

Behaviour Policy

November 2022

Federation of Boldmere Schools



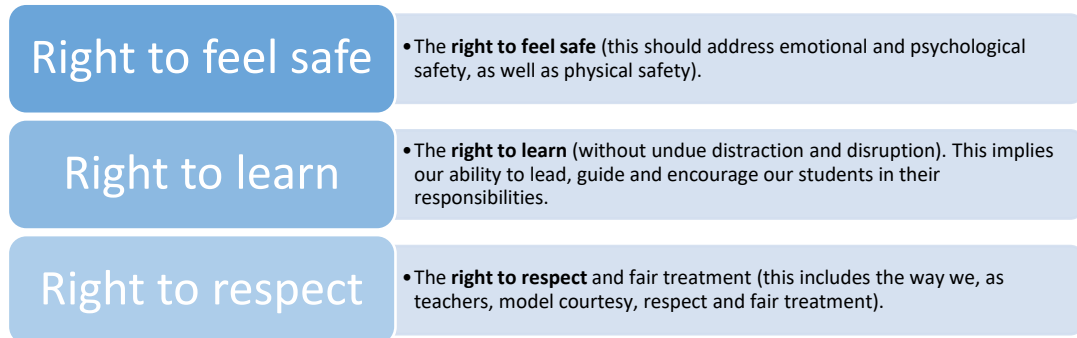
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1. Aims

As a school we believe that all children, parents / carers and staff should work together to create a calm, safe and supportive environment where children can learn and thrive. At the heart of our approach are our six core values decided by all stakeholders.

Values: Respect, kindness, cooperation, honesty, resilience and appreciation

Our restorative approach sets clear boundaries about what is acceptable and expected based on our three underpinning rights.



This inclusive policy takes into consideration the needs of all children and allows for reasonable adjustments to be made based on individual specific needs.

We aim to:

- provide a socially inclusive, friendly and secure environment where children feel safe, happy and settled in order to become healthy, independent and responsible members of society.
- ensure that every member of the school community feels valued and respected, and that each person is treated fairly.
- ensure that every member of the school community behaves in a considerate and respectful way towards others, including respect for authority.
- ensure that the conduct of all members of the school community is consistent with the values of the school.
- ensure that all members of the school community are clear about what expected behaviour is.
- ensure that all adults are positive role models for our children and expected behaviour is explicitly modelled.
- have a planned consistent approach
- promote good behaviour to develop an ethos of kindness and cooperation. This policy is designed to encourage good behaviour, rather than merely deter anti-social behaviour.
- develop children's behavioural awareness in order to support self-regulation of their behaviour.
- prevent and tackle bullying. We ensure that our school has an anti-bullying culture whereby no bullying, including bullying between adults and children, will be tolerated. *This policy will be supported by our Anti-bullying policy.*
- monitor the conduct of pupils through tracking and timely intervention.

2. Our School Behaviour Curriculum

This visual prompt is displayed throughout school to remind children of the values, rights and stages of our school behaviour approach.



Our school behaviour approach is restorative and allows children the opportunities to raise their behavioural awareness; to make appropriate choices, to change their behaviour and to make fresh starts.

It is an approach that sets clear boundaries which are consistent across the schools.

If we want our children to behave in a particular way, we are responsible for making it clear to them how we want and expect them to behave. This should be modelled by all adults within the school setting. All staff should use language to support children in developing their social and emotional skills and to help create an awareness of their behaviour, providing honest and supportive feedback. (Refer to appendix 1)

In school, we deal with unacceptable behaviour (misbehaviour) by taking a staged approach. However, there may be occasions when it is deemed necessary to move to a later stage, if the misbehaviour is considered more serious (serious misbehaviour).

Staged Approach:

Expected behaviour, to ensure that all children feel safe, respected and can learn (our three underpinning rights).

- Be kind to others.
- Listen carefully to instructions
- Complete tasks set
- Try their best
- Apply the school values

Stage 1 and 2 example misbehaviours:

- Disruption in lessons, in corridors between lessons, and at break and lunchtimes.
- Non-completion of classwork or homework.
- Lack of application of our school values

Stage 3 example serious misbehaviours:

- Persistent low level stage 1 and 2 behaviours (see above)
- Repeated breaches of the school rules.
- Any form of bullying or sexual violence (intentional sexual touching without consent)

- Vandalism
- Theft
- Fighting/ hurting another child
- Racist, sexist, homophobic or discriminatory behaviour
- Sexual harassment, meaning unwanted conduct of a sexual nature, such as;
 - sexual comments
 - sexual jokes or taunting
 - physical behaviour like interfering with clothes
 - online sexual harassment such as unwanted sexual comments and messages (including on social media)
 - sharing of nude or semi-nude images and/or videos, or sharing of unwanted explicit content

Stage 4 and 5 example of continued serious misbehaviours (Junior School):

- Stage 4: Repeated stage 3 behaviours (3 times in any given half term)
- Repeated stage 4 behaviours or where there is a concern is at risk of permanent exclusion.

