



Grange View C.E. First School
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We aim to SPARKLE!

Our Christian Vision is that- Everyone sparkles.

Grange view welcomes everyone to flourish and thrive. We are lifelong learners that strive to achieve our God given potential.

So don't hide your light! Let it shine brightly before others.

Matthew 5:16 The Passion Translation of the bible

Our Ethos

The children are living a Christian life where they aim to sparkle, thinking about our core Christian Values; Love, Friendship, Trust, Forgiveness, Respect and Wisdom

Our Aims

- To provide a stimulating and secure environment, inclusive of children from all faiths and cultures.
- To provide an engaging, meaningful and relevant curriculum that equips all learners with the necessary skills for their educational journey.
- To value all individuals and support them to reach full potential and create an atmosphere of equal opportunity where expectations are high.
- To grow caring citizens who value the world we live in and celebrate moments of awe and wonder.
- To offer opportunities for collective reflections and inspire spiritual development that shape daily lives.
- To help the children to form values which will allow them to make moral choices throughout their lives, not just during their school years.
- To work in partnership between home, school, church and the wider community.

Grange View C.E First School

Behaviour Policy June 2020

Date Written: April 2018 (Revision)

Responsible Governor:

Adopted by Governors: May 2018

Date for Review: June 2022

This policy should be read in conjunction with school policies for Anti-Bullying, Equalities, E-Safety and Tackling Radicalisation and Extremism (PREVENT).

At Grange View CE First School the vision we are striving to achieve states that we are a 'happy, safe and welcoming' place where all are 'expected and challenged to perform and behave to a high standard in every aspect of their school life'.

Our Behaviour Policy is a key document to support the achievement of this vision. We believe that 'the quality of teaching, learning and behaviour in schools are inseparable issues, and the responsibility of all staff.'

Aims and objectives

At Grange View CE First School we believe that every member of the school community feels valued and respected, and that each person is treated fairly and well. We are a caring community, whose values are built on mutual trust and respect for all. Our behaviour policy is therefore designed to support the way in which all members of the school can live and work together in a supportive way. It aims to promote an environment in which everyone feels happy, safe and secure. Our behaviour policy is not primarily concerned with rule enforcement. It is a means of promoting good relationships, so that people can work together with the common purpose of helping everyone to learn. This policy supports the fact that we expect every member of the school community to behave in a considerate way towards others. We treat all children fairly and apply this behaviour policy in a consistent way. This policy aims to help children grow in a safe and secure environment, and to become positive and increasingly independent members of the school community.

School rewards good behaviour, as it believes that this will develop an ethos of kindness and cooperation. This policy is designed to promote good behaviour, rather than merely deter unacceptable behaviour.

Rewards and Sanctions

We praise and reward children for good behaviour in a variety of ways:

- Teachers congratulate children verbally and in writing on a day to day basis in their marking and through Mrs Laskey's basket
- Weekly Family Worship assemblies for parents include awards of 'Merits of the Week' and 'Writing' awards, 'Presentation of the Week' and the prestigious SPARKLE badge,
- All classes have an opportunity to lead an assembly where they are able to show examples of their work.

We employ a comprehensive system to support positive behaviour and to ensure a safe and positive learning environment. We employ sanctions appropriately to each individual situation. Sanctions can only be applied by a paid member of school staff, while on the school premises or in the care of the member of staff e.g. On a school trip, and must be in accordance with disability, Special Educational Needs, race and other human rights. Teachers must use their professional judgement and knowledge of individuals involved when applying the system in order to make this most effective. (See **Appendix 1** for Class Rewards and Sanctions)

Classroom Steps for dealing with minor behaviour issues (minor disturbances/irritations/failure to complete tasks to the best of their ability)

1. The first step will always be a positive reminder for the whole class, pointing out the appropriate behaviour
2. Reminder for an individual
3. A second warning
4. Time out in class, a place in classroom / time limited/change of partner / group for 5 minutes/withdrawn from activity for 2 minutes/sitting alone / next to adult for 5 minutes
5. Time out of class, send to an appropriate class for 5 minutes
Child will be isolated in the class to enable them to calm down / reflect. Informal contact will be made with parents if there are repeated incidences
6. Pupil to see the Senior Leadership Team Teachers with timeout and Behaviour Incident report form completed if appropriate (**Appendix 2**)

Step 4.

