

Behaviour Policy



POLICY CONTROL	
Responsible Person:	Mrs S. Henney
Responsible Governor Committee:	Standards and Curriculum
Approved by Governors:	Summer 2023
Review Date:	Summer 2026 Unless statutory/ legal changes deem earlier review necessary,

**Be Ready
Be Respectful
Be Safe**

'Love your neighbour as yourself'

Parable of the Good Samaritan Luke 10:25-37

Our school policies are written with the objective of realising our vision:

As we journey together, we learn to live as good neighbours, demonstrating love, compassion, dignity and respect to all in our communities.

Through this we aspire to become global citizens, courageous advocates and people of wisdom and integrity.

We look towards the parable of the Good Samaritan as our guide.

A school where all **children** are **valued**, where they **feel safe**, are **happy** and **learn well**. We want our school to have a warm friendly atmosphere, which supports families, builds relationships and sets children up for a life of learning. We want our Christian values to guide our pupils along the right path and help them to achieve fulfilling and happy lives.

OUR SCHOOL VALUES

Adderley and Moreton Say Church of England Primary Schools values:

Respect □ **Hopefulness** □ **Kindness** □ **Courage** □ **Integrity** □ **Curiosity**

Review Date: Summer 2026

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Aims of this Policy

The AddMore Federation is committed to creating an environment where exemplary behaviour is ever present forming the bedrock of mutual respect and kindness upon which each of our schools are built.

Everyone is expected to maintain the highest standards of personal conduct, to accept responsibility for their behaviour and encourage others to do the same. This is fundamental to the fulfilment of our vision 'Love your neighbour as yourself'.

Our behaviour policy is a working document, to be picked up and referred to, a document which is intended to guide staff to support the teaching of self-discipline and respectful conduct through our core Christian values of '**Respect, Hopefulness, Kindness, Courage, Integrity and Curiosity**'. It echoes our core values with a heavy emphasis on respectful behaviour, a partnership approach to managing poor conduct and dynamic interventions and restorative practices that support staff and learners.

An effective Behaviour Policy is one that seeks to lead children towards high self-esteem, self-discipline and, ultimately, self-regulation. Consequently, good discipline arises from good relationships and from setting expectations of good behaviour. This document states the aims and strategies for ensuring positive behaviour within the school, how we will promote good behaviour as well as deter unacceptable behaviour and when sanctions are needed, this policy gives guidance on the expected procedures for all pupils. It is important to note that specific needs of pupils are always considered and the procedures are not standard in each case.

1. Legal Framework

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
- 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 (2022) 'Keeping children safe in education 2022'
- 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
- Child Protection and Safeguarding Policy
- Anti-bullying Framework and Policy
- Visitor's Code of Conduct Document

2. Core Principles

The core principles of behaviour across the AddMore Federation are that:

- Behaviour can change and that every child can be successful.
- Praising and a system of rewards are more likely to change behaviour than blaming and punishing. Using a positive system of praise and rewards will increase children's self-esteem and thus help them to achieve more.
- Celebrating success helps children to achieve more.
- Being aware of each child's needs and their individual circumstances helps us to act in the fairest way. We always consider the safety of other children, and impact upon learning, while helping children acquire self-discipline.
- Consistency – in order for Behaviour Policy to be successful, everyone in the school community must be 'on board' and acting consistently. To ensure this is embedded throughout our school community we apply the following key principles consistently in our management of behaviour across the AddMore Federation. This outlines the following key principles:
 - Consistent, calm adult behaviour – No raised voices
 - Respectful Dialogue
 - Attention to teaching learning readiness
 - Consistent routines
 - Scripted interventions for difficult situations
 - Restorative follow up

The policy is the result of consultation with pupils, parents, governors and staff. It reflects current practice within the school. Its fair and consistent implementation is the responsibility of all staff.

Expectations for ALL

We believe that good behaviour is key to a successful education. All members of our community must take responsibility for their choices, and must play a role in fostering an inclusive, nurturing environment built on mutual respect. Our School Council developed these simple rules:

- **Be Ready for learning**
- **Be Respectful**
- **Be Safe**

These rules are expectations of **ALL** members of our community: children, staff, parents and visitors without exception. All interactions between any and all parties must abide by these three rules. Failing to abide by these rules **will** be challenged calmly and steps may be taken if any party fails to modify their behaviour.

