



# POSITIVE RELATIONSHIP POLICY (BEHAVIOUR POLICY)

Together we encourage children to take ownership of and responsibility for their learning, so they have the confidence and curiosity for life-long learning.

Together we strive for success in academic, creative, sporting and personal accomplishment.

Together we care for each other through the kind and positive choices we make.

Together we are proud of the inspiring and supportive environment we create for children, families and staff.



**Reviewed: December 2019**

**Next Review Date: December 2021**

## **Rationale**

In order to secure our vision for the school and its children, we strive to ensure that an ethos exists which is positive, caring, free from bullying and racial/sexual harassment, supportive in modifying behaviours and consistent in its commitment to children's security and safety. Our school adopts a number of whole school approaches to develop positive relationships and behaviour. We have fully adopted the Restorative Principles approach across school and amongst all staff and children; consequently Falconhurst is a school where respectful relationships provide the essential foundation for self-managing behaviour and positive attitudes to learning. The school wishes to engage directly with families to foster a positive environment, maintain a consistent message, develop shared values and effective home /school communication. **All** staff are expected to model respectful relationships and approaches towards children and other staff at all times.

## **Fundamental Principles**

### **We believe in:**

- Relationships are key
- Respect for difference
- Valuing all individuals equally
- Ensuring everyone has a voice and everyone is heard
- Responding to individuals as relational beings – we all affect each other
- Maintaining a distinction in language between respect for the person and responses to their words or actions – the child is not the problem...their choices are.

## **Aims of Policy**

### **Children's responsibilities are:**

- To work to the best of their ability.
- To value education and opportunities and allow others to do so.
- To treat ALL with respect.
- To care for property and value the environment in and out of school.
- To co-operate with and listen to other children and adults.

### **Staff responsibilities are:**

- To create a safe and happy environment
- To treat all children fairly and with respect
- To raise children's self-esteem and belief in order to develop to their full potential.
- To provide a challenging, engaging, broad and balanced curriculum.
- To be good role models
- To use praise, rules and sanctions clearly and consistently.
- To form positive and purposeful relationships with children and their families so that circumstances are understood, considered and supported with common aims of all parties involved.
- To recognise every child as an individual and be aware of their needs.

### **Families' responsibilities are:**

- To develop good relationships with the school to ensure shared aims

- To encourage independence and self-discipline
- To be aware of school rules and expectations and support the implementation of school policy to support all parties.

## **Whole School Culture for Positive Relationships and Rewards**

Restorative practices and approaches offer an approach to promoting harmonious relationships in the school and to the successful resolution of conflict and harm. This involves describing what happened, reflecting on the impact of everyone, understanding and valuing everyone's perspectives and agreeing a way to solve situation. Strategies to achieve this include:

- Developing a restorative climate in the school with activities such as circle time and Jigsaw PSHE lessons.
- Developing restorative conversations when teachers or peer mediators intervene in a situation.
- Developing more formal restorative meetings and conferences involving all those affected by an incident, including families where appropriate.

As a 'restorative practise' school, we are committed to building relationships of partnership within the whole school community. This is achieved through community building and restorative dialogue.

### **Community-building**

The activity of building connection and community creates an environment in which individuals are learning about others and learning about themselves. They will be active rather than passive in the learning process.

Restorative schools use circle 'go-arounds' to develop a sense of community within classrooms. Pupils can become skilled at leading circles and supporting protocols of good practice. For example, it is good practice for the person convening a circle to speak first, modelling a suitable response in terms of length and content.

### **Restorative Dialogue**

When people engage in a restorative conversation, the aim is not to discover a truth or make a judgment about who is right or wrong. Rather, the aim is to jointly create shared understanding about the way in which words or actions have affected others. This is a learning process that can generate new possibilities for speaking and acting differently in the future.

Restorative dialogue provides and builds an environment in which individuals feel safe and able to acknowledge the part they have played in what has happened. When individuals are valued and not judged, they are able to reflect on how their actions have affected others, and on the choices they are able to make to show their concern and restore their relationships.

Pupils are well placed to engage with other young people in restorative conversations. They will be acting from a position that does not include the inevitable power difference between adults and young people. Learning about restorative conversations will be relevant for everyone in the school community and some pupils will wish to take additional responsibility to lead these conversations.

Alongside the community building and restorative dialogue, we recognise that children benefit

from rewards and reminders 'in the moment'. In Falconhurst, we adopt the **Secrets of Success** strategies to develop aspiration, and we follow **Ready, Respectful & Safe** essentials and the **Fantastic Falcon** approach which offers consistency, clarity and opportunities for communication with home when consequences are needed for actions.

Staff determine discussions and sanctions with appropriateness for the individual child and the situation. Discussions of choices and incidents are most effective when restoratively discussed immediately.

## **Secrets of Success**

Secrets of success is an approach derived from Chris Quigley and aims to build aspiration in our children in realising that to be successful, we must have an understanding of what actually constitutes to success. This being through happiness, choices and feeling good. Successful children will feel good about: How hard they have tried; who they are; how they spend their time; and the choices they have in their lives. We strive for our children to understand that to achieve great success, we will face setbacks and failures but it is our choices that will ultimately make us successful. Every aspect of the school day will incorporate and make reference to the eight traits that will bring success:

- Try new things – If you never try, you'll never know.
- Work hard – It's not luck or looks that make you successful, it's all about the effort.
- Concentrate – Learn to focus, tune out distractions and be mindful.
- Push yourself – fight your fears and learn to push past doubts.
- Imagine – have ideas and don't be scared of being wrong.
- Improve – keep advancing, bit by bit. Success never comes in one giant step.
- Understand others – Learn to listen, listen to learn about others.
- Don't give up – Sir Winston Churchill said 'Success isn't final, failure isn't fatal. It is the courage to continue that counts.'

