



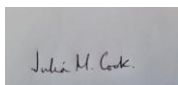
Behaviour Policy

September 2023-24

This policy is reviewed at least annually by the Local Governing Body and was:

Ratified on: 12.9.23
Next review date: 12.9.24

Signed:

A grey rectangular box containing a handwritten signature in black ink that reads "Julie M. Cook".

(Chair of Governors)

Legal framework

This policy has due regard to all relevant legislation and statutory guidance including, but not limited to, the following:

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This policy has due regard to all relevant legislation and statutory guidance including, but not limited to, the following:

- Education Act 1996
- Education Act 2002
- Education and Inspections Act 2006
- Health Act 2006
- The School Information (England) Regulations 2008
- Equality Act 2010
- Voyeurism (Offences) Act 2019
- DfE (2013) 'Use of reasonable force'
- DfE (2015) 'Special educational needs and disability code of practice: 0 to 25 years'
- DfE (2018) 'Mental health and behaviour in schools'
- DfE (2021) 'Sexual violence and sexual harassment between children in schools and colleges'
- DfE (2022) 'Behaviour in schools: Advice for headteachers and school staff'
- DfE (2023) 'Keeping children safe in education'
- DfE (2022) 'Searching, Screening and Confiscation: Advice for schools'
- DfE (2022) 'Suspension and Permanent Exclusion from maintained schools, academies and pupil referral units in England, including pupil movement'

This policy operates in conjunction with the following school policies:

- Pupil Code of Conduct
- Social, Emotional and Mental Health (SEMH) Policy
- Complaints Procedures Policy
- Special Educational Needs and Disabilities (SEND) Policy
- Suspension and Exclusion Policy
- Positive Handling Policy
- Child-on-child Abuse Policy
- Child Protection and Safeguarding Policy
- Pupil Drug and Alcohol Policy
- Searching, Screening and Confiscation Policy
- Anti-bullying Policy

Roles and Responsibilities

The governing board has overall responsibility for:

Making a statement of behaviour principles and providing guidance for the headteacher on promoting good behaviour where appropriate.

- Ensuring that this policy, as written, does not discriminate on any grounds, including, but not limited to, age, disability, gender reassignment, gender identity, marriage and civil partnership, race, religion or belief, sex and sexual orientation.
- Promoting a whole-school culture where calm, dignity and structure encompass every space and activity.
- Handling complaints regarding this policy, as outlined in the school's Complaints Procedures Policy.
- Ensuring this policy is published on the school website.

The headteacher is responsible for:

- The monitoring and implementation of this policy and of the behaviour procedures at the school. This includes monitoring the policy's effectiveness in addressing any SEMH-related drivers of poor behaviour.
- Acting in accordance with the statement of behaviour principles made by the governing board and having any regard to guidance provided by the governing board on promoting good behaviour.
- Establishing high expectations of children's conduct and behaviour and implementing measures to achieve this.
- Determining the school rules and any disciplinary sanctions for breaking the rules.
- The day-to-day implementation of this policy.
- Publicising this policy in writing to staff, parents and children at least once a year.
- Reporting to the governing board on the implementation of this policy, including its effectiveness in addressing any SEMH-related issues that could be driving disruptive behaviour.

The Inclusion manager and SENCO are responsible for:

- Collaborating with the governing board, headteacher and the mental health lead, as part of the SLT, to determine the strategic development of behaviour and SEMH policies and provisions in the school.
- Undertaking day-to-day responsibilities for the successful operation of the behaviour and SEMH policies to support children with SEND, in line with the school's Special Educational Needs and Disabilities (SEND) Policy.

- Supporting teachers in the further assessment of a children's strengths and areas for improvement and advising on the effective implementation of support.

