
BEHAVIOUR AND DISCIPLINE POLICY



**BUTTSBURY
PRIMARY SCHOOL**

AN ACADEMY SCHOOL

EYFS/KEY STAGE 1 POLICY

To be read alongside the Key Stage 2 policy

Approved by:	Full Trust Board
Last reviewed on:	Summer 2024
Next review due by:	Summer 2025

The promotion of good behaviour is recognised to be a collective responsibility between parents/carers, staff, Governing Body, children and other agencies involved with school. It is vital that the behaviour policy is clear, that it is well understood by staff, parents/carers and children and that it is consistently applied.

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Aims

This policy aims to:

- › Provide a consistent approach to behaviour management
- › Define what we consider to be unacceptable behaviour, including bullying and discrimination
- › Outline how children are expected to behave
- › Summarise the roles and responsibilities of different people in the school community with regards to behaviour management
- › Outline our system of rewards and consequences

Legislation and statutory requirements

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

- › Behaviour and discipline in schools
- › [The Equality Act 2010](#)
- › [Keeping Children Safe in Education](#)

- › [Use of reasonable force in schools](#)
- › [Supporting pupils with medical conditions at school](#)

It is also based on the [special educational needs and disability \(SEND\) code of practice](#).

In addition, this policy is based on:

- › Section 175 of the [Education Act 2002](#), which outlines a school's duty to safeguard and promote the welfare of its children
- › Sections 88-94 of the [Education and Inspections Act 2006](#), which require schools to regulate children's behaviour and publish a behaviour policy and written statement of behaviour principles, and give schools the authority to confiscate children's property
- › [DfE guidance](#) explaining that maintained schools must publish their behaviour policy online

Principles

- Every child has the right to learn but no child has the right to disrupt the learning of others.
- Everyone has a right to be listened to, to be valued, to feel and be safe. Everyone must be protected from disruption or abuse.
- The fundamental approach is a positive one, drawing attention to and rewarding good behaviour and promoting mutual respect
- There must be a whole school approach to discipline with a clearly defined code of conduct.
- It is expected that all adults within the school community will set excellent examples to the children in all their work and interactions.
- Every child must take personal responsibility for their own actions.
- There must be effective communication systems.
- Where there are significant concerns over a child's behaviour we will share the strategies we use with parents/carers; working on an active partnership to promote good behaviour.
- There must be early support for developing problems.
- There must be a corporate approach but with due regard for individual circumstances.
- The Governors, along with the Headteacher, feel strongly that exclusions, particularly those that are permanent, must only be used as the very last resort.
- The Governors wish to emphasise that violence, threatening behaviour or abuse by children or parents/carers towards the school's staff will not be tolerated. If an adult does not conduct themselves properly, the school may ban them from the school premises and, if the adult continues to cause disturbance, they may be liable to prosecution.

We will seek advice and support from appropriate outside agencies.

- Under the Equality Act 2010, staff, pupils or parents/carers must not discriminate against, harass or victimise children because of their sex; race; disability; religion or belief; sexual orientation; or because of gender reassignment. For disabled children, this includes a duty to make reasonable adjustments to policies and practices.

Implementation

It is recognised that the quality of learning experiences in the classroom will have an impact on behaviour. High expectations from staff delivering a curriculum matched to children's varying needs will help to motivate children and promote self-esteem and confidence, leading to order and self-discipline.

It is also recognised that external influences on children must be taken into account and related to the expectations of the school. The development of good relationships with parents/carers will assist in the appropriate provision of support and understanding.

Finally, it is important to reward those who consistently make the right choices. Most children respond well to praise and there is something worthy of praise in all children. However, it is important that children accept responsibility for their own actions through a clearly defined Code of Conduct (our Buttsbury Golden Rules) understood by all.

Buttsbury Golden Rules

We **aspire** to be the best we can.

We **respect** ourselves, each other and the school's property.

We show **resilience** by not giving up. We keep trying.

We are **kind** to everyone.

These principles underpin all behaviour management within the school, and are regularly revisited in class, in assemblies, and where necessary on an individual basis. The children agree to abide by these rules and understand that if they do not adhere to them, there is a procedure that is followed fairly and consistently for everyone.

In all disciplinary actions it is essential the child knows that it is the behaviour which is unacceptable, not them as a person.