Each trait will be focussed upon with lower and upper school assemblies with a specific secrets of success theme ensure understanding and joint awareness of what it takes to be recognised for the individual traits. Although assemblies may discuss individual traits, celebration assemblies will include children receiving certificates in recognition for any of the traits demonstrated during the school week.

Every time that a child collects a certificate or is identified for a Secret of Success, they will be able to sign off that particular trait on their Merit Cards in an attempt to collect and complete the set. The students who manage to do so will be rewarded by their Phase Leaders.

## **Ready, Respectful & Safe**

For children to be able to make best use of Secrets of Success principles, at all times they we need to be Ready, Respectful and Safe. Using these essential words at the start of each day, break in day and learning opportunity, children will be able to demonstrate:

- We are **Ready** to learn – we arrive to school on time, we have our equipment ready to learn and we show that we are listening.
- We are **Respectful** – we listen when others speak and we respect the property of our friends and around the school.
- We are **Safe** - we move around in school in a safe manner, we follow instructions to keep ourselves safe school excursions. We use equipment safely and we stay safe online.

Rewards for children going above and beyond demonstrating these key fundamentals will be given by receiving dojo points for the particular rule observed. The child with the most points per rule each week will be rewarded a coloured wristband based on the rule recognised with a certificate sent home from the teacher. Children recognised with all three essentials will be invited to a reward meeting with an Assistant Head Teacher or the Head Teacher.

## **Dojo points**

Dojo points are a positive praise and communication tool used across the school to reward academic achievement, positive behaviour choices and communicate with families through the Class Dojo website.

The Dojo points are accumulated on a weekly basis and determine the 'winning house' in Celebration assembly on Friday; these points tend to have a more academic focus but can be given for any form of praise where appropriate. Depending on the individual and/or class Dojo points may be given alongside Secrets of Success and Ready, Respectful & Safe principles.

## **Whole School Approach to Support, Sanctions and Reminders.**

**The priority is that our learning attitudes and behaviours are underpinned by the Secrets of Success and Ready, Responsible & Safe attributes. We will seek to draw on good examples by children who are demonstrating outstanding learning that is to staff and school expectations. If a child is not necessarily making the appropriate choice, staff members will use examples in that environment that are appropriate. Where restorative dialogue is necessary, this must happen to discuss choices, actions and incidents.**

The longer a sanction is delayed the more disconnected it becomes from original behaviour and children. For higher order sanctions to have a chance to be effective, they will be:

- Executed as soon as possible by any staff member or covering teacher.
- Not deferred to another adult to dispose
- Used to reset and reaffirm expectations with the child
- Proportionate

If sanctions are efficient, designed to promote understanding of appropriate behaviour to connect the child with the original behaviour then they will be effective. The investment of time is worthwhile as we will work to change behaviour and not simply to punish it by using the following the 10-point ladder:

1. The child is number one and everything is going brilliantly.
2. Verbal warning
3. One minute after class or when appropriate in lesson (to speak to the teacher about the behaviour and agree what will happen next time).
4. Movement in the room (away from peers or to sit with the teacher)
5. Helping the teacher organise the classroom at break or lunch.
6. Lunch with the teacher (length of time dependent on the child's needs or teacher's availability).
7. Impositions (work to be completed at home, countersigned by families who will be aware through Dojo message).

8. Restart points 1-6. Make formal phone call or contact with family.
9. Fantastic Falcon Log (can be implemented at any stage if necessary). Although a positive log to recognise at the end of each day how the child has been ready, respectful and/or safe, it must clearly state the choice that needs to be changed. Logs will be kept discrete and personal between the child and teacher (though used for monitoring purposes).
10. If all stages have been addressed and poor behaviour choices continue to reoccur, the sanction of isolation or detention will be considered and discussed with families.

For refusal, aggressive, abusive and/or extreme behaviours there will be an amalgamation of discussions with the teacher, contact with families, Fantastic Falcon Log and potentially stage 10 with consideration of detention, isolation, or potential forms of exclusion. Reference to the 'Management of Extreme Behaviours' needs to be made. Cases of fixed term exclusions will be considered alongside a three-strike rule for repeating considerable offences.

Appendix 4 contains a learning script with examples of discussions and questions to support a restorative dialogue with the child. For a child to understand their actions, how it affects all parties, and for the adult to understand the reasons underpinning a child's decision, discussions are a necessary form of practise and will determine the relevant consequence or sanction.

**At any stage if you feel that behaviours are reoccurring or a worry, FACT and or FIT referral forms must be completed.**

### **Time out**

Sometimes it may be necessary to give children 'time out' either in another classroom (ideally the year group partner), or in a quiet and safe place where they can be clearly observed. Calm corners and sensory room breaks can be used to allow children to manage frustrations whilst undertaking an activity of their choice. **Children must not be left unattended at any time.** The 'time out' period allows everyone involved some distance from the situation, opportunity to implement some calming strategies and time to reflect. The period can vary in terms of time but will not exceed 10 minutes in any one 'time out' session unless in exceptional and pre-approved circumstances.

### **Playtime and lunchtime behaviour**

All children are expected to behave in a safe and friendly manner during break-times. Staff on playtime and lunch duty should engage children in suitable games or conversations whenever possible and reward positive play or active restorative choices which may quash minor playground disputes. Lunchtime staff are encouraged to award Dojo points and nominate children for Ready, Respectful and Safe principles to the class teacher. All staff members are to approach conflicts using restorative approaches. Incidents of poor behaviour are to be shared with the class teacher at the end of playtime or lunch so that a child's behaviour can be considered and supported holistically. Appendix 2 details actions which MDS must take during lunchtime and Appendix 3 shows the flow chart of escalation and accountability.

