

**ENDEAVOUR
ACADEMIES**
POLICIES

INSPIRING FUTURES



BEHAVIOUR POLICY

POLICY DETAILS

| | |
|----------------------------------|-------------------------------|
| Policy title: | Behaviour Policy |
| Staff name and job title: | Anita Jefferies – Headteacher |
| Organisation: | Archibald Primary School |
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POLICY REVISION AND APPROVAL HISTORY

| Version | Date of review | Date of next review | Comments | Approved by |
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| 1 | September 2018 | September 2019 | Review and update | Headteacher |
| 2 | September 2019 | September 2020 | Review and update | Headteacher |
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The Nurturing Programme's principles of praise and encouragement underpin this policy, with the aim of developing positive attitudes to learning and behaviour within Archibald Primary. This Behaviour Policy is for all of our school community. If it is to be effective everyone must use it with confidence and consistency.

What is Behaviour?

Within Archibald Primary School, behaviour is any actions performed by any members of the pupil or staff community. It includes conduct in classrooms and all public areas: how members of the school work, communicate, relax and interact; how they study; how they greet staff; how they arrive at school; transition from one activity to another; how they use social media, and many other areas of their conduct. It does not merely refer to how pupils do or do not act antisocially.

Aim of the School

In our school we seek to understand and meet the needs of the individual child. In order to do so, it is important that the school provides a happy, safe, secure and intellectually stimulating environment where the children are not merely given the opportunity to reach their full potential but are expected to do so. The children of Archibald School are encouraged to give of their best by putting the emphasis on personal achievement rather than success and failure.

In school we seek:

1. To develop in pupils a sense of self-discipline and an acceptance of responsibility for their own actions.
2. To develop self-respect, mutual respect and tolerance between peers and respect for adults with whom they come into contact.
3. To develop care and concern for the environment in which we work and live.
4. To create the conditions for an orderly cohesive community in which effective learning can take place and support community cohesion in the wider community.

The children must take responsibility for their actions by using their personal power to make the right choices.

We praise and reward acceptable behaviour rather than focusing on undesirable behaviour.

We emphasis fairness and distinguish between negative behaviour and the individual making that behaviour. We always promote a **FRESH START**.

Children's Rights

We believe that at Archibald School children have the right to:

- be respected and valued, both as an individual and as a member of the school community.
- work in an atmosphere conducive to learning. No one has the right to prevent others from learning.
- be safe
- be looked after by caring adults who make them feel welcome and equally important.
- an equal entitlement of the curriculum and every aspect of school life, irrespective of gender, age, race, socio-economic background, denomination, sexuality.

Teachers have the right to expect children to behave and work positively and to have the support of parents in their efforts to ensure that children do so.

Archibald Primary School is committed to safeguarding and promoting the welfare of children and young people, and expects all staff and volunteers to share this commitment.

WHOLE SCHOOL RULES

We have **5 Golden Rules**, which embody the ethos of our school making it a safe and happy environment. Every member of the school community is familiar with the rules and uses them as a benchmark for positive behaviour.

5 Golden Rules

Respect everyone and everything

Use kind and caring words

Listen to and follow instructions

Everyone to use their personal power to make the right choice

Share your problems and celebrate your achievements

ENCOURAGING POSITIVE BEHAVIOUR

We aim to be in a position where pupils can be supported into true autonomy and independence, where they reliably and consciously make wise and civil decisions without supervision or restraint.

Our behaviour policy is not only intended to minimise poor behaviour that disrupts efficient civil learning, but to empower an aspirational model that understands that good behaviour surpasses merely minimising negative behaviour and seeks to maximise positive behaviour.

Calm Corner

Each classroom has an identified welcoming calm space (calm corner) which children are able to access in order to help them regulate their emotional wellbeing when they need to. Teachers and support staff ensure that children know the purpose of the calm corner and how to use it. The use of the calm corner is monitored by the teacher.

Praise positive behaviour

Draw attention to the rules(and the consequences of breaking them)

- by talking about them
- by displaying them
- through drama / role play
- by following The Nurture programme

It is essential that pupils understand what is required of them.

Reinforce positive behaviour with REWARDS

Archibald Primary School actively celebrates positive behaviour wherever it is found. Verbal praise is freely given and children are encouraged to recognise the efforts of others. SeeSaw is used to share 'good news' with parents and carers.

Whole School Behaviour Reward System

Each week a whole school celebration assembly takes place. These focus of promoting positive attitudes to learning through **M.A.G.I.C**, **L.O.R.IC** and **5 Golden Rules**

M.A.G.I.C

Motivation

Attitude

Gumption
I learn
Communication

L.O.R.I.C
Leadership
Organisation
Resilience
Initiative
Communication

and **5 Golden rules for positive behaviour.**

Each class teacher selects their individual class 'Star of the Week'. A FS/KS1 star and a KS2 star selected from the box receive a choice of book from the basket.

The Headteacher 'Star of the week' reward positive behaviours and achievements. Certificates are also given for specific achievements from different members of the school community, e.g. Sharing and Caring Award.

Team Reward systems

Each team uses a variety of rewards to promote positive behaviour, e.g. praise pads, letters home, postcards home, positive text messages home, SeeSaw, sending the child to Headteacher for praise.

Individual Classroom Reward Systems

A key strength and quality of our staff is that, whilst seeking consistency in positive behaviour management and messages, we are not afraid to promote our individuality and personalities. We have a shared belief that all classroom based reward systems should be highly visible within all rooms. As such, teachers are encouraged to continue with individual merit systems, certificates and other rewards within their classrooms whilst actively joining in with team and whole school systems where appropriate.

RESPONSES TO NEGATIVE BEHAVIOUR

Most children behave in a consistently acceptable manner but every community needs procedures to deal with situations where this is not the case.

