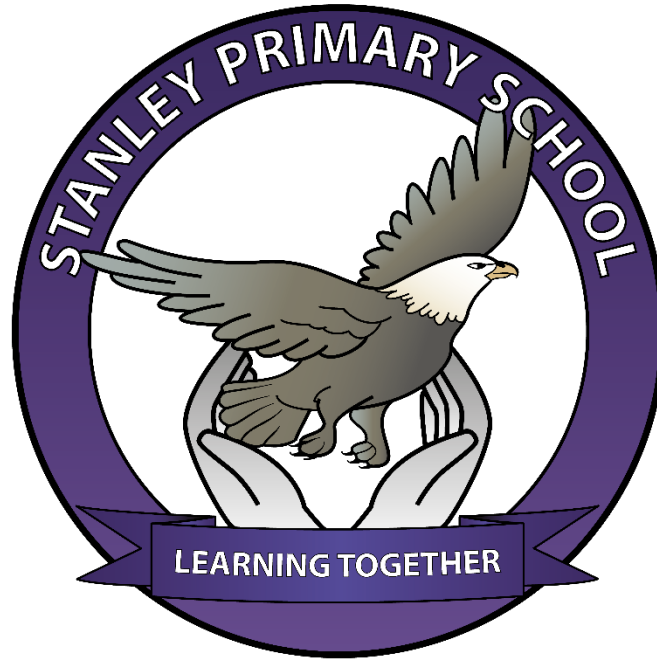


STANLEY PRIMARY SCHOOL



BEHAVIOUR TO LEARN POLICY

| | | |
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| Approved by: | Headteacher | Date: September 2009 |
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|-------------------|--------------|
| Last reviewed on: | October 2025 |
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| Next review due by: | October 2026 |
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AIMS AND OBJECTIVES

It is a primary aim of Stanley Primary School that every member of the school community feels valued and respected; and that each person is treated fairly and well. This policy aims to promote a culture of shared responsibility for behaviour management between staff, parents and pupils to create an environment where we all feel happy, safe and secure. This will be done through the consistent promotion of positive behaviours/relationships, working with parents and pupils at the earliest opportunities to encourage children to self-regulate behaviour. Our children and staff are 'Proud to be Purple' in our 'Stanley family' as we focus on/being SMARTER (Sensible, Motivated, Aiming High, Resilient, Team Players, Enthusiastic and Respectful)

The school has a number of rules, but our behaviour policy is not primarily concerned with rule enforcement. It is a means of promoting good relationships, so that people can work together with the common purpose of helping everyone to learn. This policy supports the school community in aiming to allow everyone to work together in an effective, considerate and consistent way.

Children who feel secure within the school environment are more likely to behave well and to become positive, responsible and increasingly independent members of the school community. For this reason, continuity and stability in the organisation of the school are key features of our policy.

The school expects every member of its community to behave in a considerate way towards others.

In short we aim to:

- Provide a consistent approach to behaviour management
- Define what we consider to be unacceptable behaviour, including bullying
- Outline how pupils 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, STATUTORY REQUIREMENTS AND STATUTORY GUIDANCE

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

- [Behaviour and discipline in schools: advice for headteachers and school staff, 2016](#)
- [Behaviour in schools: advice for headteachers and school staff 2022](#)
- [Searching, screening and confiscation at school 2018](#)
- [Searching, screening and confiscation: advice for schools 2022](#)
- [The Equality Act 2010](#)

- [Keeping Children Safe in Education](#)
- [Exclusion from maintained schools, academies and pupil referral units in England 2017](#)
- [Suspension and permanent exclusion from maintained schools, academies and pupil referral units in England, including pupil movement - 2022](#)
- [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 pupils
- Sections 88 to 94 of the [Education and Inspections Act 2006](#), which requires schools to regulate pupils' behaviour and publish a behaviour policy and written statement of behaviour principles, and give schools the authority to confiscate pupils' property
- [DfE guidance](#) explaining that maintained schools must publish their behaviour policy online

DEFINITIONS

Misbehaviour is defined as:

- Disruption in lessons, in corridors between lessons, and at break and lunchtimes
- Non-completion of classwork
- Poor attitude

Serious misbehaviour is defined as:

- Repeated breaches of the school rules
- Any form of bullying
- Sexual violence, such as rape, assault by penetration, or sexual assault (intentional sexual touching without consent)
- Sexual harassment, meaning unwanted conduct of a sexual nature, such as:
 - Sexual comments
 - Sexual jokes or taunting
 - Physical behaviour like interfering with clothes
 - Online sexual harassment, such as unwanted sexual comments and messages (including on social media), sharing of nude or semi-nude images and/or videos, or sharing of unwanted explicit content
 - Vandalism
 - Theft
 - Fighting
 - Smoking