### **Learning Mentors**

Any child may benefit from the pre-planned and targeted support of a Learning Mentor. Their work in school is pro-active and focussed heavily on developing positive, sustainable and self-regulating behaviours amongst children. Whilst they can support in an 'emergency' our school has clearly detailed that their key objectives, role profile and support processes are most effective when used proactively (Appendix 7). Part of the role includes supporting alongside children within class to ensure that their perceived barriers to learning are removed and progress is secured.

## **Personalised Strategies**

Specific needs of children will be need to be considered when positive or inappropriate behaviours occur. Particular adults, rewards and consequences may be required for varying situations and should be discussed with that child on an individual level with awareness and communication with members of the Senior Leadership Team.

This policy recognises that the management of pupil behaviours that may be non-compliant, challenging and / or aggressive can be difficult for staff members to manage effectively and to maintain a positive outlook towards pupils in their care. As such, Falconhurst School is committed to ensuring that staff seek support from leaders and colleagues within school as well as promoting the pursuit of support providers outside of school.

## **Exclusions**

There are rare occasions when a breach of the behaviour policy is so severe it merits immediate intervention by senior staff, and may lead to a fixed term or permanent exclusion. This should always be logged through completing an incident form on CPOMS and will only be invoked by the Head Teacher. All alternatives to exclusion, such as payback to the school community, should be explored first. Should exclusion be necessary the Local Authority exclusions policy should be followed. Falconhurst School does not use fixed term or permanent exclusions lightly, preferring to work with the parents and staff to resolve the behaviour choices which the child is making. This policy should be read in conjunction with the Exclusion Policy and the Department for Education 'Exclusion from maintained schools, academies and pupil referral units in England – Statutory guidance for those with legal responsibilities in relation to exclusion' September 2017.

## **Key Stage Specific Behaviour Management**

### **Early Years Foundation Stage**

Although specific to the key stage, the fundamental principles of the whole school policy will be implemented. The EYFS team recognises the importance of teaching appropriate behaviour and does this explicitly through the curriculum and implicitly by example, creating an ethos of high expectations coupled with trust, care and support.

Within a climate of inclusion there will be pupils who require a personalised approach to their specific behavioural needs. In some cases, this will mean that the general, whole school approaches are not the most appropriate means in managing their behaviour and other programmes of intervention and support may be used, at times in conjunction with external agencies.

Having a holistic approach to behaviour management is central to our ethos. We support positive behaviour for all pupils using a range of different visual and vocal clues including PECS, signing etc as an integral part of our clear structures and routines. We recognise that some pupils have communication difficulties which may adversely affect their self-esteem and confidence.

### **Promoting Positive Behaviour:**

It is important that all staff remain positive at all times. We have a supportive school with a caring EYFS ethos. In order to make the most of this it is expected that there will be several ways within school of rewarding and celebrating good behaviour and good achievement.

## **Guidelines to Encourage Positive Behaviour:**

- Clear boundaries / limits of behaviour are established and maintained.
- Calm, consistent approaches are an integral part of class and whole school working.
- Wherever possible predictable structures and routines are established and maintained.
- Responses are clear.
- Personalised approaches to specific behavioural and language needs.
- Pupils are aware of the consequences of inappropriate behaviour.

## **Where behaviours occur that we consider to be inappropriate staff will use the following strategies:**

- Ignoring behaviour (where safe and appropriate to do so)
- Give a clear instruction to the pupils to 'stop' what they are doing, if appropriate using the sign and a symbol.
- Keep language to the very minimum.
- Tell the pupil what you want them to do.
- Direct / redirect attention.
- Removal of the item or object – e.g. if throwing
- Time to reflect / think about / discuss how to behave more appropriately (for those who are able to do so)
- Ensuring that the child, other children and staff are safe –e.g.by moving equipment, maintaining a safe distance for children or ourselves
- Personalised strategy based on knowledge of specific needs of an individual child

## **Lower School and Upper School Stages**

Lower school (Years 1-3) and Upper school (Years 4-6) will implement the whole school strategy however, where a child has additional learning or behaviour needs, consideration will be made with some appropriate EYFS strategies for encouragement or management of behaviour for the specific individuals. The whole school ethos of care and understanding is pivotal hence personalised strategies in line with EYFS may be appropriate or supportive for individual needs.

## **School Trips including Residentials**

Behaviour on school trips needs to be exemplary for the safety of all involved, and to uphold the reputation of the school. We reserve the right not to take children on trips should their behaviour in school give us cause to question their ability to act in a safe manner outside school, or if behaviour on previous trips has not met the expected standards. Ordinarily this will be discussed with the child and their parents well in advance so they have a chance to remedy the situation.

## **British Values**

Falconhurst School considers through the use of assemblies, PSHE lessons and through the implementation of the Behaviour Policy how the teaching and modelling of fundamental British values is done at Falconhurst. We promote the fundamental British values of democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs. At Falconhurst we promote the British values, school rules and Learning Pathways throughout our work both inside and outside the classroom. Through actively promoting these values it means that we challenge opinions or behaviours in school which are contrary to the fundamental British values.



## **Power to use reasonable force**

Falconhurst School follows the Department for Education's Advice 'Behaviour and discipline in schools' January 2016 and 'Use of reasonable force in schools' July 2013. Members of staff have the power to use reasonable force to prevent pupils committing an offence, injuring themselves or others, or damaging property, and to maintain good order and discipline in the classroom.