Inappropriate behaviour will not be tolerated. If a pupil's behaviour / attitude are unacceptable, sanctions will be used. Staff take great care to sanction pupils appropriately to help them learn from a mistake or poor decision so when they are in similar circumstances in the future they are better able to make good decisions. Where appropriate staff use restorative techniques and procedures aiming to enable positive relationships to be re-established.

At Archibald any behaviours which negatively impact upon the learning and/or enjoyment and safety of others is deemed as inappropriate behaviour.

Unacceptable Language

Where a child causes offence by using unacceptable language targeted at another child or adult, their parent/carer will be informed by a mentor and the incident recorded on CPOMS (by the mentor).

The offensive language needs to be heard/witnessed by an adult. The exact choice of language used will be quoted in the CPOMS entry and reported to the parent/carer.

If the unacceptable language is racially offensive or discriminatory it will be reported through the school reporting procedure for incidents regarding discrimination.

GRADUATED RESPONSE TO INAPPROPRIATE BEHAVIOUR

| Stage | Structural Behaviour Management |
|-------|--|
| 1 | Prevention |
| 2 | Verbal reminder to pupil |
| 3 | Second Verbal reminder to pupil |
| 4 | Regulation Time to reflect (in class for 5 - 10 min) |
| 5a | Time in to reflect in another class (partner class- 10 min- script). |
| 5b | Persistent occurrences |
| 5c | Persistent occurrences |
| 5d | Persistent occurrences |
| 6 | HT/DHT Involvement. |
| 7 | Inclusion in another class, |
| 8 | Fixed term suspension / permanent exclusion from school |

Refer to Appendix 1

GRADUATED RESPONSE TO PUPIL REFUSING TO COMPLETE WORK

| Stage | Structural Behaviour Management |
|-------|-------------------------------------|
| 1 | Prevention |
| 2 | Refusal to complete task |
| 3 | Continued refusal to complete task |
| 4 | Persistent refusal to complete task |

Refer to Appendix 2

Positive Handling

We have adopted the Team Teach approach when dealing with pupils who display challenging behaviour resulting in crisis situations.

Our behaviour management has a strong emphasis on de-escalation.

Positive handling will only be used when it is reasonable, necessary and proportionate. Any staff using positive handling will have been trained and a serious incident report form will be completed. This will be shared with parents and carers.

Children that we have identified as potentially needing positive handling will have a behaviour plan together with a positive handling plan which will be written by the School Behaviour Leader with the support of the parents, carers, child and class teacher.

In some cases, when de-escalation has not worked we may need to use positive handling to support a child who has gone into a crisis situation who does not have a behaviour plan and positive handling plan. Again, this will be reported as above to parents and carers and behaviour plan together with a positive handling plan would be written.

Inclusion in another class

An inclusion in another classroom will be sanctioned as a consequence of serious behaviour or after reaching the 'time in another class,' stage for a second time in a school session (half day). When the child is regulated, they will work in a different classroom. The duration of this will be decided by the HT/DHT, or in their absence the person in charge of school or Behaviour lead.

Pupils will be provided with work to complete within this time and parents/carers will be informed about this before the end of the school day.

If a child declines to complete their inclusion in another class following serious and/or persistent negative behaviours, and all efforts have been made by school staff to support them in doing so, this continuous refusal may result in the child moving to the next stage within the behaviour policy which is a fixed term suspension from school.

Fixed Term Suspensions

'Good discipline in schools is essential to ensure that all pupils can benefit from the opportunities provided by education. The Government supports head teachers in using exclusion as a sanction where it is warranted'.

(DfE Exclusion from maintained schools, Academies and pupil referral units in England 2012)

Listed below are some examples of behaviour/types of incidents that may lead to a suspension.

Persistent examples of these behaviours may lead to permanent exclusion:

- Verbal abuse to staff, other adults or pupils
- Deliberate damage to property
- Bullying, including homophobic or racist bullying
- Theft
- Persistent defiance or disruption
- Assaults or fighting with other pupils
- Offences relating to the misuse of technology which is detrimental to staff/pupils/the school
- Making a false allegation against a member of staff
- Behaviour which calls into question the good name and reputation of the school
- Endangering the safety of others
- Sexual misconduct
- Possession of drugs/alcohol related offences.

Physical assault on a member of staff or another child will result in immediate suspension from school.

In the absence of the Headteacher, the Deputy Headteacher will authorise a fixed term suspension.

Following a fixed term suspension the parent and child will be requested to attend a reintegration meeting with the Headteacher. The child will work with a member of the pastoral team completing restorative work before being reintegrated back into class.

Permanent Exclusions

The Head teacher's decision to exclude a pupil permanently should only be taken:

- In response to a serious breach of conduct
- In response to persistent breaches of the school behaviour policy
- Where allowing the student to remain in school would seriously harm the education or welfare of other students/staff in the school

The following list of examples is again not exhaustive, but demonstrates the severity of such offences and that such behaviour can affect the safety, well-being and discipline of all within the school community:

- Serious, unprovoked physical assault on another student or member of staff
- Sexual abuse or assault
- Using an offensive weapon to endanger the safety of the students and staff of the school
- Making a malicious false allegation against a member of staff
- Supplying of an illegal drug

Reference:

'Exclusion from maintained schools, Academies and pupil referral units in England.' Department for Education September 2012

Right and responsibilities –Legal framework

Pupils can also be sanctioned when misbehaviour occurs out of school hours if it impacts on the running or the reputation of the school or the welfare of one of the pupils. Examples where this would be applicable could include; online bullying, poor behaviour while travelling to and from the school that adversely affects the reputation of the school or outright dangerous behaviour.