3. Strategies to promote positive behaviour:

- All adults in our school provide a positive role model, endorsing and exemplifying the standards we set for the children.
- Teachers plan work appropriately, supporting good behaviour by ensuring that classroom activities are manageable and motivating.
- We ensure that the school environment is stimulating and well-organised, providing interesting and fun activities on the playground as well as in school.
- Provision of playtime/lunchtime activities by the PE specialist for children who find these times difficult.
- Support, where needed, from our Learning Mentors (ELSA leads/ No Worries Leads), for children who may find aspects of playtime/lunchtime difficult.
- Praise. We actively notice and praise all aspects of good behaviour.
- We work to develop a sense of self-worth and personal confidence, helping children to feel able, positive and ready to cope with challenge in relation to social interactions and behaviour.
- In instances of bad behaviour, where staff members need to investigate issues, we communicate with the children involved and we ensure that these conversations take place in a quiet and private place.
- We develop children's empathy and self-awareness, encouraging them to be increasingly aware of the feelings and reactions of others and of their impact on this.
- We encourage the active participation of the children in helping to address behaviour issues, with the school council, Year 5/6 Playgrounds Leaders taking a lead in this. They are given strategies for positive, assertive, intervention.

- We deal with children's behaviour and their actions as soon as possible - identifying aspects of behaviour that a child needs to change and providing constructive ways forward for them to help enable positive change.
- Children who fall short of their expectations are still treated with respect and helped to understand their actions, their impact on others and to take ownership of their behaviour. Where necessary, sanctions are put in place but the focus needs to be on developing future behaviour patterns positively.
- On-going staff liaison ensures consistency and, more importantly, fairness and a whole-school approach.
- We communicate appropriately in order to provide support for vulnerable children.
- For children who exhibit persistent bad behaviour, advice and strategies can be sought from specialist external agencies.
- As a last resort, in very rare instances, physical restraint may have to take place to keep a child safe. Time will be taken after the event to explain to the child why such restraint was used and to gain their views. In such cases, a Physical Restraint form will be completed and shared with parents, who will be requested to sign the form and a meeting take place. Staff may seek support from the Senior Leadership Team should they require it.

Praise

Actively looking for positive behaviour - **being effusive in praising those pupils who are behaving well**, rather than focusing on the negative.

Stickers, Merits, values and praise stamps etc. may be given to reinforce positive behaviour.

Children may be sent to other members of staff for praise.

Head Teacher's Praise – given to reward effort, achievement and attainment. Praise will be given and a Head Teacher sticker and note in work book (if relevant) awarded.

Good to be Golden

Every day is a fresh start for all children. We operate a 'three strikes' system when managing low-level disruption in class. Children will receive a discrete verbal warning, a second discrete verbal warning and finally a third warning and a loss of 5 Minutes Golden Time will be issued if behaviour persists. Children are recognised for their positive behaviour throughout the week through 'Golden' time. Golden time takes place after our Celebration Worship on a Friday afternoon and involves free choice activities. The consequence of a third warning and 5 minute loss of Golden Time is an imposition for the child, to be used at the teachers' discretion. During the time lost discussions identifying the behaviors and how these could be subsequently repaired or modified are held.

Certificates of achievement

A weekly award given by the class teacher 'Star of the Week', with the contribution of the class, and presented during a special weekly assembly. The children's names will be recorded in the weekly school newsletter and recorded on the school website with their certificate sent home. Class teachers may give out additional class awards.

Values Awards

Our values reward system records achievement and rewards those who have demonstrated and been observed by others within the school community to have 'lived' our whole school Christian Values over the course of the half term. These pupils and their achievements are celebrated.

Above and Beyond

Children who go above and beyond what is expected of them are rewarded in special ways, through positive Headteacher Postcards, phone calls home or photocopies of work completed in school sent home. Our approach to these rewards is based upon 'now that...' as opposed to 'if... then...' in order to encourage creative and self-regulating behaviour.

Environment

British Values are a focus of PSHE lessons throughout the year and are clearly displayed throughout the school. Sessions can be used generally or to address specific issues.

Pupil's work is displayed and celebrated throughout school and communications home.

4. Incident Reporting:

All staff in the school community, from lunchtime supervisors to the Executive Headteacher, have a responsibility to manage the behaviour of children they are caring for. Without all staff members taking that responsibility, it is impossible to develop a mutual respect between adults and children, or a respect for the school rules and expectations. All incidents should be dealt with by the immediate member of staff involved and only brought to the attention of SLT when other avenues have been exhausted.

Low level behaviour issues should be at first dealt with by the member of staff who witnesses the incident or who is first informed. If necessary, the child's class teacher should also be informed that an incident took place and was dealt with.

If an incident is deemed as being a persistent issue, serious or of concern, it will be recorded on the CPOMS system by the member of staff involved and sent to all Senior Leaders. Incident reports will be regularly monitored by the Senior Leadership Team to ensure recurring patterns are identified and acted upon and that actions taken have a

positive effect on the behaviour of individual children and used to monitor the effectiveness of behaviour strategies across school.