Teachers and paid staff with responsibility for children have statutory authority to discipline children whose behaviour is unacceptable, who break the school rules or who fail to follow a reasonable instruction (Section 91 of the Education and Inspections Act 2006).

The school values its partnership with families and encourages involvement in all aspects of school life, including discipline and behaviour. Staff welcome early contact if parents/carers have a concern about their child's behaviour or fear that they are being upset by others. If parents/carers and school work together we believe that the discipline and behaviour of children will be maintained and respected by all.

Roles and Responsibilities

The Trust Board

The Trust Board is responsible for reviewing and approving the written statement of behaviour principles (appendix 1).

The Trust Board will review the effectiveness of this behaviour policy in conjunction with the headteacher, holding the headteacher to account for its implementation.

The Headteacher

The headteacher is responsible for reviewing this behaviour policy, giving due consideration to the school's statement of behaviour principles (appendix 1).

The headteacher will ensure that the school environment encourages positive behaviour and that staff deal effectively with inappropriate behaviour, and will monitor how staff implement this policy to ensure rewards and consequences are applied consistently.

Staff

Staff are responsible for:

- Implementing the behaviour policy consistently
- Modelling positive behaviour
- Providing a personalised approach to the specific behavioural needs of particular pupils
- Recording behaviour incidents using CPOMS (Child Protection Online Management System)

The senior leadership team will support staff in responding to behaviour incidents.

Parents/Carers

Parents/Carers are expected to:

- Support the school in our policy that all children are expected to behave in a responsible manner, both towards themselves and others, showing consideration, courtesy and respect for other people at all times.
- Support their child in adhering to the Buttsbury Golden Rules
- Inform the school of any changes in circumstances that may affect their child's behaviour
- Discuss any behavioural concerns with the class teacher promptly

Children's Code of Conduct

At Buttsbury Infant School, there is an expectation that children:

- Demonstrate appropriate levels of concentration and self-discipline.
- Show respect for people and property.
- Take responsibility for their own actions and accept the resulting consequences.
- Co-operate with and respond to the school's Golden Rules.
- Are polite, considerate and caring.
- Move in an orderly and calm manner around school.

We aim to encourage the children to exercise self-discipline and develop the ability to:

- Regulate their feelings and emotions, using the Zones of Regulation in their class to help them to communicate their feelings and emotions.
- Take turns and share.
- Learn to interrupt only if, and when, appropriate.
- Listen and respond immediately to a staff member's voice.
- Work independently and co-operatively.
- Work without disturbing others.
- Work consistently, aspiring to be their best.

The desired outcome is that children will be motivated and enthusiastic, taking a pride in themselves and our school.

Through praise and encouragement, we aim to emphasise the following positive qualities in the classroom and playground:

- Aspiration
- Respect
- Resilience
- Kindness
- Tolerance and respect regardless of age, gender, race, ability, disability and sexual orientation
- Empathy
- Consideration
- Co-operation
- Patience
- Good manners to all.

Unacceptable behaviour

The following behaviours are considered to be unacceptable:

- Distracting other children within the classroom
- Disruption of lessons
- Bullying (deliberately hurtful behaviour **repeated** over a period of time) - individual or group; verbal or physical abuse; taunting; mimicking; cyberbullying; intimidation through words or actions and indirect bullying (spreading rumours, excluding someone from social groups)
- Aggression towards children and adults
- Swearing
- Use of racist and homophobic language
- Rudeness and disrespect towards other children or adults
- Lying
- Stealing
- Damaging school property or the property of others through deliberate or irresponsible behaviour, or through lack of care.

Strategies to promote good behaviour

In order to assist with the implementation of our policy, staff must:

- Be consistent and encourage co-operation
- Prioritise learning and take an interest in children as individuals
- Use assertive body language and demonstrate warmth
- Follow through with consequences
- Be good role models.
- Praise individuals, groups or classes as and where appropriate
- Actively support parent/carer involvement in school and remind families that they have a valuable role to play
- Supervise children to and from classrooms, into corridors and to and from playgrounds
- Remind children, as they leave classes, of expected behaviour when moving around school i.e. walking quietly in single file with hands by their sides
- Encourage toilet visits at breaks and lunchtimes (although with our young children this is not a necessity)
- Give reasoned explanations for the Buttsbury Golden Rules and, if broken, the resulting consequences
- Use key words for reinforcement e.g. kindness, respect, care and consideration, sharing, self-control, responsibility, etc.

