



Horizon English School

Pastoral Policy

Updated: September 2023

Review date: September 2024

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1. Rationale:

At Horizon English School, our students' social, physical and emotional wellbeing is at the heart of everything that we do. Our pastoral programme and systems aim to ensure our learners feel safe, happy and involved in the school community, and are able to thrive.

This policy outlines our aim and ethos for pastoral care at Horizon English School. It sets out procedures related to rewards and positive behaviour management as well as systems in place for students that display challenging behaviour, or need further pastoral support. This policy also outlines the Anti-bullying and should be read in conjunction with the attendance policy and the digital safety in place at Horizon English School.

1. Aims:

The school and governing body are committed to:

- Developing a curriculum with morality and personal development at the centre.
- Enabling students to develop a sense of self-worth, and strategies to develop their self-esteem and mental wellbeing.
- Providing an environment in which all students feel safe, secure and respected.
- Providing our students with the understanding and skills to enable them to value and appreciate one another, and those around them, irrespective of age, gender or race. Staff foster good manners, politeness and consideration for others.
- Ensuring that our school has a positive atmosphere, where each member of the community feels valued and in which there is a joint approach and shared responsibility between the parent, children, governors and the staff.
- Acknowledging that everyone has a valued role within our school community. We ensure opportunities for student leadership are developed, and students interests can be followed through our curriculum and enrichment offer.
- Ensuring that staff are clear about the behaviour expectations to help support the learning process effectively, including the school vision and ethos.
- Ensuring all pastoral practices are sensitive and supportive to individual circumstances.
- Supporting parents and students to enable them to thrive.
- Enabling all staff to manage pupil behaviour effectively.
- Having a consistent school response to any bullying incidents that may occur.
- Making all those connected with the school aware of our opposition to bullying, and we make clear each person's responsibilities with regard to the eradication of bullying in our school.

2. Positive Behaviour

Rewarding Positive Behaviour

At Horizon English School, we believe that employing first quality teaching strategies (appendix 1), staff modelling respect and exemplifying the 'Horizon Way' when in and around the school, and rewarding positive behaviour, instills high standards of behaviour and conduct within our students.

Rewarding positive behaviour is done in a variety of ways at Horizon English School, such as:

- Verbal praise and positive body language.
- Classroom positive behaviour charts / ladders.
- Notes and certificates sent home, or added to Seesaw, from teachers to parents to celebrate their child's achievements

- Conversations between students and the Principal, Senior Leadership Team, and Heads of Year as a recognition of achievement.
- Dojos awarded by all members of staff to children modelling the Horizon Way (appendix 2 English, appendix 3 Arabic). In Phase 1, the dojo reward categories are aligned with the Characteristics of Effective Learning and the Horizon Way. In Phase 2, the dojo reward categories are aligned with the Islamic Values, the School Values, and the key learning skills.
- **Phase 1** – Dojo are introduced from Term 3 in FS1 and Term 1 in FS2. Each time a student achieves 10 dojos they are awarded by a 'high five' and positive affirmations for their behaviour from their class teacher. Golden awards are awarded weekly during FS2 assemblies to a student from each class who is demonstrating the Characteristics of Effective Learning.
- **Phase 2** - Horizon Star Certificates and Badges – when children earn a multiple of 50 dojos, they are awarded with a Horizon Star certificate and badge (for 150 dojos plus). This is awarded in Key Stage assemblies bi-weekly by a member of the Senior Leadership Team.

3. Supporting Challenging Behaviour

Restorative practice

At Horizon, we know that some of our learners may require extra support and guidance to help them make the right choices. We also acknowledge that it is important to strike a balance between recognising positive behaviour and having appropriate responses, which are seen by all to be fair, just and applied consistently, when students do not make the correct choices.

We have a clear, levelled behaviour system in place to ensure consistency amongst staff when dealing with incidences of challenging behaviour (appendix 4). In all instances of challenging behaviour, the use of restorative practice is encouraged to ensure all students feel heard, safe and have the opportunity to share their own feelings and point of view, while understanding how their actions may have made others feel.