The reporting and management of incidents should follow these stages, depending on the level of behaviour exhibited.

5. Levels of Behaviour Management for Pupils

The information in this table is intended as a guide to procedures for certain levels of behaviour. However, it is vital that each case is considered individually, and that the context of the behaviour and the child's needs and personal circumstances are fully taken into account when sanctions are applied.

Classroom matrix	
Level 1 – Minor Inappropriate Behaviours (recorded on CPoms <u>only</u> if persistent otherwise no recording needed – repeated behaviours that do not reach loss of Golden Time thresholds may initiate supportive discussions with parents and children). Dealt with by immediate staff member with reminders of expectations.	
Behaviour	Adult responses may include (class):*
Interrupting others Spoiling the games of others Avoiding work/ wasting time Being noisy/ excessive talking Running inside school Play fighting/ rough play Hindering other pupils Cheekiness Disruption of learning Teasing	Appropriate body language/ Praise someone displaying appropriate behaviour First warning Second warning Loss of 5 Minutes Golden Time. Parents informed. Involvement of senior teacher if behaviour persists (KA/VB/SM) Potential use of individual behaviour system
Level 2 – Major Inappropriate Behaviours – Dealt with by immediate staff member involved and information passed to class Teacher. Recording on CPOMS is necessary. If incident is recorded in CPOMS Class Teacher MUST inform parents,	
Behaviour	Adult responses may include (class):*
Rudeness to/ Arguing Lying Refusal to follow adult instruction Inappropriate name calling Inappropriate physical contact (i.e. kicking, hitting, pushing) Swearing	Discussion with class teacher Loss of 5 Minutes Golden Time. Parents informed. Sent to a senior teacher (KA/VB/SM) at CT's discretion if pattern repeated or not improving. Multiple /regular incidents will lead to class teacher meeting with parents and possible involvement of learning mentor/ potential use of individual behaviour system/ consideration of additional needs
BEHAVIOURAL INCIDENT RECORD TO BE COMPLETED VIA CPOMS FOR ALL BEHAVIOURS DESCRIBED BELOW	
Level 3 – Serious Unacceptable Behaviours – CPOMS record – Class Teacher to bring behavior to SLT and case to be discussed by SLT.	
Behaviour	Adult responses may include (class):*

<p>Vandalism</p> <p>Dangerous refusal to follow instructions</p> <p>Bullying</p> <p>Theft</p> <p>Fighting</p>	<p>Involvement of Deputy Headteacher/ Teacher in Charge</p> <p>Parents contacted</p> <p>Involvement of other agencies including learning mentor</p> <p>Internal exclusion/ Fixed term exclusion</p>
<p>Level 4 – Severe Incidents – CPOMS record and immediate referral to SLT/ EHT</p>	
<p>Behaviour</p>	<p>Adult responses may include (class):*</p>
<p>Racial/Homophobic abuse</p> <p>Physical fighting (<i>where an adult has to intervene for the safety of the children</i>)</p> <p>Physical abuse of staff</p>	<p>Involvement of Deputy Headteacher and Executive Headteacher</p> <p>Parents contacted by DH/ TIC</p> <p>Involvement of EHT leading to internal exclusion and or/ fixed term exclusion</p> <p>Reported to local authority/ Possible pupil planning meeting</p> <p>Repeated incidents could lead to permanent exclusion</p>

Level	Possible behaviours	Possible Sanctions	Who involved
Level 1 LOW	<ul style="list-style-type: none"> Swinging on chair Interrupting/calling out Being in the wrong place at wrong Running in school building Making silly/inappropriate noises Chatting in class/assembly Play fighting Spoiling games for others Name calling 	<ul style="list-style-type: none"> Warning/reminder discussion with child initially, possibly at the start of playtime Non-verbal signal (e.g. eye contact) 5 mins of playtime lost 	<ul style="list-style-type: none"> Immediate staff member at the time.
Level 2 MEDIUM	<ul style="list-style-type: none"> Persistent Level 1 behaviours Ignoring instructions Affecting other pupil's learning Saying Spoiling the work of others Leaving the classroom without permission Telling lies Hurting others in disagreements 	<ul style="list-style-type: none"> Miss larger chunk of playtime (possibly all) Report to SLT on duty (lunchtimes) Report to class Phone call home/conversation at Record on CPOMS 	<ul style="list-style-type: none"> Immediate staff member at the time. CT
Level 3 SERIOUS	<ul style="list-style-type: none"> Persistent Level 2 behaviours Damage to school/pupil's property Ignoring adults / Complete refusal to tasks Swearing Answering back inappropriately to Threatening others Persistent bullying <p>(sexism, racism, transphobic, homophobic, biphobic, xenophobic, disability-related etc.)</p> <ul style="list-style-type: none"> Attempting to leave school premises/hiding from staff Stealing Fighting Swearing Deliberately hurting others Using iPads or ICT equipment without adult supervision. 	<ul style="list-style-type: none"> CPOMS record Loss of playtimes Letter of apology Referral to phase Phone call or meeting parents and relevant members PCT/external agencies involvement if 	<ul style="list-style-type: none"> CT Phase leader DHT HT Parents PCT External
Level 4 EXTREME	<ul style="list-style-type: none"> Persistent Level 3 behaviours Intentional serious damage to property Threatening others Bringing something dangerous into 	<ul style="list-style-type: none"> CPOMS record Referral to DHT / HT Meeting with parents DHT / HT Letters home 	<ul style="list-style-type: none"> CT Phase leader DHT HT Parents