Staff can confiscate property being used in contravention of the school policy. Phones will be stored in the school office and will generally be returned at the end of the school day to parents/carers. In all circumstance parents may be required to collect confiscated property if staff are concerned over future potential use. e.g. – electronic cigarettes, mobile phones.

Designated staff can search pupils with consent from the parent/carer for any item. Designated staff are HT, DHT, Designated Safeguarding Lead, Behaviour Lead, Mentors and PSA.

Designated staff may search a pupil without consent for prohibited items including.

- Knives and weapons
- Alcohol or drugs
- Stolen items
- Tobacco or E-cigarettes
- Fireworks
- Any item likely to be used to commit an offence
- Pupils are prohibited from selling items to other pupils. Any item bought or sold by a student during the school day could be confiscated.

Parental permission is not required but they will be informed if prohibited items are discovered. All searches will take place with at least two members of staff in the room and generally away from other pupils. Staff will ask the pupil to disclose any dangerous items prior to the search.

Staff have the power to use reasonable force (see positive handling policy) when a student is:

- Injuring themselves or others
- Causing damage to property (including the students own property)
- Engaging in any behaviour prejudicial to maintaining good order and discipline at the school or among any of its pupils, whether the behaviour occurs in a classroom during a teaching session or elsewhere.
- Committing a criminal offence (including behaving in a way that would be an offence if the pupil was not under the age of criminal responsibility)

Staff may also use reasonable force when conducting a search if deemed necessary. (refer to appendix 4 - Serious Incident Report)

It is important to note that in relation to suspensions or permanent exclusions, the Headteacher must apply the civil standard of proof, i.e., 'on the balance of probabilities' it is more likely than not that a fact is true, rather than the criminal standard of 'beyond reasonable doubt.' This means that the Headteacher should accept that something happened if it is more likely that it happened than it did not happen.

The headteacher will refer to DFE guidance when making a decision around suspensions and exclusions: [School suspensions and permanent exclusions - GOV.UK \(www.gov.uk\)](http://www.gov.uk)

MALICIOUS ALLEGATIONS AGAINST STAFF

Complaints of misconduct against staff are taken very seriously by the school and will always be investigated thoroughly. Following this investigation if it is the considered view of the investigating officer that the allegation was unfounded and malicious then the pupil(s) involved in the production of the allegation will be disciplined according to the severity of the case. This may include sanction up to and including suspension or permanent exclusion.

Consequences for inappropriate runaround behaviour (including outdoor lunchtimes)

In KS1 the child is expected to reflect outside at the reflection station. This may be for some or all of their playtime, which is at the duty teacher's discretion. This will be monitored by the Team leaders in KS1. If the problem persists, the team leader(s) will record on CPOMS and feed back to the Care team.

In KS2 the child is expected to reflect outside at the reflection station or may have an indoor reflection. This will be monitored by the team leaders in KS2. If the problem persists, the team leader(s) will record on CPOMS and they will be feed back to the Care Team.

Role of the Staff

Staff will –

- Praise to reinforce good behaviour
- Implement and reinforce the procedures agreed
- Make sure that the children understand the rewards and consequences and that they are used **consistently** and **fairly**. - Set a good example with regard to punctuality, dress, good manners, care and regard to individuals and the environment.
- Listen and take time to find out why there is inappropriate behaviour.
- Establish positive relationships with children and parents – to smile and relate.
- Set high standards and offer encouragement.
- Regularly review teaching methods and resources, curriculum delivery and differentiation.
- Stay calm and avoid confrontation. (see appendix 5 Toolbox)

Role of Pastoral Team

In addition to the above:

- act as a trusted advisor to pupils, parents and staff.
- support pupils, parents and staff wherever and whenever possible - offer practical help and guidance on behaviour issues.
- Liaise with external agencies, the care team, and school leadership team as required.

The Care Team

The Care team comprises of the Care Team Leader, Mentors, Nurture Group Team, Team leaders, PSA, SENCo and Headteacher. Care Team Meetings are held on a regular basis and their remit is to monitor, evaluate and plan the next steps in support for vulnerable children at Archibald Primary School.

The SEND Team

The role of the SEND Team is to monitor and evaluate children demonstrating social and Emotional needs ensuring that their provision is matched to their needs. Liaising with parents/carers and outside agencies as appropriate to discuss any concerns and to make any reasonable adjustments to strategies and sanctions to meet the need of the individual child through a positive behaviour support plan.

The school recognises that pupils' behaviour may be impacted by a special educational need or disability (SEND). When behaviour incidents arise, we will consider them in relation to a pupil's SEND, although we recognise that not every incident of behaviour will be connected to their SEND. Decisions on whether a pupil's SEND had an impact on an incident of behaviour will be made on a case-by-case basis. When dealing with behaviour from pupils with SEND, especially where their SEND affects their behaviour, the school will balance their legal duties when making decisions about enforcing the behaviour policy.

The legal duties include: Taking reasonable steps to avoid causing any substantial disadvantage to a disabled pupil caused by the school's policies or practices (Equality Act 2010).
Using our best endeavours to meet the needs of pupils with SEND (Children and Families Act 2014).

Governors

The Local Governing Body shares the values of the school and endeavours to support policy and procedure with regard to behaviour. The Local Governing Body meet once each half term and is actively involved in the decision making regarding issues surrounding inclusion.

Home & School Partnership Agreement

Each pupil and carer sign an Home and school partnership agreement when they enrol at the school. It is revisited by class teachers at the start of each academic year. The Head teacher and class teacher sign the agreement on behalf of the school. The partnership sets out the expectations and responsibilities of all three parties (Refer to Appendix 6).

