



KING'S OAK PRIMARY SCHOOL

BEHAVIOUR POLICY

Policy prepared/reviewed by: Catherine Giles

Policy reviewed and approved by: Headteacher

Date of approval: 4th September 2018

Date of next review: September 2019

This school is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment

King's Oak is a school at the heart of its community where the sense of wonder in each child is awakened, where each is valued as an individual and where gifts and talents are discovered and achievements are celebrated.

Behaviour Policy

Following the Education and Inspections Act 2006, which came into force on 1 April 2007, all schools are required to have regard for new guidance which the Act provides. This policy takes into account the guidance and is reviewed annually.

Staff have training on assertive discipline and the Behaviour Policy on an annual basis to maintain a consistency of approach among new and existing staff. Induction for new staff also covers our school Behaviour Policy and practice.

The policy is closely linked to our PSHE Policy and the extensive use of SEAL materials, supporting both the development of pupils' ownership of their behaviour and the skills to be able to manage their emotions and responses in a constructive and responsible way.

Certain behaviours may be referred to the Child Protection Officer in line with safeguarding and child protection procedures e.g. harmful sexual behaviour (see Safeguarding and Child Protection Policy – Peer on Peer Abuse).

Statement of Principles by Governors

The overarching principle is a commitment to improving outcomes for all pupils by eliminating all forms of discrimination, harassment and bullying through promoting equality of opportunity, the welfare of pupils and good relations across our whole school community. This commitment also ensures that all pupils receive behavioural support according to their need.

At King's Oak, we aim to promote a community and environment where all members can work safely, happily and productively together.

We believe that:

- Children who have high self-esteem and self-worth are able to develop good relationships, make moral decisions and interact positively, co-operatively and successfully.
- All behaviour is a choice and that we are all responsible for the choices we make and therefore the consequences of them.
- Good behaviour should be rewarded and celebrated.
- All members of our community should be listened to, responded to, valued and should show this mutual respect for one another.

Aims

- To practise a behaviour policy, supported by our whole school community encompassing ideas and strategies from children, parents, carers, staff and governors, thus encouraging optimum success and understanding.

- To acknowledge and incorporate the five areas as identified in the Every Child Matters Agenda: *be healthy, stay safe, enjoy and achieve, make a positive contribution and achieve economic well-being.*
- To create a nurturing environment, with a focus placed upon emotional and social growth.
- To promote, via the curriculum, a strong feeling of citizenship and responsibility to motivate children to 'own' their behaviour.
- To embrace strategies to promote children's personal success and work assertively toward an increasing level of self-expectation.
- To encourage positive behaviour by recognising a child's decision to make the right choice and rewarding it, acknowledging that effort is important and that each child's progress will differ.
- To ensure sanctions are valid and fair at all times.
- To apply a consistent and positive approach to behaviour management.

Through our aims, we will maintain a school where:

- Children can learn and teachers can teach and where all understand that no child has the right to disrupt the learning of others or harm any other person in any way.
- It is calm and there is mutual respect for others and their property.
- Everyone is polite, responsive and sensitive to the needs and rights of others.
- All members of our community are always considerate towards the learning needs of individuals and supportive of our school as a learning community.
- The rules are understood, valued and agreed by all.
- Each individual is valued and appropriate behaviour given positive recognition and appreciation.
- There are high standards of behaviour, self-discipline, courtesy and consideration.
- Channels of communication are clear to all and openly used.

The Education Act 1996: Anti Bullying, Behaviour out of School, means that we will:

- Apply measures to regulate behaviour outside of school premises when pupils are not in the charge and control of members of staff.
- State clearly what constitutes unacceptable behaviour.
- Establish effective behaviour management strategies.
- Ensure senior staff are visible at key times of the day: start, end, playtime, lunchtime.
- Ensure that parents and carers are well aware of the school's complaints procedures.

The Power to Discipline (Education Act 2006)

The school has the right to tackle the 'you can't tell me to do that' culture.

- All members of staff unless otherwise instructed by the Headteacher have the right to administer sanctions.
- The school does and will take measures to regulate pupil behaviour off the school site. However, sanctions will only be applied when the pupil is back on site and under the legal control or charge of a member of staff.

- Parents/carers who may become abusive or threatening: The school will enforce its right and legal powers to ban parents/carers from the site. Disregard of such a ban could lead to prosecution under Section 547 of the Education Act 1996.

