



Evelyn Street Primary School

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Executive Principal:
Mrs L. Smith BA.Hons PGCE

Policy Title	Behaviour Policy encompasses policies ; Exclusion, Staff and Pupil Conduct, Positive Handling, Anti-bullying
School/WBC	School
This policy complies with Warrington LA guidance	Yes
Linked Polices:	This policy should be read in conjunction with DFE Statutory guidance for Executive Principal, staff and local governing bodies :
Written By	School
Staff Approval Date	September 15
FGB Ratification Date	October 15
Signed by Chair of Governors	Mr N. Spencer
Review Date	September 18

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Mission Statement

“seeing the possibilities”

RATIONAL

At Evelyn Street Primary we aim to maintain a friendly and caring atmosphere where everyone in school treats each other with courtesy, respect and tolerance. We believe it is important to encourage children, adults and staff to behave in a caring, co-operative and self-disciplined manner. We expect all members of our school to develop a clear sense of what is right and wrong and care for themselves, others and their environment. We also believe that it is important to develop positive self-images and attitude.

PURPOSE

- To create a sympathetic, tolerant, social environment exists where individuals treat each other with mutual respect.
- Lapses from the expected standards of behaviour are dealt with fairly and consistently.
- To enable all adults and children to become positive and responsible members of the school community.
- To treat all members of our school community fairly and apply this policy in a consistent way.
- To follow a positive behaviour strategy which rewards good behaviour, effort and achievements in all areas.
- Maintain clear and high expectations of behaviour, ensuring that the consequences of not meeting expectations are fully understood.

KEY STAFF

Behaviour lead	Kay Tobin
Safeguarding Link Governor	Kylie Pare
Safeguarding DSL	Jenny Hindley
SENCO	Staci Cooper
Medical Lead	Liz Dickenson
Welfare Co-Ordinator	Beth Goodier
Learning Mentor	Louise Curnow

SCHOOLS VALUES

We work to create a learning environment where everyone feels valued, secure and motivated to learn. We encourage high standards of work and behavior emphasizing praise and positive reinforcement. We ensure that all adults and children treat each other with mutual respect and consideration. This is verbalized in our schools clear expectations to;

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- Listen
- Do as we are asked
- Work well with others
- Try as hard as we can
- To be considerate to others

THIS BEHAVIOUR POLICY INCLUDES:

- Anti-Bullying Policy & Guidance
- Positive Handling and Restraint Policy & Guidance
- Exclusion Policy & Guidance
- Code of Conduct Staff and Pupils

RIGHTS AND RESPONSIBILITIES

Everyone within our school community has rights and responsibilities to ensure that Evelyn Street Primary School is a safe place in which to learn, work and play.

- Children and staff have the right to learn, work and play in a friendly, safe and helpful school, which is supported by the community.
- Parents and Carers have the right to feel welcome and to know that our children learn, work and play in a friendly, safe and helpful school.

ROLE OF THE EXECUTIVE PRINCIPAL

It is the responsibility of the Executive Principal to implement the school behaviour policy consistently throughout the school, and to report to Local Governing Body, when requested, on the effectiveness of the policy. It is also the responsibility of the Executive Principal to ensure the health, safety and welfare of all children in the school.

The Executive Principal supports the staff by implementing the policy, by setting the standards of behaviour, and by supporting staff in their implementation of the policy.

The Executive Principal keeps records of all reported serious incidents of misbehaviour including bullying and racism

The Executive Principal has the responsibility for giving fixed-term exclusions to individual children for serious acts of misbehaviour. For repeated or very serious acts of anti-social behaviour, the Executive Principal may permanently exclude a child. These actions are taken only after the schools Local Governing Body have been notified.

ROLE OF THE CLASS TEACHER

It is the responsibility of class teachers to ensure that the school rules are enforced in their classes, and that their classes behave in a responsible manner during lesson time.

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The class teachers in our school have high expectations of the children with regard to behaviour, and they strive to ensure that all children work to the best of their ability.

The class teacher must be a role model for the children and treat each child fairly, and enforce the classroom code consistently. The teachers treat all children in their classes with respect and understanding.

The class teacher should ensure that parents are aware of repeated low level negative behaviour such as calling out or disrupting the class.

If a child misbehaves repeatedly in class, the class teacher keeps a record of all such incidents. In the first instance, the class teacher deals with incidents him/herself in the normal manner. However, if misbehavior continues, the class teacher seeks help and advice from the Phase Leader, then the assistant Head Teacher and if necessary the Head Teacher.

The Learning Mentor is employed by the school to support children who, for a variety of reasons, find the school environment challenging. The Senior Management Team, agree with staff, those children who need to be supported and the Learning Mentor reports progress to the class teachers and the Senior Management Team.

The class teacher reports to parents and carers about the progress of each child in their class, in line with the whole-school policy. The class teacher may also contact a parent (in discussion with the Inclusion Manager and the Head Teacher) if there are concerns about the behaviour or welfare of a child.

ROLE OF SUPPORT STAFF

Support staff should provide a positive model of behaviour and ensure high expectations are made explicit to the children. They should inform class teachers of any inappropriate behaviour.

ROLE OF PARENTS AND CARERS

Parents and Carers agree to a Home School Agreement when enrolling their child at the school. Parents are expected to adhere to the Home School Agreement and support the actions of the school but are able to address any queries regarding sanctions firstly to the class teacher, then to the Assistant Head Teacher and Head Teacher.

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

CODE OF CONDUCT

The school environment plays a central role in the children's social and emotional development. Adults encountered by the children at school have an important responsibility to model high standards of behaviour at all times.

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We have adopted a behavior programme called 'Pathways to Success'. In our school we work towards standards of behaviour that are based on the basic principles of honesty, respect, consideration, and responsibility.

All members of staff have the power to use reasonable force or make physical contact when it is necessary to protect themselves, colleagues or children from danger or harm.

This document has been written with reference to "Guidance for Safe Working Practice for the Protection of Children and Staff in Education Settings" produced by The National Network of Investigation and Referral Support Co-ordinators.

The name of the designated person for child protection is Mrs J Hindley Head Teacher.

This code of conduct applies to all adults working in our school whatever their position, role or responsibility in either a paid or unpaid capacity.

1. Duty of Care

All adults should:

- understand the responsibilities, which are part of their employment or role, and be aware that sanctions will be applied if these provisions are breached.
- always act, and be seen to act, in the child's best interests
- avoid any conduct which would lead any reasonable person to question their motivation and intentions
- take responsibility for their own actions and behaviour.

2. Exercise Professional Judgement

This guidance cannot provide a complete checklist of what is, or is not, appropriate behaviour.

This means that where no specific guidance exists all adults should:

- discuss the circumstances that informed their action, or their proposed action, with a senior colleague. This will help to ensure that the safest practices are employed and reduce the risk of actions being misinterpreted
- always discuss any misunderstanding, accidents or threats with a senior manager
- always record discussions and actions taken with their justifications.