Links with other school policies

- Special Needs and Inclusion policy
- Anti- Bullying policy
- PHSE policy
- Positive handling policy
- Handling and relationships policy
- Safeguarding policy

Success criteria

- The values embodied by the concept of citizenship will be central to the culture of the school

- Ongoing Monitoring will establish that the behaviour policy and its underlying ethos is accepted and applied consistently by all staff.
- Parents and children will be aware of concerns about behaviour and will share in the decision making.

This policy is reviewed annually.

APPENDIX 1 - GRADUATED RESPONSE TO INAPPROPRIATE BEHAVIOUR

| Stage | Structural Behaviour Management | Interpersonal Behaviour Management | CPOMS | Adult Involvement |
|--|--|--|-----------------------|--------------------------|
| 1 | <p><u>Prevention</u> Class management - Make sure that the child knows which behaviour was unacceptable. Make the child aware of the consequences of their behaviour, e.g. FS cloud/raincloud, Y1 sad cloud, Y2 sad face. Refer to choices/consequences, Personal Power in Nurturing Programme Consider Circle time to discuss behaviour generally, raising the issue with the child without embarrassing them.</p> | <p>Continually reinforce positive behaviours and expectations Proximity Praise (Appendix 5) Calm zone/corner Adult ask "Would you like some time in the calm zone/corner?" (5-10 mins) Adult to monitor calm zone/corner and reinforce zones of regulation</p> | No recording on CPOMS | Teacher TA |
| 2 Behaviours including but not limited to: making noises, not following instructions, low level disruption, interrupting the learning of others, leaving seats, name calling, inappropriate language. | <p><u>Verbal reminder to pupil</u> "This is your first reminder." - verbal advice (Appendix 5)</p> | <p><u>Verbal advice</u> – explain clearly to the child why the reminder was given and reinforce expected behaviour. <u>Success reminder</u> – remember the excellent work/behaviour you did yesterday. (Appendix 5) Highlight positive behaviour in others.</p> | No recording on CPOMS | Teacher TA |
| 3 Repetition of or addition of behaviours above. | <p><u>Second Verbal reminder to pupil</u> "This is your second reminder." - verbal advice (Appendix 5)</p> | <p><u>Verbal advice</u> – explain clearly to the child why the reminder was given and reinforce expected behaviour. <u>Success reminder</u> – remember the excellent work/behaviour you did yesterday. (Appendix 5) Highlight positive behaviour in others.</p> | No recording on CPOMS | Teacher TA |

| Stage | Structural Behaviour Management | Interpersonal Behaviour Management | CPOMS | Adult Involvement |
|--|--|--|--|---|
| <p>4</p> <p>Repetition of or addition of behaviours above.</p> | <p><u>Regulation Time to reflect (in class for 5 - 10 min)</u></p> <p>"I think regulation time will help you because... you need to use this time to reflect on your behaviour. What has happened and how you might turn this around."</p> <p>Children to complete reflection sheet available in time in place.</p> | <p>Pupil to place self on regulation zone.</p> <p>After 5-10 minutes, adult to speak quietly to pupil</p> <p>"You were sent here because ... Have you had time to think and are you ready to join the class? Adult to celebrate with pupil, remind of fresh start then pupil to rejoin class.</p> | <p>No recording on CPOMS</p> | <p>Teacher TA</p> <p>Teacher may discuss with team leader if this is occurring regularly.</p> |
| <p>5a</p> <p>Repetition of or addition of behaviours above.</p> <p>OR as an immediate consequence of more serious behaviours such as, but not limited to: physical threatening behaviour towards a child or adult, inappropriate language heard by adult (language recorded and letter sent home), throwing or damaging equipment.</p> | <p><u>Time in to reflect another class (partner class- 10 min- script).</u> Child to be collected from class</p> <p>"I think some time in another class will help you because... you need to use this time to reflect on what has happened and how you might turn this around."</p> <p>Please refer to partner time in classes where possible.</p> | <p>Receiving teacher/TA to follow script:</p> <p>"How disappointing to see you here under these circumstances. Please sit here. Please don't speak to anyone/disturb anyone in this class."</p> <p>End on a positive note "Next time I see you I hope it will be for a positive reason."</p> <p>After 10 minutes class staff to bring the child back to their own class: restorative conversation and fresh start offered.</p> | <p>Recorded on CPOMS by class teacher – with reason for 'time in' in another class</p> | <p>Teacher TA</p> <p>Receiving class teacher (script)</p> <p>Team Leader – discuss with class teacher and consider referring to Care Team</p> <p>Parents informed by class teacher at end of the day in person or by telephone (log on CPOMS)</p> |
| <p>5b</p> | <p><u>Persistent occurrences</u> of pupil moving to stage 5a (three occurrences within the half term)</p> <p>Positive behaviour record established (eg Golden Book, sticker chart) – as a possible outcome from the meeting</p> | | <p>Team Leader/Mentor to record on CPOMS</p> | <p>Team Leader Mentor Behaviour Leader (CM) Parent/carer HT/DHT</p> <p>On the third time a pupil gets to stage</p> |

| Stage | Structural Behaviour Management | Interpersonal Behaviour Management | CPOMS | Adult Involvement |
|-------|---|------------------------------------|--|---|
| | | | | 5b, a meeting to be arranged with parents, class teacher, team leader, pupil. Go through behaviour policy, initiate behaviour plan if not already in place – appendix 3. (record on CPOMS). Complete SEND concern form. CM to liaise with class teacher. |
| 5c | <u>Persistent occurrences</u> of pupil moving to stage 5a (six occurrences within the half term) | | Record on CPOMS Email to HT / BL to initiate meeting with BL. | If the behaviour continues and the pupil gets to 5b for a sixth time in a half term then a further meeting will be convened (behaviour leader, class teacher, parent, pupil, mentor). CM to discuss pupil with SEND Inclusion Officer and invite to meeting if needed. |
| 5d | <u>Persistent occurrences</u> of pupil moving to stage 5a (nine occurrences within the half term) | | Record on cpoms | If the behaviour continues and the pupil gets to 5b for a |