This forms part of our school behaviour log and is monitored on a regular basis by the Headteacher and CP/SEN Lead teacher. UNDER NO CIRCUMSTANCE SHOULD ANY CHILD BE LEFT UNSUPERVISED OUTSIDE A CLASSROOM. CHILDREN SHOULD BE REMINDED OF THESE STEPS AT REGULAR INTERVALS THROUGH WHOLE SCHOOL AND CLASS DISCUSSIONS.

At lunchtimes and playtimes the following steps will be taken to deal with minor behaviour issues:

1. Child is reminded that a behaviour is inappropriate
2. Child is reminded for a second time that a behaviour is inappropriate
3. Child is given a final verbal warning that the behaviour is inappropriate
4. Child is sent for a time out next to the wall outside
5. Child sent to The Assistant Head /or headteacher if behaviour issues continue

Lunchtime supervisors record occasions when a child has reached Step 4 and pass this on to the class teacher to record. This forms part of our school behaviour log and is monitored on a regular basis by the Headteacher and CP/SEN Lead teacher.

Detention (time out)

- Detention may be used within our sanctions, particularly when children have persistently misbehaved at playtimes or failed to complete tasks to the best of their ability.
- Detentions may only be given during the school day e.g. Playtimes or lunchtimes.
- Detentions in our school will be supervised by the head teacher and/or Assistant Head

More Serious Behaviour

We have five criteria of more serious behaviour issues which we consider unacceptable:

- Swearing
- Aggression towards others or property (including hitting, kicking and biting)
- Bullying
- Stealing

If these behaviours are witnessed, the child/ren should be sent to a member of the Senior Leadership Team (AHT/HT). A record of the incident will be kept in the Headteacher's Office.

The first recording acts as a warning for the child and should be kept in school – parents are not informed on this occasion (except in the case of bullying). If a child receives a second warning for serious behaviour during a half term, the child's parents will be asked to come into school to discuss the ongoing problems and reminded of the next consequence; a third warning means that a pupil will be excluded from school at lunchtimes for one week. Parents would need to arrange for the child to be supervised at home during this time. This is formally recorded as an exclusion and is reported to governors and to the local authority. Class teachers should regularly discuss behaviour expectations with their class. Every child in the school knows the standard of behaviour that we expect in our school. If there are incidents of unacceptable behaviour, the class teacher discusses these with the whole class at an appropriate time.

The school does not tolerate bullying of any kind. If we discover that an act of bullying or intimidation has taken place, we act immediately to stop any further occurrences of such behaviour. We have separate policies that deal with bullying, harassment and racism.

The Use of Reasonable Force - Schools have a legal duty of care for all their pupils. Where a pupil is creating a situation where they are threatening the wellbeing of other pupils, reasonable force may be used to control or restrain. It will only be used as a final option. Staff will always try to intervene verbally before using reasonable force. Where staff fear for their own safety and the pupil is not responding to a verbal request help should be sought before intervening. We have an additional policy for The Use of Reasonable Force

See Appendix 4

Pupil Behaviour Outside the School Gate

Teachers have statutory power to discipline pupils for misbehaving outside the school premises. They may discipline a pupil for:

Any misbehaviour when the child is:

- Taking part in any school organised or school related activity or
- Travelling to or from school or
- Wearing school uniform or
- In some other way identifiable as a pupil at the school
- Misbehaviour at any time whether or not the conditions above apply that:
- Could have repercussions for the orderly running of the school or
- Poses a threat to another pupil or member of the public or
- Could adversely affect the reputation of the school.

Discipline will only be carried out following detailed investigation and in accordance with the staged sanctions laid out in this policy. On occasions the school may deem another agency more appropriate to deal with the incident or issue. E.g. Police.

Managing Pupil Transition

We are aware that children find moves between schools and classes unsettling and provide appropriate support and guidance whether they start at the beginning of the school year or arrive part way through. As a school we have a range of approaches to support this **(see appendix 3)**

Confiscation of Inappropriate Items

Pupils will be searched where there are reasonable grounds for suspecting that they are in possession of a prohibited item as set out in appendix 3. They can be searched on the school premises or if elsewhere where the member of staff has lawful control or charge of the pupil. e.g. on a school trip. The law protects members of staff from liability in any proceedings brought against them for any loss of, or damage to, any item they have confiscated, provided they have acted lawfully, and have dealt with the confiscated items in line with the procedures.