- Racist, sexist, homophobic or discriminatory behaviour
- Possession of any prohibited items. These are:
 - Knives or weapons
 - Alcohol
 - Illegal drugs
 - Stolen items
 - Tobacco and cigarette papers
 - E-cigarette
 - Fireworks
 - Pornographic images
 - Any article a staff member reasonably suspects has been, or is likely to be, used to commit an offence, or to cause personal injury to, or damage to the property of, any person (including the pupil)

BULLYING

Bullying is defined as the repetitive, intentional harming of 1 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: 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 |

Details of our school's approach to preventing and addressing bullying are set out in our anti bullying policy. We also have support within school through our Pupil Engagement Officer and TA based within the library for children to talk to independently if they have concerns.

ROLES AND RESPONSIBILITIES

The Governing Board

The governing body is responsible for:

- Reviewing and approving the written statement of behaviour principles (appendix 1)
- Reviewing this behaviour policy in conjunction with the headteacher
- Monitoring the policy's effectiveness

- Holding the headteacher to account for its implementation
- The governing board is responsible for monitoring this behaviour policy's effectiveness and holding the headteacher to account for its implementation.

The Headteacher and SLT

The headteacher is responsible for:

- It is the responsibility of the HT under the School Standards and Framework Act 1998 to implement the School behaviour policy consistently throughout the whole school, and to report to Governors when requested. It is also the responsibility of the HT to ensure health, safety and welfare of all children and staff in school.
- Reviewing this policy in conjunction with the governing body
- Giving due consideration to the school's statement of behaviour principles (appendix 1)
- Approving this policy
- Ensuring that the school environment encourages positive behaviour
- Ensuring that staff deal effectively with poor behaviour
- Monitoring that the policy is implemented by staff consistently with all groups of pupils
- Ensuring that all staff understand the behavioural expectations and the importance of maintaining them
- Providing new staff with a clear induction into the school's behavioural culture to ensure they understand its rules and routines, and how best to support all pupils to participate fully
- Offering appropriate training in behaviour management, and the impact of special educational needs and disabilities (SEND) and mental health needs on behaviour, to any staff who require it, so they can fulfil their duties set out in this policy
- Ensuring this policy works alongside the safeguarding policy to offer pupils both consequences and support when necessary
- Ensuring that behaviour is reviewed regularly, to make sure that no groups of pupils are being disproportionately impacted by this policy

Teachers and Staff

Staff are responsible for:

- Creating a calm and safe environment for pupils
- Establishing and maintaining clear boundaries of acceptable pupil behaviour
- Implementing the behaviour policy consistently
- Communicating the school's expectations, routines, values and standards through teaching behaviour and in every interaction with pupils
- Modelling expected behaviour and positive relationships
- Providing a personalised approach to the specific behavioural needs of particular pupils
- Considering their own behaviour on the school culture and how they can uphold school rules and expectations

- Recording behaviour incidents promptly on CPOMs
- Challenging pupils to meet the school's expectations
- The senior leadership team (SLT) will support staff in responding to behaviour incidents.

Parents and Carers

Parents play a vital role in the education of their child. Several studies have proven that collaboration between parents and teachers improves children's academic achievement, work habits, social skills and emotional well-being.

When parents are involved in their education, children do better on a wide range of measures. These positive effects include: Better behaviour, more confidence and greater self-esteem.

Parents and carers, where possible, should:

- Get to know the school's behaviour policy and reinforce it at home where appropriate
- Support their child in adhering to the school's behaviour policy
- Inform the school of any changes in circumstances that may affect their child's behaviour
- Discuss any behavioural concerns with the class teacher promptly
- Take part in any pastoral work following misbehaviour (for example: attending reviews of specific behaviour interventions)
- Raise any concerns about the management of behaviour with the school directly, whilst continuing to work in partnership with the school
- Take part in the life of the school and its culture

The school will endeavour to build a positive relationship with parents and carers by keeping them informed about developments in their child's behaviour and the school's policy, and working in collaboration with them to tackle behavioural issues. Our aim is to work with parents to agree appropriate, consistent expectations, targets and actions before unacceptable behaviour has an opportunity to escalate. Therefore, it is vital that parents make themselves available for discussions with staff on request, and staff to parents through an agreed appointment system.