Expectations of behaviour off-site:

- The rules for on-site behaviour also apply out of school, when children are often seen as representing our school. Courtesy, being law abiding and respectful of others and of property all apply.
- There is an expectation that behaviour will not threaten the health and safety of pupils, staff or members of the public.
- Children are expected to wear correct uniform to and from school.

In responding to any deviance from the code, the school will take into account:

- The severity of the behaviour.
- The extent to which the behaviour may have repercussions on the orderly running of our school and/or might pose a threat to another pupil or member of staff.

Abuse or Intimidation of staff outside school

Staff have a right to protection and should use professional judgement about taking immediate action where there are a number of young people present. They should:

- Have first concern for their personal safety.
- Make it clear that pupils have been recognised
- Aim to leave without provoking further confrontation.
- Consult senior staff at school about any appropriate action.

Confiscation

The school will exercise its right under the Act to seize and retain any items which pupils bring into school which have been banned or which are deemed inappropriate.

- Items will generally be returned to the pupil or their parent/carer. The school will not usually dispose of items except in cases of food stuffs, chewing gum and prohibited items.
- Staff will not search pupils unless there is a concern that they may have a 'prohibited' item with them; searches will be carried out with two members of staff present, where possible. A pupil might, however, be asked to turn out his/her pockets, bag, tray etc.
- Headteachers and staff authorised by them have a statutory power to search pupils or their possessions, without consent, where they have reasonable grounds for suspecting that the pupil may have a prohibited item. Prohibited items are:
 - knives or weapons
 - alcohol
 - illegal drugs
 - stolen items
 - tobacco and cigarette papers
 - fireworks
 - pornographic images

- any article that the member of staff reasonably suspects has been, or is likely to be used: a) to commit an offence or b) to cause personal injury to, or damage to the property of, any person (including the pupil)
- any item banned by school rules which has been identified in the rules as an item which may be searched for
- If a staff member finds an electronic device during a search, the contents can be examined if the staff member reasonably suspects that the data or files on the device in question has been, or could be, used to cause harm, to disrupt teaching or break the school rules.
 - If an electronic device that is prohibited by the school rules has been seized and the member of staff has reasonable grounds to suspect that it contains evidence in relation to an offence, they must give the device to the police as soon as it is reasonably practicable. Material on the device that is suspected to be evidence relevant to an offence, or that is a pornographic image of a child or an extreme pornographic image, should not be deleted prior to giving the device to the police
 - If a staff member does not find any material that they suspect is evidence in relation to an offence, and decides not to give the device to the police, they can decide whether it is appropriate to delete any files or data from the device or to retain the device as evidence of a breach of school discipline.
- Police may be called for searching for stolen goods and will be called if searching for drugs.

Criteria for Confiscation:

- Item poses a threat to safety or compromises learning.
- Item is against school uniform rules (e.g. pupil refuses to remove hat on entering the classroom).
- Item poses a health and safety threat (e.g. some jewellery. Confiscation of jewellery with religious significance will be given due consideration before being taken from a pupil).
- An item deemed to contravene the ethos of the school (e.g. racist material) or which breaks school rules.

Confiscated items will be stored safely.

Expectations of Conduct

- All members of the school community treat each other respectfully.
- All children treat their own, other children's and school property with equal respect.
- The expectation of a consistently high standard of behaviour is adhered to
- Safe and appropriate movement around the school is acknowledged at all times
- Situations arising between children requiring adult assistance/mediation are reported and dealt with immediately.
- Inappropriate language, racism, physical violence and retaliation are unacceptable and repeated or serious incidents may result in temporary exclusion.
- Children are punctual.
- If a child wishes to bring any item other than approved school equipment/kit into school, they must ask special permission. Toys and dangerous objects are not allowed in school. Mobile phones, tablets or other mobile electronic devices may NOT be

brought into school and we may carry out a search for these in circumstances as detailed in this policy. Occasionally, we may make an exception but electronic devices must be switched off and given to the office before school. The school cannot accept any responsibility for pupils' electronic devices.

- Correct school uniform is worn and hair attire is simple, with long hair tied back for hygiene purposes.