	<ul style="list-style-type: none"> • Intentional hate-related crime incident (sexism, racism, transphobic, homophobic, biphobic, xenophobic, • Seriously hurting another pupil with intent 	<ul style="list-style-type: none"> • Exclusions from lessons • Fixed-term and permanent exclusions. 	<ul style="list-style-type: none"> • PCT • External agencies • CSO • Police • LEA
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Most behaviour incidents should be dealt with by the class teacher or supervising adult in the first instance, with serious (Level 2 or above) incidents being reported via CPOMS. Emerging patterns at level 2 will be identified during SLT meetings. SLT should only be involved in the most serious of cases (Level 3 or above) or when things have not improved at Level 2. EHT involvement should only be in the most serious (Level 4 cases) or at the discretion of the SLT (VB/KA/SM). This hierarchy of staff involvement preserves the authority and impact of senior members of staff in relation to behaviour management.

6. Communication with parents and carers

Communication with parents is vital so that any behaviour issues can be dealt with promptly. In addition, to behaviour *concerns*, teachers should make every effort to communicate *excellent* behaviour from time-to-time. Where appropriate, staff should either make a phone call or speak to the parents after school, as soon as possible after the event has occurred. Some children will have a home/school log to allow frequent communication between parents and staff.

7. Physical Intervention

It is currently very unusual for school staff across the AddMore Federation to make use of physical intervention. The school works in line

with the DfE guidance published in 2012 on 'Use of Reasonable Force'.

Key elements are stated here and are agreed school policy:

Who can use reasonable force?

- 1) All members of school staff have a legal power to use reasonable force.
- 2) This power applies to any member of staff at the school. It can also apply to people whom the Executive Head teacher has temporarily put in charge of pupils, such as unpaid volunteers or parents accompanying students on a school organised visit.

What is reasonable force?

- 1) The term 'reasonable force' covers the broad range of actions used by most teachers at some point in their career that involve a degree of physical contact with pupils.
- 2) Force is usually used either to control or restrain. This can range from guiding a pupil to safety by the arm through to more extreme circumstances

such as breaking up a fight or where a student needs to be restrained to prevent violence or injury.

3) 'Reasonable in the circumstances' means using no more force than is needed.

4) As mentioned above, schools generally use force to control pupils and to restrain them. Control means either passive physical contact, such as standing between pupils or blocking a pupil's path, or active physical contact such as leading a pupil by the arm out of a classroom.

5) Restraint means to hold back physically or to bring a pupil under control. It is typically used in more extreme circumstances, for example when two pupils are fighting and refuse to separate without physical intervention.

6) School staff should always try to avoid acting in a way that might cause injury, but in extreme cases it may not always be possible to avoid injury to either staff member or pupil.

When can reasonable force be used?

1) Reasonable force can be used to prevent pupils from hurting themselves or others, from damaging property or from causing disorder.

2) In a school, force is used for two main purposes – to control pupils or to restrain them.

3) The decision on whether or not to physically intervene is down to the professional judgement of the staff member concerned and should always depend on the individual circumstances.

4) The following list is not exhaustive but provides some examples of situations where reasonable force can and cannot be used. Schools can use reasonable force to:

- remove disruptive children from the classroom where they have refused to follow an instruction to do so;
- prevent a pupil behaving in a way that disrupts a school event or a school trip or visit;
- prevent a pupil leaving the classroom where allowing the pupil to leave would risk their safety or lead to behaviour that disrupts the behaviour of others;
- prevent a pupil from attacking a member of staff or another pupil, or to stop a fight in the playground; and
- restrain a pupil at risk of harming themselves through physical outbursts.

Schools cannot:

- use force as a punishment – it is always unlawful to use force as a punishment.

- All schools have their legal duty to make reasonable adjustments for disabled children and children with special educational needs (SEN).

8. Staff training

If a particular child is identified as requiring reasonable force on a regular basis the staff involved will undertake specialist 'Team Teach' training recommended by the Local Authority.