- Use the school's reward systems for academic and non-academic achievement and effort
- Utilise present communication systems in school to maintain close links with the home (Communication Diaries, face-to-face conversations, etc).
- Involve outside agencies where necessary through consultation with the Special Needs Coordinator or senior leaders.

Promoting good behaviours in the classroom

At Buttsbury we believe that the quality of teaching in the classroom can have a direct impact on behaviour and conduct within the classroom and beyond. Therefore, it is important that classroom staff:

- Are well prepared and organised
- Label resources clearly and make them easily accessible, and design classroom layout to facilitate ease of movement.
- Organise and adhere to consistent classroom routines e.g. lining up, sitting correctly.
- Place emphasis on independent learning where appropriate
- Allow adequate time for tidying up.
- Make expectations clear to children and parents/carers, when applicable.
- Share responsibilities between all children.
- Use eye contact, smiles, gestures, etc.
- Maintain a calm, purposeful atmosphere.
- Involve children in the organisation of systems wherever possible.
- Are positive e.g. use of 'we walk along the corridors', rather than 'don't run'.

Rewards

Our emphasis will always be on the positive approach of encouragement and praise.

Rewarding Positive Behaviour

Dojos – all classes will use Dojos which are refreshed every week. Dojos are instant rewards for good behaviour. Each child is assigned a special character which they can see on the class interactive whiteboard. When they are awarded a dojo, the teacher can click on their character and the number beside the character will go up. Each class has a class target to reach which is decided by the class teacher. If the class reach that target, they will have a class reward, such as five minutes 'Golden Time' or an extra story time. Dojos can be awarded by other staff, such as Midday Assistants and Sports Coaches – they will give the class teacher the names of any children who have been awarded a dojo.

Parents will be told how many dojos their child has achieved each week. Parents need to bear in mind that there may be weeks when the number of dojos awarded might be less, e.g. due to a class visit or perhaps if a supply teacher takes the class. Parents are also discouraged from comparing the number of dojos received with other parents.

A 'Star of the Week' is awarded, by the class teacher/support staff, to a child who has demonstrated the Golden Rules through their behaviour. The Buttsbury Golden Rules are displayed in every room to promote sensible behaviour. They are discussed regularly and referred to on a daily basis. The goal is for every child to be selected as 'Star of the Week' across the year.

Good work

Where a child has exceeded expectations in their work (this can be written work or verbally) the merit system is used.

10 merits = Bronze award & Bronze leaf (displayed on our tree)
25 merits = Silver Award & Silver leaf (displayed on our tree)
50 merits = Gold Award & Gold leaf (displayed on our tree)
100 merits = Platinum Award & cloud (displayed on our tree)

Children mark off their merits in their classroom. They are then awarded with their merit certificate and a leaf in Friday's Celebration Assembly. The child then takes their leaf to be displayed on the Buttsbury Tree in the main corridor.

In addition to the merit system children's work can also be celebrated by a visit to the Headteacher/Deputy Headteacher or other members of staff for a commendation.

Good Manners Award

This is awarded, to one child, weekly in Friday's Celebration Assembly. Any member of staff may nominate a child.

Reading Awards

Every time a child reads six times, they will receive a sticker from their teacher.

Out of School Achievements

Outside of school achievements are celebrated during our Friday morning assembly. Parents can send in trophies or certificates or write a note in their child's communication diary.

Please note that, in addition to the above rewards, staff may hand out other stickers at their discretion – in addition to any dojos.

In Class Consequences

The school has a staged approach when a child is not following our behaviour expectations and if there is little or no improvement, children will find themselves going through each stage very quickly – this is serious. If a child's behaviour is extreme it could result in exclusion immediately without going through the following stages. It is very important to allow every opportunity for the child to make the right choice and to self-correct unacceptable behaviour. At all appropriate and relevant points the child should be asked how their inappropriate behaviour impacts their own and other children's learning. If a child's behaviour does not improve, they will move to the next stage on the chart.

Staff will use the scripts found in Appendix 4 when children show inappropriate behaviours.