Teaching staff are responsible for:

- Planning and reviewing support for children with behavioural difficulties in collaboration with parents, the SENCO and, where appropriate, the children themselves.
- Aiming to teach all children the full curriculum, whatever their prior attainment.
- Planning lessons to address potential areas of difficulty to ensure that there are no barriers to every child achieving their full potential, and that every child with behavioural difficulties will be able to study the full national curriculum.
- Teaching and modelling expected behaviour and positive relationships, demonstrating good habits.
- Being responsible and accountable for the progress and development of the children in their class.
- Not tolerating disruption and taking proportionate action to restore acceptable standards of behaviour.
- It is the responsibility of the class teacher to ensure that the school rules are enforced in their class, and that their class behaves in a responsible manner **throughout the whole** of the school at all times.
- Class teachers must have high expectations of the children in terms of behaviour and strive to ensure that all children work to the best of their ability at all times.
- Class teachers are responsible for recording yellow and red sanctions onto Scholar Pack for the children in their class. This will be monitored by the Pastoral Team.
- The class teacher must treat each child fairly and enforce the behaviour policy consistently. The teacher must treat all children in their class with respect and understanding.
- The class teacher should discuss the needs of a child with the Pastoral Support Team and liaise and work with the SENCO, SLT and Behaviour Support Services. They must follow the advice provided to support and guide the progress of each child.
- The class teacher should contact a parent if there are concerns about the behaviour or welfare of a child.

All members of staff, including teaching and support staff, and volunteers are responsible for:

- Adhering to this policy and applying it consistently and fairly.
- Supporting children in adhering to this policy.
- Promoting a supportive and high-quality learning environment.
- Modelling high levels of behaviour.
- Being aware of the signs of behavioural difficulties.
- Setting high expectations for every child.
- Being aware of the needs, outcomes sought, and support provided to any children with specific behavioural needs.
- Keeping the relevant figures of authority up to date with any changes in behaviour. The relevant figures of authority include:
 - Inclusion Manager/ SENCO
 - Headteacher

- Deputy Head Teacher
- Behaviour Lead

As authorised by the headteacher, sanctioning children who display poor levels of behaviour.

It is the school's aim to work in partnerships with all parents/ carers. On enrolment, the school expectations are explained to parents. School aims to build supportive dialogue between home and school and will inform parents if there are concerns about a child's welfare or behaviour. If the school has to follow policy and sanction a child, it expects parents to support these. If parents have any concern regarding this, then they should follow the school complaints policy.

Parents are responsible for:

- Supporting their children in school with both their learning and behaviour (as set out in the home-school agreement)
- Ensuring children attend school daily and punctually
- Are prepared for the school day with all uniform and resources needed
- Working collaboratively with school so that children receive consistent messages about how to behave at home, school and in the community.

Children are responsible for:

- Their own behaviour both inside school and out in the wider community.
- Reporting any unacceptable behaviour to a member of staff.
- Parents are responsible for:
- Supporting their child in adhering to the school rules and reinforcing this at home.
- Informing the school of any changes in circumstances which may affect their child's behaviour.

Staff induction, development and support

- All new staff will be inducted clearly into the school's behaviour culture to ensure they understand its rules and routines and how best to support all children to participate in creating the culture of the school. Staff will be provided with bespoke training, where necessary, on the needs of children at the school to enable behaviour to be managed consistently.
- The SLT will consider any appropriate training which is required for staff to meet their duties and functions in accordance with this policy, including on understanding matters which may affect a child's behaviour, e.g. SEND and mental health needs.
- members of staff who have, or are aspiring to have, responsibilities for leading behaviour or supporting child wellbeing will be supported to undertake any relevant training or qualifications.
- The SLT and the headteacher will review staff training needs annually, and in response to any serious or persistent behaviour issues disrupting the running of the school.

Introduction

It is a primary aim of our school that every member of the school community feels valued and respected, and that each person is treated fairly and well. We are a caring school community, whose values are built upon the British values of:

- Democracy
- The rule of law
- Individual liberty
- Mutual respect for and tolerance of those with different faiths and beliefs and for those without faith.

The school 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 where everyone feels happy, safe and secure.

The behaviour policy is in line with and acknowledges the school's legal duties under the Equality Act 2010, in respect of safeguarding and in respect of children with special educational needs (SEN).

The school has five school rules to promote good relationships, so that people can work and play together in a supportive manner:

- ✓ **We follow instructions the first time of asking**
- ✓ **We work and play without hurting or disturbing others**
- ✓ **We listen without interruption, respecting others, their values and opinions**
- ✓ **We look after our school environment and everyone's property**
- ✓ **We move around school safely and stay in safe places**

These rules were developed by the whole school. Staff and children worked together to discuss helpful and hurtful behaviours and how we could avoid the latter. This policy supports the school community by aiming to allow everyone to work together in an effective and considerate way, to help children to grow in a safe and secure environment, and to become positive, responsible and increasingly independent members of the school community.

