



Errington Primary School

Policy for Behaviour (including Team Teach)

This policy has been subject to an Equality Impact Assessment by:

Author/Reviewer: Sarah Rule

SLT/EET: Sarah Rule/Anthony Senior/Claire English

Governors/Trustees: Anthony Senior

Could/does the policy or procedure have a negative impact on one or more of the groups of people covered by the protected characteristics of equality? If so, how can this be changed or modified to minimise or justify the impact? no

Could/does the policy have the potential to create a positive impact on equality by reducing and removing inequalities and barriers that already exist? If so, how can these be maximised? yes

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Review: September 2023



1 Introduction

The management of behaviour is regarded as a whole school issue. All staff share in the joint responsibility of modelling those behaviours we wish pupils to exhibit, encouraging an understanding of acceptable and appropriate behaviour and implementing our behaviour policy fairly and consistently. We believe in a positive approach to behaviour management, rewarding desirable behaviours, having high expectations of our pupils and promoting awareness that we are each responsible for our behaviour.

This policy sets out the systems used in school to develop effective behaviour amongst our pupils and the steps that will be taken by the school to tackle any unwanted behaviours.

Within Errington Primary School our golden rules provide a common language within which to reward good behaviour and challenge any unwanted behaviour.

Our School Rules are:

- **We always do our best.**
- **We are always polite and friendly to everyone.**
- **We respect everyone and everything in our learning environment.**
- **We behave sensibly so that everyone is safe and happy.**
- **We are always honest and truthful.**

2. Management

Children who are suitably challenged and engaged are less likely to present with challenging behaviours. Our guidelines with regard to behaviour are clearly defined and consistent in application, whilst recognising that we must pay full consideration to the individual needs of our pupils. We aim to make pupils recognise their choices with regard to their behaviour and to take responsibility for their actions and any consequences of those actions. Our approach is a very positive one that aims to reward desirable behaviour as a means of encouraging others to follow.

Our golden rules give us a framework and language that means all children know what is expected of them. Regular discussion of these expectations in every class provides all pupils with a clear understanding of which behaviours are acceptable and which are inappropriate. As well as discussing behaviour in class, a focus on behaviour also takes place in assemblies throughout the year (*see Collective Worship and Assembly policy*). We recognise that for some children behaving acceptably is difficult, and may need to be reminded of what is expected of them, and that praise and rewards can help to change their behaviour. Staff encourage positive and reasonable behaviour on a daily basis.



3. Behaviour rewards in school

Errington Endeavour and Errington Excellence

During the Celebration Assembly on Friday one pupil from each class are given these awards, celebrating their work as well as their behaviour in school. Awards are also presented for improved behaviour or when a child has met a behaviour target. Pupils can also receive a 'Head Teacher's Award' which again recognises the Golden Rules and is often awarded for exceptional behaviours inside or outside school.

Houses and House Points

All children from Reception through to Year 6 belong to a House Team. Everyone working in school, teachers, teaching assistants, lunchtime supervisors, office staff and the caretaker can award House Points. Points are given for:

- ***Being kind***
- ***Persevering with an aspect of behaviour that they find difficult***
- ***Being helpful e.g. tidying equipment***
- ***Answering a question or suggesting a solution***
- ***Lining up well***
- ***Listening well***
- ***Concentrating well on a task***
- ***Achieving a target***
- ***Cooperating well with others***
- ***Making a kind or thoughtful remark***
- ***Being a good friend***
- ***Behaving in a thoughtful way***
- ***Using an appropriate tone of voice***
- ***Using appropriate language***
- ***Being able to see another person's point of view***
- ***Not reacting aggressively when provoked***

House Points are marked on each class chart and collected each week by team captains. The team to score the most points during a half term are awarded a 'House Point Treat'

Lunchtime Good Behaviour

Lunchtime Supervisors use the same rewards and sanctions systems that are used throughout the school. Pupils in Year 6 who are recognised for demonstrating excellent behaviour are awarded with prefect badges and help lunch time supervisors to maintain good behaviour around school, organise games and find friends for anyone without a friend. Prefects also distribute awards in the Celebration Assembly to pupils for good behaviour.



4. The consequences of unacceptable behaviour

The vast majority of our pupils make good choices and respond well to the reward systems in school. If a pupil does not follow the clear rules of behaviour around school, steps are implemented to remind the pupils about the correct choices. The main aim of these steps is to encourage a pupils to continue learning, reducing any disruption around school.