It may be appropriate for children that display consistently unacceptable behaviour to have an individual behaviour plan written for them. This plan will be shared with Parents/Carers and will outline clearer expectations and consequences; a behaviour plan will, ideally, be reviewed after 6 weeks with the class teacher, pupil engagement officer and alongside the SENCo, if necessary.

We expect all adults to behave in a reasonable and civilised manner towards ALL school staff. Incidents of verbal or physical aggression towards staff will be taken extremely seriously, and may be referred to Police for further action in line with our Zero Tolerance Policy.

Stanley School Council

Stanley School Council meets regularly, assisting in many decisions made in our school. As part of their duties the School Council discuss and review particular activities, rewards, rules, consequences and their implementations.

SCHOOL BEHAVIOUR OUTLINE

Positive Reinforcement Used in School (Appendix 1)

Stickers/stamps/house points are used on a daily basis around school during lesson time and lunchtime to recognise a variety of positive achievements. There are also a multitude of display boards around school which display examples of good work, certificates and general achievements by pupils and Stanley Primary School as a whole.

Proud to be Purple class weekly award

Each week all children will receive 20 minutes of reward time for showing an exceptional attitude in all areas of school life and are following our SMARTER rules – Sensible, Motivated, Aiming high, Resilient, Team players, Enthusiastic and Respectful.

Superstars

Each week a child in each class is awarded the 'Superstar'. This is for showing an exceptional attitude in all areas of school life and are following our SMARTER rules – Sensible, Motivated, Aiming high, Resilient, Team players, Enthusiastic and Respectful.

House Point System

The emphasis on the children's behaviour should be on rewarding positive actions. Through our SMARTER VALUES, the school has a successful system for rewarding individual pupil's with house points.

The children are members of one of four colour teams; red, yellow, green and blue. Each team has three Year 6 house captains. We also have a Head Girl and Head Boy in school who support the Senior Leadership team and staff in school.

Children in Years 1 through to 6, receives house points on an award card. When the award card is full they receive a badge in our weekly awards assembly (Friday assembly). They can achieve the following awards that become progressively more difficult to achieve:

Bronze Award – 36 stamps


Silver Award - a further 72 stamps

Gold Award - a further 108 stamps

Platinum Award - a further 144 stamps

Children are awarded a badge and a letter for their parents. Children who have achieved their gold or platinum badge have their parents/guardian formally invited to attend the assembly that takes place at the end of a term.

The house points collected on an individual basis also contribute towards a weekly house total for the whole school which is announced to the children in assembly at the end of the week. A record is kept of the house totals in both halls on an interchangeable display (the format is decided by the children at



house meetings at the start of each academic year). At the end of each term, the winning house chooses a reward.

Reading awards

We encourage all of our children to read 3 times a week at home and we will award them with the following:

Bronze reading ticket for reading 3 x a week for 10 weeks.

Silver reading ticket for reading a further 3 x a week for a continued 10 weeks.

Golden reading ticket and a new book for reading a further 3 x a week for a continued 10 weeks.

Star Writer certificate

Each week, one piece of work from each class will be chosen by the class teacher from any subject and displayed within the school.

Pen Licence

Children from Year 3 upwards can be awarded a pen licence for using continuous, cursive handwriting or for some children this might also include a neat and legible style for them.

Year 3 and Year 4 - TT Rockstars champion

At Stanley Primary School, we encourage Year 3 and Year 4 to actively complete and compete in TT Rockstars at home and at school. Each week, we have a winning champion from each class. There is also a weekly winning class and this is totalled up over the half term meaning the winning class also gets to choose a reward.

Headteacher's Award

A certificate is awarded once per term to a child from each class to celebrate exceptional, continuous attitude in all areas of school life linking to our SMARTER values. Class teachers liaise with the Headteacher.

CONSEQUENCE STRUCTURE (Appendix 2 is a visual of this)

Level 1:

Classroom:

Every day your child's name will start on - 'Proud to be purple'.

Step 1:

If your child displays any low-level behaviour they will be given a verbal warning – if this continues, they will be given a second verbal warning and your child will move to Step 2.

Step 2:

If this behaviour continues, a member of teaching staff will speak to your child in more detail about their behaviour and they will be moved to Step 3 meaning a consequence will be given – they will start to lose minutes from the whole class reward. However, at Step 3 this can be earned back.

Step 3:

If no improvement is seen your child will be asked to complete their work in another class (partner class) or in Reflect. When the teaching staff, feel they are ready, they will return back to class. They may miss part of their playtime to reflect on this behaviour and decide with the teacher how much time they will lose from the whole class reward time. Children can not earn this back.