## **Pupils' conduct outside the school gates – teachers' powers**

Falconhurst School follows the Department for Education's Advice 'Behaviour and discipline in schools' January 2016. Teachers have the power to discipline powers for misbehaving outside of the school premises 'to such an extent as is reasonable'. Falconhurst School may discipline pupils for misbehaviour which is non-criminal which occurs off the school premises and which is witnessed by a member of staff or reported to the school.

Teachers may discipline pupils for:

- misbehaviour when the pupil is:
  - taking part in any school-organised 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

In all cases of misbehaviour the teacher can only discipline the pupil on school premises or elsewhere when the pupil is under the lawful control of the staff member.

## **Confiscation of inappropriate items**

The general power to discipline enables a member of staff to confiscate, retain or dispose of a pupil's property as a punishment so long as it is reasonable in the circumstances. The legal provisions enable school staff to search pupils without consent for 'prohibited items' including: knives and weapons, alcohol, illegal drugs, stolen items, tobacco and cigarettes, fireworks, inappropriate images and any article which may cause personal injury or damage to property. The school will hand to the police any items which are dangerous or illegal.

## **Management Of 'Extreme' Behaviours**

We recognise that there are occasions where a child's behaviours may be extreme or severe and therefore un-responsive to the daily behaviour management techniques deployed throughout school. At all times we will and any who may offer relevant support.

**At all times** and in all cases we will:

- Act in the best interests of the child's well-being (including health and safety) and learning
- Respond with consideration of the age and stage of development of each child
- Consistently and continuously use restorative dialogue with children
- Seek to understand the root cause of the child's behaviours in order to explore strategies and solutions

- Work in partnership with the child's family
- Deploy targeted and intensive support from the Learning Mentor team, Inclusion Leader and/or Teaching support team via a FIT (Falconhurst Inclusion team) referral (Appendix 9)
- Consider the implementation of a reduced timetable or internal seclusion option
- Support and promote the work of relevant external agencies – including alternative education
- Maintain the health and safety of everyone within the school by exercising our rights to search for and confiscate prohibited items – *knives, weapons, alcohol, illegal drugs, stolen items, tobacco, fireworks, pornographic images, any article likely to be used to commit and offence, cause personal injury or property damage*
- Maintain open and professional dialogue with families of children at risk of exclusion
- Abide by the legal frameworks which govern the permanent exclusion of a pupil.
- Support our local community by addressing any witnessed incidents of anti-social behaviours by a Falconhurst pupil.

**At no time** is positive handling or unreasonable force ever to be used in school. Where a child poses a serious health and safety risk to them or others around them we will:

- Remove the class of children to a place of safety
- Ensure that two adults are present to observe the distressed/angry child from a safe distance
- Make immediate contact with the child's family to request their presence at school
- Seek to reassure and calm the child through continual restorative dialogue or silence (whichever is the most appropriate at the time)
- Remove any objects, equipment or furniture which may pose a potential hazard for the child or anyone in the vicinity
- Support the family member in either calming the child down sufficiently to stay or in escorting the child from the premises.
- Produce a personalised risk assessment which is consistently adopted by relevant staff in school and shared with the child's family

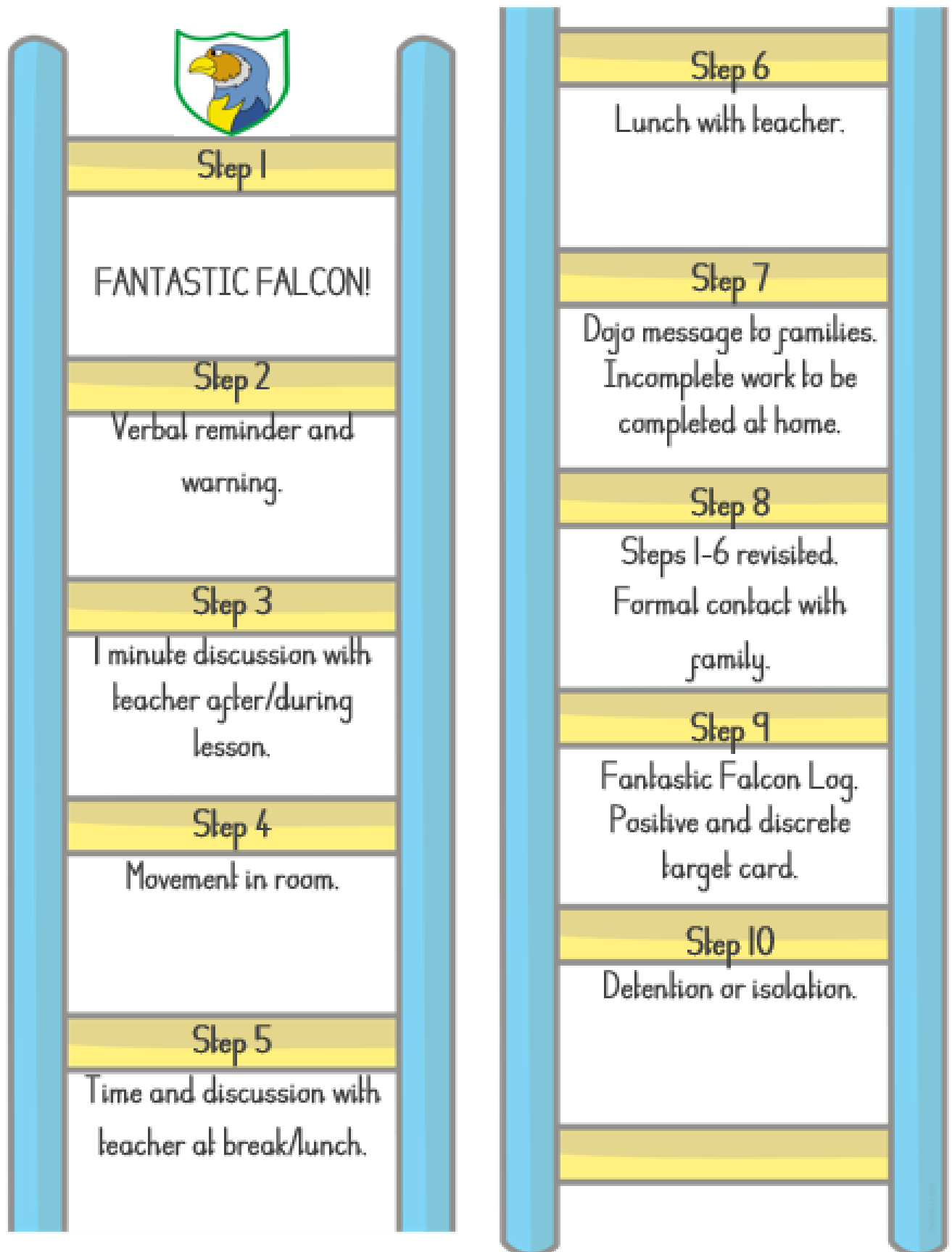
Children and young people can be perpetrators of abuse. This can manifest itself in many ways and may include gender issues. In relation to any reported incidents of Child on Child sexual violence or harassment, we will act decisively using the key principles of the Keeping Children Safe in Education 2019 guidance, our own Child Protection policy and relevant Department for Education guidance.