Individual Behaviour Plan

We are aware that, for some children, the above approach is not always an appropriate means of dealing with misbehaviours. For these children, we will work with parents and identify triggers for misbehaviour and support children accordingly. We will develop individual behaviour plans, which meet their specific needs.

This grid outlines the different stages for **Boldmere Infant and Nursery School**.

	What is it?	What happens?	Next Steps
Expected	Everyone starts at expected. We expect everyone in our school to follow the school rights and values.	Thank You: Every term we will send a text to your parent/ carers to thank you and celebrate your efforts with your behaviour.	Keep going – you're a star!
Stage 1 A chance to change	You are given a reminder to help you make the right choice.	Your teacher will tell you what you are doing and what behaviour they would like to see. You have the chance to change your behaviour. You own your behaviour and are in control of how to make it the best – if you need help with this, ask an adult to help you.	<i>You can work your way back to expected!</i> If you get onto stage 1 or 2 more than three times in a week we will contact your parents to discuss how we can work together to get you back on track.
Stage 2 Teacher Talk	You have been reminded again about making the right choices and you now need some time to talk with an adult.	Your teacher will talk to you about stopping what you are doing. There will be a consequence for your misbehaviour.	
Stage 3 Reflection	You are still finding it hard to make the right choices. You will need to spend some time with SLT to reflect and we will need to speak to a grown up at home.	You will need to visit a member of SLT. There will be a consequence for your misbehaviour. We will inform your parents. Your misbehaviour will be recorded.	<i>You can make a fresh start tomorrow.</i> If you get onto stage 3 three times within a half term we will invite your parents in for a meeting with your year leader or a member of SLT to see how we can help you with your misbehaviour.
Straight to stage 3 Reflection	Some actions are not ok to do even once.	Same actions as above. You may get put onto stage 3 straight away. <i>You can make a fresh start tomorrow.</i>	
Stage 4 Internal Exclusion	Repeated stage 3 behaviours (3 times in any given half term)	You will receive an internal exclusion, including all play and lunch times to be spent in a classroom, determined by a member of SLT.	Your parents will be informed in writing. Your teacher may consider a referral to the inclusion to identify any further support that you may need.
Stage 5 External Suspension / Exclusion	Repeated stage 4 behaviours or where there is a concern is at risk of permanent exclusion.	A suspension may be used to provide a clear signal of what is unacceptable behaviour as part of the school's behaviour policy.	The issuing of any suspensions or external inclusions will be in accordance with local authority procedures.

This grid outlines the different stages for **Boldmere Junior School**.

	What is it?	What happens?	Next Steps
Expected	Everyone starts at expected. We expect everyone in our school to follow the school rights and values.	Thank You: Children may be awarded a weekly values ambassador award and a termly star values ambassador awarded. Children are given house points and can earn bronze, silver and gold house point certificates.	Keep going – you're a star!
Stage 1 A chance to change	You are given a reminder to help you make the right choice.	Your teacher will tell you what you are doing and what behaviour they would like to see. You have the chance to change your behaviour. You own your behaviour and are in control of how to make it the best – if you need help with this, ask an adult to help you.	<i>You can work your way back to expected!</i> If you get onto stage 1 or 2 persistently, your teacher may decide to contact your parents to discuss this.
Stage 2 Teacher Talk	You have been reminded again about making the right choices and you now need some time to talk with an adult.	Your teacher will talk to you about stopping what you are doing and give opportunities to reflect on and improve your behaviour. There will be an appropriate consequence for your behaviour (moved to a different location in the classroom, make up a fair amount of time during break or lunch)	
Stage 3 Reflection	You are still finding it hard to make the right choices.	Your teacher may decide you need to work in another room with an adult present. Your teacher will record the incident and you will be asked to reflect upon your behaviour in order to put things right. Your phase leader will be informed and may wish to speak to you about your behaviour. Your parents will also be informed.	<i>You can make a fresh start tomorrow.</i> If you get onto stage 3 three times within a half term we will invite your parents in for a meeting with your SLT to see how we can help you with your behaviour.
Straight to stage 3 Reflection	Some actions are not ok to do even once.	Same actions as above. You may get put onto stage 3 straight away. <i>You can make a fresh start tomorrow.</i>	
Stage 4 Internal Exclusion	Repeated stage 3 behaviours (3 times in any given half term)	You will receive an internal exclusion, including all play and lunch times to be spent in a classroom, determined by a member of SLT.	Your parents will be informed in writing. Your teacher may consider a referral to the inclusion to identify any further support that you may need.
Stage 5 External Suspension / Exclusion	Repeated stage 4 behaviours or where there is a concern is at risk of permanent exclusion.	A suspension may be used to provide a clear signal of what is unacceptable behaviour as part of the school's behaviour policy.	The issuing of any suspensions or external inclusions will be in accordance with local authority procedures.