| Stage | Structural Behaviour Management | Interpersonal Behaviour Management | CPOMS | Adult Involvement |
|-------|--|------------------------------------|---|--|
| | | | Email to HT / BL to initiate meeting with HT. | ninth time in a half term then a further meeting will be convened (Head teacher, class teacher, parent, pupil, mentor). At this meeting, the HT will talk to the child and parent/carer about concerns around the seriousness of behaviour. Any further support may be offered and the child will be reminded that any further incidents will result in a fixed term suspension from school. |
| 6 | <u>HT/DHT Involvement.</u> <ul style="list-style-type: none"> If the child's behaviour from stage 5 escalates the mentor would call for the HT/DHT. The incident will be recorded (CPOMS) together with the length of the period of inclusion (in the receiving inclusion classroom once the child is regulated with support from pastoral staff). (length to be decided by the Headteacher/DHT or in their | | Record on CPOMS | If Positive Handling required – meeting to include the Behaviour Leader |

| Stage | Structural Behaviour Management | Interpersonal Behaviour Management | CPOMS | Adult Involvement |
|--|---|------------------------------------|-----------------|--|
| | <p>absence / unavailability the person in charge of school or behaviour lead).</p> <ul style="list-style-type: none"> When a child is putting themselves or others in immediate danger, staff may use reasonable force. Such serious incidents will be recorded by a mentor completing a Serious Incident Report with the member of staff involved. (See appendix 4). The mentor will inform the Headteacher and then contact the parent/carer. The incident will be recorded on CPOMS together with the length of the period of 'inclusion' which will occur. Mentor to record on CPOMS. Mentor/Pastoral team involvement- restorative work | | | |
| <p>7 After two, 'time in another class,' after following the above structure stage 1-5 throughout one school session (morning or afternoon). For more serious behaviours including but not limited to fighting, swearing (adult hears), throwing equipment which puts others in danger, purposeful damage to equipment, aggressive behaviour which endangers other children, racist language</p> | <p><u>Inclusion in another class</u> – consequence of serious behaviour (eg physical violence, threatening adults/pupils, fighting, deliberately leaving the room/premises without permission, deliberate damage to property, continual <u>blatant</u> defiance) Mentor/ Pastoral team involvement – remove pupil from situation and support pupil to move towards the green zone. When regulated – inclusion in another class (HT/DHT to decide duration and class or in their absence /</p> | | Record on CPOMS | <p>Meeting with parents – Team leader and teacher</p> <p>If Positive Handling required – meeting to include the Behaviour Leader</p> |

| Stage | Structural Behaviour Management | Interpersonal Behaviour Management | CPOMS | Adult Involvement |
|---|---|---|--|-------------------|
| directed towards another child or adult (heard by an adult). | unavailability the person in charge of school or behaviour lead). • If the pupil does not respond appropriately to the sanction, then a fixed term suspension may be given. Parents contacted by mentor. | | | |
| 7 Persistent occurrences of stage 5 on the behaviour policy following a stage 5d meeting. Behaviours not limited to but listed under the above, 'suspensions and permanent exclusion,' headings. | <u>Suspension from school</u> - Fixed term or permanent Reintegration meeting with HT and behaviour lead following fixed term exclusion followed by restorative work with member of the pastoral team/nurture team. | | Record on CPOMS | |
| | <u>Restorative work</u> What is restorative? Pupil to work with mentor or other adult to reflect on the behaviours demonstrated and discuss Zones toolbox, complete the prescribed Zones activity - expected and unexpected behaviours. Mentor room or Nurture Classroom | Mentor to celebrate with pupil, then pupil to rejoin class. | Mentor to record on CPOMS and upload the restorative work. | |

*If team leader is not in school contact Behaviour Leader (Catherine Marley)

A fresh start is given when pupils move to a new provider (eg PE, science) and at the start of the afternoon session.


Stages 1, 2, 3, 4 and 5 may be omitted depending on the severity of the inappropriate behaviour, e.g. continuing to refuse to follow instructions, physical violence, threatening adults, fighting, leaving the premises without permission, continual blatant defiance ...

(Refer to Appendix 2). **The decision to move to Stage 6 would be made by HT (or person in charge of the school in the absence / unavailability of the HT).**


APPENDIX 2 - GRADUATED RESPONSE TO PUPIL REFUSING TO COMPLETE WORK

| Stage | Structural Behaviour Management | Interpersonal Behaviour Management | CPOMS | Adult Involvement |
|-------|---|---|----------------------------------|--|
| 1 | <p><u>Prevention</u> Class management – Consider positioning of the pupil in the classroom Ensure the child understands the task and has the tools to complete the activity. Offer further support</p> | <p>Break the task down to manageable achievable tasks Remind child of previous positive experiences.</p> | | |
| 2 | <p><u>Refusal to complete task</u> Refer to choices/consequences, Personal Power in Nurturing Programme</p> | <p>Make sure that the child knows which behaviour is unacceptable. Make the child aware of the consequences of their behaviour, e.g. FS cloud/raincloud, Y1 sad cloud, Y2 sad face.</p> | | |
| 3 | <p><u>Continued refusal to complete task</u> Teacher to decide and share a time when the work can be completed (eg during another part of the day) Pupils <u>not</u> to be sent to other classrooms to complete work.</p> | | Record on CPOMS by class teacher | |
| 4 | <p><u>Persistent refusal to complete task</u> Pupil to be asked to complete the task during runaround time. Team Leader to determine which class.</p> | | Record on CPOMS by class teacher | <p>Teacher to inform team leader – consider care team referral Teacher to inform parent/carer Consider SEND concern form</p> |