3. Power and Positions of Trust

Adults should not:

- use their position to gain access to information for their own advantage and/or a child's or family's detriment
- use their power to intimidate, threaten, coerce or undermine pupils
- use their status and standing to form or promote relationships with children, which are of a sexual nature.

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All adults should:

Avoid behaviour, which might be misinterpreted by others, and report and record any incident with this potential.

Remain at all times calm and restrained when dealing with pupils

4. Confidentiality

All Adults:

- are expected to treat information they receive about children and young people in a discreet and confidential manner.
- in any doubt about sharing information they hold or which has been requested of them should seek advice from a senior member of staff
- need to be cautious when passing information to others about a child/young person.

5. Propriety and Behaviour

All adults should not:

- behave in a manner which would lead any reasonable person to question their suitability to work with children or act as a role model.
- make sexual remarks to a pupil (including email, text messages, phone or letter)
- discuss their own sexual relationships with, or in the presence of pupils
- discuss a pupil's sexual relationships in inappropriate settings or contexts
- make (or encourage others to make) unprofessional personal comments which scapegoat, demean or humiliate, or might be interpreted as such.
- give the impression of anger or loss of temper when dealing with pupils.

6. Dress and Appearance

All adults should wear clothing which:

- promotes a positive and professional image
- is appropriate to their role
- is not likely to be viewed as offensive, revealing, or sexually provocative
- does not distract, cause embarrassment or give rise to misunderstanding
- is absent of any political or otherwise contentious slogans
- is not considered to be discriminatory.
-

7. Gifts

All adults should:

- generally, only give gifts to an individual young person as part of an agreed reward system
- where giving gifts other than as above, ensure that these are of insignificant value and given to all children equally and a senior colleague is informed.
- ensure that gifts received or given in situations which may be misconstrued are declared.

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8. Infatuations

All adults should:

- report any indications (verbal, written or physical) that suggest a pupil may be infatuated with a member of staff.

9. Social Contact

Social conduct with parents must be avoided at all times.

All adults should:

- not establish or seek to establish social contact with pupils for the purpose of securing a friendship or to pursue or strengthen a relationship.
- always approve any planned social contact with senior colleagues, for example when it is part of a reward scheme or pastoral care programme
- advise senior management of any regular social contact they have with a pupil which may give rise to concern
- report and record any situation, which they feel, might compromise the school or their own professional standing.

10. Physical Contact

All adults should:

- be aware that even well intentioned physical contact may be misconstrued by the child, an observer or by anyone to whom this action is described
- never touch a child in a way which may be considered indecent
- always be prepared to explain actions and accept that all physical contact be open to scrutiny
- never indulge in horseplay, tickling or fun fights.

The school

- has a system in place for recording serious incidents and the means by which information about incidents and outcomes can be easily accessed by senior management.
- provides staff, on a "need to know" basis, with relevant information about vulnerable pupils in their care.

11. Physical Education and other activities which require physical contact.

All adults should:

- Explain the reason why contact is necessary and what form the contact will take in order to support a child so they can perform a task safely, to demonstrate the use of a particular piece of equipment/instrument or assist them with an exercise. This should be done with the pupil's agreement.
- Ensure that contact under these circumstances is for the minimum time necessary to complete the activity and take place in an open environment
Remain sensitive to any discomfort expressed verbally or non-verbally by the child.

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- consider alternatives, where it is anticipated that a pupil might misinterpret any such contact, perhaps involving another member of staff, or a less vulnerable pupil in the demonstration.

12. Toilets, Showers and Changing.

All adults should:

- avoid entering toilet cubicles when accompanying children to the toilet
- avoid any physical contact when children are in a state of undress
- avoid any visually intrusive behaviour and where there are changing rooms:
- announce their intention of entering
- avoid remaining in the room unless pupil needs require it
- **DO NOT** change in the same place as children
- **DO NOT** shower with children

13. Pupils in Distress

All adults should:

- consider the way in which they offer comfort to a distressed pupil
- always tell a colleague when and how they offered comfort to a distressed child
- record situations which may give rise to concern.

14. Behaviour Management

All adults should:

- not use force as a form of punishment
- try to defuse situations before they escalate and not use sarcasm, demeaning or insensitive comments towards the pupils.
- keep parents informed of any sanctions
- adhere to the school's behaviour management policy.

15. Care, Control and Physical Intervention

Staff may legitimately intervene to prevent a pupil from committing a criminal offence, injuring themselves or others, causing damage to property, engaging in behaviour prejudicial to good order and to maintain good order and discipline. Staff should have regard to the health and safety of themselves and others.

This means that staff should:

- not use physical force as a form of punishment
- adhere to the school's physical intervention policy
- always seek to defuse situations
- always use minimum force for the shortest period necessary.

16. Sexual Contact with Young People

All adults should:

- not pursue sexual relationships with children and young people either in or out of school

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- avoid any form of communication with a child or young person which could be interpreted as sexually suggestive or provocative i.e. verbal comments, letters, notes, electronic mail, phone calls, texts, physical contact.

17. One to One Situations

All adults should:

- avoid meetings with pupils in remote, secluded areas of school
- ensure there is visual access and/or an open door in one to one situations
- inform other staff of the meeting beforehand, assessing the need to have them present or close by
- avoid use of 'engaged' or equivalent signs wherever possible. Such signs may create an opportunity for secrecy or the interpretation of secrecy
- always report any situation where a child becomes distressed or angry to a senior colleague consider the needs and circumstances of the child/children involved

18. Transporting Children

All adults should:

- not offer lifts to pupils
- avoid using own vehicle if possible but when necessary parental permission must be sought.
- try to ensure that at least one adult additional to the driver acting as an escort
- ensure that they are alone with a child for the minimum time possible
- be aware that the safety and welfare of the child is their responsibility until this is safely passed over to a parent/carer
- report the nature of the journey, the route and expected time of arrival in accordance with agreed procedures
- ensure that their behaviour and all arrangements ensure vehicle, passenger and driver safety
- take into account any specific needs that the child may have

19. Educational Visits and After School Clubs etc.

All adults should:

- always have another adult present in out of school activities, unless otherwise agreed with senior staff in school
- undertake risk assessments
- have parental consent to the activity
- ensure that their behaviour remains professional at all times.

20. First Aid and Administration of Medication

All adults should:

- adhere to the school's first aid policy
- make other staff aware of the task being undertaken
- explain to the child what is happening
- Only administer prescribed medication according to the school's medication policy.

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21. Intimate Care

All children have a right to safety, privacy and dignity when contact of an intimate nature is required (for example assisting with toileting or removing wet/soiled clothing).