Responsibilities

All members of our school community have the responsibility to ensure that this policy is successfully implemented by:

- Valuing children and adults as individuals and respecting their rights, values and beliefs.
- Fostering a sense of belonging to the school community and good relationships within it.
- Providing a well ordered environment in which all are aware of behavioural expectation.
- Offering equal opportunities in all aspects of school life.
- Recognising, praising and modelling good behaviour, to make explicit the standards expected.
- Rejecting as unacceptable all anti-social behaviour including conduct involving bullying and racism.
- Being consistent in the way behaviour is praised and in the way unacceptable behaviour is sanctioned.
- Caring for our environment and each other.
- Working as a team where there is mutual support.
- Respecting confidentiality.

Specific Responsibilities

The senior leadership team:

- By monitoring the implementation and the success of strategies through observation and discussion with their teams.
- By reviewing and revising aspects of the policy and practice at their meetings.
- By supporting staff by being available to take an active role in the reward and consequence structure and monitoring and intervening when necessary to maintain standards.
- By taking a lead role in preventative work and establishing an annual programme to revisit key ideas with both staff and pupils.
- By taking a lead in establishing our policy and by leading by example e.g. in being in their class ready for children, in the way they talk to children, etc.
- By establishing dialogues which can be used to promote these ideals.

All staff:

- By implementing the codes as agreed in this policy.
- By teaching the agreed PSHE scheme.
- By being good role models, being punctual and well prepared.
- By dealing calmly with children and avoiding shouting at children.

- By reading and referring to agreed texts and policies.
- By encouraging and teaching children to take responsibility for their own learning.
- By emphasising and praising appropriate behaviour.
- By supporting children in their class to form positive relationships.
- By continually reminding children how they can be empowered to deal with conflict non-aggressively.
- By being available in key areas as children come in to monitor and encourage children to come in quietly, walk at all times and keep to the correct side.
- By encouraging children to be kind, polite and considerate and praising them for being so.
- By discussing with pupils how their actions impact upon others.
- By ensuring that any fighting, verbal, physical, racial or sexual abuse or harassment is challenged, recorded as required and referred as necessary to HT, DHT, CPO.
- By encouraging children to take a pride in themselves, their school and their work.
- By reprimanding always in controlled tones.
- By giving praise as a reward.
- By being consistent.
- By following up and responding to those matters brought to their attention by non-teaching staff.
- By reporting to class teacher either through written notes (lunch times) or verbally so that matters can be followed up.

Pupils:

- By being punctual.
- By observing the rules and codes (stated later in this policy).
- By taking growing responsibility for their environment, their own behaviour, each other and their own learning.
- By showing respect for others.
- By dealing with conflict non-aggressively.
- By accepting responsibility for their own behaviour.
- By listening carefully to instructions and following them.

Parents/Carers:

- By supporting staff and children.
- By discussing the school rules with their child, emphasising their support of said rules and assisting when possible with their enforcement.
- By supporting any home school programmes and becoming involved in setting them up and in the monitoring of these.
- By being involved in the rewards and consequences system.
- By taking an active interest in their children's learning and life at school.
- By attending parents'/carers' evenings, functions/events and developing informal contacts with the school.
- By encouraging children to follow the rules.
- By subscribing and adopting similar strategies and principles.
- By remembering that staff deal with behaviour problems patiently and positively.

Governors

- By overseeing the policy.
- By supporting and consulting in matters of exclusion and in all other aspects of the policy.

Role of Behaviour Coordinator

- To liaise with the Headteacher, SENCO and Designated Safeguarding Lead/Child Protection Officer (DSL/CPO).
- To provide support and strategies for teachers on whole class issues and to offer assistance and suggestions for children with behavioural, emotional or social needs (BESN).
- To support children, parents/carers and families via a holistic approach.
- To pass on confidential information relating to incidents/changes reported by children or other parties to the Headteacher and DSL/CPO.
- To ensure early intervention where concerns are raised.
- To meet with Headteacher, teachers and parents/carers when necessary.
- To maintain an updated knowledge of good practice relating to BESN.
- To contribute to a regular review of the Behaviour Policy incorporating government guidelines.

PSHE

Thirty minutes to one hour of curriculum time is allocated for this each week. The principles and objectives will be referred to in all areas of school life, taught through the hidden curriculum, and will govern the way in which we respond to and support each other.

The main scheme is based largely upon the SEAL materials. We have a Drugs Policy, Sun Safety and Sex and Relationships Education Policy, with these elements being taught as detailed within those policies. SRE is taught from Year 1 to Year 6.