Reports of sexual violence and harassment are likely to be complex and decisions will be need to be made with calm, considered and appropriate responses to any reports using professional judgement and the support of other agencies.

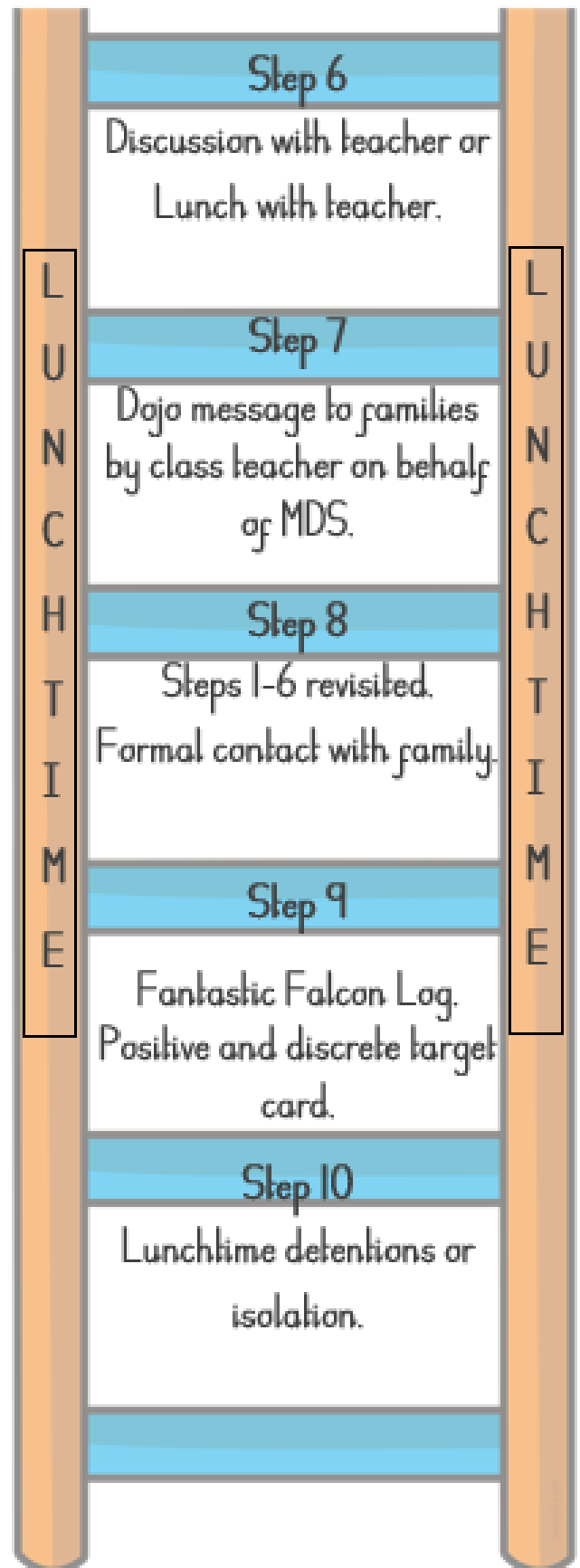
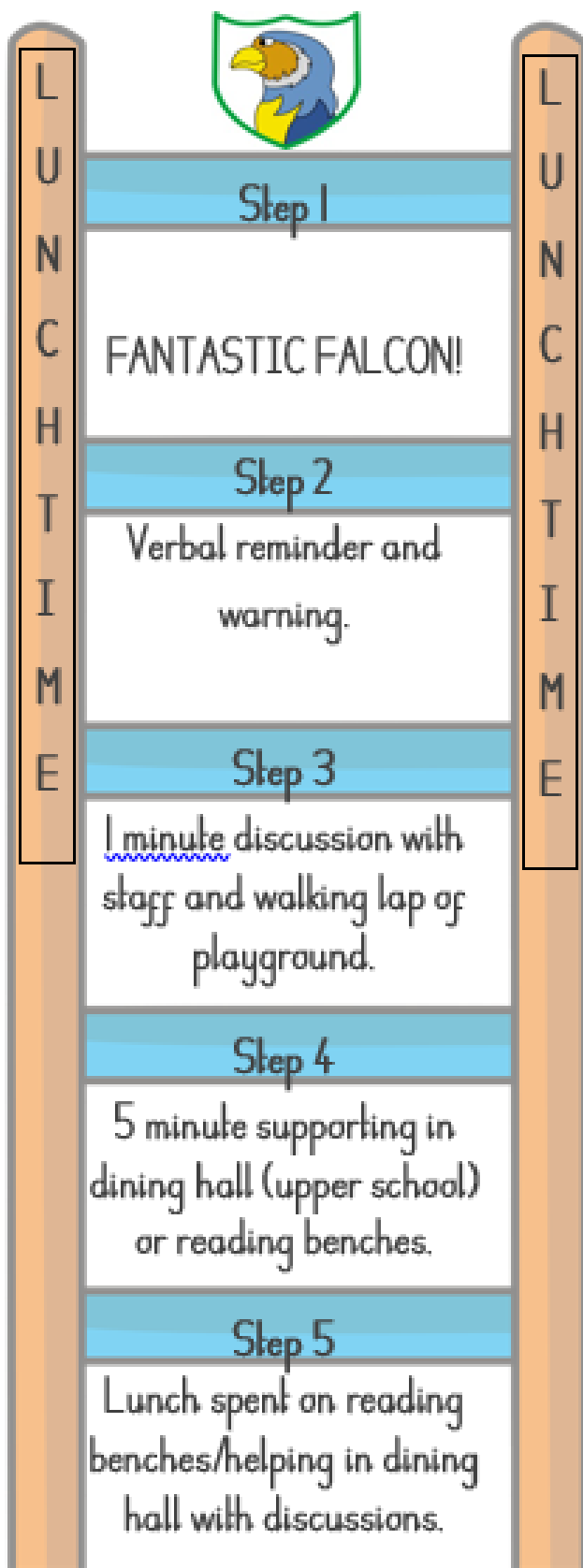
When determining a proportionate response, Falconhurst School will uphold the following principles in regards to extreme behaviours:

- Sexual violence and sexual harassment is not acceptable, will never be tolerated and is not an inevitable part of growing up.
- School will not tolerate or dismiss sexual violence or sexual harassment as 'banter', 'part of growing up', 'just having a laugh' or 'boys being boys'.
- School will challenge behaviour such as grabbing bottoms, genitalia or lifting up of skirts. Dismissing or tolerating such behaviours risks normalising them.

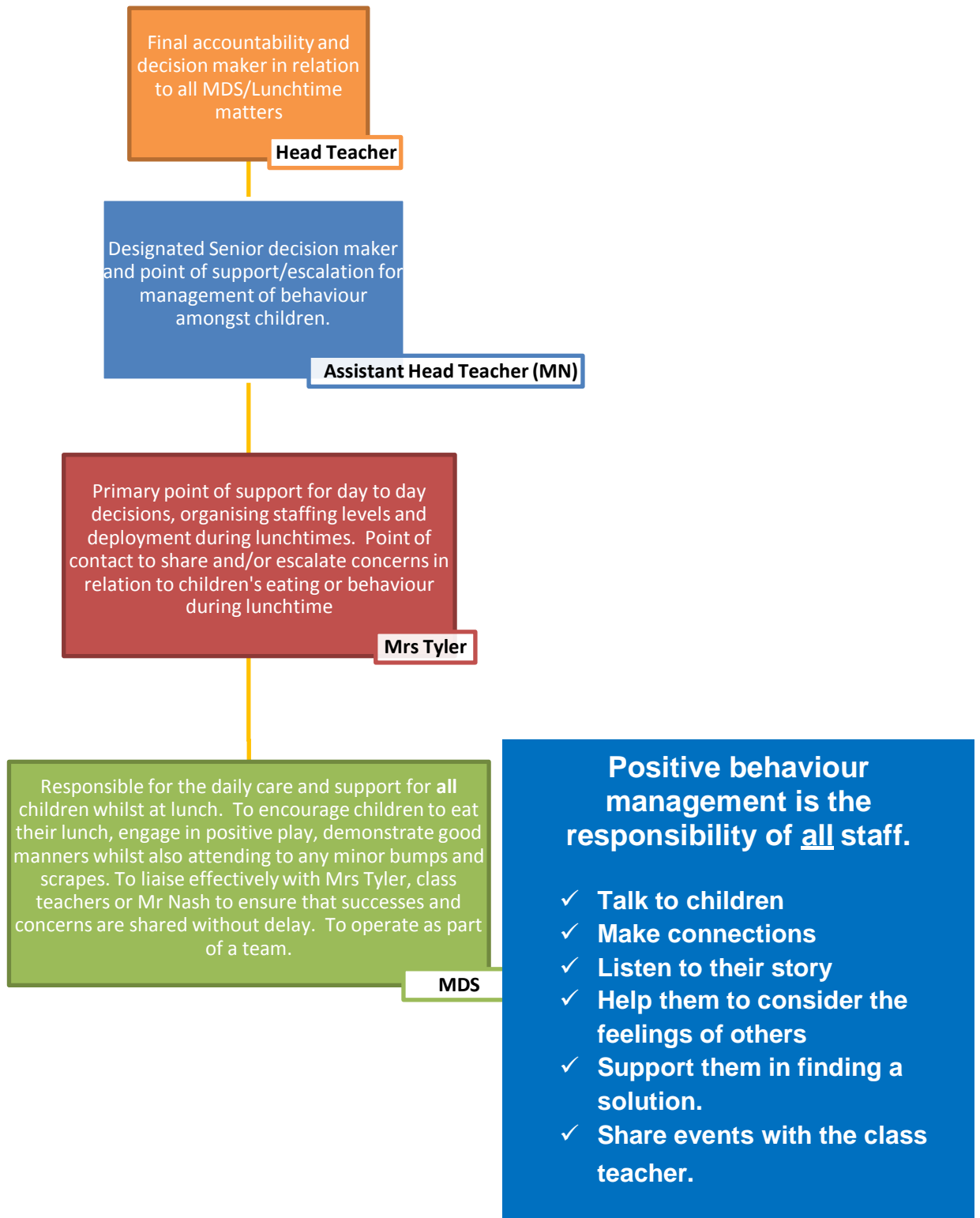
## Classroom Steps Ladder



# Lunchtime Steps ladder



# MDSA LEADERSHIP AND STAFFING FLOWCHART



## Learning Script

The learning script	Whole School script example	EYFS and SEND adaptation examples
Tell the story	<ul style="list-style-type: none"> <li>• What were our learning intentions today?</li> <li>• Tell me what has happened</li> <li>• What were you thinking when you made that choice?</li> </ul>	<ul style="list-style-type: none"> <li>• What happened?</li> <li>• When you did that, was it a good or bad choice?</li> </ul>
Explore the harm	<ul style="list-style-type: none"> <li>• Who has been affected by this behaviour choice? In what way?</li> <li>• How has your behaviour affected our learning?</li> <li>• How fair or unfair is this on others in class?</li> </ul>	<ul style="list-style-type: none"> <li>• How do you think _____ felt when you did that?</li> </ul>
Repair the harm	<ul style="list-style-type: none"> <li>• How can you go about fixing this?</li> <li>• What exactly are you sorry for?</li> <li>• How will this support others' learning?</li> <li>• How will it support your learning?</li> </ul>	<ul style="list-style-type: none"> <li>• To fix this you need to _____</li> </ul>
Reach an agreement	<ul style="list-style-type: none"> <li>• What do you need to do next/from now on?</li> <li>• How can I support you to do this?</li> </ul>	<ul style="list-style-type: none"> <li>• At school it is not okay to _____ (E.g. Damage someone else's property)</li> <li>• How can we make sure this does not happen again?</li> </ul>
Plan follow up	<ul style="list-style-type: none"> <li>• When would be a good time to check in with you to see that you're doing what we agreed?</li> <li>• What support do you need from me to make sure this does not happen again?</li> </ul>	<ul style="list-style-type: none"> <li>• What do you think we should do if something like this happens again?</li> <li>• I'm going to check on you later to see you're doing what we agreed</li> </ul>



# Fantastic Falcon Log

This is a positive agreement between \_\_\_\_\_ and \_\_\_\_\_.

I need to complete my Fantastic Falcon Log with stars, smiley faces or stickers and an adult's signature. The named above need to write a sentence about the moment that made me proud.