All adults should:

- make other staff aware of the task being undertaken
- explain to the child what is happening
- consult with colleagues where any variation from agreed procedure/care plan is necessary
- record the justification for any variations to the agreed procedure/care plan and share this information with parents

22. Curriculum

All adults should:

- have clear written lesson plans
- ensure that resource materials cannot be misinterpreted and clearly relate to the learning outcomes identified by the lesson plan. This plan should highlight particular areas of risk and sensitivity.
- not enter into or encourage inappropriate or offensive discussion about sexual activity

23. Photography, Videos and other Creative Arts

All adults should:

- be clear about the purpose of the activity and about what will happen to the photographs/recording when the lesson/activity is concluded.
- ensure that a senior member of staff is aware that the photography/image equipment is being used and for what purpose.
- ensure that all images are available for scrutiny in order to screen for acceptability.
- be able to justify images of children in their possession
- avoid making images in one to one situations.
- not take, display or distribute images of children unless they have consent to do so.

24. Internet Use

All adults should:

- follow the school policy on the use of IT equipment.

25. Whistleblowing

All adults should:

- follow the school's whistleblowing policy and report any behaviour by colleagues that raises concern

26. Sharing Concerns and Recording Incidents

All adults should:

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- be familiar with their school system for recording concerns
- take responsibility for recording any incident, and passing on that information where they have concerns about any matter pertaining to the welfare of an individual in the school or workplace.

The school has an effective, transparent and accessible system for recording and managing concerns raised by any individual in school or the workplace.

SCHOOL AND CLASSROOM RULES

The school rules are on display around the school and in the classrooms. The rules are regularly referred to in assemblies and throughout the school day. They support the pupils understanding of the schools expectations.

WHOLE SCHOOL BEHAVIOUR POLICY OVERVIEW

The principle behind this system is:

- That all pupils have the opportunity to make positive choices about their behaviour and influence outcomes
- That teachers integrate a system within daily teaching in order to promote positive behaviour and effective behaviour management skills
- Pupils who consistently follow the rules are noticed and rewarded

The system allows for the following:

- A consistent approach that can be used by all staff
- Whole class and individual reward system
- Least intrusive approaches are used to manage behaviour
- Teaching of specific behaviours and routines

VIVO STARS REWARDS SYSTEM

Vivo is an online rewards system, allowing you to award pupils points called "Vivos" which they can then save and redeem against the rewards they want from an online catalogue.

You will be able to access the system from any web-connected computer either at school or home, by visiting www.vivoadge.com and entering your login details.

To reward an individual student, begin typing their name in the Find User box and click Reward. Choose the category you wish to reward them for (pre-set by the school) and click Submit. Details of this reward will appear on that student's account the next time they log-in.

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You can reward multiple students by clicking on the class you are teaching (listed down the left-hand-side of the page). If you have any classes missing, click on the Lists tab > View All and then "copy" any classes over.

Alternatively, you can browse by tutor group, or create your own lists of students who you regularly come into contact with via the Lists tab.

To see a full list of the rewards you have issued, click on the Transactions tab. To view any student's or group's Vivo record, search for them via the Search Users and Groups tabs respectively.

Within Evelyn Street Primary School the reward categories are:

Do as well as you can

Do as you are asked

Do Listen

Do Work Well

They are the main school values and are displayed throughout the school.

Any staff member can award a Vivo(s) to any pupil at any time during the day.

The ethos behind awarding a Vivo is based on the concept of positive praise for following the school rules and once awarded cannot be removed as a sanction/consequence for not adhering to the school rules.

In order to support staff with implementing the behavior policy, guidance notes have been drawn up.

- Graduated behavior code
- High & low behavior incidents (see attached APPENDIX)

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LEADERSHIP TEAM INVOLVEMENT

If pupils continue to make the wrong choice about their behavior staff will apply the graduated behaviour code

Graduated Behaviour Code		
STAGE	PERSON	ACTIONS
<p>Stage 1</p> <ul style="list-style-type: none"> Low level incidents- shouting out, chatting, nudging, wandering around the classroom. 	<p>Class Teacher/TA/MDA</p>	<ul style="list-style-type: none"> Thinking card When behaviour is modified, child highly praised and card removed.
<p>Stage 2</p> <ul style="list-style-type: none"> Persistent repetition of stage 1 behaviour <p>Or immediately if...</p> <ul style="list-style-type: none"> Name calling or not keeping hands and feet to themselves 	<p>Class Teacher/TA/MDA</p>	<ul style="list-style-type: none"> Time out Card (10 minutes at time out table/zone continuing to listen/work) When behaviour is modified, child highly praised, card removed and child returns to group. Child to apologise.
<p>Stage 3</p> <ul style="list-style-type: none"> Continuation of disruption throughout stages 1 and 2. <p>Or immediately if...</p> <ul style="list-style-type: none"> Child is not compliant to previous sanctions or their behaviour could be dangerous 	<p>Class Teacher & Parallel Class Teacher</p>	<ul style="list-style-type: none"> 10 minutes in partner classroom (escorted if necessary) Completion of reflection form (sent home with child if refusing to complete) Contact with parent/carer at the end of the day. (In person if possible otherwise by telephone) If child has missed work, complete this at break time

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<p>Stage 4</p> <ul style="list-style-type: none"> Two reflection forms completed in one half term <p>Or immediate if...</p> <ul style="list-style-type: none"> Fighting/hurting a child Swearing at a child or adult 	<p>Class teacher, Phase Leaders, Behaviour Lead and Parents</p>	<ul style="list-style-type: none"> Parents invited into discuss Time during break/lunch to write a letter of apology (class teacher) Child sent to phase leader Daily behaviour diary
<p>Stage 5</p> <p>See Behaviour Incident Record – High Level</p> <ul style="list-style-type: none"> persistent stage 4 behaviour <p>Or immediate if...</p> <ul style="list-style-type: none"> Physical assault/possible harm to self or others Bullying Threatening Leaving Spoiling with intent 	<p>Executive Principal</p>	<ul style="list-style-type: none"> Parent meeting with class teacher and principle Behaviour and support plan and risk assessment. Loss of full play time(s) Isolation Involvement of external agencies-SEN/CAF Exclusion High Level Behaviour form completed <p>(Decision dependent on the context of incident)</p>

Notes:

This system relies heavily on the use of praise to modify behaviour. Any evidence of child self-modifying must be highly praised by all staff. It is primarily a non-verbal sanction. The card should be given/shown to child with little or no disruption to the lesson.

Stage 1- All staff to have a set of cards laminated and attached to their lanyards.

Stage 2- Each class has a small timeout area/table with pencils and reflection forms available at all times.

Stage 3- When a reflection form has been completed, it must be annotated/signed by the class teacher, placed in the class reflection file and parents to be notified. This is how we record and monitor low level behaviour incidents. This file will be monitored by the behaviour lead fortnightly.

Stage 4- Daily sticker chart used to monitor behaviour by phase leaders/behaviour lead and parental involvement.

Stage 5- Incidents recorded in the blue file which is kept centrally.