Staff are trained on the use of restorative practice to ensure students have the best possible opportunity to get back on track after the incident has taken place. We endeavor to ensure that all staff:

- Have a 1:1 discussion with a child about their behaviour, in private.
- Ensure the conversation is level – judgement and heightened emotion are not present.
- Offer the student the opportunity to tell their side of the story and give their perspective, thoughts, and feelings.
- Ensure the student has the opportunity to understand the perspective of others and the impact of the behaviour in question on others.
- Provide the student with the space to think about how to prevent the reoccurrence of the behaviour.
- Provide the student with the opportunity to accept responsibility for harm caused, and understand the needs of others involved.
- Ensure the student has the opportunity to come up with a plan to move forward.
- Ensure relationships are not damaged through the dialogue, but repaired.

Examples of misbehaviour with suggested responses and sanctions are listed in Appendix 4*.

**This list is by no means exhaustive. Repetition of the same type of misbehaviour will raise the level of response. Any mitigating circumstances will be considered and may reduce the level of response.*

Further Support

We acknowledge that some students need further support with their behaviour, due to one or more of their needs not being met. This support should be personalised, as and when it is needed. Students needing further support will have a support plan devised by the class teacher and the Head of Phase/ Inclusion and/or the school counsellor depending on the identified need that is not being met.

Further support for students and families may consist of, but is not limited to:

- Increased parental communication
- Sessions with the school counsellor for students and/or parents
- Personalised reward charts
- Break/ lunch time monitoring
- Frequent check-ins with Head of Phase/ Inclusion/ School counsellor
- 1:1 support – the introduction of an LSA or time working alongside the head of phase
- External assessments, for example Ed Phyc.

Parental engagement and Support

At Horizon, we recognize the impact of parental support and engagement on students' engagement, wellbeing, and behaviour. We aim to always work in partnership with the parents of our students and share our policies and practices to create a shared understanding of our pastoral pedagogy and systems. Parents play a vital role in reinforcing good behaviour. It is useful to use the same language at home and to role model the same clear and consistent expectations that we have at school.

Teachers notify parents frequently of positive behaviours demonstrated by students – this is praised liberally with parents and students. We acknowledge that this helps to build strong relationships between teachers and parents, and students.

Teachers also communicate with parents in a timely manner to report any incidents of behaviour that is not in line with the Horizon way. In one off, and minor incidents, teachers have informal conversations at pick up/ drop off with parents, on the day that the incident occurs. For challenging behaviours that are more frequent, or are mid or high level (see appendix 4), teachers and leaders will meet with parents more frequently, and formally, as appropriate and as required.

Students of determination

At Horizon, we are aware that challenging behaviour stems from students having an unmet need. We work closely alongside the inclusion department, the safeguarding team and the school counsellor, to try and understand what this need may be.

Teacher, specialists, teaching assistants and learning support assistants work closely with the Inclusion Department; it is recognised that sometimes individual students will need personalised behaviour management systems and that one system will not work for all. Extra training and support for staff working with students of determination is provided. Serious behaviour incidents are dealt with on a case-by-case basis with students of determination, depending on the context and needs of the students. Incidents are dealt with by the student's case manager, with support of the Head of Inclusion, and a member of SLT when necessary.

Referrals to behaviour therapists are made when appropriate.

Exclusion from school – internal and external

Internal exclusion is a strategy used when a range of other proactive strategies, such as those listed above in the 'further support' section, have been utilised. During a period of internal exclusion (which could be from half a day to 3 days), students are temporarily removed from their regular classrooms but remain on school grounds. During this time, students engage in structured activities and reflective conversations, and receive additional support to help them make better choices moving forwards. Internal exclusions end with a behaviour action plan meeting with the student, parents, class teacher, Phase Leader/ Head of Inclusion to ensure proactive actions are in place to aid the student when returning to the classroom.

External exclusion at Horizon English School is extremely rare and considered the very last resort within our primary school's behavior policy. It is a step taken only when it is absolutely necessary and when it is determined that the school setting cannot adequately meet the needs of a child, despite all efforts made and advice from Cognita Head Office, Middle East, has been sought. We firmly believe in providing a safe, inclusive, and nurturing environment for every student, where they can learn, grow, and thrive; however, when a student's behaviour is persistently creating an unsafe environment for others and themselves exclusion may be considered. Exclusion is only contemplated after exhausting all other available avenues for support and intervention. Our primary focus remains on helping all children understand their actions, learn from their mistakes, and make positive choices, ensuring that every child has the opportunity to be an active and valued member of our school community.