All staff will receive as part of their annual CPD package/ and or induction training on Restorative practice and understanding your pupils (Parent Practitioners). Also included during induction will be this policy and the scripts attached.

9. Exclusion

Exclusion of a pupil will **only occur as a last resort** when all efforts have been made by the school involving the child and his/her parents in an effort to improve the child's behaviour.

Internal Exclusion

Internal exclusion (playtime/lunchtime/lesson time) will only be used when it is deemed appropriate by school leadership. This will be when leadership feel it is in the interest of the safety of the child in question or others, or when more time is needed to establish the facts surrounding an incident. Parents will always be informed when an internal exclusion is taking place.

Alternatives to Exclusion

Restorative conference

- A restorative conference that takes a 360 degree view of the learner will be convened. This meeting will include a senior leader, Teacher, Learner, Learner advocate (if requested), Parent/Guardian and a Governor representative. The meeting will address the learner's: progress and achievement, learning needs, course choice, attitude, behavioural routines and personal organisation.
- Actions agreed at the meeting will come under the terms of the final warning. If the learner does not complete the actions then the procedure will move to the next stage.
- Every effort will be made to encourage and support a change in the learner's behaviour
- If the learner or parents refuses to attend or engage with the Restorative Conference then further action will be considered.

Fixed Term and Permanent Exclusion.

Fixed term exclusion will be at the discretion of the Executive Head teacher. This may take the form of fixed term lunchtime exclusion, requiring the removal of the child from the premises during lunchtime and will be for a specified number of sessions.

Fixed term exclusion may also take the form of exclusion from school for a fixed number of days. Parents are informed of these decisions in writing and will be written confirmation of the exclusion period within twenty-four hours of a decision.

Permanent exclusion will only be made if, in the opinion of the head teacher, and after consultation with School's Governing Body and LA, allowing the child to remain in the school would be seriously detrimental to the education or welfare of the pupil, or to that of others at the school. Parents will be informed at all stages and will have the opportunity to discuss arrangements and decisions.

10. Behavioural Understanding of Hate-Related Incidents

We recognise that some comments/actions may be made by children at primary school age without understanding and/or unintentionally. All such incidents will be investigated fully by members of the Senior Leadership Team. Members of the Senior Leadership Team will report any Hate Related incidents to Shropshire Council (via the reporting form) if such an incident or comment is believed to have a detrimental effect on the victim. Members of the Leadership Team will always liaise with the Headteacher so that an informed decision can be made together before completing this paperwork. If necessary, advice may be sought from the Safeguarding Advice Officer at Shropshire Council or from the Inclusion Team.

Hate-related Crime Forms:

As part of the Public Sector Equality Duty (PSED) under the Equality Act 2010, we are requested to report prejudice/hate-related incidents to Shropshire Council. Numbers of incidents reported and nature of those incidents are reported to the Hate Crime Reporting sub-group at Shropshire Council. This information is used to help inform community-based interventions to counter the problems identified. Incidents relating to the following characteristics may be reported:

- Race
- Religion/culture
- Sex
- Disability
- Sexual orientation
 - Gender identity/presentation
 - Age

A hate-related incident form is anonymous and no information about names is shared

11. Children with Special Educational Needs/specific behavioural needs or other specific needs (e.g. relating to their background or home life):

Some pupils are recognised to have significant or complex needs that require more specialised support. In this case, where there are significant and complex needs identified, a consistent behaviour management plan will be drawn up by the SENCO in consultation with other staff members that work with the child, such as the class teachers, TAs, Headteacher and Pastoral Care Team (ELSA). In these cases, it is important that all staff members understand that there is an expectation to adapt the management of behaviour and how incidents are dealt with to best support the individual child. However, it is also very important that the child understands that there will remain to be clear boundaries and consistent consequences for their actions and decisions made during the school day.

It is also recognised that some pupils (e.g. Adopted or Looked After children) may have or have had complex or difficult home lives. This can have a bearing on the strategies used with such pupils when incidents occur. It is important that staff are made aware of such information in order to avoid making errors of judgement through ignorance. It is the responsibility of the member of staff who has such information to pass this onto other staff in school (e.g. through phase/Key Stage/staff meetings), to ensure that all children's needs are fully met.

12. Implementation of the policy and additional information

How the policy will be implemented in our school

Behaviour will be a key part of the SDP & Healthy Schools Initiative and will be implemented through:

- the involvement of all children and staff
- governor involvement
- parental involvement
- Reviewed annually with a thorough review being undertaken every 3 years
- cost implications
- staffing implications
- CPD

Classroom Management

Classroom management and teaching methods have an important influence on children's behaviour. The classroom environment gives clear messages to the children about the extent to which they and their efforts are valued. Relationships between teacher and children, strategies for encouraging good behaviour, arrangements of furniture, access to resources and classroom displays all have a bearing on the way children behave.