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VULNERABLE PUPILS

During their time at school some pupils will require extra support in managing their behavior. At these times the behavior strategy may need to be adapted to support vulnerable pupils.

The Reflection logs from each class will be monitored weekly by Kay Tobin and Beth Goodier. The information will be collated to provide an overview of pupil progress in order to enable targeted support for vulnerable pupils.

Children who continue to cause concern will be referred to the welfare care meeting within school to be discussed with a view to providing additional support.

“Pathways to Success” logs are drawn up to offer additional support. “How best to support me” sheet APPENDIX

This information will contribute towards:

- Individual Education and /or Behaviours Plans
- Pastoral Support Programs
- Support from outside agencies

RECORD KEEPING

Any incidents that are judged to be high level are held centrally and these are formulated by the person involved and the behavior lead. These are monitored and evaluated weekly by Kay Tobin and Beth Goodier.

Lower level incidents are recorded through the use of reflection sheets if class teacher is at stage 3. Minimal notes are collected for stages 1 and 2 and are recorded through class teacher diaries or planning files.

Staff use graduated response guidance to identify high or low levels incidents and the steps to take.

EXCLUSION POLICY

Fixed-Term and Permanent Exclusions

We do not wish to exclude any child from school, but sometimes this may be necessary. The school has adopted a standard list of reasons for exclusion. We refer to this guidance in any decision to exclude a child from school.

Only the Executive Principal has the power to exclude a child from school. They may exclude a child for one or more fixed periods, for up to 45 days in any one school year. In extreme and exceptional circumstances, the Executive Principal may exclude a child permanently. It is also possible for the Executive Principal to convert a fixed-term exclusion into a permanent exclusion, if the circumstances warrant this.

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Pupils whose behavior at lunchtime is disruptive may be excluded for the duration of lunchtime. In such cases parents must be notified. A lunchtime exclusion is counted as half a school day.

If the Head Teacher excludes a child, either she or the Head of School informs the parents immediately, giving reasons for the exclusion. At the same time, they will make it clear to the parents that they can, if they wish, appeal against the decision to the Local Governing Body. The school informs the parents how to make any such appeal. The Head of School may write to parents informing them that their child has been excluded but this will always have been done in agreement with the Executive Principal.

The Head Teacher informs the LA and the Local Governing Body about any permanent exclusion, and about any fixed-term exclusions beyond five days in any one term.

The Local Governing Body itself cannot either exclude a child or extend the exclusion period made by the Executive Principal.

The Local Governing Body has a discipline committee which is made up of between three and five members. This committee considers any exclusion appeals on behalf of the Local Governing Body.

When an appeals panel meets to consider an exclusion, they consider the circumstances under which the child was excluded, consider any representation by parents and the LA, and consider whether the child should be reinstated.

If the Local Governing Body's appeals panel decides that a child should be reinstated, the head teacher must comply with this ruling.

Disruptive behavior may be an example of unmet needs. The school will try to identify casual factors and intervene early to reduce the risk of exclusion.

The school will take reasonable steps to set and mark work for pupils during the first 5 days of an exclusion and make alternative provision on the 6th day.

On return to the school a plan will be developed to support pupils reintegration.

EXERCISE OF DISCRETION

In reaching a decision on temporary or permanent exclusion, the Head Teacher will always look at each case on its own merits. Therefore, a tariff system, fixing a standard penalty for a particular action, is both unfair and inappropriate.

In considering whether permanent exclusion is the most appropriate sanction, the Head will consider a) the gravity of the incident, or series of incidents, and whether it constitutes a serious breach of the Pupil's Behaviour Policy and b) the effect that the student remaining in the School would have on the education and welfare of other students and staff. Nonetheless, in the case of a pupil found in possession of an offensive weapon, whether there is an intention to use it or not, it is the School's usual policy in this particularly serious matter to issue a permanent exclusion and possibly involve the Police.

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In line with its statutory duty, these same two tests of appropriateness will form the basis of the deliberations of the Management Team when it meets to consider the head Teachers decision to exclude. This Committee will require the Executive Principal to explain the reasons for the decision and will look at appropriate evidence, such as the student's School record, witness statements and the strategies used by the School to support the student prior to exclusion.

BEYOND THE SCHOOL GATE

Whilst this behaviour policy refers mainly to the behaviours of pupils within school premises, the schools reserve the right to discipline beyond the school gate.

Our policy covers any inappropriate behaviour when children are:

- Taking part in any school organised or school related activity
- Travelling to or from school
- Wearing school uniform
- In some way identifiable as a pupil
- Poses a threat to another pupil or member of the public
- Could adversely affect the reputation of the schools

In the incidences above, The Head Teacher may notify the police of any actions taken against a pupil. If the behaviour is criminal or causes threat to a member of the public, the police will always be informed.

OUT OF SCHOOL BEHAVIOUR

The school is committed to ensuring our pupils act as positive ambassadors for us. Taking the above into account, we expect the following:

- Good order on all transport (including taxis) to and from school, educational visits or learning opportunities in other schools
- Good behaviour on the way to and from school.
- Positive behaviour which does not threaten the health, safety or welfare of our pupils, staff, volunteers or members of the public.
- Reassurance to members of the public about school care and control over pupils in order to protect the reputation of the school.
- Protection for individual staff and pupils from harmful conduct by pupils of the school when not on the school site.

The same behaviour expectations for pupils on the school premises apply to off-site behavior.

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SANCTIONS AND DISCIPLINARY ACTION OFF SITE BEHAVIOUR

Sanctions may be given for poor behaviour off the school premises which undermines any of the above expectations and regardless of whether or not it is an activity supervised directly by school staff. Sanctions may be in the form of withdrawal of privileges, fixed term exclusion or in very serious cases, permanent exclusion. In issuing sanctions, the following will be taken into account:

- The severity of the misbehavior
- The extent to which the reputation of the school has been affected
- Whether pupils were directly identifiable as being a member of one of our schools

The extent to which the behaviour in question could have repercussions for the orderly running of the school and/or might pose a threat to another pupil or member of staff (e.g. bullying another pupil or insulting a member of staff).

Whether the misbehavior was whilst the pupil was taking part in learning opportunities in another school, participating in a sports event (and in any situation where the pupil is acting as an ambassador for the school) which might affect the chances or opportunities being offered to other pupils in the future.

DRUG AND ALCOHOL RELATED INCIDENTS

It is the policy of our school that no child should bring any drug, legal or illegal, to school. If a child will need medication during the school day, the parent or guardian should notify the school and ask permission for the medication to be brought. This should be taken directly to the school office for safekeeping. Any medication needed by a child while in school must be taken under the supervision of a teacher or other adult worker.

The schools will take very seriously misuse of any substances such as glue, other solvents, or alcohol. The parents or guardians of any child involved will always be notified immediately. Any child who deliberately brings substances into school for the purpose of misuse will be punished by a fixed-term exclusion. If the offence is repeated, the child will be permanently excluded, and the police and social services will be informed immediately.

