "over and above" in our school rules and values during the week. The pupils are selected at

the beginning of the assembly and receive a certificate from the Deputy Headteacher.

Special responsibility jobs for pupils

- School Councillors
- Peer Mentor
- Head Boy and Girl
- Star of the week class leader
- Lunchtime Monitor
- Eco School members

Star of the Day Certificates

Star of the Day certificates are put into three categories and will be worth different amounts of points.

- Bronze = 1 point
- Silver = 2 points
- Gold = 3 points

For pupils to receive a reward on a Friday then they must collect a minimum of 12 points between a 5 day period commencing on a Friday and finishing on a Thursday. Each digital certificate has different criteria for the pupils to meet. The reason for the change is although we do promote positive behaviour at all times, what is expected for one pupil to achieve could be unlikely for another pupil and therefore giving them high expectations they are unlikely to meet.

Managing Daily Behaviour in the classroom - Positive Recognition Boards

"The advertising of poor behaviour to the rest of the class doesn't help, but routinely advertising the behaviour that you do want does"

Paul Dix

Each class will have a Recognition board. The teacher will write at the top of the board the behaviour they are focusing on.

Examples could include "One voice" for classes who constantly talk over each other," speak politely" to emphasise manners or hands and feet to yourself, for those who give them to others too freely. The focus can also relate to learning behaviours "Accurate peer feedback" persuasive language" or "show working"

Managing Low Level Behaviour

Managing low level behaviour needs to be immediate, short and appropriate for the behaviour and only aimed at the behaviour not the child.

This section outlines the steps an adult should take to deal with behaviour in the classroom and around school. It includes micro-scripts for each step to ensure consistency in language and predictability for pupils which, in turn, results in all children being treated fairly. Staff should always use a measured, gentle approach; referring to the child by name; lowering themselves to the child's physical level; making eye contact; delivering the required message; and then leaving the conversation to allow the child 'take up time.' Adults should not be drawn into and/or respond to any secondary behaviour, which children sometimes use as a distraction from the initial behaviour or to escalate the situation further.

Restorative Steps

<p>Step 1 - Redirection</p>
<p>Positive reinforcement of other pupils around them "X thank you for sitting so beautifully. A visual cue to the pupil that you want them to make a good choice this could include</p> <ul style="list-style-type: none"> • a 'look' • a visual point to what you expect.
<p>Step 2 - Reminder</p>
<p>A reminder of the expectations Safe, Ready, Respectful delivered privately wherever possible. The adult makes the learner aware of their behaviour. The learner has a choice to do the right thing. (Give take up time)</p> <p>If appropriate, make links with the zones of regulation.</p> <p>Praise them when they positively change their behaviour, acknowledging the positive change.</p>
<p>Step 3 - Warning</p>
<p>If the behaviour persists:</p> <p>A clear verbal warning delivered privately to the learner making them aware of their behaviour and clearly outlining the next step if they continue. The learner has the choice to do the right thing. Learners will be reminded of their good previous conduct to prove that they can make good choices</p> <p>Scripted approaches at this stage are encouraged (see appendix) If appropriate, make links with the zones of regulation. Praise them when they positively change their behaviour, acknowledging the positive change.</p>

Step 4 - Time/Reflection

If the behaviour still persists:

- The learner is asked to speak to the teacher away from the others.
- Learner is asked to reflect on the next step. Again they are reminded of their previous conduct/attitude/learning.
- Star of the Day reminder (Gold, Silver, Bronze)
- Minutes for restorative talk or work catch up at the end of the lesson.
- Reflection time to think about their next step. Again, they are reminded of their positive previous attitude/learning.

Step 5 - Repair

Scripted responses

Restorative practice with an appropriate member of staff.

Step 6 - Return or Extra Assistance

If the previous steps have not resulted in a positive outcome refer to Behaviour Leads/Phase Leader/Assistant Headteacher

Supporting behaviour at lunchtimes

As part of our ethos, all staff are expected to be proactive in managing and dealing with behaviour. To foster good relationships, duty staff will consistently 'catch children being good' and share this with them. Duty staff are encouraged to hand out 'dojo awards'.

Serious Incidents:

Depending on the age and needs of the pupils, these incidents will be dealt with at the discretion of the school staff. All serious behaviour matters must be referred immediately to the Headteacher or SLT.