The role of all adults in school

It is the responsibility of adults in school to ensure and model high standards of behaviour in their classes, and that children behave in a responsible manner during lesson time and while they are moving around the school. Key to this is ensuring that all pupils are provided with an appropriately engaging curriculum that meets their individual needs at all times. Adults in our school have high expectations of the children with regard to behaviour, and they strive to ensure that all children work to the best of their ability. Adults treat each child fairly, and enforce our school behaviour guidelines consistently. Adults treat all children in their classes with respect and understanding. The class teacher liaises with the Special Educational Needs Co-ordinator should they believe that external agencies need to be involved due to a child's behaviour these may include referral to the Local Inclusion Support Team (LIST). The class teacher reports to parents about the progress of each child in their class, in line with the whole-school policy. The class teacher may also contact a parent if there are concerns about the behaviour of a child.

The role of School Leaders

It is the responsibility of school leaders, under the School Standards and Framework Act 1998, to implement the school behaviour policy consistently throughout the school, and to report to governors, when requested, on the effectiveness of the policy. It is also the responsibility of School Leaders to ensure the health, safety and welfare of all children in the school. School Leaders support the staff by implementing the policy, by setting the standards of behaviour, and by supporting staff in their implementation of the policy. They also communicate the expected standards of behaviour in school publications including newsletters and assemblies. School Leaders keep records of all reported serious incidents of misbehaviour. School leaders ensure that all staff joining the school (including supply teachers) are given clear guidance and use the school's systems and its expectations for behaviour. This is detailed in the Staff Handbook. The head teacher has the responsibility for giving fixed-term exclusions to individual children for serious acts of misbehaviour. For repeated or very serious acts of unacceptable behaviour, the head teacher may permanently exclude a child. These actions are taken only after the school governors have been notified.

Liaison with Parents

We firmly believe we must work in partnership with parent/carers on all aspects of a young person's education including their behaviour. We accept that good liaison takes time, is demanding and requires resources. We are highly active in establishing these links and forging positive relationships through weekly assemblies, newsletters and regular face-to-face meetings. We ensure we evaluate our contact with parents to build upon good practice identified and amend as appropriate. We will ensure that all staff understands the procedures in place for dealing with distressed and angry parents (this involves calling for senior staff and moving to a safe and private area). We are aware our parents too must behave appropriately towards the school staff. Although abusive and intimidating behaviour can come about through frustration, we will take legal advice as appropriate as such behaviour is not acceptable and cannot be tolerated.

The Role of Governors

The governing body has the responsibility of setting down these general guidelines on standards of behaviour, and of monitoring and reviewing their effectiveness. The governors support the headteacher in adhering to these guidelines. The headteacher has the day-to-day authority to implement the school's policy on behaviour, but governors may give advice to the headteacher about particular disciplinary issues. The headteacher must take this into account when making decisions about matters of behaviour.

Staff Development and Support

As a school we know that staff should be equipped with the skills necessary to understand and manage pupil behaviour effectively. Training and coaching are both vital elements of a high quality professional development programme. As a school we will provide regular opportunities for all staff to share and develop their skills in promoting positive behaviour through training programmes, specialist advice and learning from more experienced staff. Fixed-term and permanent exclusions We do not wish to exclude any child from school, but sometimes this may be necessary. The school has therefore adopted the standard national list of reasons for exclusion, and the standard guidance, called Improving Behaviour and Attendance: Guidance on Exclusion from School and Child Referral Units (DfES, January 2003). We refer to this guidance in any decision to exclude a child from school. Only the headteacher has the power to exclude a child from school. The headteacher may exclude a child for one or more fixed periods, for up to 45 days in any one school year. In extreme and exceptional circumstances, the headteacher may exclude a child permanently. It is also possible for the headteacher to convert a fixed-term exclusion into a permanent exclusion, if the circumstances warrant this. If the headteacher excludes a child, s/he informs the parents immediately, giving reasons for the exclusion. At the same time, the headteacher makes it clear to the parents that they can, if they wish, appeal against the decision to the governing body. The school informs the parents how to make any such appeal. The headteacher informs the LA and the governing body about any permanent exclusion, and about any fixed-term exclusions beyond five days in any one term. The governing body itself cannot either exclude a child or extend the exclusion period made by the headteacher. The governing body has a discipline committee which is made up of between three and five members. This committee considers any exclusion appeals on behalf of the governors. There are county support systems available for pupils requiring exclusion. When an appeals panel meets to consider an exclusion, they consider the circumstances under which the child was excluded, consider any representation by parents and the LA, and consider whether the child should be

reinstated. If the governors' appeals panel decides that a child should be reinstated, the headteacher must comply with this ruling.