If any child is found to be suffering from the effects of alcohol or other substances, arrangements will be made for that child to be taken home and the appropriate action will be taken including informing social services.

It is forbidden for anyone, adult or child, to bring onto the school premises illegal drugs. Any child who is found to have brought to school any type of illegal substance will be punished by a temporary exclusion. The child will not be readmitted to the school until a parent or guardian of the child has visited the school and discussed the seriousness of the incident with the Head Teacher.

If a child is found to have deliberately brought illegal substances into school, and is found to be distributing these to other pupils for money, the child will be permanently excluded from the school. The police and social care will also be informed.

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MULTI AGENCIES AND EXTERNAL ADVICE

Where it becomes clear that a child is having on-going difficulties in managing their behaviour, there are a wide range of strategies which are used to support pupils:

- Behaviour charts to enable celebration of good behaviour
- Increased communication between home and school
- Individual behaviour plans (IBPs)
- Support from the SENCo (Special Educational Needs Co-ordinator), identified teaching assistants, teachers
- Small group work or 1:1 support in self-esteem, emotional literacy, anger management, nurture group sessions etc.
- Additional English or Mathematics support where this is identified as a barrier to learning and impacts on the pupil's behaviour
- Alternative curriculum provision
- Temporary reduced timetable
- Referral to outside agencies such as Educational Psychologist, Mental Health Worker, LA Behavior Specialists etc.

THE USE OF REASONABLE FORCE

In order to maintain the safety and welfare of our pupils, it may sometimes be necessary to use reasonable force on a pupil, as permitted by law. This is only to be used when all possible options for giving the child time/space to regain self control have been exhausted.

The Local Governing Body have taken account of advice provided by the DfE - *Use of reasonable force: advice for Principals, staff and local governing bodies* and the school's public sector equality duty set out in section 149 of the Equality Act 2010. Please always refer to this more detailed guidance if needed.

POSITIVE HANDLING POLICY

"The Use of 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 and only when it is immediately necessary and for the minimum time necessary.

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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 injuring the pupil.

WHO CAN USE REASONABLE FORCE

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

WHEN CAN REASONABLE FORCE BE USED

- Reasonable force can be used to prevent pupils from hurting themselves or others, from damaging property, from causing disorder or committing a criminal offence.
- In a school, force is used for two main purposes – to control pupils or to restrain them.
- 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.
- 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.
- Pupils found fighting will be physically separated.
- Pupils who refuse to leave a room when instructed to do so may be physically removed.
- Pupils who behave in a way which disrupts a school event or a school trip or visit may be physically removed from the situation.
- Restraint may be used to prevent a pupil leaving a classroom where allowing him or her to do so would risk their safety or lead to disruptive behaviour. This may also include leading a pupil by the arm out of a classroom.
- Pupils at risk of harming themselves or others through physical outbursts will be physically restrained.
- In order to prevent a pupil from attacking a member of staff or another pupil
- To prevent a pupil causing injury or damage by accident, by rough play, or by misuse of dangerous materials or an object

SCHOOLS CANNOT:

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

COMMUNICATING THE SCHOOLS APPROACH TO THE USE OF FORCE

- We will make reasonable adjustments for disabled children and children with special educational needs when considering reasonable force
- We do not require parental consent to use force on a pupil

- We do not have a no contact policy as this could place a member of staff in breach of their duty of care towards a pupil or prevent action needed to prevent a pupil causing harm
- Children at risk of physical intervention will be subject to a Positive Handling Plan or “Pathway to Success”. This plan will be reviewed termly with parents

STAFF TRAINING

- All staff are trained on this policy and are clear about its application
- The school has staff trained in “Team Teach” physical restraint methods and these staff are identified to support specific pupils linked to their educational plans “Pathways to Success”. This does not abdicate all staff responsibilities to make a professional judgement to apply restraint if circumstances deem necessary.

RISK ASSESSMENT AND MEDICAL ISSUES

Risk assessment to ensure the health and safety of employees and pupils must be co-ordinated with strategies in the pupils Individual Behaviour Plan or Positive Handling Plan. A risk assessment should be carried out which identifies the benefits and risks associated with the application of different intervention techniques with the pupil concerned.

TELLING PARENT WHEN REASONABLE FORCE HAS BEEN USED ON THEIR CHILD

- Parents will be informed about serious incidents including the use of force.
- School will record serious incidents in-line with school recording protocols (Appendix 1)
- When deciding what is a serious incident we will consider;

Pupils behavior and level of risk presented

Degree of force

Effect on pupil or staff

Child’s age

PUPIL COMPLAINT WHEN FORCE IS USED

- All complaints about the use of force should be thoroughly, speedily and appropriately investigated.
- Where a member of staff has acted within the law – that is, they have used reasonable force in order to prevent injury, damage to property or disorder –

this will provide a defense to any criminal prosecution or other civil or public law action.

- When a complaint is made the onus is on the person making the complaint to prove that his/her allegations are true – it is not for the member of staff to show that he/she has acted reasonably.
- Suspension must not be an automatic response when a member of staff has been accused of using excessive force. We will refer to the “Dealing with Allegations of Abuse against Teachers and Other Staff” guidance (see the ‘Further sources of information’ section below) where an allegation of using excessive force is made against a teacher. This guidance makes clear that a person must not be suspended automatically, or without careful thought.
- The school will consider carefully whether the circumstances of the case warrant a person being suspended until the allegation is resolved or whether alternative arrangements are more appropriate.
- If a decision is taken to suspend a teacher, the school will ensure that the teacher has access to a named contact who can provide support.
- The Local Governing bodies will always consider whether a teacher has acted within the law when reaching a decision on whether or not to take disciplinary action against the teacher.
- As employers, schools and local authorities have a duty of care towards their employees. The school will provide appropriate pastoral care to any member of staff who is subject to a formal allegation following a use of force incident.

OTHER FORMS OF PHYSICAL CONTACT

- It is not illegal to touch a pupil. There are occasions when physical contact, other than reasonable force, with a pupil is proper and necessary.
- Examples of where touching a pupil might be proper or necessary:
 - Holding the hand of the child at the front/back of the line when going to assembly or when walking together around the school
 - When comforting a distressed pupil
 - When a pupil is being congratulated or praised
 - To demonstrate how to use a musical instrument
 - To demonstrate exercises or techniques during PE lessons or sports coaching
 - To give first aid.

POWER TO SEARCH PUPILS WITHOUT CONSENT

- In addition to the general power to use reasonable force described above, Principal and authorised staff can use such force as is reasonable given the circumstances to conduct a search for the following “prohibited items”
 - knives and weapons
 - alcohol
 - illegal drugs
 - stolen items
 - tobacco and cigarette papers
 - fireworks
 - pornographic images
 - any article that has been or is likely to be used to commit an offence, cause personal injury or damage to property.
- Force cannot be used to search for items banned under the school rules.