We treat all children fairly and apply this behaviour policy in a consistent way, it is vital that children understand these rules and that we apply them consistently. Children must be given clear warnings and reminded that they need to be responsible for their own choices and actions.

The school rewards good behaviour, as it believes that this will develop an ethos of kindness and co-operation.

This policy is designed to promote good behaviour, rather than merely deter anti-social behaviour.

The Restorative Approach

At Hollymount School, incidences of negative behaviour are dealt with in a fair, respectful and appropriate way, with the key focus on individuals taking responsibility for their behaviour, repairing any harm done, rebuilding and restoring relationships. The key principle when dealing with issues is to give all the people involved a chance to have their say and become actively involved in the process. All members of staff and children know that issues will be dealt with fairly with a 'no blame' approach.

When there have been incidences between two children, key questions will be asked to find out what has happened and how the individuals involved can make things right again, or repair the harm caused. Our aim is not to ask 'Why?' something has happened but to determine what has led up to an issue and resolve it in a positive way. Everyone involved in an incident is taken through a Restorative Dialogue and is therefore supported in coming to understand the harm that has been caused to all parties.

The Restorative Questions:

- ✓ **What happened?** Drawing out each person's story one at a time, starting with the person who has caused the harm. The aim is not to come to a definitive conclusion on what has happened, but for each person to have their point of view listened to.
- ✓ **What do you think and feel about that?** What each person was thinking and feeling at the time, before and since.
- ✓ **Who has been affected and how?** Who has been harmed/affected and how? Older children are encouraged to think about the wider implications of who has been affected e.g. families.
- ✓ **What are the needs of those involved?** What those affected need to feel better, move on, repair harm and rebuild relationships.
- ✓ **What do you think needs to happen next to make things right with each other and with the school community?** How do those people agree and negotiate meeting the needs identified above and what support might they need to do this? Staff support children in this process but try to ensure the children form their own agreement when possible. The children can refer to the zone boards to consider how they can make appropriate amends with the high expectations of the school community.

This approach encourages those involved to identify ways in which a relationship can be repaired or how they can move forward. By giving children this responsibility, we are supporting them in developing their own strategies for avoiding and resolving conflict. We also believe that if children reach their own agreement as to how to move forward after a conflict, they are more likely to abide by it than if it is suggested by an adult or imposed upon them. By involving the children in the design of the agreement we give them ownership over it and ensure it is helping them to resolve the situation and make amends in their own way.

All staff working within our school use active listening skills when dealing with a conflict. This enables them to draw out more from those involved.

Implementation of the Restorative Approach

At Hollymount School, we recognise that all children are unique individuals and therefore we are flexible in the manner in which we address any incidences of negative behaviour. The stages of the Restorative Approach underpin our method in dealing with behaviour issues, but we are conscious that we adapt our approach to ensure it is suitable for the child's age and level of understanding.

When working with children in the Early Years Foundation Stage, our focus is on the initial stages of the Restorative Approach. Staff working with these children focus on helping them to grasp the concepts of feelings and how they are caused. Modelling, small group work, peer support and visual resources such as photographs and Communicate in Print cards are all used to support the children's understanding and development of empathy.

This approach is also adapted for other children throughout the school. Children with low levels of emotional maturity or with Special Educational Needs can require support in recognising how their actions have affected others or how they feel about an incident. Children are supported in developing their understanding of the Restorative Approach using tailored resources, lessons and at their own pace. Children identified as having significant social, emotional or mental health needs may require an alternative approach, which will be discussed and decided upon by the team around the child on an individual basis.

Staff use their discretion and knowledge of the children involved to determine how best to implement this approach and who to involve.

Rewards

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

Housepoints:

Each child is assigned to a house when entering the school. Children receive house points for a variety of reasons related to our 5 school rules, these may include:

- Excellent work in class or at home
- Exemplary behaviour
- Consistently smart uniform
- Supportive behaviour towards other children

Each week, the current total of each house's house points are announced in assembly so the children can hear and see which house is winning. The winning house at the end of each term receives a small prize.