We expect all parents/carers to fully support the school when working with a child who is behaving inappropriately or displaying challenging behaviour. Refer to our behaviour chart below:

Stage 1: Non-verbal warning

Stage 2: Verbal warning linked to Buttsbury's Golden Rules

Stage 3: Further verbal warning and warning of 'time out'

Stage 4: 'Time out' (5 minutes) in the classroom with the 'Time to Restore' booklet, followed by a conversation with the teacher about restoration, at an appropriate time

Stage 5: Orange card is sent to the Office and the child leaves the classroom with a member of the Senior Leadership Team. This is logged and parents/carers are informed, either via a phone call home or a conversation at home time.

For a child who is involved in a serious incident or is displaying very inappropriate behaviour, a Red card will be sent to the Office and a member of the Senior Leadership Team will respond immediately. The child will be sent to work in a separate room, away from their classroom. This may be for a whole morning, afternoon or all day. This is dependent on the seriousness of the behaviour. A member of senior leadership team and the class teacher will meet with parents/carer. The class teacher will update the central electronic 'Behaviour Log' on CPOMS.

Extreme behaviours will be escalated straight to Deputy Headteacher or Headteacher. The child may then have a managed lunchtime or appropriate consequence.

A half termly analysis will take place to track the type of behaviour, where the misbehaviour occurs and what time of day. For example, if mainly due to football related issues at lunchtime than the school would put an action plan in place and may provide different activities to play.

Playground Behaviour

Positive behaviour

Our Golden Rules are applied at lunchtime. Children are awarded 'Good Choices' stickers from Midday Assistants for their positive behaviour and attitude towards others.

Inappropriate Behaviour at break time or lunchtime

Stage 1 – a verbal warning is given
Stage 2 – the child is given a time out from the activity (5 minutes)
Stage 3 – a member of the senior leadership team is informed and the child is removed from the playground (the child's parents/carers are informed).

Serious Incidents of Unacceptable Behaviour

Any incidents of a serious nature (either in the classroom, at break time or at lunchtimes) are taken directly to the HEADTEACHER/DEPUTY HEADTEACHER. In these cases, the child's parent/carer will be informed.

Serious incidents of unacceptable behaviour include:

- Racial Comments
- Homophobic comments
- Physical Violence
- Swearing/Foul Language
- Bullying/Persistent Name Calling

Serious incidents of behaviour in and around the school are very rare. However, these incidents may warrant the child's removal from the classroom and result in internal exclusion.

All serious incidents are recorded on to CPOMS.

The school regards all incidents of a racist, homophobic and a sexual nature to be serious and parents will be contacted at the earlier stages to ensure that they are well informed and management of such cases is carried out with all relevant parties involved.

Bullying

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

Bullying is, therefore:

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

Bullying can include:

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

Please refer to our Anti-bullying policy for further information.

Use of Physical Contact

There are occasions when staff will have cause to have physical contact with pupils for a variety of reasons, this may include:

- To comfort a pupil in distress (*appropriate to their age and individual specific needs identified through a risk assessment*);
- To direct a pupil;
- For curricular reasons (*for example in PE, Music, Drama etc*);

- In an emergency, to avert danger to the pupil or others;

The guidance produced by the Department for Education (July 2013) Use of reasonable force - Advice for headteachers, staff and governing bodies (DfE, 2016) states that:

*“Schools **should not** have a ‘no contact’ policy. There is a real risk that such a policy might place a member of staff in breach of their duty of care towards a pupil, or prevent them taking action needed to prevent a pupil causing harm.”*

In all situations where physical contact between staff and pupils takes place, staff must consider the following:

- The child’s age and level of understanding;
- The child’s individual needs and history;
- The location where the contact takes place (ideally it should not take place in private without others present).

When might you use physical contact?

As a result, we do not have a ‘no contact’ approach at Buttsbury Infant School and staff may choose to use touch with children for a variety of reasons but, in general terms, they would normally do so for comfort, reward or guidance. It should be acknowledged that some children will not want to be touched. This should be respected.

How might our staff use physical contact?

- To reassure and comfort children
- Hugging
- Hand-Holding
- Lap-sitting (dependent on child’s age and individual needs)

Use of reasonable force and restrictive intervention (restraint)

Who can use reasonable force?

- All members of Buttsbury Infant School staff have a legal power to use reasonable force

When can reasonable force be used by Buttsbury Infant School staff?

- Reasonable force can be used to prevent pupils from harming themselves or others, from damaging property or from causing disorder.
- 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.