In the planned curriculum, the hidden curriculum and through our ethos, we strive to enable our children to develop those aims and objectives as laid out in the SEAL project. We also recognise the importance of and practise the following qualities and skills:

- A sense of fairness and justice
- Tolerance
- Respect of difference
- The ability to share
- The ability to co-operate
- Mutual support and trust
- Kindness towards each other
- Consideration of each other
- Mutual responsibility for actions and the environment
- Self-confidence
- The ability to negotiate

- The ability to deal with conflict in a non-aggressive manner
- The ability to listen to others and respond appropriately
- The ability to say 'no'
- Confidence in seeking help and advice
- Responsible citizenship
- Empowerment to make informed choices

To achieve these we will:

- Enforce the school behaviour policy, including rules and sanctions.
- Expect pupils' and parents'/carers' support in maintaining an orderly climate of learning.
- Not tolerate any abusive or violent behaviour by pupils or parents/carers.
- Consult the school community on our policy.
- Publicise our policy annually, and when any changes are made.
- Establish and communicate clearly, measures to ensure good order, respect and discipline.
- **Teach** children the above skills through a structured progressive scheme.
- **Model** these through our own behaviour and reactions.
- **Teach the agreed behaviour code**, and routines annually.
- **Provide opportunities for children to assume responsibilities, within class** and school and value each individual's input.
- **Listen to all view points** and help children to realise how their own behaviour impacts upon and affects others.
- **Help children** to realise when things should not become 'an issue'.
- **Have a positive approach** to behaviour management which recognises and applauds the correct and pleasing behaviours rather than focusing on the negatives.
- **Challenge unacceptable behaviour**, offering constructive alternatives, responding whenever necessary to do so.
- **Recognise, value and praise individual skill, achievement** to promote a sense of self-worth in each and everyone.
- **Teach our children mediation** skills.
- Use **Circle Time**.
- Maintain and support our high profile **School's Council**.
- Discuss with children what their **choices** are and support them to make the correct ones.
- Teach children how to make sensible choices as to how they react to provocation. For instance:
 - To walk away from conflict, aggression or name calling.
 - To ignore and appear not to care about above.
 - To negotiate or discuss.
 - Never to use violence or physical aggression.
 - To ask for adult support.
 - To support friends against the same.
 - To understand the feelings of others, empathise as to how they might feel in such situations.
- Create group/co-operative situations where children accept clear roles within the group.

- Offer social skills groups for identified pupils.
- Provide varied learning experiences through plays, Citizenship Day, workshops, transition work, talks from visitors.

School Council

The aims of this are to promote the aspects above, and to allow pupils a voice in the decision making process of our school (see Appendix 3).

This has two elected representatives from each class and will meet regularly. Members will feedback to their class and bring issues from their class to be discussed at the council.

Assembly time will also be used to disseminate and communicate the issues raised and resolved.

Sub-Committees may be set up as required.

Work in Circle Time will be used to support children electing their representatives.

Classroom Strategies to Promote Positive Behaviour

The strategies below encourage and promote a positive classroom ethos which views children as involved learners and establishes good behaviour as the model for the class:

- Highlight positive behaviour verbally and regularly.
- Use specific or descriptive praise thereby informing children exactly what it is they are doing that is praiseworthy.
- Acknowledge the positive via non verbal cues - thumbs up, nodding, smiling.
- Set expectations confidently and firmly, whether for behaviour or work.
- Promote a sense of anticipated achievement thus boosting the 'I can' factor.
- Reinforce expectations daily.
- Identify children who fulfil expectations by praising and rewarding.

If a situation occurs where expected behaviour is not being met, the following steps may be taken to reinstate desired behaviour:

- Tactically ignore unwanted behaviour, highlighting the positive elsewhere.
- Use non-verbal signals to refer a child back on task.
- When a non-verbal approach is unsuccessful, remind the child of what they should be doing. Use statements, rather than questions - 'Why are you still in your chair?' - questions in this vein invite response which could lead to unwanted dialogue so 'Tuck in your chair and line up' is much more helpful.
- Allow 'take up time', continue with the lesson, thus removing the focus from the situation, allowing the child to comply without being watched.
- When a child fails to respond to a reminder, issue a direct instruction.
- Always conclude statements with 'thank you' rather than 'please' thus affirming your expectation.
- Ignore secondary behaviour. Once the child has fulfilled the request ignore any 'add ons' and thank the child for their action. Severe secondary behaviour should be addressed but frequently it represents a final flourish and will conclude the matter.
- Use the warning system appropriately and consistently.