Senior leaders

Senior leaders are not expected to deal with behaviour referrals in isolation. Rather they are to stand alongside

colleagues to support, guide, model and show a unified consistency to the learners.

Senior leaders will:

- Meet and greet learners at the beginning of the day
- Be a visible presence around the site and especially at changeover time
- Celebrate staff, leaders and learners whose effort goes above and beyond expectations
- Regularly share good practice
- Support others in managing learners with more complex or entrenched negative behaviours
- Use behaviour data to target and assess behaviour policy and practice
- Regularly review provision for learners who fall beyond the range of written policies
- Be a daily visible presence around the site, particularly at times of mass movement.

Individual Needs

On rare occasions, some children may persistently display disruptive behaviours and may need a more defined and structured approach to improving their behaviour. Staff should be sensitive to any changes in the child's circumstances which may have resulted in unacceptable behaviour patterns.

The school will use discretion as to how certain procedures are followed, dependant on a child's individual needs and circumstances.

Safeguarding procedures will be put into effect immediately if it is felt that there are any serious concerns relating to the child's life outside of school which may affect his / her behaviour adversely.

Children's views

The rewards and consequences were compiled using ideas from staff and children. The children's views are central to the success of this policy and will continue to be taken into account through meetings of the School Councils.

13. Roles and responsibilities in promoting positive behaviour management

Responsibilities of all Staff (teachers, TAs, LTS, Admin staff, Cook)

- Follow the school rules
- All staff should be positive role models.
- All staff should adhere to policies such as: ICT acceptable use policy.
- All staff should praise/reward good behaviour and give pupils opportunities to feel success and share their achievements.
- All staff should remain calm and objective when dealing with behaviour.
- All staff should ensure that pupils listen and are listened to.
- When dealing with incidents, all staff should try to ascertain the root cause of the problem and discuss the consequences. They should help pupils to realise that they are in control and can bring about a future change.
- If a member of staff deals with a serious incident, they should complete report it on CPOMS and communicate with relevant parties.
- Understand that even serious incidents of behaviour may not be deliberate or fully understood by the pupil and will need to be dealt with the appropriate compassion and sensitivity for all parties.
- Staff responsible for supervising play times and lunchtimes should be vigilant at all times and deal with incidents swiftly and calmly.
- Staff will wear hi-viz bibs at playtimes/lunchtimes to be more visible to children
- Attend regular training to update their skills with regard to behaviour management and communicate and share any training with other members of staff, as appropriate.
- MSAs are expected to use the suggested scripts when dealing with inappropriate behaviour at lunchtime.

Responsibilities of the EHT and Senior Leadership Team:

- Follow the school rules
- Ensure the health, safety and welfare of all children in the school.
- Implement the school behaviour policy consistently throughout the school by setting the standards of behaviour and supporting staff in the implementation of the policy.

- Keep records of all reported serious incidents of misbehaviour and investigate incidents reported on CPOMS.
- Report to Governors, when requested, on the effectiveness of the policy.
- Report to/meet with parents/carers when necessary
- Monitor behaviour on the playground and in the dinner hall during lunch break.
- The Headteacher has the responsibility for giving fixed-term exclusions to individual children for serious acts of misbehaviour. The Headteacher may permanently exclude a child for repeated, or very serious, acts of anti-social behaviour. This action is only taken after the school governors have been notified.
- Attend regular training to update their skills regarding behaviour management and communicate and share any training with other members of staff, as appropriate.
- Support continued understanding amongst other staff in school in relation to developing behaviour management strategies.

Responsibilities of teachers:

- Follow the school rules
- Offer a curriculum that enables pupils to engage.
- Give pupils opportunities to develop interpersonal and social skills.
- Ensure that children clearly understand the boundaries and what is expected of them in the classroom. Teachers should discuss expectations at the start of every year and remind children at regular intervals.
- Develop a class charter with children at the beginning of the year to give them greater ownership of the rules put in place.
- Work in partnership with parents/carers, informing them about their child's welfare or behaviour.
- Anticipate behaviour and try to prevent it from occurring.
- Ensure that incidents of bad behaviour are dealt with by following school policy.
- Work with the SENDCO and phase leader to create behaviour plans when these become necessary for certain children.
- To complete risk assessments for any children in their class who they feel (in consultation with the SENDCO and phase leader) presents a risk to themselves or others and therefore needs a Risk Assessment, e.g.: children harming others regularly; running away; failing to comply with safety instructions etc. Ensure these risk assessments are communicated with other staff in school through appropriate meetings, and updated when necessary.
- To complete an Individual Behaviour Management Plan for any children who exhibit extreme behaviour in school and need a more detailed behaviour management plan. It is the teacher's responsibility to communicate this plan to parents, gain their views and communicate it/make it available to other

members of staff in school (TAs, MSAs, Admin staff, caretaker and other teachers).