RECORDING AN INCIDENT

A contemporaneous record (i.e. written as soon as possible and no longer than 2 hours after the incident's occurrence) should be made by the staff member involved in the incident and a copy given to a senior member of staff and parent/carer.

Similarly, contemporaneous notes will also be made by all other members of staff involved (i.e. as witnesses or additional providers of support). The notes will be dated.

The record will contain the following information:

1. the name(s) and the job title(s) of the member(s) of staff who used reasonable force;
2. the name(s) of the child(ren) involved;
3. when and where the incident took place;
4. names of staff and child(ren) who witnessed the incident
5. the reason that force was necessary;
6. behaviour of the child(ren) which led up to the incident;

7. any attempts to resolve the situation;
8. the degree of force used;
9. how it was applied;
10. how long it was used for;
11. the child's/children's response and the eventual outcome;
12. details of any injuries suffered by either staff or child(ren);
13. details of any damage to property;
14. details of any medical treatment required (an accident form will be completed where medical treatment is needed);
15. details of follow-up including contact with the parents/carers of the child(ren) involved;
16. details of follow up involvement of other agencies, police, social services. Child witnesses may also be asked to provide a written account if appropriate

DEBRIEFING ARRANGEMENTS

The child/young person and the member of staff will be checked for any sign of injury after an incident. First aid will be administered to anyone who requires it, or medical treatment obtained. The child or young person will be given time to become calm while staff continue to supervise him/her. When the child regains complete composure, a senior member of staff will discuss the incident with the child and try to ascertain the reason for its occurrence.

The child will be given the opportunity to explain things from his/her point of view. All necessary steps will be taken to re-establish the relationship between the child and the member(s) of staff involved in the incident.

In cases where it is not possible to speak to the pupil on the same day as the incident occurred, the debrief will take place as soon as possible after the child returns to school.

All members of staff involved should be allowed a period of debrief and recovery from the incident. A senior member of staff will provide support to member(s) of staff involved.

Head Teacher will be informed at the earliest possible opportunity of any incidents where positive handling was used. Head Teacher will initiate the recording process if not already under way and review each incident to ensure that any necessary lessons are learned.

All parents will be informed after an incident where positive handling is used with a child. Parents will need to be notified sensitively and to be made aware of the full circumstances.

ANTI BULLYING POLICY AND GUIDANCE/WHAT IS BULLYING?

The Local Governing Body, staff and pupils of Evelyn Street Primary School accepts the following definition of “bullying” taken from:

Preventing and Tackling Bullying Oct 2014 DFE

Bullying may be physical, verbal or (in the case of cyber bullying) written and has three key characteristics:

1. It is ongoing and continuous repeated (not the same as a conflict between two equals or a random, unprovoked, aggressive act)
2. It is deliberate and targeted
3. It is unequal – it involves a power imbalance it may be physical, psychological (knowing what upsets someone) derived from an intellectual imbalance, or by having access to the support of a group or the capacity to socially isolate.

Specific types of bullying include those relating to:

- race, religion, belief, culture or gender;
- SEN or disabilities;
- appearance or health conditions; including maternity or pregnancy
- sexual orientation; including homosexual, gay or homophobic, gender reassignment
- young carers or looked after children or otherwise related to home circumstances;
- sexist or sexual bullying.

Acts of bullying can include:

- name-calling;
- taunting;
- mocking;
- making offensive comments;
- kicking;
- hitting;
- pushing;
- taking belongings;
- inappropriate text messaging and emailing;
- sending offensive or degrading images by phone or via the internet e.g. via Social Networking sites;
- producing graffiti;
- gossiping;
- excluding people from groups;
- spreading hurtful and untruthful rumours.

Cyber bullying can be defined as the use of information and communications technology particularly mobile phones and the internet, deliberately to upset someone else. Cyber bullying that occurs while pupils are under the schools direct supervision will be dealt with in line with this policy .

In cases where cyber bullying occurs while pupils are outside our direct supervision (i.e. at home), parents will be encouraged to report these incidents to the police as criminal laws (such as those pertaining to harassment, threatening and menacing communications) may apply. The school wherever possible will support parents in this, and may impose a sanction upon the bully where this individual is recognisable.

PRINCIPLES

Bullying happens in every school and the effects can be long lasting, sometimes devastating.

- We take bullying seriously in our schools and will not tolerate it.
- We work proactively to address the issue explicitly with children and provide opportunities to develop understanding, empathy and self-esteem.
- We also react to bullying decisively and consistently with appropriate sanctions. Children are not “bullies” or “victims”. Bullying is not a character trait but a set of behaviours.
- Even “perfectly nice” and popular children can use bullying behaviours on occasion. “Witnesses” to bullying also have a role to play.
- All “sides” in a bullying incident will be listened to calmly and with respect.
- We involve parents in our approach to preventing or addressing bullying behaviour.

STRATEGIES

The school takes part in National Anti-Bullying Week through assemblies, Class Worship Time and PSHCE lessons.

Children are provided with a clear message about bullying “TELL” – this is reinforced and encouraged by an empathetic, listening culture amongst the adults in the school. Adults are alert to bullying behaviours both inside the school and in the playground and address incidents immediately.

THE LAW

Evelyn Street Primary School endeavours to comply with the legal requirements placed on schools and the Local Governing Body to determine detailed measures (rules, rewards, sanctions and behaviour management strategies) that “encourage good behaviour and respect for others on the part of pupils and in particular preventing all forms of bullying among pupils” (Education and

Inspections Act 2006, section 89). The school will exercise its legal powers (as outlined in section 89/5) and (section 91, Education and Inspections Act 2006) as deemed appropriate and practicable.

Schools are required to comply with the new equality duty „The Equality Act 2010“. The publicsector equality duty has three aims:

- Eliminate unlawful discrimination, harassment, victimisation and any other conduct prohibited by law;
- Advance equality of opportunity between people who share a protected characteristic and people who do not share it;
- Foster good relations between people who share a protected characteristic and people who do not share it.

REPORTING AND RECORDING INCIDENTS OF BULLYING

Pupils and parents are encouraged to report bullying to any member of staff. Incidents are in the first instance referred to the pupil's class teacher to be investigated, appropriate action taken and parents will be informed promptly using usual schools procedures. Incidents may be then referred to Head Teacher. Pupil voice is important at our school and pupils are encouraged through various means to report any incidents of bullying behavior which they encounter personally or become aware of. This is reinforced via assemblies, anti bullying week, PSHE and during class time.

The Whole School Behaviour Management Policy also reinforces the school's expectation as to how members of the school community should conduct themselves. A central log will be maintained of racist incidents and information on incidents of bullying.

TACKLING BULLYING

The aim of any anti-bullying intervention is to safeguard and support the victim, discipline and modify the behaviour of the bully with a view to prevent, de-escalate and stop further incidents of harmful behaviour

STRATEGIES FOR DEALING WITH THE BULLY

Disciplinary sanction imposed either time out, removal of privileges or in extreme instances exclusion Engage promptly with parents to ensure their support and involvement.