4. Documentation

Documentation – classroom behaviour incidents

Behaviour incidents that are mid or high level (see appendix 4) are recorded on CPOMS. This ensures that teachers and leaders are aware of what incidents have occurred, and of the resulting follow-up actions. The pastoral team will monitor CPOMS to review any reoccurring incidents or patterns in behaviour.

Systems and Documentation - Play Time behaviour incidents

If a behaviour incident occurs during playtime, the duty teacher will try to resolve the issue through restorative practice. If the behaviour is mid to high level, the duty teacher will speak to the student's class teacher, who will record the incident on CPOMS and follow the steps detailed in Appendix 4.

Systems and Documentation – After School Activities behaviour incidents

If an incident occurs during an after-school activity, the teacher will try to resolve the issue through restorative practice. If the behaviour is mid to high level, the teacher running the after-school activity will speak to the student's class teacher, and the parents at pick up. The incident will be recorded on CPOMS by the teacher running the after-school activity.

Systems and Documentation - Bus Behaviours

Children's safety on the bus is supported by a positive behaviour management strategy, and a parent/ student bus contract, which details the code of conduct (appendix 5).

Students are lined up for the bus at the end of the day by the teaching assistants, supported by a member of the senior leadership team to ensure a smooth transition from the classroom to the bus.

The rules detailed in the code of conduct (appendix 5) are monitored by the bus attendants. Positive behaviours, for example helping others and listening carefully, are rewarded with dojos. Any negative behaviour incidents on the bus are recorded and sent to the Head of Pastoral (appendix 6), who reviews the incidents and adds them to CPOMS, following the behaviour ladder (see appendix 4) as appropriate. If there are health and safety concerns regarding a child, the bus attendant should report directly to the Head of Pastoral on the day that the incident occurs.

5. Anti-Bullying

At Horizon English School, our anti-bullying ethos is based on a belief that there must be respect and co-operation between all members of our school community and that learning to live together is an intrinsic part of all learning that takes place in our school. This is fostered through our curriculum content, and wider curricula opportunities.

Complaints of students being bullied are always taken seriously, whether the complaint is made by the victim or by someone else on their behalf. All members of staff recognise that bullying is very distressing for all involved - every effort is made to handle complaints promptly, fairly and with sensitivity.

What is Bullying?

Bullying is any behaviour which is deliberately intended to hurt, threaten, frighten or discriminate against another individual or group. It is usually unprovoked, happens again and again as part of a pattern of behaviour and can continue for a long period of time. Bullying includes:

- **Physical:** Pushing, kicking, hitting, pinching, hair-pulling and other forms of violence or threats of violence

- **Verbal:** Name-calling and sarcasm
Innuendo: Spreading rumours, persistent teasing
- **Emotional:** Excluding, ridicule, humiliation
- **Cyber:** Email, text messaging, use of Facebook and other social media, designed to upset or abuse
- **Racist:** Racial taunts, graffiti, gestures
- **Sexual:** Unwanted physical contact or abusive comments.

Preventing Bullying

Bullying is wrong and damages individual students. We therefore do all we can to prevent it, by developing a school ethos in which bullying is regarded as unacceptable.

Bullying is given a high profile in the school; additionally, students are given the opportunity to learn about bullying frequently in the curriculum.

- **Anti-bullying Week** – The school recognises ‘Anti-Bullying Week’ annually this is aligned with the UK based organisation Anti Bullying Alliance. Each year there is a different theme and children are provided with class-based activities to explore these themes. During this time the school counsellor along with students (wellbeing ambassadors) delivers classroom based anti-bullying workshops throughout the school, these are followed up by whole school assemblies and circle times during the year. Students are all clear on the ‘5 fingers of safety’ so they know who they can talk to if they are being bullied. Parent workshops are delivered during this week to raise awareness.
- **Wellbeing Check-ins**- We endeavor to intervene early, through the means of the Wellbeing Check-ins (KS1 and KS2) and Zones of Regulation check ins (EYFS). Students add their concerns to the wellbeing check ins; teachers regularly check and respond promptly and appropriately to any bullying concerns.
- **Student Leaders** - Playtime can be an especially challenging time when misunderstandings can quickly develop, and children can feel isolated. To make playtime more active and enjoyable for our students and to ensure that all children have an opportunity to be meaningfully engaged, our student leaders monitor behaviour and seek to ensure that no children are left to play alone.
- **E-Safety** – At the start of the academic year, all children are taught about E-Safety in their computing lessons. Students with a 1:1 device sign an iPad contract, which details clear guidelines around staying safe online. Whole school assemblies and parent workshops are run throughout the year to continue to raise awareness to both children and parents.