The Steps Programme

If unwanted behaviour is noticed, there are clearly demarcated steps which teachers take in order to ensure that learning can take place un-interrupted in the classroom and around school. Most pupils do not require this stringent approach but all are familiar with how it works. The STEPS programme is based on making sure that pupils follow the classroom rules as practiced throughout the school. Everyone in school uses the same rules and language so children are in no doubt about what is required of them.

1. *When a problem arises the teacher gives a general instruction for example, **“Please sit quietly ”**
Should the child not respond this is repeated with a specific instruction, **“..... your instruction is to sit in your seat”***
1. *If the child again fails to respond a warning is given.
“....., **this is your warning, your instruction is to sit quietly please”.***
2. *If the child ignores the warning the teacher says,
“Go to ‘Time Out’ please”*

The child is sent to a chair at the edge of the room kept for that purpose for 5 minutes. The child then explains to the teacher what they were doing and why they were sent to ‘time out’. The teacher makes it clear what the next step is if they do not co-operate. ‘Time out’ can be used at the discretion of the teacher. It is recommended that it is not used more than once within a teaching session and more than twice during a morning or afternoon session. All ‘time outs’ need to be recorded at the back of the behaviour book.

If the behaviour persists or worsens the child is sent to the SLT members in Key Stage 2 or the Head of EYFS with their work, where they will remain for the remainder of the session. This is called ‘isolation’ At the end of the session they return to the class where they demonstrate the positive behaviour expected of them. If a pupil has to leave their learning environment, the child’s name is recorded in the front of the Behaviour Book. Parents will only be contacted if a child has to leave their learning environment and two recordings have been entered into the behaviour book.



All entries about behaviour will be made by class teacher into the class behaviour book, with additional comments made by the SLT members or Head Teacher.

The behaviour book should be accessible at all times so that entries can be easily made and the books can be used for monitoring purposes.

4. *If a third 'isolation' occurs in a week, then the child will be sent to the Headteacher and will remain there for the remainder of the session. Home will be contacted by telephone about this behaviour.*
5. *If inappropriate behaviour persists the child will be sent to the Head Teacher who will immediately contact parents and request a meeting in school, with the clear possibility of a short exclusion from the school premises.*
6. *Lunchtime behaviour issues which cannot be dealt with on the playground will be referred to a member of the Senior Leadership Team.*
7. *If behaviour in class is entirely inappropriate/unacceptable the child can be sent to the head teacher, where, depending on the incident, parents could be contacted.*

Where a child chooses to make the wrong choice on a regular basis we operate a clear system to complement our positive approach to behaviour management.

Further Consequences of Unacceptable Behaviour

On extremely rare occasions sanctions are needed to deal with behaviour which has not been changed after implementation of the STEPS programme. Behaviour considered 'unacceptable' may be determined by the Governing Body where the Head teacher feels it necessary to bring to their attention any behaviour that does not fit into an already listed category. Please note that the following list is not exhaustive, but unacceptable behaviour could include the following:

- *Disobedience to a reasonable instruction.*
- *Non-completion of school work that could be reasonably expected.*
- *Inappropriate dress [e.g. trainers] extreme hair styles [e.g. Mohican, tram lines, body or facial piercing]*
 - *'extreme' will be determined by the Head teacher*
- *Biting, spitting, hitting and/or kicking.*
- *Foul language and swearing.*
- *Making unkind remarks.*
- *Damaging property, including defacing property eg graffiti*
- *Answering back, rudeness or aggression to adults or others.*
- *Stealing, including hiding another person's property.*
- *Carrying knives, drugs, alcohol or any offensive weapon into school.*
- *Truancy, including non or poor attendance, and a regular pattern of late attendance*
- *Racist or derogatory comments eg use of the word 'gay' or behaviour that causes offence eg all forms of bullying (see Anti-Bullying Policy)*
- *Fighting or encouraging others to fight.*
- *Forming gangs for the purpose of intimidating others, leading to peer on peer abuse.*



- *Bullying, in any form, eg cyberbullying (including from home), homophobic bullying.*
- *Wearing of any symbols that could cause offence to individuals and or groups, either by gender, sexuality, race, colour, culture, disability or religion.*
- *Putting themselves, other children or adults at risk.*
- *Moving around school in a way that falls below the expected standards of general behaviour, eg running, shouting, pushing.*
- *Creating or spreading malicious 'gossip' about adults who work or volunteer in school, about other children and families, and including the use of social media.*

When children's behaviour does fall below the acceptable standards (see above), the Head teacher, or delegated person is likely to carry out an investigation into the incident.