Such incidents could include:

- All forms of bullying
- Racist, sexist or homophobic comments
- Physically striking adults.

Restorative conversation

As part of our approaches to managing behaviour, adults should hold a restorative conversation for any pupil who reaches step 4 or 5. This conversation will normally take place during break/social time duty. Sometimes it may include other adults / pupils.

Staff will have a script for the restorative conversation that they feel comfortable with. SLT will choose the appropriate questions from below and address each together, recording responses.

1. What happened?
2. What were you thinking at the time?
3. What have you thought since?
4. How did this make people feel?
5. Who has been affected?
6. How have they been affected?
7. What should we do to put things right?
8. How can we do things differently in the future?

Responses are to be recorded in Sleuth.

Recording

All members of staff are trained to use SLEUTH and MyConcern (secure online recording systems) to record safeguarding, behaviour and parental communication incidents. Staff will ensure that behaviour incidents are recorded and therefore shared with SLT for the following type of incidents:

- Verbal incidents
- Physical incidents
- Damage to property
- Repeated defiance
- Persistent Low-Level Disruption

Exclusions and Suspensions

For very serious offences, the headteacher will consider suspension/exclusion in line with statutory guidance. Parents and carers will always be informed at the earliest opportunity and a meeting will be arranged to discuss the reasons for the exclusion and positive steps forward at the beginning of the exclusion and before the pupil returns to school at a reintegration meeting. Exclusion is always a very last resort.

Permanent Exclusion

The Secretary of State for Education feels that permanent exclusion should be seen as a last resort and that a school should be able to show that it has taken all reasonable steps to avoid exclusion (See Exclusion Regulations). The governors of

Permanent exclusion should only occur when risk assessment indicates that to allow the pupil to remain in school on an on-going basis would be seriously detrimental to the education or welfare of the pupil concerned, or to other pupils at the school.

Where the behaviour policy refers to exclusion, the following process is explicit:

Underlying Principles to exclusion

The Observatory School is an inclusive school committed to equal opportunity for all. It is felt that exclusions of students from the school, whether fixed term or permanent, are damaging to both the student and the whole school community.

Consequently, as stated within this policy, a student will only be excluded when other strategies have not been effective over time in dealing with persistent breaches of the behaviour expected, or when there has been a single, clear and serious breach of discipline, or if allowing the student to remain in the school would seriously harm the education or welfare of the student or other students in the school.

The school follows the legislation referring to exclusions as stated in the Education Act and "Exclusion from maintained schools, Academies and pupil referral units in England" guidance issued by the Department for Education.

Objectives

This following procedure is compiled to provide all stakeholders with a clear framework to enable the effective handling of student exclusion issues and to inform all stakeholders of the procedures.

Guidelines

A student can be excluded if:

1. The student has committed a serious breach or persistent breaches of the school's behaviour policy.
2. The student is accused of a serious criminal offence and a police investigation is ongoing, or on the balance of probabilities there is a foreseeable risk to stakeholders.
3. The student's presence in the school represents a serious risk to the health and safety of other stakeholders
4. Behaviour outside of the school, where the school can reasonably show that the behaviour is sufficiently serious to affect the stakeholders in school.

5. Behaviour that brings the school's reputation into disrepute

Other types of absence from school:

1. A student may be refused admission to school for breaches of uniform code, this absence will be regarded as an unauthorised absence. This is not an exclusion. In such cases, parents or carers will be informed before the student is sent off the school premises.
2. If a student refuses to be searched, where there is reasonable cause to conduct that search, that student can be refused entry into school. This is not an exclusion but an unauthorised absence.

The Exclusion Procedure

The exclusion of a student is an extreme measure and is only administered by the Headteacher or in the absence of the Headteacher whoever is deputising for her/him. The Law of the United Kingdom allows a Headteacher to exclude a student for up to 45 school days in any one school year.

Exclusions, whether fixed-term (usually 1-5 days but could be longer), or permanent, may be used where a student has displayed unacceptable conduct which infringes that which is deemed to be acceptable in school. A student will be excluded immediately if there is an immediate threat to the safety of others in the school.