- Restorative justice approaches taken as appropriate
- One to one interviews with staff or peer mentors
- Counselling offered
- Work with the educational psychologist or other outside agency

- Anger management strategies discussed

STRATEGIES TO SUPPORT A VICTIM

- Disciplinary sanctions as appropriate applied to the bully
- Counselling offered
- Mediation
- One to one parental interview, parental support and involvement
- Private diaries given
- Self-assertive strategies discussed

ALLEGATIONS OF ABUSE AGAINST STAFF AND OTHER ADULTS WORKING IN THE SCHOOL

All children and adults have a fundamental right to be protected from harm. All allegations of abuse will be taken seriously.

The Local Governing Body of Evelyn Street Primary School have a duty to safeguard and promote the welfare of children and create and maintain a safe learning environment (section 175 of the Education Act 2002). Our policy is to identify where there are child welfare concerns and take action to address them, in partnership with other organisations where appropriate, and in accordance with local inter-agency procedures.

The school staff have a positive role to play in child protection, as their position often allows them to be able to observe outward signs of abuse and changes of behaviour in children. Because of their role however, they are also open to accusations of abuse. Such allegations may be true, but they may also be false, misplaced or malicious.

In order to fulfil its commitment to the welfare of children, this federation has a procedure for dealing with allegations of abuse against members of staff and volunteers.

The procedure aims to ensure that all allegations are dealt with fairly, consistently and quickly and in a way that provides protection for the child, whilst supporting the person who is the subject of the allegation.

ACTION IN THE EVENT OF A MALICIOUS ALLEGATION

If an allegation is determined to be unfounded or malicious, the Local Authority Designated Officer will be informed and will refer the matter to local authority children's social care services to determine whether the child concerned is in need of services, or may have been abused by someone else.

In the event that an allegation is shown to have been deliberately invented or malicious, Head Teacher will consider whether any disciplinary action is appropriate against the pupil who made it, or the police will be asked to consider whether any action might be appropriate against the person responsible, including situations where the individual concerned was not a pupil. Such cases may be dealt with under the Protection from Harassment Act 1997. 16

The disciplinary action taken against a pupil may include fixed term or permanent exclusion. Whatever action is taken will be discussed with the parent/carer of the pupil concerned at an early stage.

MONITORING AND REVIEW

Delivery of the behaviour policy will be monitored within the school monitoring cycle and analysis of the tracking sheets.

APPENDICES

REFLECTION SHEETS

GRADUATED RESPONSE

LOW LEVEL INCIDENT SHEETS

RISK ASSESSMENTS

PATHWAYS TO SUCCESS

RECORD KEEPING OF INCIDENT

RECORD OF SIGNIFICANT BEHAVIOUR INCIDENT

PARENT LETTER

EXCLUDABLE ACTIONS

Graduated Behaviour System

3 step process: Thinking time, Time Out, Reflection Room

All staff have a sets of 3 cards

	= Thinking card
	= Time Out card
	= Reflection Room

Stage 1 = A child is causing low level disruption e.g. shouting out, chatting, nudging etc.

Teachers shows/gives child a thinking card and continues teaching (non-verbal)

If the child improves their behaviour the card is taken away/put away and the child is highly praised.

Stage 2 = If behaviour continues, teacher replaces thinking card with a time out card (non-verbal) and child takes themselves to the TO table.

(Time Out - If this occurs during input, child must go and sit at the Time Out table for the next 10 minutes of input. If this occurs whilst the child is at their desk, they take their work to the Time Out table for 10 minutes.)

CT observes child in TO and praises any evidence of behaviour improvement.

If behaviour is modified, TO card is removed, child is praised and they re-join class.

Stage 3 = If child has been through stage 1 and 2 and behaviour has not been modified/still causing disruption, child is shown (non-verbal) blue arrow card and they take themselves to the TO area in their buddy class where they complete a reflection form (10 mins or until form is complete).

Work missed during this time is completed at break time, golden time or at home.

If a child has received a blue arrow card, their parent/carer will be informed at the end of the day.

Child takes reflection form back to CT who annotates it with details of when/in which lesson etc. the disruptive behaviour occurred. The reflection form is placed in a class reflection file. (This is how we log low level behaviour)

If a child has completed 2 forms in a half term the CT holds a meeting with child and parent.

If a further 2 forms are completed then a further meeting will take place involving BL/HT.

Behaviour Incident Record (High Level intervention)

Name of Child.....

Class.....

Date of Record	Recorded by:		
Date of Incident			
Time of Incident:	Location of Incident		
Names and Classes of children and all staff involved: (Please indicate victim (v) or perpetrator (p))			
Type of High Level Incident please detail:			
High frequency of low level behaviours			
Religion and belief bullying		Age discrimination	
Gender bullying		Gender reassignment	
Transgender bullying		Gender	
Racist bullying		Sexual orientation	
Disability bullying		Bullying	
Spoiling things with intent			
Threatening behaviour; high probability they may be hurt (victim impact)			
Leaving without permission			
Cyber bullying			
Engaging actions that could harm self or others			
Physical assault			
Action Taken please tick			
<ul style="list-style-type: none"> ◇ Children concerned interviewed ◇ Adult involvement ◇ Interview ◇ Phase leader informed. If not then this should be dealt with by the class teacher. ◇ Behaviour Lead informed ◇ Parent/Carer informed ◇ Positive Handling ◇ Other (please state) 			
Consequences/Further action please tick			
<ul style="list-style-type: none"> ◇ Monitor and evaluate. ◇ Put in place agreed sanctions. ◇ Escalate to high level intervention ◇ Put in place appropriate support plans 			

Person reporting.....

Designation.....

Signed.....

Signed..... Head Teacher Date.....

Behaviour Incident Record (Low Level intervention)

Name of Child.....

Class.....

Date of Record	Recorded by:																
Date of Incident																	
Time of Incident:	Location of Incident																
Names and Classes of children and all staff involved: (Please indicate victim (v) or perpetrator (p))																	
Type of High Level Incident please detail: <table border="1"> <tr> <td>Discourteous</td> <td></td> </tr> <tr> <td>Shouting out</td> <td></td> </tr> <tr> <td>Name calling</td> <td></td> </tr> <tr> <td>Pushing</td> <td></td> </tr> <tr> <td>Not responding to reasonable requests</td> <td></td> </tr> <tr> <td>Talking at in appropriate times</td> <td></td> </tr> <tr> <td>Time wasting in learning time</td> <td></td> </tr> <tr> <td>High levels of unnecessary movement</td> <td></td> </tr> </table>		Discourteous		Shouting out		Name calling		Pushing		Not responding to reasonable requests		Talking at in appropriate times		Time wasting in learning time		High levels of unnecessary movement	
Discourteous																	
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Not responding to reasonable requests																	
Talking at in appropriate times																	
Time wasting in learning time																	
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Brief description of Incident:																	
Action Taken please tick <ul style="list-style-type: none"> ◇ Children concerned interviewed ◇ Adult involvement ◇ Interview ◇ Phase leader informed. If not then this should be dealt with by the class teacher. ◇ Parent/Carer informed ◇ Other (please state) 																	
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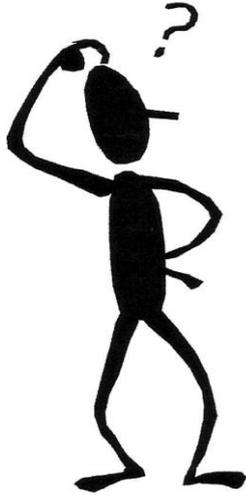
Person reporting.....