Any investigation will be recorded in CPOMS, the Child Protection and Online Management System. The extent and details of any investigation will vary with the appropriateness of the investigation.

During the investigation the Head teacher, or delegated person can:

- *Speak to a child or group of children without the parents' consent*
- *Speak to the child or group of children without parents being present*

The outcome of the investigation is to determine what is likely to have happened. The Head teacher, or delegated person can use their previous knowledge of the child involved in order to come to their final conclusions. The head teacher, or delegated person will then determine the sanction to be used.

The punishment used must be reasonable and must not breach any other legislation (disability, SEN, race and other equality acts).

A firm reprimand from a member of staff is expected to be sufficient to correct most misbehaviour. However, if this fails, then the following procedures are likely to be adopted:

- *Time out*
- *Completing extra work or repeating work until it meets the expected standard.*
- *Loss of free/ play time*
- *During play time a pupil may be taken indoors for a five minute cooling off period.*

If the above sanctions do not lead to an immediate modification of behaviour, the following actions are likely to be considered.

- *Exclusion from a favoured activity – long term or permanently; not including mandatory curriculum sessions but for non-mandatory curriculum activities eg after-school clubs and may also be used on residential visits.*



- *Exclusion from the right to represent the school.*
- *The establishment of a behaviour record/log or home school report book.*
- *A verbal disciplining from a senior member of staff.*
- *A requirement for a written apology.*
- *A regular behaviour report/log to be given to the Head teacher.*
- *A letter/telephone call to a parent from the Head teacher or Deputy.*
- *A meeting with parents.*
- *Other sanctions following discussion between parents, class teacher and head teacher.*
- *Implementation of a pastoral support programme.*
- *Exclusion from school [LA guidelines to be followed for either temporary or fixed term, or permanent exclusions].*

This school will not use detentions imposed outside the normal school hours as a sanction or punishment

Conduct Outside the School Gates

As well as dealing with behaviour within school, staff have the power to discipline pupils for misbehaving outside the school gates, "**to such an extent as is reasonable.**" This includes behaviour witnessed by a member of staff or reported to the school by another person. This could include misbehaviour when:

- *Taking part in school organised activities, eg offsite visits, residential visits, when representing the school*
- *Travelling to and from school,*
- *Misbehaviour when wearing school uniform or any misbehaviour at any time that could have repercussions for the orderly running of the school, poses a threat to another pupil or member of the public, could adversely affect the reputation of the school and includes misbehaviour on- line.*
- *Poor Attendance**

In all cases, the child will be disciplined when they are on school premises or when the pupil is under the lawful control of a member of staff (this can include offsite visits and residential visits).

*** Penalty Fines**

Leave of absence – Under the Education (Pupil Registration) (England) (Amendment) Regulations 2013 a Head teacher MAY NOT authorise a leave of absence in term time for a holiday. A head teacher MAY (at his or her own discretion) authorise absence for exceptional circumstances. An application for a leave of absence must be made in writing to the school.

If you take a leave of absence which **is not authorised** by the school **you may be issued with a fixed penalty fine** via the Education Investigation Service. A penalty fine can also be issued for:

- Unauthorised absence from school
- Being identified out of school on a truancy sweep

Confiscation of Inappropriate Items:

The general power to discipline, enables a member of staff to confiscate, retain or dispose of a pupils' property as a punishment, so long as it is reasonable in the circumstances. The law protects staff from liability of damage to, or loss of confiscated items, provided they acted lawfully.



Once an item is confiscated, the member of staff must make an effort to keep the property safe. The confiscated item must then be returned to the child's parent, at which time, the member of staff will explain to the parent why the property was confiscated. Staff also have the power to search without consent for prohibited items, including;

- *Knives, weapons*
- *Stolen items*
- *Cigarettes, lighters, matches (including lighter fuel and propellants)*
- *Drugs, alcohol*
- *Fireworks*
- *Pornographic material*
- *Any article that could be used to commit an offence, damage property or cause injury to self or another person*
- *Any item banned by the school rules (eg mobile phones)*

Where appropriate, items may be handed to the police. The head teacher will decide whether it is appropriate to involve other outside agencies eg Social Care.

Team Teach

We are a team teach trained school. This is an award-winning provider of positive behaviour management training, equipping individuals and teams in a variety of settings to deal with challenging situations and behaviours in ways that lead to desired outcomes and positive relationships at school. Our basis to manage all behaviour is through de-escalation and distraction. However if this does not work, we will use recognised and proportionate holds to ensure that a child is not put at any additional risks. If this is deemed necessary for a child, a full risk assessment will be completed – parents will be informed of what holds were necessary and these will be recorded in the bound and numbered book. The risk assessment form is in the appendix.