Requests for exclusions must come in writing, on the agreed form available in the office. The form must be scanned and sent electronically (email) accompanied by:

- A full report of the child's behaviour which is believed has warranted the exclusion. The purpose of this report is not just to report what the child has done, but to also ensure we are meeting the child's needs
- If the exclusion occurs in lesson, a copy of the planned activity at the time of the behaviour exhibited
- If the exclusion occurs outside of lesson times, a detailed report of who was on duty, where people were and what arrangements were made for activities (if applicable)
- A written statement by one of the schools advanced behavioural leads who will look at:
 - the report and consider it in line with this policy;
 - the pupils EHCP, IEP and risk assessment and consider these in line with previous reported behaviour

The ABL will draw on their knowledge, skills and experience to analyse if the behaviour was unmet SEND, and therefore making an exclusion potentially an act of discrimination.

An example here is that unmedicated children cannot be excluded as their needs have not been met effectively. **It would be an act of discrimination and therefore ILLEGAL.**

The staff member requesting the exclusion ultimately will need agreement by the Headteacher or in their absence, the Deputy Heateacher. The Headteacher will take only the evidence you present to them in the report. They must be confident when you present the form that the legal tests are met. NB - The ABL's report should look at suggestions to try and avoid a recurrence of the behaviour (eg RP/Interventions etc).

If the child is excluded, the ABL making the report will lead the reintegration meeting with parents.

The Head may need to take legal advice before making the final decision or speak to you in more detail.

The Head, if possible, will speak to the SENCo before making the decision.

You can raise a complaint against the final decision of the Headteacher (or in the case of the Deputy Headteacher, to the Headteacher on their return) to the Chair of Governors. However the power to exclude is the Headteachers (or their deputy) alone, a complaint to the chair, even if upheld, will not result in an exclusion, it could trigger a governor review of the decision making process / policy / procedures et al.

This form will be sent as an appendix, along with the statement by the ABL and details of the activities planned to the parent as the initial basis of evidence to prove that this exclusion was legitimate in the circumstances.

If the exclusion results in a governor or external review (e.g. following the request by a parent, by an Independent Review Panel or civil court case), you and the ABL reviewer may be called by the school to attend to give evidence along with the Headteacher.

Fixed-term exclusions

It is expected that most exclusions will be of a short (1-5 days), fixed-term nature. During an exclusion of up to five days the school will set work for the student and arrange for it to be marked. From, and including the sixth day of

the exclusion, The Observatory School will arrange full time education for the student.

A fixed period exclusion may be extended or converted to a permanent exclusion, in line with the statutory guidelines where further information about the incident comes to the attention of the school during the course of a disciplinary investigation. A new exclusion can be issued during a fixed term exclusion if a new matter comes to light during a disciplinary investigation.

Permanent exclusions

A decision to exclude a student permanently will only be taken in response to a serious breach, or persistent breaches, of the school's behaviour policy and if allowing the student to remain in the school would seriously harm the education or welfare of the student or others in the school.

Prior to a permanent exclusion a thorough reporting investigation will precede the exclusion and, in the case of exclusion on the basis of persistent breaches of the behaviour policy it must be clearly shown that a range of strategies have been tried without sufficient success. In the case of a single serious breach of discipline the Headteacher may decide to exclude a student without having tried a range of strategies.

In every case, all the evidence is carefully assessed and collated. Records are kept of all exclusion proceedings.

A student is allowed and encouraged to give her/his account of events. Staff investigate the causes of the incident fully.

In all cases where permanent exclusion is a possibility the LA is contacted and a meeting arranged with a member of the senior leadership of the school.

All exclusions are treated in the strictest confidence on a 'need to know' basis.

Any student who is permanently excluded will not be removed from the school register until after any requested review has been completed, or the deadline for requesting a review of the decision to exclude has passed without a request being made.

Involvement of the Governing Body

The Governors' Student Exclusion Panel and Exclusion Review Panel will consider the reinstatement of an excluded pupil within 15 school days of receiving notice of the exclusion if:

- the exclusion is permanent;
- it is a fixed period exclusion which would bring the pupil's total number of school days of exclusion to more than 15 in a term (a lunchtime exclusion counts as 1/2 school day in determining whether a governing body meeting is triggered)

or

it would result in a pupil missing a public examination or national curriculum test.

The Chair of Governors will be informed within one school day of any exclusions meeting the criteria above, and convene a panel. The school will provide a copy of the letter sent to parents.

In addition, the Headteacher will inform the Chair of Governors of exclusions which would result in the pupil being excluded for more than five school days (or more than ten lunchtimes) in a term, and the school will provide a copy of the letter sent to parents.