Positive postcards

All members of staff are able to send Positive Postcards home to all children. These may be sent home for outstanding effort or acts of kindness, civility or helpfulness within school and the local community.

Certificates

Each week the school holds a Super Successful Learner assembly when children are given certificates for having an outstanding attitude towards learning. Winners of our weekly awards can be seen within the newsletter where there is an area for the Super Successful Learner. As a school we acknowledge the efforts and achievements of children out of school in our weekly assemblies.

Zone board

The zone board contains 5 coloured sections. At the start of both morning and afternoon sessions child's names are returned to green, if a child's name remains on green for the entire session it indicates that their behaviour has been on task. Pupils move up the zone board for both good behaviour and good work. The two sections above green are silver and gold. Class teachers, in consultation with their class will decide on small rewards such as stickers for being in green or reaching silver or gold.

Children move down the zone board to yellow if their behaviour has been inappropriate and two verbal warnings have been given. The idea of this section is to indicate to children that they must change their inappropriate behaviour urgently in order to avoid a sanction. **If a child's behaviour improves, they should be moved back up to green** – this is an important strategy in the use of the zone board; children should understand that they can change their behaviour pattern and still work up the zone board. Any sanctions incurred still stand but rewards can also be given when behaviour changes.

If inappropriate behaviour persists, they will be moved down to red and incur a detention, however, children do return into green after lunchtime.

On rare occasions when a child's behaviour is persistently poor the child should not be issued repeated red sanctions instead their behaviour should be reported immediately to a member of the Pastoral Team to assist in dealing with this matter.

Sanctions

Good behaviour is an expectation at all times within our school. However, when required the school employs a number of sanctions to enforce the school rules and to ensure a safe and positive learning environment. We employ each sanction appropriately to each individual situation.

All children will receive a verbal reminder before a sanction is given. At a time when a child is making a poor choice, they will be reminded of the school rules (displayed in each classroom) and if appropriate, asked to reflect on their behaviour. Teachers should, when appropriate, provide time for the child to think about their actions and to respond responsibly.

If a child continues to display inappropriate behaviour a final reminder is given by the adult stating the consequences if their poor behaviour choices continue. Staff will use the following phrase.

Name this is your second warning, if you continue to (state unwanted behaviour) you will be moved down to yellow.

Where appropriate, through prior pastoral discussions this may be replaced or supported by a visual sign.

The school sanctions use the Zone board procedure. If after two warnings the child continues their poor choice of behaviour, the child will move into yellow on the zone board, resulting in a 5-minute detention at play or lunchtime.

All yellow and red sanctions are recorded on the school's MIS system (Scholar Pack). This enables both the class teachers and members of SLT to monitor the level and type of low-level disruption within the school ensuring the school can investigate and act on the causes of the child's behaviour thus maintaining high standards and a positive climate for learning. If a child receives three yellow sanctions within a half term, the child's parent will be notified.

Examples of yellow sanction behaviour are:

- ✓ Frequently calling out
- ✓ Answering back / poor attitude
- ✓ Low level disruptions
- ✓ Unkind words (unless racist or bullying – repeated and targeted)
- ✓ Deliberate running in school
- ✓ Inappropriate shouting
- ✓ Not following instructions first time
- ✓ Not staying in safe/appropriate place at break/lunchtimes.

For serious breaches of behaviour or if poor behaviour persists following a yellow sanction, children will be moved to red and will receive a 15-minute lunchtime detention. During the detention, the child will be asked to reflect on their poor behaviour choice, the consequences of their actions and what they and the school can do to help them make the right choices. If a child refuses to attend their detention, their parents are contacted and asked to escort the child to their detention at a mutually convenient time.

Examples of red sanction behaviour could be:

- Swearing
- Walking out of class/lesson
- Refusing to complete work
- Defiance (any)
- Throwing
- Physical violence (exclusion after investigation)
- Purposeful Vandalism
- Spitting
- Stealing
- Incidents of child-on-child abuse

Following repeated disruptive behaviour or 3 red sanctions in a half term parents will be contacted and will be expected to work in partnership with the school through a reporting system. This will be implemented for a fortnight. If poor behaviour choices continue, the child will receive a Pastoral Support Plan which will be discussed and written with parents and children at a mutually convenient time. These plans will be reviewed regularly (usually fortnightly).