Monitoring and review

The headteacher monitors the effectiveness of this policy on a regular basis. They also report to the governing body on the effectiveness of the policy and, if necessary, make recommendations for further improvements. The school keeps a variety of records concerning incidents of misbehaviour. The class teacher records minor classroom incidents. The headteacher records those incidents in which a child is sent to him/her on account of bad behaviour. Lunchtime supervisors give verbal details of any incidents to the class teacher to deal with in the first instance. The headteacher keeps a record of any child who is excluded for a fixed-term, or who is permanently excluded. It is the responsibility of the governing body to monitor the rate of exclusions, and to ensure that the school policy is administered fairly and consistently. The governing body will pay particular attention to matters of equality. The governing body reviews this policy every two years. The governors may, however, review the policy earlier than this if the government introduces new regulations, or if the governing body receives recommendations on how the policy might be improved.

Date: June 2020

Signed: _____

P. Treanor

Chair of Governors

Review: May 2022

The governors at Grange View CE First School believe that everyone has a right to learn, to be respected and to be safe. We are intent on providing a caring, safe, happy and healthy environment for all our pupils, guided by the teachings of Jesus in delivering our Christian values and vision. We seek to enable all to flourish and achieve their full potential where both British and Christian values of care, kindness and respect are at the heart of all we do. The governors in all decision making work collectively and collaboratively to enable everyone to 'SPARKLE'.

Appendix 1 - Age appropriate class rewards

Early Years - Acorns and Oak classes Behaviour Management Systems

- Children are rewarded with lots of positive praise and smiles and share lots of wow moments.
- The children get to visit Mrs Laskeys basket.
- For great effort and work they get rewards in family worship
- In Acorn class we use the sun and clouds as a visual reminder of the behaviour management system.
- The children all begin each session on the sun and the expectation is that this is where they will stay.
- If a child does make the wrong choices they are given a reminder of what is expected.
- If they continue to make the wrong choices they move through the clouds.
- The next stage would be a short ½ min time out in class. If this then continues within the same session they have 5mins time out.
- As a final consequence for a persistent behaviour issue, timeout with Mrs Laskey would be given.
- The beginning of each session is a fresh start for all children.
- These rewards and consequences are in place in order to give some of our youngest children time to think and make the right choices in line with our church school ethos.

Elm Class Behaviour Management Systems:

In addition to the systems mentioned within the behaviour policy, we also have a number of rewards and incentives to encourage excellent behaviour.

- Each day children are reminded of the school SPARKLE statement with the expectation that they behave in a manner throughout the day that supports the school's aims.
- Achievement of good behaviour and attainment are rewarded immediately by stickers and stampers.
- Achievement of exceptional behaviour and attainment are recorded with the use of 'stars' which are annotated to record the achievement. Children are aware that these influence our decisions about awards to be given in Family Worship on Fridays.
- To encourage positive behaviour our sun and clouds are used. All children want to stay on the sun as this means they can have the full allocation of weekly Golden Time whereas being on the clouds means that they will miss some of this. The use of the clouds gives the children a visual record of their behaviour and is recorded for each child. Children who have never been on a cloud during the half term are rewarded at the end of each half term to promote positive behaviour.

Beech Class Behaviour Management Systems:

In addition to the systems mentioned within the behaviour policy, we also have a number of rewards and incentives to encourage excellent behaviour.

- The 'Sparkle' statement is referred to on a daily basis, reminding children of the expectations. Children who are making the right choice are highlighted as an example to others, 'Thank you for...', 'who can listen as well as...?'
- In Beech Class we praise good behaviour and enthusiasm for learning through our online 'Class Dojo' point system. This is a constant visual for children to see how they are doing.
- Class Dojo points are given for exemplifying the Sparkle statement. This can be on an individual basis or a group basis.
- When children achieve 20 Dojo points they get to choose from the Super Learner box. When children reach 50 they get to pick two items from the Super Learner box.
- To encourage positive behaviour our sun and clouds are also used. All children want to stay on the sun. The use of the clouds gives the children a visual record of their behaviour and is recorded for each child.
- If behaviour is deemed not appropriate children are given a reminder then a warning. If spoken to more than twice they must move their name from the sunshine onto a rain cloud.
- If further disruption takes place a 5 minute time out happens within the Key Stage. A child may be sent to a senior member of staff if poor behaviour continues.
- At the end of a term or half term children are rewarded for good behaviour and trying their best. This may be a film with popcorn or an extra playtime.