These can be given for:

- Making great behaviour choices.
- Showing respect to adults and children.
- Showing the correct attitude to learning.

Please award \_\_\_\_\_ appropriately and ensure he reflects on the proud moment. Any adult can sign.

Start date:


# Learning Mentor Provision

## KEY OBJECTIVES WITHIN SCHOOL:

Within our school our whole learning community benefits from the presence of our three learning mentors. Detailed below are the key objectives to which they work; however the success of the team is wholly reliant upon their flexible working approaches, proactive input and the 'un-written' aspects of their work which have a significant effect upon children and family well-being.

1	Liaise with teaching staff to identify and assess the needs of pupils requiring additional support to overcoming barriers to learning.
2	In conjunction with teaching staff, pastoral support colleagues and external agencies, develop individual action plans for targeted pupils
3	Develop meaningful relationships with targeted pupils to encourage their engagement with raising personal achievement.
4	Maintain contact with pupils' families/carers to inform them of progress and issues and encourage their active participation in pupils' action plans
5	Analyse progress through observation and consultation and provide qualified input into pupil reviews and assessments
6	Personally provide extra support to pupils through knowledge of a range of activities and opportunities available to them
7	Collate information and maintain records of pupil achievement and attendance
8	Support the transition of pupils between phases

## WORK PROFILE:

- No formal supervisory responsibility
- Assess priorities and manage working time independently but co-ordinate with others to ensure a joined-up approach to pupil interventions
- Promote good pupil behaviour, dealing promptly with conflict and incidents in line with established policy and encourage pupils to take responsibility for their own behaviour
- Undertake structured and agreed learning activities/teaching programmes, adjusting activities according to pupil responses
- To adhere to school local and national authorities guidelines and exercise professional discretion at all times.
- Be aware of and comply with policies and procedures relating to child protection, health, safety and security, confidentiality and data protection, reporting all concerns to an appropriate person.
- Participate in training and other learning activities and performance development as required
- Contribute to the overall ethos/work/aims of the school
- Attend relevant meetings
- To maintain confidentiality