APPENDIX 3 - Individual Behaviour Plan

| | | | |
|---|------------------------------|---|--|
| Archibald Primary School Positive Behaviour Plan | |  | |
| Name: | | Date: | |
| Year Group: | Class: | Date of Review: | |
| Care Plan in place: Yes / No | Referral to Mentor: Yes / No | Class Teacher: | |
| Types of likely behaviour. Please prioritise. Include triggers, strategies to de-escalate and strategies to support. | | | |
| 1. | 2. | 3. | |
| Actions/ Consequences: | | | |
| | | | |
| <u>Current provision in place:</u> | | | |
| | | | |
| <u>Pupil Views:</u> | | | |
| | | | |
| <u>Resources needed (including places for Time out of class):</u> | | | |
| | | | |
| Plan agreed – Please sign: | | | |
| Child: | | Team Leader: | |
| Parent/Carer: | | Mentor: | |
| Class Teacher: | | SENCo: | |
| Review notes and next steps: | | | |
| | | | |


APPENDIX 3a - Positive Handling Plan

| | | | |
|--|-----------------------|---|-----|
| Archibald Primary School Positive Handling Plan | |  | |
| Name: | | Date PHP completed: | |
| DOB: | Yr: Class: | Date of Review: | |
| Additional Information: (eg medical information) | | | |
| | | | |
| TRIGGER BEHAVIOURS – Describe situations/behaviours which are known to have led to positive handling being required. | | | |
| | | | |
| Is there a Behaviour Plan in place with identified de-escalation strategies? | | | YES |
| | | | NO |
| PREFERED POSITIVE HANDLING STRATEGIES (to be used as a last resort when all de-escalation strategies have been used and there is no alternative course of action) – bullet points | | | |
| | | | |

| | |
|--|-------------|
| | |
| REPAIR AND REBUILD PROCESS FOLLOWING THE INCIDENT | |
| | |
| EVALUATION (This section to be completed during the review) | |
| | |
| Signatures: | Date |
| Headteacher: | |
| Behaviour Leader: | |
| Parent/Carer: | |
| Do you wish to be informed on each occasion that a Positive Handling Plan has been implemented? | YES |
| | NO |
| Staff trained in Team Teach and authorised to use techniques: | Date |
| | |
| | |
| Others: | Date |
| | |
| | |

Developed by Catherine Clark LIST 2015

APPENDIX 4 - Serious Incident Report

| | | | |
|--|--|---|--|
| Archibald Primary School SERIOUS INCIDENT REPORT | |  | |
| Date | | Start time of Incident: | |
| Child's name | | | |
| Other children involved | | | |
| Adult responsible | | | |
| Other staff involved | | | |
| | | | |

Place of incident

| | | | | | | |
|-----------|------------|-------------|-----------|-----------|------|-------|
| Classroom | Playground | Dining Hall | Main Hall | Visit out | MUGA | Other |
| | | | | | | |

Antecedent (What happened before)

| | | | | | |
|----------|------|-------------|--------|----------|-------|
| provoked | work | instruction | change | accident | other |
| | | | | | |

Behaviour

| | | | | | |
|------------------------|------------|-------------|-------------------|--------------|-------------------|
| un-acceptable language | hitting | kicking | damaging property | self-harming | disrupting lesson |
| defiance | absconding | threatening | bullying | spitting | other |

De-escalation Techniques used (number in order used)

| | | | | | |
|---------------|-----------------------------|-------------|----------------------|-------------------------|-----------------------|
| Verbal advice | HELP SCRIPT | Reassurance | CALM talking | Humour | Negotiation |
| Step away | Success Reminder | Distraction | Contingent touch | Planned ignoring | Withdrawal from class |
| Fresh face | Choices/limits/Consequences | Space given | Reflective listening | 3 pt. assertive message | Antiseptic bounce |

Consequence (What happened after)

| | | | | | | |
|-------------|--|-----------------|-------------|-----------------------|------------------|-------|
| Co-operated | | Non-cooperation | referred on | Withdrawal from class | physical support | other |
| Details: | | | | | | |

Physical Intervention required (number in order used)

| | | | | | | |
|------------------|-----------|--------------------------------------|----------------------------------|---------------------------------|--------------------------------|------------------------------|
| Guide and escort | Carin g c | Single person, double elbow standing | Single elbow, 2 person standing. | Single elbow, 2 person seated . | Figure of 4, 2 person standing | Figure of 4, 2 person seated |
| Friendly hold | Hug hold | Double elbow, 2 person standing | Double elbow, 2 person seated | Half-Shield | Clothing / hair response | Fight / assault response |

Position change from () to()

Justification for use of Physical Controls

| | | | | |
|--|----------------------------|---------------------------|--|-------------------------------|
| Preventing injury to other pupils | Preventing injury to staff | Preventing injury to self | | Preventing damage to property |
| Is this intervention an agreed strategy linked to the pupil's behaviour and positive handling plan? Yes / No | | | | |

Further details of incident

| | | | |
|----------------------|---------------|-----------------------------------|---------------|
| | | | |
| Duration of Incident | Hrs. Mins. | Duration of Physical Intervention | Hrs. Mins. |

Medical Support

| | | | |
|-------------------------------------|--------|---------------------------------|--------|
| Breathing monitored during incident | Yes/no | Pulse monitored during incident | Yes/No |
| Injuries to child | Yes/No | Injuries to staff/other | Yes/No |
| If so, describe: | | If so, describe: | |
| Entry in Accident Book | Yes/No | Entry in Accident Book | Yes/No |
| Seen by: First Aider G.P. A.&E. | | Seen by: First Aider G.P. A.&E. | |