A summary of exclusions will be reported to the full governing body once a term.

Notifications include the reasons for the exclusion and the duration of any fixed-period exclusion.

Involvement of the student's parents or carers in an exclusion

In the event of an exclusion being carried out the student's parents are notified immediately by telephone where possible and then by letter.

The school will write to the parents notifying them of their duties during the first five days of the exclusion. (The parents are obliged to ensure that the student is not present in public during normal school hours without reasonable justification. Failure to comply with this may lead to the parents being prosecuted).

The Headteacher will arrange a reintegration interview between an ABL and the parents/carers of the excluded student for any exclusion. It may sometimes be appropriate for the Headteacher or Deputy Headteacher to

attend this meeting. If appropriate to the SEND needs of the student, it is expected for them to be present for all or part of the interview. In some cases, a member of the Pastoral Team should attend the interview, to signpost and provide support to the parent/carer.

Informing the local authority

The Headteacher must, without delay, notify the local authority of:

- a permanent exclusion (including where a fixed period exclusion is made permanent);
- exclusions which would result in the pupil being excluded for more than five school days (or more than ten lunchtimes) in a term; and
- exclusions which would result in the pupil missing a public examination or national curriculum test.

For all other exclusions the head teacher must notify the local authority once a term.

Notifications must include the reasons for the exclusion and the duration of any fixed period exclusion.

For a permanent exclusion, if the pupil lives outside the local authority in which the school is located, the head teacher must also advise the pupil's 'home authority' of the exclusion without delay

Searching pupils

The headteacher and staff authorised by the headteacher have the power to search pupils or their possessions, without consent, where they suspect the pupil has weapons, alcohol, illegal and legal drugs and stolen items. If a search is thought necessary this is always carried out by two members of staff. The Headteacher and staff authorised by them have a statutory power to search pupils or their possessions without consent if they have reasonable grounds to suspect:

- Knives or weapons
- Alcohol
- Illegal drugs
- Stolen items
- Tobacco and cigarette papers
- Fireworks
- Pornographic images

Any article that the member of staff reasonably suspects has been, or is likely to be used to:

- Commit an offence
- Cause injury or damage
- Any item banned by school rules

Pupils' conduct outside the school gates

Teachers have a statutory power to discipline pupils for misbehaving outside of the school premises. Section 89(5) of the Education and Inspections Act 2006 gives Headteachers a specific statutory power to regulate pupils' behaviour in these circumstances 'to such extent as is reasonable'.

Subject to the school's behaviour policy, the teacher may discipline a pupil for any misbehaviour when the child is:

- Taking part in any school-organised or school-related activity
- Travelling to or from school
- Wearing school uniform
- 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
- Poses a threat to another pupil or member of the public
- Could adversely affect the reputation of the school.

Restrictive Physical Intervention (RPI) (See separate policy)

The need for the use of physical intervention will be assessed on an individual basis. Each learner will have a Risk Assessment. Should the pupil meet the criteria for "planned intervention" it will be identified in the Risk Assessment that they will also have a Behaviour Support Plan, forming part of the Risk Assessment. The BSP will detail what are known as "planned physical interventions".

These documents are monitored and reviewed by the Behaviour Support Team and form teachers. Even when a good BSP is in place, there may be times when challenging behaviours occur. At such times it may be necessary to physically intervene where there is:

1. An immediate and clear risk to the pupil, or others' safety;
2. An immediate and clear risk of serious damage to property;
3. An immediate and clear risk of a criminal offence being committed.

Related Policies

The Observatory School has a separate Safeguarding Policy and procedures, anti-bullying policy, RPI policy which should be followed if bullying is reported or suspected.

NB Any discrepancy/confusion in policy or process between this policy and the safeguarding policy, the agreed safeguarding policy/procedures will always prevail.

becoming a Trauma Sensitive School Resource Bank

Recommended Reading:

When the Adults Change, Everything Changes: Seismic shifts in school behaviour – Paul Dix

The Trauma and Attachment-Aware Classroom: A Practical Guide to Supporting Children Who Have Encountered Trauma and Adverse Childhood Experiences - Rebecca Brooks

Conversations That Matter: Talking with Children and Teenagers in Ways That Help - Margot Sunderland

Know Me to Teach Me Paperback – Louise Michelle Bomber