## DEPLOYMENT WITHIN SCHOOL:

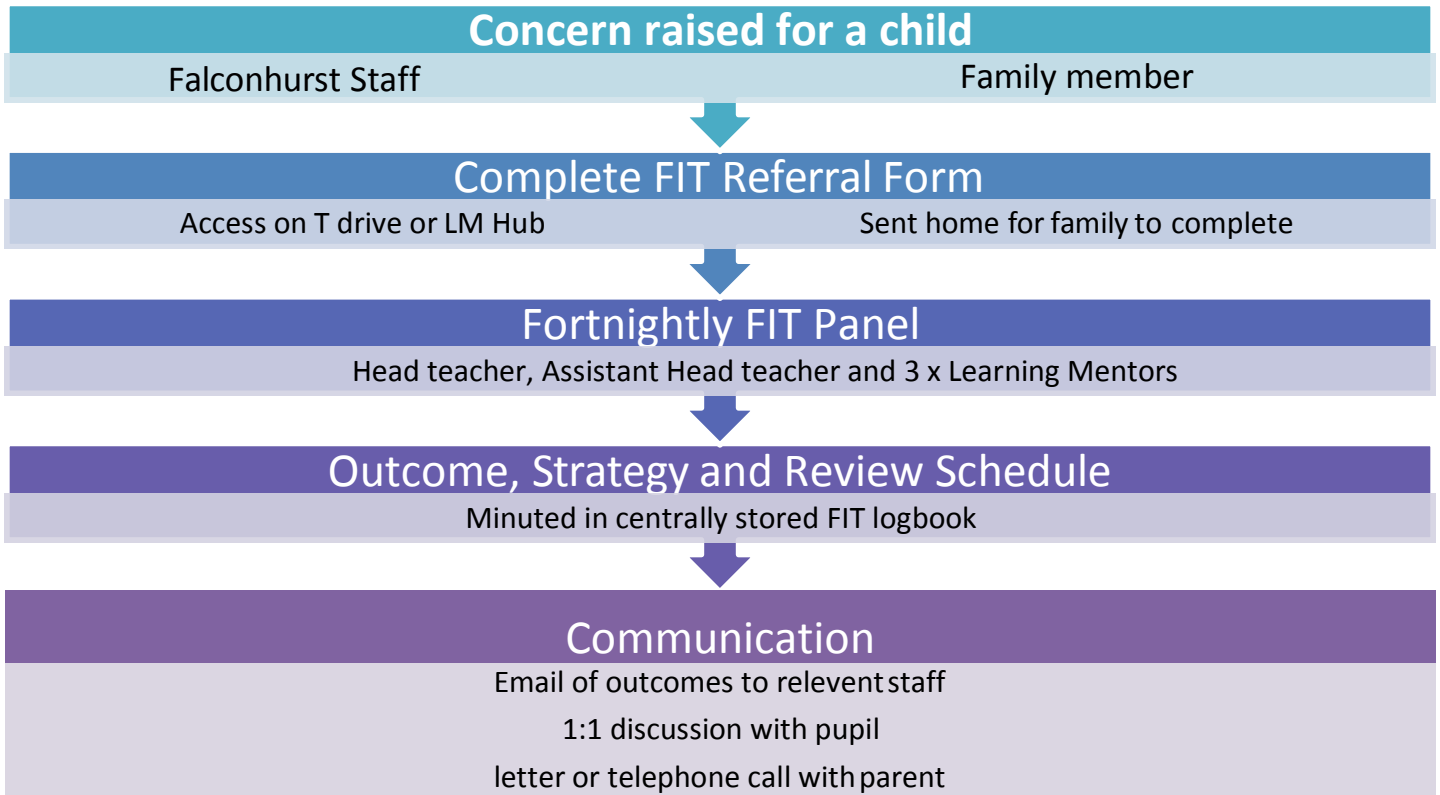
Our team each have aspects of the Learning Mentor role that they feel particularly confident, skilled or knowledgeable in; for this reason their work has been streamlined as below:

Natalie Matthews Safeguarding and Attendance Focus	Kelly McCormick Learning and Behaviour Focus	Claire Morgan Social and Emotional Focus
Breakfast Club Charity Events Attendance, Nurture and Behaviour Celebrations		
Daily attendance monitoring, meet and greet for struggling families	8.30am Morning Drop In for troubled children or families	8.30am Morning Drop In for troubled children or families
Deputy Designated Safeguarding Officer for the school	Liaise with SENDCo and DHT/HT for removing learning barrier strategies	Liaise with SENDCo and DHT/HT for sharing information purposes
Liaison with MASH and associated professionals for referrals	Liaise with families to encourage and support home learning	Liaise with families to encourage and support positive wellbeing at home
Liaison with CFP for troubled or vulnerable families	Liaise with primary and secondary schools for transition	Implement, monitor and evaluate social & emotional development programmes
Liaison with families and MKC housing for children in temporary accommodation	Co-ordinate additional transition opportunities for vulnerable children within school.	Act as bereavement link for children and liaise with support providers
Liaison with TVP for proactive and reactive responses within school (police week etc...)	Restorative Principles Lead Practitioner	Act as point of contact for Mental Health First Aid
Monitoring of attendance to ensure sustained average above national and that all children are accounted for		
Liaison with MKC for persistent absenteeism and escalation through to warning notices or court.		

## ACCESS TO THE LEARNING MENTORS:

Generally children are supported as an outcome from a Falconhurst Inclusion Team (FIT) meeting or as a directive from an Assistant Head teacher or Headteacher.

# FIT Meetings



Information about FIT referrals and the relevant form are included within the Behaviour policy.

## **Unscheduled Contact:**

Unexpected significant events affecting a pupil's wellbeing (sudden bereavement, family breakdown, safeguarding concerns anxiety attacks etc.) will always take precedence. In these situations Learning Mentors are happy for children to be brought up accompanied by an adult, even if it is not their scheduled time, or even if they are not on our caseload. In less urgent situations where teachers have concerns and feel that one off mentoring time is needed, they are able to email the Learning Mentors and they will respond with advice in an email or by arranging a suitable time to collect the child(ren).

Sending disruptive children direct to the Learning Mentors Hub (without passing go!) may remove a child from a situation in class but it has the potential to disrupt another child's session who may be in the room. The policy is very clear about processes and escalation routes – children need to know who the class teacher is 'Top Tiger'!



### **Falconhurst Inclusion Team Referral**

Child's Name:	DOB:	Year :
Referred By:		Date:
SEN : Yes/ No	Area of SEN:	
Description of Concern:		
Strengths and Skills of the Child:		
Any known medical condition:		
'in- class' strategies used and how successful have they been: (has a FACT or FACT Plus been completed?)		

Details of any discussion with parents

Action Taken During Discussion in FIT Meeting: Next Steps.....