- Attend regular training to update their skills with regard to behaviour management and communicate and share any training with other members of staff, as appropriate.

Responsibilities of the Pastoral Care Team (ELSA/ SEN Support Assistants):

- Follow the school rules
- Foster a calm, objective and positive approach to behaviour management.
- Provide an environment in which children can openly discuss their emotions and behaviour.
- Listen, discuss and make suggestions as to how pupils may manage their own emotions and behaviour positively.
- Work in partnership with teachers to support children who are finding school expectations difficult to follow.
- Run behaviour-related intervention groups for any children deemed at risk of not achieving their potential due to poor behavior.
- To feedback to teachers, TAs, MSAs and other school staff regularly regarding relevant information about individual children they are working with in school in order to ensure that they have up to date information about them.
- Work with outside agencies to support pupils as appropriate.
- Work in partnership with parents, discussing issues and providing support as required.
- Attend regular training to update their skills with regard to behaviour management and specifically: de-escalation techniques; nurture group training; learning mentor training and communicate and share any training with other members of staff, as appropriate.

Responsibilities of pupils:

- Follow the school rules
- Respect, care for and listen to others.
- Behave in accordance with Coleham and British Values.
- Behave in a safe and sensible way.
- Discuss their own behaviour and try to resolve problems positively.
- Value and take responsibility for the environment.
- Be aware of their own emotions and actions and take responsibility for these.
- Provide meaningful apologies when they make a mistake.

Responsibilities of parents, Carers and Families:

- Follow the school rules
- Promote positive behaviour at home in order to have continuity between home/school.
- Inform the school (teacher, Headteacher or pastoral care team) if they feel their child's behaviour, in or out of school, is impacting on the child's emotional well-being.

- Inform the school (teacher, Headteacher or pastoral care team) if they feel that the behaviour of another pupil is impacting on the child's emotional well-being.
- Support the school by trusting its systems to effectively manage incidents that have affected their child, and to understand that we cannot share details of sanctions handed out to other children.
- Support the school by discussing any incidents of bad behaviour with the school and with their child.
- Support the school when reasonable sanctions have been handed to their child.
- Communicate with the school if their child has any complex needs or relevant background information which may affect how staff at school deal with their child in relation to behaviour management.

Responsibilities of the Governing Body:

- Follow the school rules
- Support the school in the implementation of the policy.
- Give advice, when necessary, to the Headteacher about disciplinary issues so that they can take the views of governors into account when making decisions about behaviour issues.
- Review the effectiveness of the policy.

Communicating this policy to the School Community:

Hard copies of this policy will be available outside the school office for all parents and on the website as an electronic version. All staff will receive a copy of the policy via email and it is included within the staff handbook. New parents will be directed towards the policy online and new reception parents will be offered copies at our induction evening. Governors will receive an email copy of the policy and the contents of the policy will be discussed at our Curriculum Committee meeting.

Appendices

Appendix A – Pupil Risk Assessment

Appendix B – Individual Behaviour Management Plan

Appendix C - Script for use in school

Appendix D - Physical Restraint Incident Report Form

Child Risk Assessment Form

AddMore Federation

Pupil Risk Assessment

photo

Class

Teacher

Hazard	Risk to Whom	Present Controls	Additional Controls	Potential Severity	Likelihood of Occurrence	Risk Rating
Additional Risks						
Activities that cannot be safely managed						

Assessed by:

Class Teacher

Assessed by:

Job Title:

Review

Date

Reviewed at least annually. more often if

Risk Rating Key

Severity:

Fatality = 5

Major Injury = 4

Minor Injury = 3

Damage to Property = 2

No Injury = 1

Likelihood:

Probable =
3

Occasional = 2

Improbable
= 1

INDIVIDUAL BEHAVIOUR MANAGEMENT PLAN

PUPIL NAME:

DATE OF BIRTH:

CLASS GROUP:

DATE OF ASSESSMENT:

CLASS TEACHER:

REVIEW DATE:

GENERAL STATEMENT OF NEED

IDENTIFICATION OF RISK

Describe the foreseeable risk	
-------------------------------	--

Is the risk potential or actual	
---------------------------------	--

List who is affected by the risk	Self <input type="checkbox"/>	Staff <input type="checkbox"/>	Other Pupil <input type="checkbox"/>	Other <input type="checkbox"/>
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ASSESSMENT OF RISK

In which situations does the risk usually occur? (possible triggers)	
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How likely is it that the risk will arise?	Low <input type="checkbox"/>	Medium <input type="checkbox"/>	High <input type="checkbox"/>
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If the risk arises, who is likely to be injured or	Self <input type="checkbox"/>	Staff <input type="checkbox"/>	Other Pupil <input type="checkbox"/>	Other <input type="checkbox"/>
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What kinds of injuries or harm are likely to occur?	
How serious are the adverse outcomes?	