Dealing with racist remarks:

Any words or actions that cause offence to another person and are considered racist by the offended person will be deemed as a racist remark. In this case;

- *The pupil will be reprimanded, the head teacher is informed and a record of the incident will be recorded on CPOMS and in the racist incident log.*
- *The Trust, governors and parents are informed.*
- *In persistent cases, parents may be asked to discuss the matter with the head teacher and a referral made to police in line with the school Equality Policy.*

Dealing with incidents of bullying

The school regard bullying as:

'conduct intentionally causing hurt, either physical or psychological which is unprovoked and persists over a period of time'.



The school takes a very serious view of bullying. Incidents cause a great deal of distress to the victim, which may continue to impact on their emotional well-being even when the bullying ceases. We aim to prevent bullying behaviour by:

- *Promoting an ethos where the act of bullying is seen as totally unacceptable behaviour;*
- *Imparting respect for one another in all our relationships;*
- *Setting out our expectations about the way pupils should behave towards each other;*
- *Making children fully aware of the range of sanctions that we are prepared to bring against pupils who deliberately refuse to keep to the agreed code of behaviour;*
- *Raising awareness of bullying through:*
 - *Discussions and stories in assembly*
 - *Implementation of the curriculum*
 - *Use of drama to help children understand the effects of bullying*
 - *Recognising the nature of bullying: the intentional repetition of incidents to cause distress*
 - *Managing carefully those occasions and places where bullying is more likely to happen*
 - *Encouraging a positive relationship between school and home so that parents are encouraged to discuss and share problems;*
 - *Placing 'Share a thought' boxes in classrooms so that children can report incidents of perceived bullying to staff;*
 - *Having trained staff designated as 'Supportive Listeners' in each phase team;*
 - *Tackling speedily and sensitively with victim and perpetrator any incidents that might escalate into bullying.*

The evidence is that only a very small proportion of our pupils are predisposed towards bullying behaviour, although the term 'bullying' is used by parents and pupils rather freely to describe any disagreement or fall out. However, we recognise that there are in our school, as in all schools, a number of children who are prepared to act in an antisocial manner. Should an incident of bullying occur then one or more of the following steps will be put in action:

- *Immediate reference to the head teacher;*
- *Discussion with victim and perpetrator separately to establish the details of the incident(s);*
- *Limit the opportunities for involvement between perpetrator and victim for a fixed period;*
- *Offer support and advice for both victim and perpetrator;*
- *Information regarding the problem to be passed to any appropriate parties;*
- *Involvement of outside agencies, for example, Educational Psychologist;*
- *In extreme cases, disciplinary procedures as set out in this policy involving reference to the Pupil Disciplinary Committee of the Local Governing Board.*



Dealing with incidents of homophobic bullying

All incidents of homophobic bullying are to be reported to the Head Teacher immediately. The Head Teacher will investigate all such incidents and take appropriate action. All incidents of homophobic bullying will be recorded on CPOMS. Governors will also be informed of any such incidents.

Allegations of Abuse Against Staff/ Malicious Accusations Against Staff

All allegations of abuse will be taken seriously; the Chair of the Local Governing Board will be informed and the allegation will be fully investigated as soon as possible in a fair and consistent way that provides effective protection for the child and supports the person who is the subject of the allegation. The suspension of the member of staff involved must not be used as an automatic response when the allegation has been reported. The school and Local Authority disciplinary measures will be followed where the allegation is found by the Local Governing Board to be true.

Where the allegation made by a child or parents is found to be false, the Chair of the Local Governing Board will:

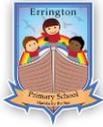
- *Write to the parent/parent of child to explain the outcome of the investigation and to make clear the seriousness of the false allegation. The parent will be informed that the incident will be formally recorded and subject to data protection and that it may be shared with other appropriate parties. (Eg Police if the child is 10yrs old and above)*
- *Meet with the parent/ parents and child to discuss the matter and possible consequences; in the case of a child, the parent will be asked to support the school with an appropriate sanction being applied. In the case of a parent, the governing body will seek a written apology in the first instance.*
- *Exclusion of a child who continues to make false allegations about staff.*
- *In more serious cases, or where a member of staff feels aggrieved, it is their right to contact their union for further support and advice.*

Exclusion

The Head teacher (or Head of Inclusion in the Headteacher's absence) will decide whether to exclude a pupil, for a fixed term or permanently (to be approved by the Governing Body within 15 days of the exclusion being announced), taking into account all the circumstances, the evidence available and the need to balance the interests of the pupil against those of the whole school community.