We aim, as a school, to produce a safe and secure environment where all can learn without anxiety, and measures are in place to reduce the likelihood of bullying.

Dealing with a Complaint about Bullying

As a school, we will endeavor to:

- take all bullying allegations seriously.
- deal with each incident individually, without judgement or assumption.
- regard all incidents as potentially serious and investigate them thoroughly.
- ensure that bullies and victims are interviewed separately.
- obtain witness information, when appropriate.
- keep a written record of the incident, investigation and outcomes which should aim to ensure that action is taken to prevent further incidents. Such actions may include:
 - o Imposition of sanctions
 - o Obtaining a sincere apology;
 - o Informing parents of both bully and bullied;
 - o Provide support for both victim and bully

ISAMs is used as a way of recording attendance and punctuality, and this is monitored by the Attendance team in alignment with KHDA expectations. Half termly reports are generated from ISAMs and shared with the Safeguarding team, the School Clinic and Heads of Year, to gain further information regarding a child's absence. Communication with parents will be made by the pastoral team if it is necessary.

Refer to the Horizon English School Attendance Policy for further details.

7. Further Pastoral Support for Students and Families

We aim to support all students and families with their wellbeing, behaviour, attendance, and other pastoral needs. We acknowledge that some students and families will need more support than is offered through the curriculum, first quality teaching and parent workshops.

The Head of Pastoral, Head of Inclusion, Phase Leaders, Head of Wellbeing and the Safeguarding lead meet half termly to cross reference current open cases on CPOMS, and identify any families that may need further pastoral support.

Further support may include:

- Regular parent/ student meetings with the Head of Pastoral, Head of Inclusion, Head of Wellbeing and/or the Safeguarding lead (TAC/ TAF)
- Attendance meetings – *refer to the school's Attendance Policy*
- Inclusion referrals – *refer to the school's Inclusion Policy*
- External agency support
- Parent or student sessions with the school counsellor – *refer to the school's Wellbeing Policy*

Recommended reading materials and resources:

- Restorative Practice – Mark Finnis
- When the Adults Change, Everything Changes – Paul Dix
- EEF – Improving Behaviour in Schools - <https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/behaviour>

Accountability Leads

The Head of Pastoral, Safeguarding and Wellbeing are responsible for the strategic Pastoral Improvement plan and ensure time is invested in monitoring and evaluating processes.

Pastoral Lead – Georgina Vickers

Head of Safeguarding DSL – Georgina Vickers + Asma Ahmed

Head of Wellbeing – Asma Ahmed



Appendix

Appendix 1

Stages	Benefits for the child
First Quality Teaching	A feeling of belonging and value Increased feelings of nurture and safety Increased Responsibility Increased Predictability Increased Self-Esteem and Self Worth Increased Co-operation Higher level Learning Behaviours Instilled

Appendix 2

RELIANCE	TRUST	COMPASSION	EQUALITY	HONESTY	INTEGRITY	RESPECT
H	Classroom & Specialists	Playground	Corridors	Community	Bathrooms	Online
O	Being polite, kind, caring and listen to others	Taking care of the school environment	Being <u>quiet</u> calm and respecting other learning	Accepting people for who they are	Waiting patiently in line	Taking care of personal school ICT
R	Treating others as we would like to be treated	Sharing with each other	Entering the class in an orderly fashion	Greeting people with positive manner	Respecting others personal space and privacy	Follow the school zoom policy
I	Taking care of the schools & each other's property	Being inclusive of others	Encouraging others lead the class	Respecting the privacy of others	Using the facilities appropriately	To completing all the work set during each week
Z	Completing class task and follow instructions	Behaving with honesty & integrity	Staying in class for the online lesson	Being curious and asking questions	Assisting others who need support	Ensuring others feel safe online
O	Attending school every day	Being a positive role model	Modelling safe and respectful <u>behaviours</u>	Ensuring we maintain high attendance	Maintaining the cleanliness of the areas	Always encourage those around you to do better
N	Having high expectations of ourselves and others	Reporting damaged property to a teacher	Encouraging others to maintain a safe and orderly environment	Volunteering to help community members	Promoting and celebrating those who are showing our values	Improve the session with the attitude you bring
WAY	Learning from our mistakes	Encouraging others to respecting environment		Acknowledging and celebrating learning and growth		