AGREED BEHAVIOUR MANAGEMENT PLAN & SCHOOL RISK MANAGEMENT STRATEGY

Focus of measures	Measures to be employed Ensure foreseeable risks identified are addressed				Level of risk
Proactive interventions to prevent risks (Normal, individualised planning e.g. symbolised timetable, own workspace etc.)					Low
					Medium
					High
Early interventions to manage risks					Low
					Medium
					High
Reactive interventions to respond to adverse outcomes if above fail.	T-Wrap		Figure of Four		Low
	Single elbow		Floor Hold		Medium
	Single person Double Elbow				High

STAFF TRAINING ISSUES

Identified training needs	Training to be provided to meet needs	Date training completed
----------------------------------	--	--------------------------------

NAME

SIGNATURE

DATE

Appendix C

Script for use in school

1) Explain what the pupil is doing wrong and what the impact of their bad behaviour is.

".....(*pupil's name*). I have noticed that you are
..... (*behaviour*). I'd like you to stop because
.....(*impact of behaviour*)."

e.g.:

"Sally. I have noticed that you keep calling out. I'd like you to stop because this is interrupting our learning."

"Tom. I have just watched you running in the corridor. I'd like you to stop because you may fall or hurt somebody else."

If they continue, give a clear warning.

(*pupil's name*). If you continue,..... (*sanction*)."

e.g.:

"Sam. If you do that again, you will have to miss 5 minutes of playtime."

"Emma. If you don't stop that, I will talk to your parents after school."

2) Allow take up time or thinking time.

"I am going to leave you to think about what choice you would like to make. I will come back and talk to you in a moment."

e.g.:

"I'm going to help Paul for a minute so you can think about what choice you're going to make.

When I come back to your desk I need to see that you've made a start."

"I'm going to wait here so you can show me that you are sorry when you are ready.

Please come back to me in a minute or two."

3) Acknowledge compliance and praise them.

"Thank you (*pupil's name*). I am really pleased you decided to make the right choice. Well done."

OR Continue with the sanction given in your warning.

“OK..... (pupil's name). Because you have chosen to continue
to.....(behaviour), I am going to (sanction).”

e.g.: “OK Ella. You've chosen to carry on doodling on the whiteboard. You'll be staying in at break for 5 minutes. Now get on with your work so that you don't lose any more of your break.”

Script for use at playtime/lunchtime

1) Explain what the pupil is doing wrong and what the impact of their behaviour is.

".....(*pupil's name*). I have noticed that you are
..... (*behaviour*). I'd like you to stop because
.....(*impact of behaviour*)."

e.g.:

"Sally. I have noticed that you are calling Hannah 'Smelly'. I'd like you to stop because it is unkind and it is upsetting her."

"Tom. I have just watched you grabbing Andrew's arm. I'd like you to stop because this is dangerous and you might hurt him."

2) If they continue, give a clear warning.

(*pupil's name*). If you continue,..... (*sanction*)."

e.g.:

"Sam. If you do that again, you will have walk with me at playtime for 10 minutes."

"Emma. This behaviour has been going on for a while now. I'm worried that we will have to explain this to [SLT duty member] if you carry on."

3) Allow take up time or thinking time.

"I am going to leave you to think about what choice you would like to make. I will come back and talk to you in a moment."

e.g.:

"I'm going to help Paul for a minute so you can think about what choice you're going to make.

When I come back to your table I need to see that you've picked up the food on the floor."

"I'm going to wait here so you can come and show me you are sorry when you are ready. Please

come back to me in a minute or two."

4) Acknowledge compliance and praise them.

"Thank you (*pupil's name*). I am really pleased you decided to make the right choice. Well done."

OR Continue with the sanction given in your warning.

"OK..... (*pupil's name*). Because you have chosen to continue

to.....(*behaviour*), I am going to (*sanction*)."

e.g.:

"OK Ella. You've chosen to carry on play-fighting. We'll ae to go and find [SLT duty member] to see what they think should happen next."

Appendix D

AddMore Federation Physical Restraint Incident Report Form

Name of pupil	
Name of staff member	
When and where the incident took place	
What happened and why was the force necessary?	
Details of any injury sustained by pupil, other pupils or staff member	
Details of damage to property	
Actions taken	
Have parents been informed?	

Signed by member of staff _____

Signed by parent/carer _____

Date