The Head teacher may consider the following questions:

1. *Is the behaviour in breach of the school Behaviour Policy? If so, have any other sanctions described in the policy been used and to what effect? Could any other sanctions be used as an alternative with the parents' agreement?*
2. *Has the school previously supported the child (what/when/what level of impact did this have?)*
3. *Does the child have any recognised behaviour problems? Have reasonable adjustments already been made or could they now be made? (Evidence could*



*be SEN documentation eg Statement, IEP, Risk Assessments) Even if the child does have a recognised behaviour problem the Head teacher has a duty of care to **all** children. If the risk to others cannot be controlled, then exclusion should be considered.*

4. *Would allowing the child to remain in school seriously harm the education or welfare of other children or adults?*

Once all other considerations have been made, and the answer to this final question is 'yes' then an exclusion must be applied. In this case, the school will follow Local Authority guidelines and adhere to the 'Exclusions from Maintained Schools, Academies and Pupil Referral Units in England' 2012 document.

<https://www.gov.uk/government/publications/school-exclusion>

Dealing with Inappropriate behaviour of parents, visitors and other adults in school:

The school has a duty to ensure that its premises are a safe place to work and visit and must therefore deal effectively with any rude or aggressive visitors to the school, including parents.

Schools sit on land that belongs to the Trust, so only persons with the 'right' to be there, are allowed on the school premises. That 'right' is determined by the Head teacher and Governing Body. This can be extended to pupils, parents, staff, contractors and other workers and visitors, however, all persons on site are expected to behave appropriately and, if they do not, the school must take action that it considers necessary to prevent a repeat of that behaviour.

Inappropriate behaviour:

This includes causing any kind of nuisance or disturbance, such as:

- *Refusing to follow the reasonable instructions of staff; eg refusing to move from a specified location, to cease behaving in a certain manner, refusing to leave the site when reasonably asked to do so, causing an obstruction or health and safety hazard.*
- *Being verbally aggressive, eg swearing, threatening or shouting at others on the premises, including other visitors to the site*
- *Being physically abusive, eg taking an aggressive stance, threatening to strike someone or assaulting another person, including other visitors.*

How the school can respond:

1. Verbal warning – a senior member of the school staff can ask the person to stop behaving inappropriately or to leave the premises. Though this warning is given verbally, the information will be recorded.
2. The Police – can be asked to attend school to ask the person to leave, to remove them from the premises or, if their behaviour warrants it, to arrest them.
3. Warning letter – serious incidents should be followed by a letter from the school advising the perpetrator of the consequences of any repetition of the behaviour previously displayed.
4. Banning letter – if the incident is sufficiently serious or it is one of a series of incidents, the Head teacher can ban the person from the premises.
5. Legal proceedings–



1. Civil proceedings, compensation claims can be made by the school for compensation against any individual who has caused damage to the premises or any items owned by the school.
2. Injunction; if a person persistently enters the school premises without permission or authority, the school may seek an injunction from the courts prohibiting them from coming onto the premises.
3. Criminal proceedings via the Crown Prosecution Service.

Children who are three years old

When children under three behave in inconsiderate ways we recognise that strategies for supporting them will need to be developmentally appropriate and differ from those for older children.

Staff recognise that very young children are unable to regulate their own emotions, such as fear, anger or distress, and require sensitive adults to help them do this.

Common inconsiderate or hurtful behaviours of young children include tantrums, biting or fighting. Staff will remain calm and patient, offering comfort to intense emotions, helping children to manage their feelings and talk about them to help resolve issues and promote understanding.

Staff will work in partnership with children's parents. Parents are regularly informed about their children's behaviour by their key person. Staff will work with parents to address recurring inconsiderate behaviour, using our observation records to help us to understand the cause and to decide jointly how to respond appropriately.

Errington Primary School require all staff, volunteers and students to use positive strategies for handling any inconsiderate behaviour, by helping children find solutions in ways which are appropriate for the children's ages and stages of development. Such solutions might include, for example, acknowledgement of feelings, explanation as to what was not acceptable and supporting children to gain control of their feelings so that they can learn a more appropriate response.

Errington Primary School will ensure that there are enough popular toys and resources and sufficient activities available so that children are meaningfully occupied without the need for unnecessary conflict over sharing and waiting for turns.