Behaviour in the Playground

At lunchtime, supervision is carried out by a team of TAs and SMSAs who maintain order in the playground, dealing with issues arising.

TAs/SMSAs are responsible for the behaviour and behaviour management of the children in the playground, with support from SLT for more serious incidents.

Sanctions to use in the playground:

- Give a verbal reminder and intervene early in potential playground incidents.
- Time out (3-5 mins) in an area designated by member of staff dealing with the incident.
- Time out walking round with/standing beside a TA/SMSA (3-5 mins).
- Follow up with a child to reinforce desired behaviours after time out has been implemented.
- Certain behaviours may result in children being taken straight to detention without a verbal reminder or time out e.g. fighting, verbal or physical abuse to other children or staff, damaging property, swearing, racist incidents, homophobic language, walking away from an adult.
- Certain behaviours may be referred to the Child Protection Officer in line with the Safeguarding and Child Protection Policy

This process minimizes fuss during afternoon lesson time. Verbal reminders are issued where necessary.

TAs/SMSAs are responsible for:

- initiating and taking responsibility for games/activities in the playground.
- mediating and settling disputes between children in the playground.
- reporting to the class teacher either through written notes (lunch times) or verbally so that matters can be followed up (refer to lunchtime guidelines and duplicate book procedure).

TAs/SMSAs need to treat pupils with respect and consideration and behave in a professional manner, as outlined in the Staff Handbook. They should speak appropriately and avoid shouting. TAs/SMSAs are treated with respect in our school. Verbal or physical abuse is considered a serious misdemeanour. Children may approach TAs/SMSAs with concerns and view them as trusted members of staff, in whom they may confide and who will offer positive suggestions for resolution.

Behaviour Modification Policy

At King's Oak Primary School, children are generally well behaved. Occasionally however, some children may behave unacceptably. We introduce strategies to help children change their behaviour.

Respecting each child as an individual, it is important that the cause of the behaviour is investigated and plans made to meet the specific needs of the child. A diverse range of rewards are used to reinforce positive behaviour.

Staff use a concern and consequence sheet, which was compiled in consultation with the children in April 2009. This will feed into an action plan to support unacceptable behaviour and will be appropriate for each Key Stage.

Incentive Schemes

A key factor when encouraging children to practice good behaviour is to recognise each child as an individual and promote the Every Child Matters vision of personalised learning. This is reflected in the way in which we reward our children.

We recognise that increased self-esteem and confidence promote the self-motivation and expectation that is vital to attaining higher achievement. Our reward system places as much focus on nurturing these key elements as on rewarding academic success.

Verbal/non-verbal and specific/descriptive praise is used constantly throughout the school, both collectively and individually, to encourage children to appreciate themselves, build an awareness of teamwork and co-operation and raise self-esteem.

Stickers are used to reward children via charts, certificates, in books or on clothing and are always shared either immediately, or at a later time with parents/carers.

A telephone call home is made or a letter sent at the discretion of the Headteacher following exceptional behaviour.

Sanctions

Boundaries are essential in order to promote children's sense of justice. It is important to ensure that the sanctions for breaking boundaries are firmly and consistently adhered to create balance and a sense of justice. Teachers are responsible for the behaviour and behaviour modification of the children in their class.

Each class displays a list of rules, to which the children will have actively contributed. When boundaries are broken in a minor way, the class teacher will discuss the relevant aspect of these rules with the child and establish how the breach occurred. It is key that the child establishes a clear understanding of why they broke the rule and that strategies are discussed to avoid a recurrence. If the teacher finds that the behaviour is recurring on a regular basis, they may wish to refer the child to the Behaviour Coordinator, where they will have an opportunity to talk through the matter and explore resolutions.

Emphasis is placed upon the child owning their behaviour and accepting responsibility. The expectation is that children are given fresh starts once incidents of disruptive behaviour have been dealt with by staff.

As in all school matters, parents/carers are involved at the earliest possible stage. Contact may be made by telephone or written correspondence informing them of the situation. A meeting may be called relating to strategies designed to bring about a change in behaviour and notification of possible exclusion if criteria are not met. Severe or recurring issues result in consultation with the Governing Body and LA followed by exclusion procedures.