Child de-briefing (Learning from mistakes, etc.)

| | | | |
|--------|--|---------|--|
| Time: | | Who by: | |
| Place: | | | |

Response

| | | | | | | |
|---------------|-----------|------------|-------------|-------------|---------|-------|
| understanding | accepting | apologetic | calculating | belligerent | defiant | other |
| | | | | | | |

Child's comments

| | |
|-------------------|-------|
| | |
| Child's signature | Date: |

Possible reason for behaviour: (Inappropriate response to:)

| | | | | |
|-------------|----------------|-------------------|---------------|----------------|
| Frustration | conflict | pressure | anger | Self-conscious |
| Challenge | discrimination | Attention seeking | Peer dynamics | other |

Further action

| | |
|---------------------|--------------------------|
| Parents | Meet with Behaviour Lead |
| School | Parents contacted |
| Child | Eg PEX, FTX, Inclusion |
| Other professionals | Eg LA, Social Worker ... |

Further information (to include details of outcomes of meeting with parents/carers, any updates to behaviour plan needed)


| |
|--|
| |
|--|

Signatures

| | | | | | |
|-------------------|--|------|----------------|--|------|
| Adult responsible | | Date | Classteacher | | Date |
| Other staff | | | Headteacher | | |
| | | | Behaviour Lead | | |
| | | | Parent | | |

Form uploaded to CPOMS

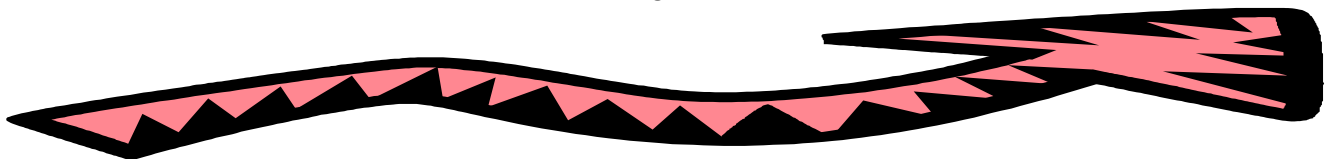
APPENDIX 5 - Staff Guidance Toolbox - Tips for de-escalation and fast-track returns

| | |
|---|--|
| <p>Archibald Primary School TOOLBOX - Tips for de-escalation and fast-track returns</p> |  |
| Verbal advice | "If you want to help me, then you need to get on with your work....do you need any help?" |
| Fresh face | Move back out of immediate range and let other staff/pupils become the focus |
| HELP SCRIPT | See section on 'Help Script' |
| Reassurance | <p>"I'll always try to be here if you need me"</p> <p>"Although that was wrong, we can help you put things right again"</p> |
| Success reminder | "Remember that excellent number work you did for me this morning" |
| Choices/limits/consequences | "If you make a bad choice here, you know that you will have to miss 3 minutes playtime" |
| CALM talking | <p>In any potential confrontation, the first person who needs to calm down is the responsible adult. Staff must maintain personal control. Lower voice to help show that you are in control.</p> |
| Distraction | <p>Talk about something totally different (i.e. next weekend) to the child, or to another person. Bring in something personal such as, "when I was taking to your mam on the phone..." "Did you see Eastenders last night?" "How are the Boro doing?" "Would you like a drink of water?"</p> |
| Space given | "I'm going to leave you alone for a little while" |
| Withdrawn from class/activity | "I would like you to go and finish that work over in the library area, please" |
| Contingent touch | Sometimes a gentle touch on the forearm, hand, shoulder, etc works wonders. Any specialised touch or stroke needs to be formalised in the pupil's Care Plan and signed by parent. |
| Reflective listening | <p>"Focus on 'feeling' words.....</p> <ul style="list-style-type: none"> • Note general content of message • Observe body language • Ask yourself, "If I were having that experience right now, what would I be feeling?" • Reflect meanings. "You feelbecause....." |
| Humour | "Did you hear the one about....." Knock knock |
| Planned ignoring | <p>If it isn't upsetting anyone else.....</p> <p>Give a child 'quiet time' with no interaction other than reflection</p> |
| 3 part assertive message | "When you are not listening I feel disappointed because I can't help you with your work" |
| Negotiation | "If you come back into class, I will see (name) for you at dinnertime and help you sort it out" |

| | |
|-------------------------------|---|
| Withdrawal offered | "Why don't you go and finish that work in the library..." |
| Antiseptic Bounce | Message with "AB" written at the top |
| Emphasise concern for welfare | "Are you alright?... Show me that hurt finger....ooh that must hurt a lot... Did you have a nice tea last night?" |
| Show understanding | "I'd feel angry if that had happened to me...." "No-one can think straight when they are angry. Now that you are calm, we need to think about what set this all off" "If my little boy was upset like you, I would like to think that his teacher could help.." |

Six Stages of a Crisis

Time



| Anxiety/Trigger | Defensive/Escalation | Crisis | Recovery | Depression | Follow up |
|---|---|---|---|--|---|
| Need for diversion, support and reassurance | Need for diversion, reassurance, clear limits, boundaries and choices | Possible need for restrictive intervention appropriate to the child | Need for coordinated 'letting go' and reassurance | Need for observation, support and monitoring | Need for positive listening and debrief |

| Low Level Behaviours | Response |
|--|---|
| <ul style="list-style-type: none"> • Individual show signs of anxiety • Hiding face in hands or bent over/under table • Pulling up collar or pulling down hat • Rocking or tapping • Withdrawing from group • Refusing to speak or dismissive • Refusing to co-operate • Adopting defensive postures | <ul style="list-style-type: none"> • Read the body language • Read the behaviour • Intervene early • Communicate – "Talk and I'll listen" • Use appropriate humour • Display CALM body language • Talk low and slow and quietly • Offer reassurance – including positive physical prompts • Assess the situation • Divert and distract by introducing another activity or topic |