Buttsbury Infant School staff can use reasonable force to:

This list is not exhaustive and provides examples of where reasonable can and cannot be used – this is also taken from DfE guidance:

- Remove disruptive children from the classroom where they have refused to follow an instruction to do so;
- Prevent a child from behaving in a way that disrupts a school event or a school trip or visit;
- Prevent a child from 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 child from attacking a member of staff or another pupil, or to stop a fight in the playground;
- Restrain a child at risk of harming themselves through physical outbursts.

Incidents of physical restraint must:

- Always be used as a last resort
- Be applied using the minimum amount of force and for the minimum amount of time possible
- Be used in a way that maintains the safety and dignity of all concerned
- Never be used as a form of punishment
- Be recorded and reported to the child’s parent or carer (see appendix 2 for a Record of Incident requiring Physical Intervention form)

Reasonable force should only be used to avoid harm to the child or other person and where all other strategies have been considered or attempted.

Children with Specific Behavioural Difficulties

Very occasionally, a child requires specific support to help them overcome the behavioural problems they exhibit. Specific programmes will need to be put into place in consultation with the parents/carers and specialist agencies. Consideration will be given to their support within the class situation. Some children may require a personal 'Behaviour Plan'.

Short term managed exclusions (Lunchtimes)

Children whose behaviour at lunchtimes is disruptive may be excluded from the school premises for the duration of the lunchtime period. In such cases parents/carers will always be notified prior to this arrangement taking place. In most cases before this is actioned the school will recommend a managed timetable at lunchtimes, whereby the child will remain in school but have limited access to the playground and/or an increased adult supervision.

Fixed term exclusions (suspension)

A child may be excluded on disciplinary grounds. A child may be excluded for one or more fixed periods. As a school we have behaviour expectations and clear sanctions for those children that do not comply with these. When the Headteacher deems a fixed term exclusion is appropriate, such behaviour will be a serious breach to the school's behaviour policy and/or pose a serious risk to others. The decision will always be lawful, reasonable and fair. The Governing Body and the Local Authority would be made aware of any such exclusions.

Permanent exclusion

This will be a last resort and will be used in response to serious or persistent breaches of the school's behaviour policy; and where allowing the child to remain in school would seriously harm the education or welfare of the pupil or others in the school. The decision to permanently exclude a pupil will be lawful, reasonable and fair. The Governing body and the Local Authority would be made aware of any such exclusions.

Safeguarding

The school recognises that changes in behaviour may be an indicator that a pupil is in need of help or protection. We will consider whether a child's misbehaviour may be linked to them suffering, or being likely to suffer, significant harm. Where this may be the case, we will follow our child protection and safeguarding policy.

Monitoring arrangements

This behaviour policy will be reviewed by the headteacher annually. At each review, the policy will be approved by the CAPPREM Committee of the Governing Body.

Statement of Behaviour Principles

The Education and Inspections Act 2006 and DfE guidance document for Governing Bodies (Behaviour and Discipline in Schools, 2015) requires the Governing Body to make and annually review a written statement of general behaviour principles to guide the Headteacher in determining measures to promote good behaviour.

Introduction:

This is a statement of principles, not practice.

Practical applications of these principles are the responsibility of the headteacher.

The Governing Body of Buttsbury Infant School, believe that high standards of behaviour lie at the heart of a successful school and enable children to make the best possible progress in all aspects of their school life.

At Buttsbury Infant School, we value everyone as an individual, capable of growth, change and development. Our relationships are underpinned by our four school values; *Aspiration*, *Respect*, *Resilience* and *Kindness*. We have high expectations that support the development of our pupils as effective and responsible citizens.

The Headteacher will develop the Behaviour Policy with reference to the DfE guidance document Behaviour and Discipline in Schools – Advice for Headteachers and School Staff, January 2016. The Headteacher has a duty to publish the statement on the school website.

Principles

- Every child has the right to learn but no child has the right to disrupt the learning of others.
- Everyone has a right to be listened to, to be valued, to feel and be safe. Everyone must be protected from disruption or abuse.
- The fundamental approach is a positive one, drawing attention to and rewarding good behaviour and promoting mutual respect
- There must be a whole school approach to discipline with a clearly defined code of conduct.
- It is expected that all adults within the school community will set excellent examples to the children in all their work and interactions.
- Every child must take personal responsibility for their own actions.
- There must be effective communication systems.
- Where there are significant concerns over a child's behaviour we will share the strategies we use with parents/carers, working on an active partnership to promote good behaviour.
- There must be early support for developing problems.
- There must be a corporate approach but with due regard for individual circumstances.