Appendix 3

الثقة		الشغف		التساوي		الصدق الاعتماد		الاستقامة الاحترام	
H	معلمي الصفوف والمعلمون المتخصصون	الملعب	الممرات	المجتمع	الحمامات	التعلم عن بعد			
O	كن مؤدياً و عطوفاً ومهنماً واستمع للآخرين	الاهتمام ببيئة المدرسة	كن هادئاً تماماً واحترم تعلم الآخرين	تقبل الآخرين كما هم	الانتظار بصبر في صف منتظم	الاهتمام بممتلكات غرفة الحاسوب الخاصة بالمدرسة			
R	تعامل مع الآخرين كما تحب أن تعامل	المشاركة مع بعضنا اليعض	دخول الفصل بطريقة منظمة	تحية الناس بسلوك إيجابي	احترام مساحة الآخرين وخصوصياته م	اتباع تعليمات برنامج زووم			
I	الاهتمام بالمدرسة وكل ممتلكات الآخرين	كن متضامناً مع الآخرين	تشجيع الآخرين لقيادة الصف	احترام خصوصيات الآخرين	استخدام المرافق بشكل مناسب	إتمام كل الأعمال المطلوبة خلال الأسبوع			
Z	إكمال المهام في الصف واتباع التعليمات	التعامل بالصدق والاستقامة	البقاء في الصف في حصة التعلم عن بعد	كن فضولياً واسأل أسئلة	مساعدة الآخرين الذين يحتاجون مساعدة	التأكيد على شعور الآخرين بالأمان أثناء التعلم عن بعد			
O	الحضور إلى المدرسة يومياً	يجب أن يكون دورك تموتجاً للدور الإيجابي	السلوك الآمن والسلوك المحترم بشكل تموتجي	التأكيد على الحصول على حضور قوي	المحافظة على نظافة المنطقة	تشجيع الآخرين من حولك بشكل دائم ليكونوا في صورة أفضل			
N	الحصول على التوقعات العليا من أنفسنا والآخرين	كتابة تقرير عن الممتلكات التي تحطمت	تشجيع الآخرين على الحصول على بيئة منظمة وأمنة	التطوع لمساعدة أفراد المجتمع	التشجيع والاحتفال بالآخرين الذين يقدرتنا	تحسين حصة زووم مع الموقف الذي تحضره			
WAY	التعلم من أخطائنا	تشجيع الآخرين على	الاعتراف والاحتفال						

Appendix 4



Horizon English School

Level 1 -3 – Behaviour Interventions

The below reactive behaviour management systems and support are underpinned by the proactive First Quality Teaching for Positive Behaviours document.