3. Expected Behaviour and Sanctions

At the beginning of each school year the class 'Rights and Responsibilities' charters are written collaboratively with the adults and children. These are displayed in the classroom and children are reminded of them on a regular basis

We expect children to;

- be kind to others. If they are being unkind during unstructured times, for example; play times or golden time, they will need some time out with an adult to discuss their behaviour and to apologise to others involved before returning to their play.
- listen carefully to instructions in lessons. If they do not do so, we ask them either to move to a place nearer the teacher or to sit on their own.
- complete their work without disturbing other children and their learning. If children are being disruptive when completing a task they will need to move to another table in the classroom to complete their work.
- try their best in all activities. If they do not do so, we may ask them to repeat a task or complete during playtime.

Adults are required to use their professional judgement when deciding on the appropriate consequence according to the misbehaviour. The context of the misbehaviour, age of the child and all other factors leading to the misbehaviour, are taken into consideration, as are pupil's additional needs (eg SEND). However, additional needs are not always related to misbehaviour, and our school behaviour approach will be implemented as normal (Refer below to "Pupil Support").

4. Behaviour Management Strategies

To gain the attention of children the following strategies are implemented;

Whole school:

- Makaton prompts are used when necessary, for example, 'good looking'.
- During assembly the adult leading performs silent actions that children then copy.
- At the end of playtimes the adults clap a pattern, children then stand still and copy (infants).
- At the end of playtimes, a whistle is blown to indicate children need to line up (juniors).
- At key times of the day when children are moving around school, for example when children collect coats for playtime, adults monitor the corridors.

Nursery:

- To stop activities a tambourine is shaken, children stand still and show 10 fingers.

Reception:

- To stop activities a tambourine is shaken, children freeze and show 10 fingers
- To gain attention during teaching time e.g. carpet time, the teacher says '1, 2, 3 look at me' and children know to focus on the teacher, demonstrating good looking and listening.

Year One:

- To stop activities at tables the teacher claps a pattern for children to copy.
- To gain attention during teaching time the teacher says '1, 2, 3 look at me'.

Year Two:

- To gain attention the teacher says "1, 2, 3" and children reply 'eyes on me'.

In KS2, teachers use a range of strategies as appropriate to the year group but wherever possible, will use visual prompts i.e. holding up an arm to gain a large group's attention, or a number of fingers to correspond to different year groups as a prompt in assembly.

5. Positive Reinforcement

We acknowledge expected and acceptable behaviour through positive reinforcement. This may include the following;

- Adults offer verbal praise to raise behavioural awareness.
- At infants, a thank you email will be sent every term to parents and carers if their child has shown expected behaviour and not been placed on the stages tracking system or has been on stage 1 only once. This is our way of celebrating children who are doing the right thing all (or nearly all) of the time
- A visit to the Head of School's office to receive a Head Teacher's or Assistant Head Teacher's sticker.
- Class points (Infant school) and House points (Junior school) are awarded to children for outstanding work or effort, to help children recognise their achievements within the classroom and around the school. Certificates are awarded to Infant children when they reach 10 and 20 class points, once they reach 30 they are invited to a 'Tea Party' with the Head of School. Certificates are awarded to Junior children when they reach 25 points- bronze, 50 points- silver and 100 points- gold.
- Each week a child from every class is recognised for good behaviour, attitude and achievement and celebrated during Celebration Assembly.
- At the Junior school 'Values Ambassadors' are nominated and celebrated in assemblies and on a termly basis, star values ambassadors selected.
- At the Infant school 'Team Tokens' are awarded to children who are modelling the school values. The tokens are put into year group tubes. When a year group fills their tube they are awarded with a treat, for example, time on the bikes and bike track, or extra golden time.

6. Roles and Responsibilities

Behaviour management is the role of **all** staff.

Governing Body

The governing board is responsible for monitoring the effectiveness of school's behaviour policy and for holding the Executive Head Teacher and Head of Schools to account for its implementation.