- The Governors strongly feel that exclusions, particularly those that are permanent, must only be used as the very last resort.
- The Governors wish to emphasise that violence, threatening behaviour or abuse by children or parents/carers towards the school's staff will not be tolerated. If an adult does not conduct themselves properly, the school may ban them from the school premises and, if the adult continues to cause disturbance, they may be liable to prosecution.

We will seek advice and support from appropriate outside agencies.

- Under the Equality Act 2010, staff, pupils or parents/carers must not discriminate against, harass or victimise pupils because of their sex; race; disability; religion or belief; sexual orientation; or because of gender reassignment. For disabled children, this includes a duty to make reasonable adjustments to policies and practices.

Appendix 2: Consequences Chart

Level 1	Level 2	Level 3	Level 4	Level 5
Low level disruption	Disrespect of others or property	Malicious behaviour and refusals	Anti-Social behaviour	Aggressive, violent, and threatening behaviour
Action	Action	Action	Action	Action
<ul style="list-style-type: none"> • Interrupting the lesson • Not on task • Distracting others • Dropping litter • Not allowing others to join in games. • Not listening to teachers • Being unkind • Making unnecessary noises, gestures, or actions 	Persistent Stage 1 misbehaviour <ul style="list-style-type: none"> • Being disrespectful • Not accepting instructions • Disrespectful language to others • Swearing in a non-aggressive way • Making fun of other children deliberately • Retaliation either verbal or physical • Misuse of school equipment • Misuse of toilets or cloakrooms • Play fighting. 	Persistent Stage 2 behaviours <ul style="list-style-type: none"> • Refusal to follow an adults request (after first warning) • Malicious poking, pushing, prodding. • Obstructing and jostling another. • Lying. • Disrespectful language, used directly to another. • Verbal threats of violence • Deliberate targeting another child. • Leaving the room/playground without permission 	Persistent Stage 3 behaviour <ul style="list-style-type: none"> • Any form of fighting and intentional physical harm • Serious challenging to authority • Verbal abuse to any child or adult including taunting, harassment, threatening behaviour, intimidation. • Stealing 	Persistent Stage 4 behaviour <p>Physical violence</p> <ul style="list-style-type: none"> • Leaving the school site without permission • Vandalism • Throwing furniture • Deliberate throwing of objects • Aggressively swearing at another person • Actions which affect the health and safety/ welfare of others
Consequence	Consequence	Consequence	Consequence	Consequence
Non-verbal warning Verbal warning (private where possible) Reminder of school rules and values Completing work at playtime if appropriate	Talk from staff about what should have been done. Time-out in another classroom or work area Loss of playtime (5 minutes) An apology	As well as Level 2 consequences Loss of playtimes/privileges. Parents informed. Behaviour plan set up. At this point a SLT to be involved Teacher to record on CPOMS	As well as Level 3 consequences Lunchtime loss (10 minutes) Involvement of the Headteacher SENCo involvement Meeting for Head teacher and head of year with parents	As well as level 4 consequences Headteacher to meet with parents formally. Suspension Permanent exclusion

Appendix 3 – Record of Incident requiring Physical Intervention form

Record of Incident requiring Physical Intervention form

Pupil Name:	
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Location of Incident:	

D.O.B:	
---------------	--

Date and time of Incident:	

Reporting Member of Staff:	
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Justification for physical intervention: <i>(tick all that apply)</i>		Predicted harm prevented by physical intervention: <i>(e.g. bruising to peers, lacerations, destruction of computer, 20 mins of geography lost for 15 pupils etc.)</i>
To prevent harm to self	<input type="checkbox"/>	
To prevent harm to other children	<input type="checkbox"/>	
To prevent harm to adults	<input type="checkbox"/>	
To prevent damage to property	<input type="checkbox"/>	
To prevent loss of learning (see plan)	<input type="checkbox"/>	

Incident Form / Book Completed	Y/N
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Name(s) of any staff witness:	Name(s) of any pupil witness:

Medical Treatment / Injuries	Y/N
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Damage to Property	Y/N
---------------------------	-----

Unresolved harm / details of damage to property (costs and details of harm to property and people including medical intervention:
Triggers:

Unresolved harm / details of damage to property (costs and details of harm to property and people including medical intervention:

Additional factors:

Management:	Comments:	
How was the incident resolved?		
What were the consequences? Protective and Educational		
Has student reparation / de-brief taken place?	Y/N	
Has a staff de-brief taken place?	Y/N	
Has the Risk Management Plan been reviewed or updated?	Y/N	
Was there Police involvement?	Y/N	
Has there been Internal Exclusion / FTEX / PEX?	Y/N	

**Primary de-escalation techniques used
(please state order in which they were used)**

Verbal advice and support		Offering services of other staff	
Calm talking		Informing of consequences	
Distraction		Taking non-threatening body position	
Reassurance		De-escalation script	
Humour		Clear instruction / warning	
Negotiation		Withdrawal from activity	
Offering choices and options		Diversion	

Number	Description of how technique was employed
1	
2	
3	
4	
5	

Restraint techniques including sequence of techniques, time and staff involved:

Time	Technique	Shape	Staff name
Duration of restraint		Duration of whole incident:	

Is there any physical mark or harm caused by the use of the physical intervention?	Y/N	Details:
Has the pupil indicated that this was caused by the use of the physical intervention?	Y/N	Actions: <input type="checkbox"/> <input type="checkbox"/>
Has the incident been reported to the Children Safeguarding Team (Local Authority Designated Officer)	Y/N	Details:

Incident reporting and monitoring	
Incident reported to: Head Teacher by:	
Parents / Carer informed by:	@
Student wellbeing verified by:	@
Staff wellbeing verified by:	@
Incident form completed by:	@

Verification of account of incident:		
Staff name	Staff signature	Date

Reporting staff name:	Signature:
Headteacher:	Signature:
Written confirmation to parent/carer sent: (Appendix 4)	

Appendix 4 – Letter to parent/carer

Dear (parent/carer)

Further to our earlier conversation, I am writing to confirm our discussion about the incident in school today. As discussed, it was deemed necessary to use a physical intervention with (*child's name*). You will be aware that such an intervention is used in our school only as a last resort, where other interventions and de-escalation techniques have not been effective in reducing the harmful behaviour. As shared with you, it was felt by staff involved that, on this occasion, it was absolutely a necessary and appropriate response to (*child's name*) behaviour at the time in order to keep them and everyone else safe.

As I explained, the detail of this incident is available in school and forms part of (*child's*) records. If you would like to discuss this matter further, please feel free to contact me and I would be happy to meet with you.

Or..

It is important that we continue to work together, going forward. I would like to invite you to a meeting to *write review* a risk management plan for (pupil) and I can share more detail about the recent incident with you.

Yours sincerely

Appendix 5 – Microscripts

Six ways to reroute a power play

1. I understand...(that you are angry/upset).
2. I need you to...(come with me so that we can resolve this properly).
3. Maybe you are right...(maybe I need to speak to them too).
4. Be that as it may...(I still need you to join in with the group).
5. I've often thought the same...(but we need to focus on...).
6. I hear you...(it's not easy but I know that you can do it brilliantly).

Seven assertive sentence steps to get you off on the right foot –

- 1) You need to...(speak to me at the side of the room)
- 2) I need to see you...(following the agreed routine)
- 3) I expect...(to see your table tidy in the next two minutes)
- 4) I know you will...(help ... clean the pen off their face)
- 5) Thank you for...(letting go of their hair, let's walk and talk)
- 6) I have heard what you said, now you must...(collect your things calmly and move to the 'Time to Think' Zone)
- 7) We will...(have a better day tomorrow)

Seven Juicy bits of script

- 1) You need to understand that every choice has a consequence. If you choose to do the work, that would be fantastic and this will happen...If you choose not to do the work, then this will happen...I'll leave you to make your own decision.
- 2) Do you remember yesterday when you helped me to tidy up? That is the ... I need to see today, that is theyou can be all the time.
- 3) I don't like your behavior at the moment. It is disruptive, damaging and dangerous. I don't like your behaviour but I believe that you can be a success.
- 4) I am not leaving, I care about what happens. You are going to be brilliant.
- 5) What do you think the poor choices were that caught my attention?
- 6) What do you think you could do to avoid this happening in the next lesson?
- 7) ..., it's not like you to...(kick doors, shout out).