| Medium Level Behaviour | Responses |
|---|---|
| <ul style="list-style-type: none"> • Individual begins to display higher tension • Belligerent and abusive • Making personal and offensive remarks • Talking louder – higher – quicker • Adopting aggressive postures • Changes in eye contact • Pacing around • Breaking minor rules • Low level destruction • Picking up objects which could be used as weapons • Challenges – “I will not....you can’t make me” | <ul style="list-style-type: none"> • Continue to use Low Level Behaviour de-escalation responses + • State desired behaviours clearly • Set clear enforceable limits • Offer alternatives and options • Offer clear choices • Give a get out with dignity • Assess the situation and consider making the environment safer and getting help • Guide the elbows towards safety |

| High Level Behaviours | Responses |
|--|---|
| <ul style="list-style-type: none"> • Shouting and screaming • Crying • Damaging property • Moving towards danger • Fiddling with electrics • Climbing trees, roofs or out of windows • Tapping or threatening to break glass • Moving towards weapons • Picking up objects which can be used as weapons • Hurting self • Grabbing or threatening others • Hurting others (kicking – slapping – punching) | <ul style="list-style-type: none"> • Continue to use all previous responses • Make the environment safer • Moving furniture and removing weapon objects • Guide assertively – hold or restrain if absolutely necessary • Ensure face, voice and posture are supportive not aggressive • Use Help Protocol to save face by changing face |

| Recovery Behaviours | Responses |
|--|--|
| <ul style="list-style-type: none"> • The recovery stage can easily be confused with the anxiety stage • People may sit quietly in a hunched position • The difference is that they can revert to extreme violence without the build up associated with the normal escalation at stage 2 | <ul style="list-style-type: none"> • Support and monitor • This may not be a good time to touch as touch at this stage can provoked a reversion to crisis • Give space • Look for signs that the person is ready to talk |

| Depression | Responses |
|---|--|
| <ul style="list-style-type: none"> • After a serious incident people can become depressed • They may not want to interact | <ul style="list-style-type: none"> • Support and monitor • Respond to any signs that the person wants to communicate • Show concern and care but do not attempt to resolve residual disciplinary issues at this stage |

| Follow Up | |
|--|--|
| <ul style="list-style-type: none"> • Positive Listening and Debrief • Recording, reporting and communicating • Planning to avoid similar events in the future | <p>Positive listening and debriefing can only begin when the pupil is ready. It cannot be forced. Staff should ensure that there is sufficient time so that the process will not feel rushed.</p> <p>The TELL acronym stands for Timing, Environment, Listening and Learning. There can be not hard and fast rule about choosing the right time.</p> |

APPENDIX 6 - Home – School Partnership Agreement

| | | |
|--|--|--|
| <p>School: To play our part in the Archibald Home School Partnership Agreement, we will: Provide quality education by: Teaching the National Curriculum as required by government legislation.</p> <ul style="list-style-type: none"> • Planning effectively for programmes of work and individual lessons. • Having high expectations and encouraging all pupils to reach their full potential. • Ensuring work is suitably matched to ability. • Effectively assessing pupils and regularly reporting their progress to parents. • Praising and rewarding children for their achievements. • Continuing our own professional development. <p>Provide a positive working environment and make every effort to ensure children:</p> <ul style="list-style-type: none"> • Are safe, secure and happy in school. • Are treated with respect and listened to. • Are encouraged to work hard and behave well in an intellectually stimulating environment. <p>In addition we will ensure that:</p> <ul style="list-style-type: none"> • We provide opportunities for out of hours learning. • We inform parents/carers of any problems or difficulties. • We provide the best possible resources within the limits of our budget. <p>Signed..... Headteacher</p> | <p>Children: To play my part in the Archibald Home School Partnership Agreement, I will:</p> <p>Work hard, stay on task and allow others to do so.</p> <p>Give 100% attention in lessons.</p> <p>Never be cheeky or disrupt lessons.</p> <p>Put good effort into all that I am asked to do.</p> <p>Move sensibly and quietly around school.</p> <p>Always try to be helpful and share things.</p> <p>Look after my school and the equipment.</p> <p>Follow all school rules.</p> <p>Always wear my school uniform, sensible footwear and no jewellery. I will remember my PE equipment on the appropriate days.</p> <p>Never use physical or verbal abuse and seek adult help if I have a problem.</p> <p>Show respect to everyone and always be polite.</p> <p>Do any homework given and read at home. I will return my reading packet as instructed.</p> <p>Try to behave well outside school – I represent Archibald Primary School.</p> <p>Signed..... Pupil</p> | <p>Families: To play my/our part in the Archibald Home-School Partnership Agreement, I/we will:</p> <p>Ensure our/my child attends school regularly and punctually and inform the school at the earliest opportunity when absence occurs.</p> <p>Encourage our/my child to listen well, work hard and always try their best.</p> <p>Encourage our/my child in all schoolwork by taking an interest in their education and ensure they understand the importance of education.</p> <p>Praise our/my child for their achievements.</p> <p>Support school in ensuring that our/my child is well behaved both in and out of the classroom.</p> <p>Ensure that our/my child wear their school uniform, sensible footwear and no jewellery.</p> <p>Attend parent’s meetings and other discussions about our/my child’s progress.</p> <p>Ensure our/my child does any homework given and reads at home regularly, returning their reading packet as instructed.</p> <p>Make the school aware of any changes in address, telephone numbers etc and of any problems which may affect our/my child’s progress in school.</p> <p>Signed..... parent/carer</p> |
|--|--|--|



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