Role of the Head of School in conjunction with the behaviour lead

The Head of School is responsible for:

- Reviewing this policy in conjunction with the governing board
- Approving the policy
- Ensuring that the school environment encourages positive behaviour
- Ensuring that staff deal effectively with poor behaviour
- Monitoring the implementation of the policy
- Ensuring that all staff understand the behavioural expectations and the importance of maintaining them
- Providing new staff with a clear induction into the school's behavioural culture to ensure they understand rules and routines, and how best to support all pupils to participate fully
- Offering appropriate training in behaviour management, special educational needs and disabilities (SEND) and mental health needs, to ensure staff can fulfil their duties set out in this policy
- Ensuring this policy works alongside the safeguarding
- Ensuring that data from the behaviour log is reviewed regularly
- Ensuring the health, safety and welfare of all children in the school.
- Keeping records of all reported serious incidents of misbehaviour including bullying and racism
- Identifying and liaising with a named behaviour lead, ensuring the delivering of all points above

Teachers and Staff

Staff are responsible for:

- Creating a calm and safe environment for pupils
- Establishing and maintaining clear boundaries of acceptable pupil behaviour
- Implementing the behaviour policy consistently
- Communicating school's expectations, values and standards through direct teaching and interactions with pupils
- Modelling expected behaviour and positive relationships

- Providing a personalised approach to the specific behavioural needs of particular pupils
- Challenging pupils to meet school's behaviour expectations
- Recording behaviour incidents promptly
- Communicating with parent and carers where any stage 3 misbehaviour and/or repeated low level negative behaviour (stage 1 and 2) has been logged
- Considering how they can uphold school rules, values and expectations

The senior leadership team (SLT) will support staff in responding to incidents of misbehaviour.

Parents and Carers

Forming positive partnerships with our parents is vital. At the beginning of every new academic year, parents /carers agree to a Home School Agreement, which outlines our values, rights and the stages of our school behaviour approach. Parents are expected to adhere to the Home School Agreement and support the actions of the school but are able to address any queries regarding sanctions firstly to the class teacher, then to the Behaviour lead (Assistant Headteacher) followed by the Head of School.

The school collaborates actively with parents and carers, so that children receive consistent messages about how to behave at home and at school. We expect parents and carers to support their child's learning, and to work in collaboration with the school.

Parents and carers, where possible, should:

- Share and reinforce the Home and School agreements with children
- Get to know the school's behaviour policy and reinforce it at home where appropriate.
- Support their child in adhering to the school's behaviour policy
- Inform the school of any changes in circumstances that may affect their child's behaviour
- Discuss any behavioural concerns with the class teacher promptly
- Take part in any pastoral work following misbehaviour at school
- Raise any concerns about the management of behaviour with the school directly, whilst continuing to work in partnership with the school
- Take part in the life of the school and its culture

School will endeavour to build a positive relationship with parents and carers by keeping them informed about their child's behaviour. School will work in collaboration with parents/carers to tackle any behavioural issues.

Staff induction, development and support

Staff induction includes training on our school's behaviour curriculum and school systems.

Updates are shared throughout the year, and where needed, the behaviour lead and SLT team will support staff practice by team teaching, modelling and coaching.

7. Child on Child Abuse

The federation of Boldmere Schools is committed to safeguarding and promoting the welfare of all children. We are committed to a whole school approach to ensure the prevention, early identification and appropriate management of child-on-child abuse within our schools and beyond. Our school recognises that children are vulnerable to, and capable of, abusing other children. We take such abuse, whether verbal or physical, extremely seriously.

We recognise that Child on Child abuse can manifest itself in many ways, but may include:

- Child Sexual Exploitation
- Sexting or youth produced digital imagery.
- Bullying
- Radicalisation
- Abuse in intimate relationships
- Children who display sexually harmful behaviour
- Gang association and serious violence (County Lines)
- Inappropriate use of technology (bullying and other abusive behaviour).

In cases where Child on Child Abuse is identified we will follow our child protection procedures, taking a contextual approach to support all children who have been affected by the situation. Some of these

behaviours will need to be handled with reference to other policies in school such as the child protection policy and online safety policy.

Throughout the identification and management of any incidents, or suspected incidents, of child on child abuse, the schools will uphold all responsibilities as outlined in the most update version of keeping children safe in education, the link to which is below.

<https://www.gov.uk/government/publications/keeping-children-safe-in-education--2>

8. Bullying

Bullying is defined as the repetitive, intentional harming of a person or group by another person or group, where the relationship involves an imbalance of power.

Bullying is, therefore:

- Deliberately hurtful
- Repeated, often over a period of time
- Difficult to defend against

Bullying can include:

TYPE OF BULLYING	DEFINITION
Emotional	Being unfriendly, excluding, tormenting
Physical	Hitting, kicking, pushing, taking another's belongings, any use of violence
Prejudice-based and discriminatory, including: <ul style="list-style-type: none"> • Racial • Faith-based • Gendered (sexist) • Homophobic/biphobic • Transphobic • Disability-based 	Taunts, gestures, graffiti or physical abuse focused on a particular characteristic (e.g. gender, race, sexuality)
Sexual	Explicit sexual remarks, display of sexual material, sexual gestures, unwanted physical attention, comments about sexual reputation or performance, or inappropriate touching
Direct or indirect verbal	Name-calling, sarcasm, spreading rumours, teasing
Cyber-bullying	Bullying that takes place online, such as through social networking sites, messaging apps or gaming sites

Please refer to our Anti Bullying policy for further information.