Stages	Behavior	Examples	Response/ Intervention	Benefits to the child	Who?	CPOMS Action
Level 1	Low-level behavior incident(s)	<p>Not following instructions / refusal to complete work to the best of their ability / challenging authority</p> <p>Disruptive behavior affecting teaching and learning</p> <p>Unsafe behaviors, in or outdoors, including running through school/ around the classroom, climbing on chairs</p> <p>Having inappropriate conversation with their peers/ staff members (not safeguarding related), including being cheeky / rude</p> <p>Inappropriate iPad use, that is not safeguarding related, including searching for content not applicable to the lesson</p>	<p>First Quality Teaching Strategies continue to be embedded</p> <p>Restore and Maintain Strong and Meaningful Teacher/ Pupil Relationships</p> <ul style="list-style-type: none"> 2 x 10 model – 2 minutes with 10 pupils per day, non-school related conversation Employ restorative conversations Teacher to talk to the child on a <u>one.on.one</u> basis, in a restorative way, about their behavior <p>Rules and Routines</p> <ul style="list-style-type: none"> Consider providing the child with a job in the classroom to increase their sense of belonging Consider having the child as a line leader to encourage successful transitions around school Consider the child's seating position in the classroom – are they sat around positive role models, where they are unable to distract others? <p>Monitor and Communicate</p> <ul style="list-style-type: none"> Continue to engage with the child daily to monitor their emotions, pressure points and behavior Wave 1 behaviors are communicated to parents as soon as possible 	<p>Clear limits/ feeling of security</p> <p>Increased responsibility</p> <p>Restored relationships</p> <p>Parental support and engagement</p>	Teaching Staff	No Action Required unless Level 1 Incidents become frequent (see Level 2)
Level 2	Frequently repeated Wave 1 Behaviors (several times)	<p>Deliberately damaging property or the classroom (excluding iPads)</p> <p>Hurting others physically or emotionally, including name</p>	<p>First Quality Teaching Strategies continue to be embedded</p> <p>Restore and Maintain Strong and Meaningful Teacher/ Pupil Relationships</p> <ul style="list-style-type: none"> Restorative practice to be carried out – with the child, and with the teacher, where necessary 	<p>Clear limits/ feeling of security</p> <p>Increased responsibility</p> <p>Restored relationships</p>	HqY and Teaching Staff	CT to record any further incidents (wave 1, 2 or 3) with the date, time, description of
	<p>over a <u>2/3 week</u> period)</p> <p>OR</p> <p>Mid-level behavior incident(s)</p>	<p>calling, bad language, or <u>low level</u> physical actions</p> <p>Refusal to do tasks</p>	<ul style="list-style-type: none"> HqY to talk to the child on a <u>one.on.one</u> basis, in a restorative way, about their behavior Re-engagement/ self-esteem building strategies are used over consequences <p>Rules and Routines</p> <ul style="list-style-type: none"> Child is praised liberally for following the rules and routines <p>Clear, High Expectations and Strategies - Personalised</p> <ul style="list-style-type: none"> HqY may consider introducing the school behavior chart/ personalized reward chart for the child, with a clear target HqY may consider frequently check in with the child after the incident – positive, restorative conversations HqY may consider observing the child in lesson to observe triggers for <u>misbehaviour</u>. Work and outcomes are monitored by HqY, with liberal praise given for work produced to a high standard HqY may consider meeting Phase Leader to discuss further strategies required <p>Monitor and Communicate</p> <ul style="list-style-type: none"> HqY will contact parents to inform them that HqY is now involved, and the actions being taken, including any notes from observations they have made of the child. A follow up meeting/ phone call is organized. 	<p>Parental support and engagement</p>		<p>incident and response on CPOMs</p> <p>Assign incident to HqY so they are aware and can add follow up actions as required</p> <p>Alert Phase Leader and Head of Pastoral</p>
Level 3	Frequently repeated Wave 1 Behaviors (multiple times over a <u>2/3 week</u> period)	<p>Violent behavior</p> <p>Racism</p> <p>Verbal abuse of staff</p> <p>Persistent bullying or stealing</p> <p>Purposefully breaking/ <u>Stealing</u> iPads/ Apple Pencils</p>	<p>First Quality Teaching Strategies continue to be embedded</p> <p>Restore and Maintain Strong and Meaningful Teacher/ Pupil Relationships</p> <ul style="list-style-type: none"> Restorative practice to be carried out – with the child, and with the teacher Phase Leader to talk to the child on a <u>one.on.one</u> basis, in a restorative way, about their behavior Re-engagement/ self-esteem building strategies are used over consequences <p>Clear, High Expectations and Strategies – Personalised – the strategies below could be used:</p> <ul style="list-style-type: none"> Phase leader to observe the child in a <u>lesson/ several lessons</u> to identify triggers and suggest strategies 		Phase Leader	<p>CT/ HqY to record any further incidents (wave 1, 2 or 3) with the date, time, description of incident and response on CPOMs</p> <p>Assign incident to Phase Leader so they are aware and can</p>