Key Stage 2 - Chestnut Class and Willow class Behaviour Management Systems:

In addition to the systems mentioned within the behaviour policy, we also have a number of rewards and incentives to encourage excellent behaviour.

- We use Class Dojo for a reward system. The children can earn and receive points for any aspects of positive behaviour, doing excellent work in lessons or showing enthusiasm. Points are also awarded for excellent behaviour outside of lessons. When the children reach milestones, such as 50 points, 100 points, 150 points etc. They will be sent to the basket as an extra reward.
- Children are reminded of the Sparkle statement regularly so they understand what is expected of them. Class Dojo points can also be rewarded for 'Sparkling'.
- We use a counting system as a method of enforcing good behaviour in class.
 - Initially children will be warned that they will be counted if their behaviour is not appropriate for class.
 - Children will then be counted 1 for the next warning. This will carry on with the 2.
 - If a child reaches a 3, they will sit in an area inside their classroom for 5 minutes as a reflection period.
 - If, after their reflection period, the behaviour is still continuing they will be sent to another classroom for 5 minutes with a timer for a reflection period.
 - After that, if the counting has not worked, they will be sent to Mrs. Laskey's office.

As part of our church school ethos 'Everyday is a new beginning'

Appendix 2: Behaviour incident report form

Name of child:	Date:
Names of pupils involved :	Staff:
List of any other pupils involved:	Statement given:
Where did the incident take place:	When :
What happened?	Action taken:
Any follow up required:	Reported to head? Yes or no
Verbal/written:	Verbal report to parents? Yes or no
Written report to parents? Yes/no	
Signed	

Appendix 3

Guidelines for Physical Intervention

Specific staff are trained to 'use reasonable force'. (MAPPA training)

These guidelines are based on the idea that physically restraining pupils will be as a last resort and occur rarely, and only when there is no alternative in theirs' and other's interests and safety. These guidelines are in line with the Department for Education's 'Use of Reasonable Force' document (July 2013) Schools can use 'Reasonable Force' to:

- Remove disruptive children from the classroom where they have refused to follow an instruction to do so;
- Prevent a pupil behaving in a way that disrupts a school event or a school trip or visit;

- Prevent a pupil leaving the classroom where allowing the pupil to leave would risk their safety or lead to behaviour that disrupts the behaviour of others;
- Prevent a pupil from attacking a member of staff or another pupil, or to stop a fight in the playground; and
- Restrain a pupil at risk of harming themselves through physical outbursts.

Reasonable adjustments will be made for disabled children or children with SEN. Where reasonable force has been used in school parents will be informed and a record of this intervention will be kept in the Headteachers Office in the Behaviour File. All complaints about the use of force will be thoroughly, speedily and appropriately investigated in line with school's complaint policy. The onus is on the person making the complaint to prove that their allegations are true and not the member of staff to show they acted reasonably. Suspension is not an automatic response to a complaint being made. Training The Headteacher should consider whether members of staff require any additional training to enable them to carry out their responsibilities and should consider the needs of the pupils when doing so. The school has a duty of care to all its pupils. Staff will therefore be required to act in a manner which safeguards and promotes the welfare of their pupils, and to do everything reasonable that is within their power to protect the child from harm, from harming others or from causing serious damage to property. In exceptional circumstances the carrying out of this