At this stage, the school is likely to seek support from Behavioural specialists and other agencies within Children's Services.

The safety of the children is paramount in all situations. If a child's behaviour endangers them and the safety of others, the adult in charge may stop the activity and exclude the child from taking part. If absolutely necessary, a member of staff may restrain a child to ensure the safety of that child or others. Some staff have been trained in Positive Handling Techniques and must follow the school Physical Restraining Policy.

If a child needs restraining frequently, then in accordance with our Physical Restraining Policy we will, with parents, produce a positive handling plan for that child.

Physical Restraint should only be used as a last resort.

Bullying

Definition of Bullying: Hollymount School consider that bullying is repeated, deliberate behaviour, repeated over a period of time, which makes another person feel threatened, distressed, hurt or upset.

The school does not tolerate bullying – including cyber-bullying - of any kind. If we discover that an act of bullying or intimidation has taken place, we act immediately to try to prevent any further occurrences of such behaviour. While it is very difficult to eradicate bullying, we do everything in our power to ensure that all children attend school free from fear. (Keeping Children Safe in Education 2023)

Underlying Principles: each bullying and prejudice related incident, holds unique and distinctive features, which need to be considered. Hollymount School's responses should be informed by the principles below if we are to challenge and counter prejudice related incidents and ensure the wellbeing and achievement of all our children.

- All children are entitled to an education, which respects and values their identity, individuality and background and is free from prejudice, harassment and adverse discrimination.
- Prejudice related bullying could prevent children from learning and be a significant barrier to their achievement.
- Prejudice related bullying impacts on a child's social and emotional wellbeing.
- All staff, children, parents, carers and governors should be aware of the school's policy and procedures for dealing with prejudice related incidents.
- All allegations of prejudice related bullying should be taken seriously and investigated thoroughly.
- Hollymount School will keep parents, carers and children informed during an investigation and advise them of any action that is taken. This should be discussed sensitively with the child or young person beforehand.

Definition of Prejudice Related Incidents

- A racist incident is any incident which is perceived to be racist by the victim or any other person.
- A disability related incident is any incident which is perceived to be so by the victim or any other person.
- A homophobic related incident is any incident which is perceived to be homophobic by the victim or any other person. Furthermore, the victim does not have to be lesbian, gay or bisexual to experience homophobic bullying, but may be targeted because they are perceived to be gay, or because a member of their family is gay, for example.

At Hollymount School we strive to create an atmosphere in school where all members of the school community respect each other – ensuring that all are listened to, always. The school ensures that there is:

- Direct teaching of PSHCE (personal, social, health and citizenship education) Learning of life skills; themed National events - such as Anti-Bullying Week; and restorative, informal discussions take place throughout the day, where appropriate.
- Children feel valued, by means of teaching through the curriculum and displays show: recognition of achievement; rewards and celebrating our diversity.
- Through monitoring reviews, the School Council and regular child surveys, our children feel they have a voice and that their opinion matters.
- We ensure that consistent behaviour management and high-quality activities are available at playtimes and lunchtimes.
- We share information with parents and work closely with them when/if incidents of bullying /prejudice occur. All members of the school community follow this policy consistently.

If an incident(s) occur, Hollymount School will support both the victim and the perpetrator by various means. This will include:

Support for the victim:

- Time with an adult to help build self-esteem/peer support (Behaviour Specialist)
- Lunchtime staff are fully aware of the issues and can offer support.
- Regular home-school contact between parents and teachers.

- “Open-door” policy for parents with class teacher and senior leaders.
- Possible access to nurture group facilities.

Support for the perpetrator may include:

- 1:1 time with an adult to help build self-esteem and social skills. (Behaviour Specialist)
- Social skills group work, peer support.
- Lunchtime staff are fully aware of the issues and is able to rapidly intervene in any incident.
- Regular home-school contact between parents and teachers.
- “Open-door” policy for parents with class teacher and senior leaders.
- Pastoral support programme and the possible involvement of external agencies

Suspension and Permanent exclusions

A decision to exclude a child permanently should only be taken in response to a serious breach or persistent breaches of the school's behaviour policy and where allowing the child to remain in school would seriously harm the education or welfare of the child or others in the school. The headteacher will consider whether the child should be suspended, in line with the school's Suspension and Exclusion Policy, and will determine the length of the suspension.