<p>incident(s) (twice over a <u>two-week</u> period)</p> <p>OR</p> <p>Serious behavior incident(s)</p>		<ul style="list-style-type: none"> Phase leader introduces the school behavior chart/ personalized reward chart for the child, with a clear target Phase Leader checks in with the child frequently Work and outcomes are monitored, with liberal praise given for work produced to a high standard Phase leader may consider meeting Head of Pastoral/ Inclusion/ School Counselor to discuss further strategies required <p>Monitor and Communicate</p> <ul style="list-style-type: none"> After classroom observation of the child and the completion of a restorative conversation, phase leader to write and communicate behavior plan to all concerned adults – Teachers, HoY, Parents, Duty Support Staff, Bus attendants Phase leader to meet with the class teacher frequently to monitor child's behavior and effectiveness of behavior strategies now employed Phase leader will arrange a <u>face to face</u> meeting with the parents to inform them that AHT is now involved, and the actions being taken. A follow up meeting/ phone call is organized. Child is added to pastoral monitoring register (One Drive: SLT -> Pastoral) 		<p>add follow up actions as required</p> <p>Alert HoY/ CT and Head of Pastoral (possible Head of Inclusion as appropriate)</p>
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Children – Service Users

- I will sit in my designated seat, and wear my seat belt for the entirety of the time that I am using the bus.
- I will listen carefully to the instructions of the bus attendant and driver as I know they are trying to keep me safe.
- I will show respect, and be polite to the staff working on the bus
- I will not touch other children, or touch them with my things, while waiting for the bus, or while using the bus.
- I will keep my legs and arms out of the aisle while the bus is moving, and stay facing forwards.
- I will always use respectful language.
- I will not eat and drink (except water) while using the bus.
- I will use my voice at an appropriate volume while speaking to others.
- I will keep the aisle clear and not obstructing emergency exits.

I understand that if I do not follow these rules, I may not be allowed on the bus.

Name _____ Date _____

Parents and Carers


- I will support the bus attendants in ensuring that my child behaves responsibly on the bus and follows the bus attendants and driver's instructions.
- I will model respect and appropriate language to my child when interacting with bus staff.
- I will enforce that my child should remain seated and wear a seat belt at all times.
- If my child's behaviour on the bus is identified as a concern, I will work alongside the school and my child to identify and implement strategies to support my child.
- I will arrive at the pick-up point at least 5 minutes before the designated bus pick-up and drop-off times to avoid delays.
- In case of delay during pick-up, I will be liable for transporting my child to school without the driver bearing any liability
- If I, or an appointed guardian, is not at the drop off location at the communicated time, I understand that my child will stay on the bus with the bus attendant, and will be returned to school
- I, or an appointed guardian, will escort my child and from the bus to their home; I understand that Guardian 1 staff will not escort students to the front door.
- I, or an appointed guardian, will show our lanyards at pick up to prove their identity when collecting my child

- I will notify the Head Teacher, Guardian 1 or Senior Transport Officer of any violation or neglect by the driver
- If I wish for my child to be dropped off at a different stop after school, I will send a written request to Guardian 1 at least 4 hours before the bus journey. For the request to be confirmed, I understand this request has to be approved by Guardian 1, who will reply to me, and communicate the change to my child during the school day.
- I will provide written notice at least two weeks in advance if I want to change my child to a different bus route.
- I must email Guardian 1, at least 4 hours in advance, if my child is not getting the bus on a given day.
- I understand that I am responsible for compensating for any damage caused by my child to the bus or belongings of other students. The bus company will provide an incident report and an invoice.

I understand that the bus company and the Headteacher reserves the right to prohibit a specific pupil from school sponsored transport if their behaviour does not meet the required standard.

Name _____ Date _____

Appendix 6

	Guardian One Transport	Version: 1.0 G1/OP/03/13
Bus Incident Form		

Name of Student:- _____

Route Number:- _____ Class:- _____ Section:- _____ Date of Incident:- _____

Student ID:- _____ Parent's Contact:- _____

Short Report of Incident	
Refusing to Sit safely while the Bus is moving	Crossing the road ahead of the Bus attendant
Using Bad Language/ Spitting	Showing disrespect towards bus staff
Fighting/ Bullying	Damaging Bus by tearing/ writing on seats
Disturbing other students	Not following segregation of seat for boys
Not Carrying ID Card	Other

Comment:-

Name & Signature of Bus attendant	Name & Signature of Driver
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Signature of Parent Relations Executive	Signature of Transport Foreman
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Signature of Group Operations Manager