- Staff will acknowledge considerate behaviour such as kindness and willingness to share.
- Staff will support each child in developing self esteem, confidence and feelings of competence.
- Staff will support each child in developing a sense of belonging in our group, so that they feel valued and welcome.

11 Conclusion

- 11.1 In managing behaviour the school will apply a range of strategies. The success will vary depending on the child and the circumstances but **consistency** and **fairness** are vital.
- 11.2 Success is greatly enhanced when all staff share a clear understanding of and commitment to **agreed procedures**.
- 11.3 When parents understand and support the school's policy for managing behaviour it helps to make for effective implementation and more positive outcomes for all children. The role played by parents in supporting the school is crucial to the success of this policy.
- 10.4 As adults we model desired behaviours and, when confronting undesirable behaviour, we always **challenge the behaviour, not the child**.



Standard Letters

Letter 1 (to be completed on third entry in class teacher's Behaviour Book)

Dear Parents / Guardian of

Date:

I am writing to inform you that _____ has now had his/her name recorded in the class Behaviour Book for the third time. I would welcome your support in encouraging _____ to make an effort to improve his/her behaviour as a fourth entry will mean a lunchtime detention. If you would like to discuss how best we could support _____ please make an appointment to see me.

Yours sincerely

Mrs. C English/Mr A Fishpool
SLT members



Letter 2 (to be completed on fourth entry in Behaviour Book)

Dear Parents / Guardian of

Date:

I am writing to keep you informed about _____ behaviour.
Unfortunately a fourth entry in the class Behaviour Book means that
_____ will now be required to have a lunchtime detention on
_____. I do hope you will continue to help us support your child, as
your cooperation is so important. If you would like to discuss this matter further
please do not hesitate to contact me at school.

Yours sincerely

Mrs S Rule
Head Teacher



Letter 3 (to be completed following two detentions in any academic year)



Dear Parents / Guardians of

Date:

I am writing to inform you that _____ has now had two lunchtime detentions and I am concerned that his/her behaviour is not improving, as we would wish. It is practice that following two detentions the Head Teacher is notified. I do hope that the involvement of the Head Teacher will alert _____ to the need to improve his/her behaviour. As always we look to you to support the school in working with your child. Please contact school if you would like to discuss the matter further.

Yours sincerely

Mrs S.Rule
Head Teacher

Individual Pupil Risk Assessment/Positive Behaviour Plan/Relationship Matrix

| | | | |
|-----------------------------|--|-------------------------------------|--|
| Name of child/young person: | | Name of person completing the form: | |
| Organisation: | | Date of completion: | |

| Behaviour. Please complete the table with detailed, accurate and factual information as possible. | Rarely (1) | Occasionally (2) | Frequently (3) | Very often (4) | Details (including triggers, recommendations and strategies to address behaviours). |
|---|----------------------|----------------------------|--------------------------|--------------------------|--|
| Disruption | | | | | |
| Vandalism/damage to property | | | | | |
| Bullying | | | | | |
| Fighting | | | | | |
| Violence/aggression | | | | | |
| Absconding from school or placement | | | | | |
| Substance misuse | | | | | |
| Alcohol misuse | | | | | |
| Threats & invective | | | | | |
| Impulsive/risky behaviour | | | | | |
| Self-harm | | | | | |
| Discriminatory behaviour | | | | | |
| Inappropriate sexual behaviour | | | | | |



| | | | | | |
|--|--|--|--|--|--|
| Medically related behaviour | | | | | |
| Withdrawal | | | | | |
| Offending behaviour | | | | | |
| Carrying and/or using weapons | | | | | |
| Becoming radicalised or hold extremist views | | | | | |
| Can you foresee any issues in a vehicle? | | | | | |
| Making allegations against staff? | | | | | |
| Agencies involved? | | | | | |
| Any other comments you think are important? | | | | | |

| | | | |
|---|---|--|--|
| What does the behaviour look like? | | | |
| <u>Stage 1: Anxiety Behaviours</u> | <u>Stage 2: Defensive Behaviours</u> | <u>Stage 3: Crisis Behaviours</u> | |
| | | | |
| Common Triggers? | | | |
| | | | |
| Preferred Supportive Strategies: | | | |
| Verbal advice & support | | Supportive touch | |
| Reassurance | | Planned ignoring | |
| Clear consequences | | Removing the audience | |
| Time out | | Fresh face | |
| Humour | | Choices | |