Although unacceptable behaviour does not necessarily mean a child has SEND, an assessment will be carried out at this stage to determine whether there are any undiagnosed learning or communication difficulties, or mental health issues that may be contributing to the child's behaviour.

· Where a child is identified as having SEMH-related difficulties, SEND support will be put in place from the school's national SEND budget.

· Where SEND is not identified, but the headteacher determines that support is still required for the child, an Individual Behaviour Plan will be created to outline the necessary provisions in place.

If the headteacher permanently excludes a child, she/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 suspension beyond five days in any one term. The governing body itself cannot either suspend a child or extend the suspension period made by the headteacher.

The headteacher must, without delay, notify the governing body and the local authority of:

- any permanent exclusion (including where a suspension is followed by a decision to permanently exclude the child)
- any suspension which would result in the child being suspended for a total of more than five school days (or more than ten lunchtimes) in a term and any suspension which would result in the child missing a public examination or national curriculum test.

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. When an appeals panel meets to consider an exclusion, they consider the circumstances in 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. For further information on suspension and permanent exclusions, please refer to the Trust's Exclusions Policy.

Behaviour outside of school premises

Children at the school must agree to represent the school in a positive manner. The guidance laid out in the Pupil Code of Conduct applies both inside school and out in the wider community, particularly if the child is dressed in school uniform.

Staff can discipline children for misbehaviour outside of the school premises, including conduct online, when the child is:

- Wearing school uniform.
- Travelling to or from school.
- Taking part in any school-related activity.
- In any way identifiable as being a child at the school.

Staff may also discipline children for misbehaviour outside the school premises, including conduct online, that:

- Could negatively affect the reputation of the school.
- Could pose a threat to another child, a member of staff at the school, or a member of the public.
- Could have repercussions for the orderly running of the school.

Any bullying witnessed outside of the school premises and reported to the school will be dealt with in accordance with the Anti-bullying Policy.

The school will impose the same sanctions for bullying incidents and non-criminal misbehaviour witnessed or reported outside of the school premises as would be imposed for the same behaviour conducted on school premises. In all cases of unacceptable behaviour outside of the school premises, staff will only impose sanctions once the child has returned to the school premises or when under the supervision of a member of staff.

Complaints from members of the public about the behaviour of children from the school are taken very seriously and will be dealt with in accordance with the Complaints Procedures Policy.

Searching, screening and confiscation.


Hollymount School ensure that all staff and children feel safe. Following the guidance of: Searching, Screening and Confiscation, 2022, Hollymount School ensure that all stakeholders are aware of

Ensuring school staff and pupils feel safe and secure is vital to establishing calm and supportive environments conducive to learning. Using searching, screening and confiscation powers appropriately is an important way to ensure pupil and staff welfare is protected and helps schools establish an environment where everyone is safe. This advice is intended to explain schools' screening, searching and confiscation powers so that headteachers and other staff have the confidence to use them if necessary.

This publication is intended to explain the screening, searching and confiscating powers a school has, ensuring that headteachers and members of staff have the confidence to use these powers and schools are a calm, safe and supportive environment to learn and work. This publication also provides advice to headteachers and staff on their related legal duties when it comes to these powers. It also includes statutory guidance which schools must have regard to

Report Card

Please make adaptations to timetable as necessary.

	Hollymount School Report Card					
Name: Class: Week beginning:						
Our School Rules: <ul style="list-style-type: none"> • We follow instructions first time of asking. • We work and play without hurting or disturbing others. • We listen without interruption, respecting others, their values and opinions. • We look after our school environment and everyone's property. • We move around school safely and stay in safe places. 	Mon	Tues	Weds	Thurs	Fri	
	Session 1					
	Break					
	Session 2					
	Lunch					
	Session 3					
	Session 4					
	Teacher comment					
	SLT comment					
	Parent signature/ comment					

Pastoral Referral form:

PASTORAL REFERRAL FORM				
Name:	Year:	Date:		
Referral for: (please tick)				
Speech and language needs	Social needs	Mental health needs	Health needs	Learning Needs
Describe behaviours/difficulties displayed:				
Describe what you have put in place already:				

Please refer to the Pastoral Handbook for further information, which is also available on the school website.