Designation.....

Signed.....

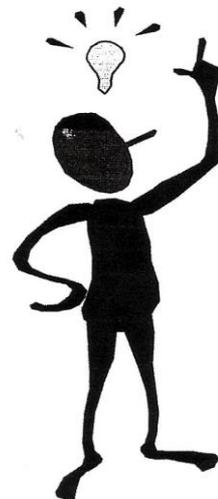
Signed.....Principal

Date.....



The 4 W's

- . What I did
- . Why I did it
- . What expectation I didn't meet
- . What can I do to put it right?



KS1 REFLECTION SHEET

Name _____ Date _____

What I did...

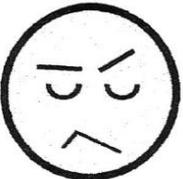


How I feel...



How I would like to feel...

How _____ may feel...



How _____ may like to feel...

 What I can do to show I'm sorry...



Pathway to Success

My favourite things are:

The best way to keep my attention is:

To help me learn (Flexibility of thought):

Behaviour:

If you do have to reprimand:

Triggers that lead to stress:

You can tell I am getting stressed if:

Level 1:

Level 2:

Level 3:

If I do get stressed:

If I have a complete meltdown:

My teacher's comments:

September 2014



Evelyn Street School Positive Handling Plan

Name:

Date:

1. Child Responses

Level 1 Responses	Level 2 Responses	Level 3 Responses

2. Teacher de-escalation responses

	Try	Avoid	Notes
Verbal advice & support			
Firm clear boundaries			
Humour			
Negotiation			
Limited Choices			
Distraction			
Reassurance			
Planned ignoring			
C.A.L.M talking			
Take up time			
Withdrawal offered			
Withdrawal directed			
Transfer adult			
Reminder about consequences			
Success reminders			
Others:			

3. Diversion & distraction

If the child responds to distraction the interests of the child are.....

4. Crisis situation

When approaching a crisis situation which methods have worked / should be avoided

	Try	Avoid
Friendly hold		
Half shield		
Standing double elbow		
Standing single elbow		
Sitting single elbow		
Figure of four		

5. Triggers

The things that have caused anxiety for this pupil and led to de-escalation or intervention being required are.....

Signed: _____

Date: _____

POSITIVE HANDLING PARENT LETTER

Date _____

Dear Parent/Carer

Today _____ behaviour became extremely challenging and as such posed a health and safety risk to themselves, other children and/or staff.

Action Taken please tick

- ◇ Children concerned interviewed
- ◇ Adult involvement
- ◇ Interview
- ◇ Phase leader informed. If not then this should be dealt with by the class teacher.
- ◇ Behaviour Lead informed
- ◇ Parent/Carer informed
- ◇ Positive Handling (if appropriate)
- ◇ Other (please state)

Consequences/Further action please tick

- ◇ Monitor and evaluate.
- ◇ Put in place agreed sanctions.
- ◇ Escalate to high level intervention
- ◇ Put in place appropriate support plans

As a precaution and to further safeguard your child they have been checked by the school nurse and/or school staff with a First Aid qualification. Please be assured that your son/daughter's health and safety is our highest priority and we will do all we can to safeguard their welfare whilst managing to the best of our ability such challenging behaviour.

Please sign the reply slip below and return it to school as soon as possible.

Yours sincerely

Principal

BEHAVIOUR MANAGEMENT AND POSITIVE HANDLING INTERVENTION

CHILD'S NAME _____ **CLASS** _____

I understand Behaviour Management and Positive Handling Interventions have been applied to my child.

Please tick the following boxes as appropriate:

- I wish to come into school to discuss this further
- I would like someone from school to ring me to discuss this further
- I am happy about the way in which my son's/daughter's behaviour is managed at school

Signed _____ parent/carer Date _____

EXCLUDABLE ACTIONS

This list is not exhaustible and can be added to. Each action will be reviewed upon its own merits and does not automatically result in exclusion

- Verbal abuse to adult and child
- Physical and or Sexual assault
- Bullying
- Destroying property
- Having a weapon within school and or with an intent to use
- Stealing
- Leaving the classroom or school without permission
- Bringing the good name of the school into disrepute by acts within and outside the school day.

Record of the use of reasonable force

This report should normally be completed as soon as practically possible after the incident by person/s involved in incident or, if not practical, by a senior member of staff.

NAME OF SCHOOL: _____

Name of Pupil: _____

Registration Group/Class: _____

Date of Birth: _____ Child in Public Care Y/N Please circle

Ethnicity: _____

Date & Time of Serious Incident: _____

Place: _____

Reporting Staff: _____

Staff Witnesses: _____

Child Witnesses: _____

RECORD OF SERIOUS INCIDENT

Was the child concerned liable to injury? Yes/No Details:

Were other children liable to injury? Yes/No Details:

Were staff liable to injury? Yes/No Details:

Was property about to be damaged? Yes/No Details:

Was property actually damaged? Yes/No Details:

Was good order prejudiced? Yes/No Details:

Other Reason:

Concise details of how the incident began, nature of pupil behaviour, the use of techniques other than physical control to defuse the situation, and measures taken to avoid harm to the pupil.

Description of physical intervention/control/restraint used, including the degree of force used, how that was applied, and for how long:

Record of any injuries to pupils/staff:

Record of any damage to property:

Measures taken to ensure that the pupil was calmed after the incident:

Signature:

Time: am/pm

Date:

Designation:

Signatures of adult witnesses.....

NB If necessary please use additional pages which should be numbered

ACTION TAKEN BY PRINCIPAL/DEPUTY
PRINCIPAL/SENIOR MANAGER

Name: _____

Incident Book Completed: Yes/No

Signed by Principal: Yes/No

Details of how and when parents were informed:

Incident discussed with pupil Yes/No

Date: _____

Other Professionals informed: Yes/No

Details:

Personal injury form completed for Staff/Pupil: Yes/No

Support offered to member of staff: Yes/No

Details:

Support requested by member of staff: Yes/No

Details:

Action Log (any other actions taken/follow up from other professionals etc)

Date: _____