Rules, Rewards and Consequences

Rules

- Follow all instructions from an adult in school
- Keep hands, feet and objects to yourself
- No swearing or teasing or play fighting
- Respect people and property

Consequences

1. Verbal Warning – written on chart but no consequence
2. Written Warning – 5 minutes off Golden Time
3. Time out in class at the time out table and 10 minutes off Golden Time
4. Time spent learning in another classroom (up to one lesson), supported by staff – duration determined by teacher and 15 minutes of Golden Time
5. Headteacher or Deputy Head Stage - half day learning in another classroom, supported by staff, lunchtime detention, possible phone call home and all of Golden Time lost
6. Parents/carers contacted

SEVERE CLAUSE: Straight to Stage 5; send for the Headteacher, Deputy Headteacher or member of SLT

(Operational for any child who repeatedly gets to Consequence 4, or who does something extreme e.g. physically hurts another child).

For repeated incidents of this clause, agreement from parents/carers will be sought to keep children after school to make up work lost as a result of time out of class.

Certificates and Logs

The certificates and logs will be issued by the Headteacher but kept, in some instances, by the year group co-ordinator.

Behaviour logs will be issued by staff, usually the class teacher, in conjunction with the Behaviour Specialist or SLT when a child has been referred and a personalised system is required. The operation of these is personalised in each circumstance. The aim of behaviour logs is to help the child focus on what the correct behaviour should have been. This may involve choice diagrams. **It is expected that these will be completed fully and neatly.** Children will be asked to do them again if they do not reach the required standard.

Behaviour Reports will be issued by the Head teacher/Deputy Headteacher and will be for an agreed period of time, and issued **only** after consultation with parents/carers, who will, for their part, be required to sign the reports each evening. If a child forgets to return his/her report, a 'phone call home will be made to obtain a verbal report.

Time Out Room – Detention Room

This is used at lunch time as a time out facility for any misbehaviour on the playground or for children who have lost learning time during the morning due to their unacceptable behaviour. Children sent here will be given a set time to stay from the prescribed list which has been

developed in conjunction with the children. Children are supported to talk and think about how they behave and what they will do differently (restorative justice approach) when they return to their own class or the playground.

If a child walks out of a detention without permission, then a higher level sanction will be given which may be time learning in another classroom, supported by staff, or an exclusion. Children who spend time out of their own class are supported to talk and think about how they behave and what they will do differently (restorative justice approach) when they return to their own class.

Exclusions – Fixed term

These will be used as a last resort in circumstances such as the following:

- If a child runs out of school and has jeopardised our ability to take responsibility for his/her well-being.
- If a child uses offensive language, directly against an adult.
- If a child dangerously threatens/hurts another person.
- If a child has repeatedly been violent or confrontational in refusal to obey the adult who has responsibility for him/her.

Sequence for exclusions:

½ day, 1 day, 2 days, 3 days, 5 days, 10 days, permanent exclusion.

Parents/carers have the right of appeal to the Governing Body against any decision to exclude.

Parent/carer Involvement and Partnership will be promoted through:

- Regular informal contact with teachers and with HT/DHT one of whom will try to be accessible before and after school each day.
- Workshops to help the development of the policy.
- Communication through phone calls to report on specific matters.
- Class assemblies to which parents/carers are invited.
- Newsletters.
- Interviews by appointment with HT/DHT regarding specific matters.
- Discussions with staff so that they are able to reinforce praise and reward and by monitoring progress regarding programmes to help improve behaviour.
- Open days, celebration of work evenings, reports and consultations.
- Support in a planned way in the classrooms from volunteers.
- Phone calls to keep parents/carers informed and ask for support regarding both commendable and unacceptable behaviour (Appendix 1).

Recording of Incidents

Incidents are recorded at the discretion of the member of staff dealing with the issue, depending on the children involved. Where a child is rarely involved in a situation of dispute, it may be deemed unnecessary to keep any further record. Incidents may be recorded for the following reasons:

- A child is regularly involved in incidents and the teacher wants to keep a record, however brief, to help build up a picture of behaviour patterns

- Despite all efforts by the teacher to promote a fair and just outcome, the child remains dissatisfied or unable to take responsibility. A record in this event provides clarity should the situation be raised again
- A teacher believes that there has been a sudden change in a child's behaviour and wishes to gather evidence with a view to seeking additional support/help for the child or has concerns relating to child protection
- The incident is serious and requires referral onwards to the Headteacher or Deputy Headteacher.