| | | | |
|--|--|--------------------------|--|
| Negotiation | | Space given | |
| Simple listening | | Take up time | |
| Success reminder | | 3 part assertive message | |
| Distraction (key words/objects/likes) | | Acknowledgement | |
| Preferred Handling Strategies: | | | |
| Guide and escort | | Double elbow | |
| Friendly Hold | | Half shield | |
| Single elbow | | | |
| Figure of Four | | | |
| Any medical conditions to be taken into account before using Physical interventions? | | | |
| Preferred de-briefing process and after-care provision following an incident: | | | |
| <ul style="list-style-type: none"> • Behaviours, actions and consequences to be logged on CPOMS. • Parent/carer informed of behaviours. • If necessary, bound and numbered book to be complete, and parent/carer informed about physical intervention. • If necessary, reflection room log to be complete. • If necessary, a pupil incident reflection form to be complete. • If necessary, mediation between individual and pupil/staff to be complete. | | | |
| Signatures: | | | |
| Group TA: | | Pupil: | |
| T.T.Trainer: | | Parent: | |
| Date: | | Renewal Date: | |

Level 1: Anxiety Behaviours

- Individual show signs of anxiety
- Hiding face in hands or bent over / under table
- Pulling up collar or pulling down hat
- Rocking or tapping
- Withdrawing from group
- Refusing to speak or dismissive
- Refusing to co-operate
- Adopting defensive postures
- Pupils dilate

Level 2: Defensive Behaviours

- Individual begins to display higher tension
- Belligerent and abusive
- Making personal and offensive remarks
- Talking louder – higher - quicker
- Adopting aggressive postures
- Changes in eye contact



- Pacing around
- Breaking minor rules
- Low level destruction
- Picking up objects which could be used as weapons
- Challenges – “I will not...you can’t make me”

Level 3: Crisis Behaviours

- Shouting and screaming
- Damaging property
- Moving towards danger
 - Fiddling with electrics
 - Climbing trees
 - Climbing roofs or out of windows
 - Tapping or threatening to break glass
 - Moving towards weapons
- Picking up objects which can be used as weapons



- Hurting self
- Grabbing or threatening others
- Hurting others (kicking – slapping – punching)

Relationship Matrix

In order for us to help and support you please complete the questions and matrix below with the help of your tutor team.

Pupil Name:

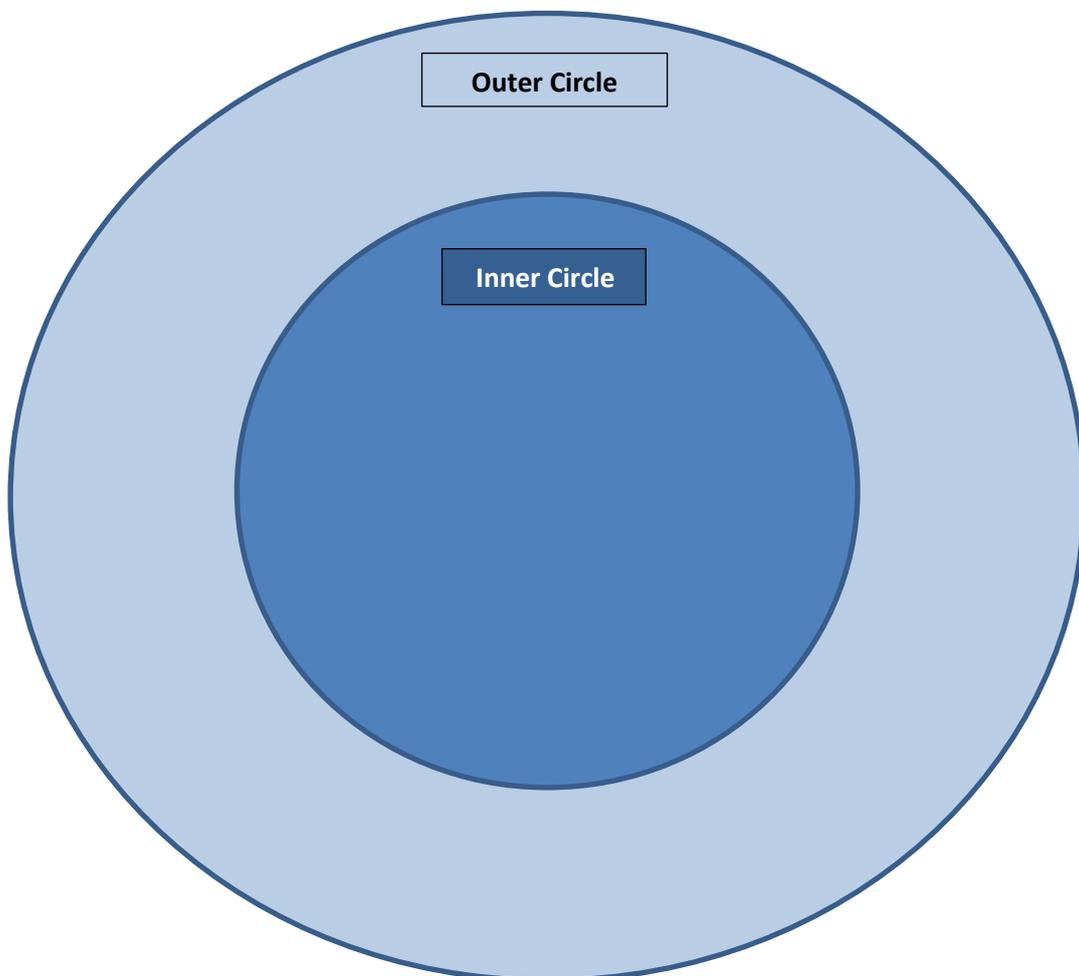
Tutor Group:

Date Completed:

When I am in a heightened state I will:
e.g shout, pace, throw objects, withdraw

What helps me calm down:
e.g time out, talking, given a task to do,
humour, listening.

Staff who can help me regulate my emotions and who I think can help me.





Barriers to Learning

Targets set to overcome barriers to learning.

1.

Actions:

2.

Actions:

3.

Actions:



| Name | Date/Time | Incident | Action (After two incidents within a two week period, the class teacher needs to contact parents) | Incident 3 | Action (Lunchtime detention and call from Deputy Head Teacher) |
|------|-----------|------------|---|------------|---|
| | | Incident 1 | | | |
| | | Incident 2 | | | |
| | | Incident 1 | | | |
| | | Incident 2 | | | |



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|--|--|--|
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| Date and Time | Name | Reason for Lunchtime Detention | Action |
|---------------|------|--------------------------------|--------|
| | | | |
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| | | | |
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| Date and Time | Name | Incident | Action |
|---------------|------|----------|--------|
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Equality Impact Assessment

| Question | Response |
|--|---|
| 1. Name of policy/funding activity/event being assessed | Behaviour policy |
| 2. Summary of aims and objectives of the policy/funding activity/event | To have a consistent and effective behaviour policy which promotes de-escalation as well as clear expectations to manage disruption. |
| 3. What involvement and consultation has been done in relation to this policy? (e.g. with relevant groups and stakeholders) | SLT have discussed this policy and it has been agreed at LGB. The policy was also discussed at staff meetings with staff asking for their contribution. |
| 4. Who is affected by the policy/funding activity/event? | All of the school community |
| 5. What are the arrangements for monitoring and reviewing the actual impact of the policy/funding activity/event? | This will be reviewed annually and then checked with the LGB every three years. If anything changes, then this will be updated. |

| Protected Characteristic Group | Is there a potential for positive or negative impact? | Please explain and give examples of any evidence/data used | Action to address negative impact (e.g. adjustment to the policy) |
|--------------------------------|---|--|---|
| Disability | no | | |
| Gender reassignment | no | | |
| Marriage or civil partnership | no | | |
| Pregnancy and maternity | no | | |
| Race | no | | |
| Religion or belief | no | | |
| Sexual orientation | no | | |
| Sex (gender) | no | | |
| Age | no | | |



Evaluation:

| Question | Explanation / justification | |
|--|---|--|
| Is it possible the proposed policy or activity or change in policy or activity could discriminate or unfairly disadvantage people? | No, the policy has flexibility for children who require their own behaviour support plan. | |
| Final Decision: | Tick the relevant box | Include any explanation / justification required |
| 1. No barriers identified, therefore activity will proceed . | x | |
| 2. You can decide to stop the policy or practice at some point because the data shows bias towards one or more groups | | |
| 3. You can adapt or change the policy in a way which you think will eliminate the bias | | |
| 4. Barriers and impact identified, however having considered all available options carefully, there appear to be no other proportionate ways to achieve the aim of the policy or practice (e.g. in extreme cases or where positive action is taken). Therefore you are going to proceed with caution with this policy or practice knowing that it may favour some people less than others, providing justification for this decision. | | |

| | |
|--|---------|
| Will this EIA be published* Yes/Not required (*EIA's should be published alongside relevant funding activities e.g. calls and events: | yes |
| Date completed: | 8.02.22 |
| Review date (if applicable): | 8.02.25 |

Change log

| Name | Date | Version | Change |
|------|----------------|---------|--------|
| | When published | 1 | |