9. Pupil Support

Some children need more support than others when learning to meet the school's expectations of behaviour. These may include vulnerable children and those with additional needs. To enable us to provide effective support it is important that, with the help of the SENDco, we acquire a clear understanding of each child's individual needs. We can then anticipate likely triggers, support the individual child, and prevent misbehaviour. We follow a graduated approach where a cycle of assess, plan, do and review is implemented to ensure intervention is appropriately matched. Our senior learning mentor is available to offer appropriate support for those pupils who require it.

Examples of intervention to support behaviour include;

- Using Makaton as a communication aid to support those children with communication needs.

Federation of Boldmere Schools: Behaviour Policy

- Learning breaks are identified in the timetable for those children with sensory needs.
- Adjustments to uniform can be made for those with sensory issues or allergies.
- Seating arrangements are carefully planned to take into consideration visual or hearing impairments.
- Nurture groups for those children who need support with their mental health and wellbeing.

Misbehaviour will be considered in relation to a pupil's additional needs. Where the incident of misbehaviour is not connected to their specific needs, our school behaviour approach will be implemented.

10. Links with External Agencies

In some circumstances we need to seek additional advice and support from external agencies. This may include the support of the school's Special Educational Needs and Disabilities Co-ordinator (SENDCo), accessing counselling, Early Help, Forward Thinking (Mental Health team), Communication and Autism Team, Speech and Language Therapist, Occupational Therapy, Support Services, Educational Psychologist or school nurse.

11. Removal from Classrooms

Removal from a classroom is only used as a response to serious misbehaviour. It is used for the following reasons;

- To maintain the safety of all pupils and to restore stability following an unreasonably high level of disruption.
- To enable disruptive pupils to be taken to a place where education can be continued in a managed environment.
- To allow the pupil to regain calm in a safe space.

If removal is necessary, the child is taken to the following areas to allow time to calm down in a safe space;

Infant and Nursery School- Learning Mentor's area, Sensory area or Library

Junior School- The calm room, SLT office or an alternative designated space deemed appropriate and understood by the child.

BIB- Sensory room

Time out of the classroom should depend on the child's ability to calm down. An adult will be identified to stay with the child, this may be the child's teaching assistant, the school Learning Mentor or a member of SLT. Once the child is calm and has reflected on their behaviour (and the adult deems that the child is ready to return to the classroom) they can reintegrate to the classroom in accordance with the school behaviour policy. The adult who has worked with the child will remain with them for a time to ensure that the reintegration is successful.

Any removal from a classroom will be recorded and communicated with parents/carers.

12. The Use of Reasonable Force and Other Physical Contact

Reasonable force covers a range of interventions that involve physical contact with pupils. All members of staff have a duty to use reasonable force, in the following circumstances, to prevent a pupil from:

- Causing disorder
- Hurting themselves or others
- Damaging property
- Committing an offence

Incidents of reasonable force must:

- Always be used as a last resort

- Be applied using the minimum amount of force and for the minimum amount of time possible
- Be used in a way that maintains the safety and dignity of all concerned
- Never be used as a form of punishment
- Be recorded on our incident report form and uploaded onto CPOMS
- Be reported to parents

When considering using reasonable force, staff should, in considering the risks, carefully recognise any specific vulnerabilities of the pupil, including SEND, mental health needs or medical conditions.

13. Mobile Phones

The use of mobile phones for children is not permitted in school under any circumstances. If children are found to be either using or in possession of a mobile phone in school, it will be removed from them and kept secured safely in school to be handed over to a parent or responsible adult.

A small number of year six children, particularly those who walk home unattended, are permitted to bring in a mobile phone device on condition that it is switched off immediately on entry into school and handed in to the school office via the classroom mobile phone box.

14. Confiscation, searches, screening

Searching, screening and confiscation is conducted in line with the DfE's [latest guidance on searching, screening and confiscation](#).

15. Off Site Misbehaviour

Sanctions may be applied where a pupil has misbehaved off-site when representing the school. This means misbehaviour when the pupil is:

- Taking part in any school-organised or school-related activity (e.g. school trips)
- Travelling to or from school
- Wearing school uniform
- In any other way identifiable as a pupil of our school

Sanctions may also be applied where a pupil has misbehaved off-site, at any time, whether or not the conditions above apply, if the misbehaviour:

- Could have repercussions for the orderly running of the school
- Poses a threat to another pupil
- Could adversely affect the reputation of the school

Sanctions will only be given out on school premises or elsewhere when the pupil is under the lawful control of a staff member (e.g. on a school-organised trip).

16. Online Misbehaviour

The school can issue behaviour sanctions to pupils for online misbehaviour when:

- It poses a threat or causes harm to another pupil
- It could have repercussions for the orderly running of the school
- It adversely affects the reputation of the school
- The pupil is identifiable as a member of the school
-

Sanctions will only be given out on school premises or elsewhere when the pupil is under the lawful control of a staff member.