Standard forms ('orange forms') are held by all members of staff and once completed will be passed to the office for collation. Subsequent data will be generated to offer an overview of areas which require review of strategy and possible intervention for those children who need extra support. More serious incidents or those relating to child protection (including allegations made by children about other children) are referred directly to the Headteacher/DSL/CPO in line with the Safeguarding Policy.

Intervention

In the event of a child violently attacking another child/adult and failing to respond to requests to calm down, *or* endangering themselves, then physical restraint may be necessary.

Restraint

The LA guidelines should be adhered to and followed by the school. Staff are informed of these.

Restraint is always a LAST RESORT only when other strategies have been exhausted when the behaviour concerned:

- Involved personal injury or risk of personal injury to the young person or other people
- Serious damage to property
- A criminal offence being committed or action to prevent a criminal offence being committed*
- Behaviour prejudicial to maintaining to maintaining good order and discipline
- Strenuous attempts to de-escalate the situation prior to the use of physical intervention were made
- In all emergency situations the action taken was consistent with ALL of the above points except*

Records will be kept any such incident in accordance with LA guidelines.

Pupils leaving premises:

KS2

1. Follow pupil in school and try to persuade them to make the right choice and not leave the building
2. Explain the consequences of these actions to them, i.e. if they leave the premises the police will be called.

3. If they leave the premises follow at a distance (depending on the individual circumstances).
4. A member of staff in school will contact the police and parents/carers immediately.

KS1

1. Track the pupil in school and attempt to ensure they are not able to leave the premises.
2. If they look as if they may leave, explain consequences and talk about good decisions.
3. If they leave the premises follow at a distance (depending on the individual circumstances).
4. A member of staff at school will contact the police and the parents/carers immediately.

Appendix 1

Conferences/Meetings with Parents/Carers

These should:-

- Outline the reason the conference has been called referring to evidence
- Set out an objective, a desired outcome in terms of
 - What might have led/contributed to this
 - What do we want to achieve by the end of the meeting
 - Strategies which might help the child/situation
 - Agreement of what the parents/carers and school's role will be
 - Behaviour contract with clear targets
 - Acknowledgement by the child of what the right behaviour should have been
- At the end of the meeting there should be a summary of any agreement reached and a clear indication of when any review of the agreement might take place.

Appendix 2

Staff support following confrontation

When responding to unacceptable confrontation staff should ask BOTH parties separately what happened.

Once established, the two parties can be brought together to be supported in finding out how their actions impacted upon the other person and how they might have chosen alternative course of action which might have avoided the unacceptable escalation.

Child A 'bumped'/'pushed'/'hit' into child B, who became annoyed and 'bumped'/'pushed'/'hit' back. A fight ensued which had to be broken up by lunchtime supervisor.

Take each child in turn and speak about how they felt at each significant point in the chain of events and how they could have changed the chain of events. It also helps the child to understand how their actions were the trigger of the reaction of the other child.

- How did you feel when he/she did that?
- What might you have done to let him/her know your feelings?
- If he/she had said sorry, would that have helped?
- What could you have done other than what you did?
- How might that have helped?

Monitoring

- By partnership between teachers who will observe each other and offer constructive advice
- By observation in class by HT/DHT
- By observation of behaviour around school and the attitudes and responses of all.
- Discussion and feedback from parents/carers, children and teachers
- Recording, monitoring and evaluating attendance in the 'Green Room', and frequency of incidents.

Appendix 3

Pupil Voice - Success Criteria

- Schools Council an effective vehicle for pupil communication
- Pupils feel their voice is heard
- Reducing number of incidences of unacceptable, disruptive or challenging behaviour.
- Pupils willingly help and support each other
- Pupils demonstrating strategies for avoiding aggressive confrontation
- Pupils able to know what to ignore and able to avoid reacting unnecessarily.
- Pupils happy and feeling safe
- Children enjoy working together
- Children feel valued
- Children able to support one another to withstand aggression or in times of need
- Relationships in school trusting and sound
- Pupils aware of how their actions and comments influence others
- Few incidents of aggression or hurtful comments