1. Responsibility may conceivably involve the use of reasonable force in accordance with the school's policy to physically control or restrain a pupil whose behaviour lies well beyond the usual boundaries of self-control.
2. Physical restraint should at no time be used as a threat, as punishment to the pupil or to force compliance with staff instructions when there is no risk of injury or serious harm to property.
3. Physical restraint will only be used in the following circumstances:
 - i. The child is attempting to harm himself/herself, or his/her actions may result in harm.
 - ii. There is a risk of physical injury to a member of staff or a member of the public
 - iii. Damage to property is being caused
 - iv. It is the judgement of the member of staff that there is a serious risk of any of the above happening unless immediate action is taken
 - v. The child is engaging in any behaviour prejudicial to the maintenance of good order and discipline in school
4. Wherever possible, staff should exhaust a range of appropriate behaviour management strategies aimed at preventing the situation from reaching the point at which physical intervention becomes considered – for example, discussion, persuasion, diversion, a brief period of withdrawal from the main group. Restraint will therefore only be used as a last resort after all other agreed avenues to defuse and de-escalate the situation have been pursued or where staff feel that immediate action is required.
5. Once a member of staff had decided to intervene physically in order to prevent injury occurring to any person, or serious damage to property, then he/she should:
 - i. Give clear instruction warning pupil that unless he/she conforms, then physical restraint will be applied
 - ii. Calmly explain to the pupil that staff are unable to allow him/her to damage or hurt others, once they have calmed down and is no longer posing a threat then the restraint will cease.
 - iii. Summon help from another member of staff, to assist and where possible one other to act as witness.
 - iv. Use only the minimum force necessary to prevent injury or damage, and apply for the minimum amount of time.
 - v. Gradually relax the restraint as soon as it is judged safe to do so, to allow the child to regain self-control.
 - vi. Reassure the pupil that no harm will follow.
6. Both pupil and the adult should be given time to recover, acknowledging that emotional distress takes longer to subside than physical symptoms. Immediately following an incident, with due consideration given to the safety of other staff and pupils and the good order and discipline in the unit, staff involved will be given the opportunity to take time out.
7. The school's agreed reporting procedures will be followed:
 - Parent(s)/Carer(s) to be notified
 - Outside agencies to be notified
8. Following an episode of restraint, the staff concerned must report the incident to the Head teacher or other designated person. It is important that details of the incident are recorded as soon as possible. It is advisable that the recording and reporting takes place before the member of staff leaves the school premises on the day the incident occurs.

9. Following any incidents every effort will be made to allow staff to reflect and discuss what happened and why, and assess future implications for the management of the pupil and their behaviour.

10. If possible discussion should take place between senior management, staff and pupil directly involved to encourage the pupil to face up to the problem and its consequences. If at all possible such a meeting should include parents. 1

11. It is the Head teacher's responsibility to ensure incident reports are read as soon as possible and his/her own comments will be recorded. It will also be the responsibility of the Head teacher to ensure feedback to staff and pupil takes place and those subsequent meetings or behaviour management plans are arranged.

12. The Head teacher will monitor the use of restraint, including consideration of:

- The appropriateness of physical intervention
- The attempts at defusing situations
- Correct post-restraint procedures have been carried out
- The need for individual behaviour management plans
- The need for INSET/training for staff

13. The Head teacher will ensure that reports of incidents are correctly filed with copies sent to parents and social services as appropriate. In the case of a looked after child, a copy should be forwarded to the key social worker in order to be placed on the child's case file. The Head teacher will also arrange for reports monitoring and evaluating the use of restraint to go on a regular basis to the governors.

Appendix 4

Managing pupil transition

At Grange View CE First School we are aware that pupils find moves between schools and classes unsettling and so we provide appropriate support and guidance whether they start at the beginning of a school year or arrive part way through. 'We recognise that changes can cause anxiety and if not carefully managed can adversely affect pupils' motivation, attitude, attainment and behaviour'. (Steer report 2010)

At Grange View CE First School we have 3 types of transition:

1. Moving to our school.
2. Moving onto the Middle/next School.
3. Moving to a new class each September.

Moving to our school The Headteacher will meet with the new parents and pupil/s before they start to go through our vision and procedures (See new pupil induction guidance). He or a member of the Senior Leadership team will take the parents and pupil/s on a tour of the school and introduce them to their new class teacher/s and Mrs Brown in the office. The new class teacher/s will then meet with the parents once the pupil/s have started to go through class routines and expectations. The class teacher will choose a buddy from the class to support the new pupil to help them to settle in. The teacher will also introduce pupil to our ELSA.

Moving onto the Middle/next school

All children spend a day in the summer term at their next school where they meet staff and other pupils that will be in their year group. The Middle/ next liaise with staff about levels and behaviour during a visit in the summer term. The Year 4 teacher and ELSA listen to individual anxieties and support the children with them. If they feel that a further visit to the next school is needed, this can be arranged and is done so on an individual needs basis.

Moving to a new class each September

Each class teacher meets with the previous class teacher to discuss attainment, groupings and behaviour prior to the start of the new school year. Children spend a transition day in their new class in the summer term where they work with and get to know their new teacher and class. A variety of information is passed onto the next class teacher including reading records, Assessment sheets, SEN information and medical needs. The new class teacher fills in a know your class sheet.

A COPY OF THIS POLICY IS AVAILABLE IN LARGE PRINT ON REQUEST.