17. Suspension and Permanent Exclusions

The school can use suspension and permanent exclusion in response to serious incidents or in response to persistent poor behaviour, which has not improved following in-school sanctions and interventions.

The decision to suspend or exclude will be made by the head of school in conjunction with the executive headteacher and only as a last resort and in accordance with local authority guidelines.

18. Malicious allegations

Where a pupil makes an allegation against a member of staff and that allegation is shown to have been deliberately invented or malicious, the school will consider whether to discipline the pupil in accordance with this policy.

Where a pupil makes an allegation of sexual violence or sexual harassment against another pupil and that allegation is shown to have been deliberately invented or malicious, the school will consider whether to discipline the pupil in accordance with this policy.

In all cases where an allegation is determined to be unsubstantiated, unfounded, false or malicious, the school (in collaboration with the local authority designated officer (LADO), where relevant) will consider whether the pupil who made the allegation is in need of help, or the allegation may have been a cry for help. If so, a referral to children's social care may be appropriate.

The school will also consider the pastoral needs of staff and pupils accused of misconduct.

Please refer to our Safeguarding and Child Protection policy for more information on responding to allegations of abuse against staff or other pupils

19. Transition

When children transition between year groups and classes, time is taken to discuss our school behaviour approach and the needs of individuals.

This policy is written and followed by both Boldmere Infant and Junior schools in order to support children during the transitions from Early years to Key Stage One and Key Stage One to Key Stage Two. Both schools work closely together and share information.

20. Behaviour Monitoring

- All stage 3, 4 and 5 behaviour incidents are recorded confidentially on our electronic safeguarding software CPOMS. Persistent stage 1 & 2 behaviours may also be recorded at the teacher's discretion.
- Any incidents involving parent/carer contact are recorded confidentially on our electronic safeguarding software.
- All incidents are monitored by the Behaviour lead and members of the SLT.

21. Links with other policies

- Anti-bullying
- Safeguarding and Child Protection
- E Safety and Acceptable Use
- Safer Recruitment

22. Legislation, statutory requirements and statutory guidance

This policy is based on legislation and advice from the Department for Education (DfE) on:

- [Behaviour and discipline in schools: advice for Headteachers and school staff, 2016](#)
- [Behaviour in schools: advice for Headteachers and school staff 2022](#)
- [Searching, screening and confiscation at school 2018](#)
- [Searching, screening and confiscation: advice for schools 2022](#)
- [The Equality Act 2010](#)

- Keeping Children Safe in Education
- Exclusion from maintained schools, academies and pupil referral units in England 2017
- Suspension and permanent exclusion from maintained schools, academies and pupil referral units in England, including pupil movement - 2022
- Use of reasonable force in schools
- Supporting pupils with medical conditions at school

It is also based on the Special Educational Needs and Disability (SEND) Code of Practice.

Appendix 1

Language for Behaviour

Strategy	What this is	What it looks like	What to avoid
Rights / rule reminders cue	Bringing children back to the rights and what is expected of them.	<p>Thank you for listening so we all can learn.</p> <p>I can see you are out of your seat, sit down so we can all carry on learning.</p> <p>It is not acceptable to hit, you will need to go to your partner class to think about ____ right to feel safe.</p> <p>In our school everybody has the right to feel safe, hitting did not make Jack feel safe. You need to use kind hand. (Follow stages / consequence)</p>	<p>Shouting, sounding angry, shocked.</p> <p>Don't hit</p> <p>Do rather than don't</p> <p>When rather than no</p>
Describe and Direct	<p>Focus our language on the expected behaviour</p> <p>Describe unwanted behaviour and direct to expected behaviour</p>	<p>Some people are still shouting out – hands up thanks.</p> <p>Settling down...looking this way and listening ... thanks</p> <p>____ and ____ you are out of your seat (description cue raises awareness) Leave the blinds and face this way (directional cue)</p> <p>A number of children are talking while I'm explaining this to you. settle down, and listen...thanks</p>	<p>Avoid questions – eg: why are you calling out?</p> <p>Avoid just describing what we don't want to see.</p> <p>Thanks is more effective than please.</p>
Acknowledging expected behaviour	<p>Thanking children for expected behaviour</p> <p>Reminding children of the rights</p>	<p>Settle down class, thank you Monkey table.</p> <p>Thanks</p> <p>Praising effort rather than behaviour which is expected.</p>	<p>Over praise to some</p> <p>'well done you have sat down and listening you are amazing.</p> <p>(over praising badly behaved kids for doing what other do all the time)</p>
Cueing the class	Acknowledging good behaviour, keeping them focus.	<p>Sorry Fox class I'm just waiting for To show me good sitting.</p> <p>Thanks for being focused 5H, I'm just going to talk to the two boys at the back, carry on.</p>	<p>Humiliation, embarrassing other.</p> <p>Over praise for one individual.</p>
Directed choices	Resettle the child, check that know what they are doing, giving two choices.	<p>Greet child, refocus on work, quietly direct.</p> <p>I want you to put that toy on my desk or in your drawer</p> <p>I want you sit next to Hassan or Sian.</p> <p>I want you to stand at the front of the line or next to Sam.</p>	<p>Confrontation</p> <p>Asking why ...</p> <p>Requesting / begging – will you please put that toy down...</p> <p>Avoid demanding / intrusive actions</p>

<p>Take up time</p>	<p>Allowing children time to process, raise awareness of their behaviour, take ownership of their behaviour and act on it</p> <p>Redirecting your attention to other children</p>	<p>Moving away from the child, working with other children to allow them time to act on it.</p>	<p>Repeating the direction too quickly</p> <p>Nagging</p> <p>Standing watching</p>
<p>Clarifying consequences</p>	<p>Where students continue to distract others the teacher will briefly clarify the consequence</p> <p>If you continue...</p>	<p>If you continue to shout out I will have to put you onto stage one / move you</p>	<p>This is said not as a threat but as a clear awareness of the student's responsibility#</p> <p>Avoid secondary behaviour (they may sigh as they do it – but they are doing it!)</p>
<p>Using questions</p>	<p>After a descriptive cue – questions which refocus a child on what they should be doing.</p> <p>Enable behaviour not question it.</p>	<p>– how can I help?</p> <p>What should be doing now?</p> <p>I've noticed you are a little unfocused – how can I help?</p> <p>Direct question: What, When, where, how</p> <p>What is the school rule?</p> <p>When is it ok to talk in class?</p> <p>Where should we be during play?</p> <p>How could you settle quicker to work?</p> <p>Acknowledge – I know you know this rule, enjoy your playtime.</p>	<p>Avoiding why.</p> <p>“Why aren't you working?”</p> <ul style="list-style-type: none"> • “Do you want to give me that noisy key-ring...?” • “Do you want to come and take the lesson?” (This to a group of chatty girls in the instructional phase of the lesson.) • “Are you talking ...?” (to students clearly talking, while the teacher is conducting whole-class teaching). <p>Questions digging into the cause of behaviour – the why – are relevant during the mentoring / follow up stage after the event if necessary.</p>
<p>Partial agreement</p>	<p>Acknowledging the child's perspective without giving it too much time and attention.</p>	<p>Even though it's not your litter – it's our school – put it in the bin, thanks.</p> <p>I know you are finding this hard – let's look at it together.</p> <p>I can see you are not enjoying this, let's have a go.</p> <p>I can see you are having a good game – Thursday is your football day.</p>	
<p>Primary behaviour</p>	<p>Refocus the child or yourself on the key behaviour you want to see. Raising behaviour awareness for the child.</p>	<p>Thanks I can see you are listening.</p> <p><i>Tactically ignoring</i> secondary behaviour where appropriate</p> <p>Using a <i>direct question</i> (rule reminder) to refocus</p>	<p>Getting into a debate about the issue.</p> <p>Confrontation / arguing your point</p> <p>Long discussions about secondary behaviour (tutting,</p>

			singing, doing it slowly, rolling eyes)
Tactically ignoring	<p>Letting children express how they are feeling about what they have to do appropriately without creating more confrontation</p> <p>Maintaining focus on primary behaviour</p>	<p>Redirecting your attention else where</p> <p>Then thanking the child for acting on the primary behaviour</p>	<p>Not picking up own every little thing the child does</p>

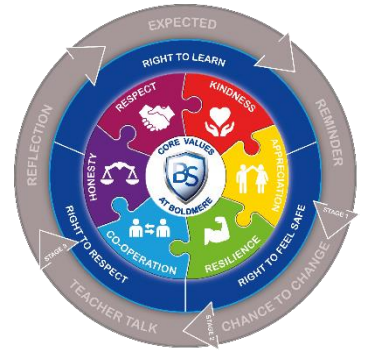
Appendix 2

Reflection sheet

Name:

Date:

Class:



What happened?

What could I do to avoid this?

What strategies could I use to avoid this happening again?

Appendix 3

USE OF POSITIVE HANDLING INCIDENT REPORT FORM

1. Name of Person Restrained:			
2. Your Name:			
3. Date and Time of Incident			
Date (inc Day)		Time	
4. Location of Incident (To be edited by the setting as these are just suggestions)			
<input type="checkbox"/> Classroom	<input type="checkbox"/> Playground	<input type="checkbox"/> Hall	<input type="checkbox"/> Corridor
<input type="checkbox"/> Reception	<input type="checkbox"/> Stairwell	<input type="checkbox"/> Toilets	<input type="checkbox"/> Library
<input type="checkbox"/> Other Location – Please specify			
5. Why was it necessary to restrain?			
<input type="checkbox"/> Harm to Self	<input type="checkbox"/> Harm to Others	<input type="checkbox"/> Damage to property	
<input type="checkbox"/> Other – Please specify			
6. Was any verbal reasoning / de-escalation used prior to the need to restrain?			
<input type="checkbox"/> Yes		<input type="checkbox"/> No	
Please expand: <i>(Or explain in your statement)</i>			
7. Were any weapons involved?			
<input type="checkbox"/> Yes		<input type="checkbox"/> No	
If 'yes' please stipulate what type of weapon was involved:			
<input type="checkbox"/> Knife	<input type="checkbox"/> Glass/Cup	<input type="checkbox"/> Stick	<input type="checkbox"/> Bottle <input type="checkbox"/> Pen
<input type="checkbox"/> Other (please specify):			
8. Did you rate the risk posed by the person restrained as:			
<input type="checkbox"/> Low		<input type="checkbox"/> Medium	<input type="checkbox"/> High
9. How would you rate the amount of force applied by you:			
<input type="checkbox"/> Low		<input type="checkbox"/> Medium	<input type="checkbox"/> High
10. How did you feel prior to, during and post the restraint?			
11. Which technique/s position of restraint did you use?			
(Please refer to Annex A and circle the technique / position used)			
12. Who else was involved in the restraint?			
Name(s):			

13. Please list any injuries to you	
14. Please list any injuries to the person restrained	
15. Your statement – what occurred in your own words	
Your statement must set out what happened; give details of your part in the use of force, any holds/locks you applied and how the incident was finally resolved. It must give details of any attempts made to de-escalate throughout the incident. Your statement should be completed independently of other staff involved in the incident.	
The use of force must only be used when it is: Reasonable in the circumstance, meaning: i. You believed that it was absolutely necessary & ii. Proportionate to the seriousness of the situation	When restraint was used, please tick your primary role: <input type="checkbox"/> Right arm <input type="checkbox"/> Left arm <input type="checkbox"/> Supervising
Please provide as much detail as possible below, including:	
Before the incident (i.e. what lead to the incident, any de-escalation techniques used), during the incident (i.e. what types of force were employed, duration of the restraint and why it was necessary), and after the incident (i.e. where pupil was relocated to and any injuries sustained).	
<i>Type here</i>	
Signed:	
Date:	
Pupil Statement:	
<i>Type here</i>	
Name	
Signed	
Date	

Appendix 4

(linked to positive handling training -React where appropriate)

Adapted to individual needs

Pupil :

Class:

Teacher:

	<i>Signs of agitation for this pupil</i>		<i>Staff interventions which work for this pupil</i>
	<p>ALL CALM Pupil on task with her learning.</p> <p>Pupil moves around the classroom sensibly and quietly.</p>		<p>Normal teacher / student interaction .</p> <p>Positive praise.</p> <p>Facial expressions / gestures to show pupil you are pleased with them.</p> <p>reward system.</p>
	<p>Low level behaviours which signify observable tension/anxiety</p> <p>Very fidgety. Voice begins to raise. Frustration at another child. No eye contact. Defensive posture.</p>		<p>Support responses (Calm and clear)</p> <p>Read pupil's body language / behaviour. Intervene early, talk to pupil in positive way. May need to ask pupil to move from the frustration. Adult displays CALM body language. Talk clearly, but not too loud. Explain situation to pupil, linking to school values.</p>
	<p>Medium level behaviours</p> <p>Pupil shows higher level of tension. Talks loud. Pupil breaks minor rules in classroom. Argues with an adult. Low level disruption.</p>		<p>Limit setting responses continue level one responses plus respond calmly and clearly</p> <p>State what you would like pupil to do – her desired behavior. Set clear (enforceable) limit Offer pupil clear choices. Guide pupil using to elbows to safety. Assess the situation and consider making the environment safer.</p>

	<i>Signs of agitation for this pupil</i>		<i>Staff interventions which work for this pupil</i>
	High level behaviours Shouts and screams Crying Curls up into a ball whilst crying and shouting. Leaves the classroom Pushes over chairs or other classroom property.		High level responses (continue to use L1&L2 responses) Ensure adult(s) show supportive facial expression, posture and voice. Continue using Level 1 / 2 de-escalation techniques. Guide pupil assertively to safety. Make environment safer.
4	Reflection May continue crying. Defensive posture. Wants adult company, time alone outside class. Pupil sits quietly	4	Reflection responses Support pupil and monitor their behaviour. Look for signs that pupil is ready to talk about the situation. Support and monitor Respond to indication of communication from pupil Show concern and care Do not attempt disciplinary issues at this stage

Agreed by

Pupil _____

Parent carer _____

School staff _____

SEN Support/agency staff (eg EIS, PRU, E.P, IDS)

Date _____

To be reviewed on _____