Step 4:

Child will return to class and if behaviour continues teaching staff will radio for the support of SLT - this may result in missing part or whole of lunchtime / break time. They will lose all of their whole class reward time. This time will then be spent with SLT reflecting on their behaviour and how changes can be put in place for the following week.

Playtime / Lunchtime:

Verbal warning given

If the behaviour continues, the child is removed from the activity or situation and/or child is given 5 minutes time out

Child shows repeated behaviour they will be excluded from lunchtime activities and sent inside to Reflect. Staff will radio for a member of SLT to collect the child off the playground.

Staff involved:

Class teacher/Teaching staff/Teaching Assistants/Welfare staff/ Pupil Engagement officer/ SLT.

If a child is sent to Reflect parents will be informed.

Other interventions might include reflection time in the KS2 library, protected play inside our school quad areas, lunchtime suspensions whereby a parent will need to collect them and bring them back at the end of lunch. This will always be discussed with parents / carers on the telephone and this will be recorded on our electronic system.

Unacceptable behaviour will fast track your child straight to Step 4 or 5.

Staff involved: Class teacher/Teaching staff/Teaching Assistants/Pupil Engagement officer/ SLT.

Parents / carers will be informed if their child reaches Step 3 or more and this will be recorded on our electronic system. Each day they will start on Step 1 and your child will have a personalised 'minute strip' that reminds them of reward time remaining.

Level 2: Target programme

Child has shown repeated incidents of unacceptable behaviour. Parents to be invited into school to discuss next steps to improve behaviour and an Individual Behaviour Plan to be implemented (Appendix 4) which is specific to the child's needs. This is carried out in consultation with the Assistant / Deputy Head and the Pupil Engagement Officer. The Graduated Approach will be followed and an ABC chart (see appendix 3) will be completed by the class teacher.

Staff involved: Assistant Headteacher/ Deputy Headteacher/Class Teacher/Pupil Engagement Officer/Teaching Assistant/SLT

Level 3: Advisory services

Formal involvement of LEA and specialist services to aid with advice and recommendations. These will be placed on a Plan Do Review (Please see our SEN/D policy and parent flow chart)

Level 4: Headteacher/Governors child disciplinary committee

No improvement in behaviour would result in the Headteacher producing a report to Governors to consider permanent exclusion

*ABC Chart is an observational tool that allows the class teacher to record information about particular behaviours. The aim of using an ABC chart is to better understand what the behaviour is communicating. The 'A' refers to the antecedent or the event that occurred before the behaviour was exhibited. This can include what the person was doing, who was there, where they were, what sights / sounds / smells / temperatures / number of people that were in the environment. 'B' refers to an objective and clear description of the *behaviour* that occurred e.g. X threw item on the floor. 'C' refers to what occurred after the behaviour or the *consequence* of the behaviour e.g. children moved away from X, noise levels in the room decreased. It is important to decide on one or two target behaviours to record initially. This allows us to check for triggers where the behaviour is most likely to occur and develop a positive plan to move forwards (Appendix 3)

SERIOUS SANCTIONS

Detention

Pupils in Key Stage 2 can be issued with after school detentions during term time.



The school will always inform the pupil's parents.

When imposing a detention, the school will consider whether doing so would:

- Compromise the pupil's safety
- Conflict with a medical appointment
- Prevent the pupil from getting home safely
- Interrupt the pupil's caring responsibilities

Suspension and Permanent Exclusions

The school can use suspension and permanent exclusion in response to serious incidents or in response to persistent poor behaviour, which has not improved following in-school consequences and interventions.

The school is not obliged to provide lunchtime supervision and any child who continually misbehaves, or is involved in serious incidents at lunchtime, may be required to go home for lunch.

The decision to suspend or exclude will be made by the headteacher and only as a last resort.

Please refer to our Exclusions Policy for more information.

MOBILE PHONES

- Pupils are allowed to have mobile phones where absolutely necessary
- These should be kept in bags and school will not take responsibility or liability for loss or damage
- Mobile phones are not permitted to be used during the school day
- If a child is found with a mobile phone out during the day, this will be sent to the office for parents to collect
- There will be exceptions to the rules for medical reasons

Please refer to our Mobile Technology User policy and Online Safety Policy.

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 pupil'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, and consider whether pastoral support, an early help intervention or a referral to children's social care is appropriate.

Please refer to our Child Protection and Safeguarding Policy for more information.

REASONABLE FORCE

Reasonable force covers a range of interventions that involve physical contact with pupils. The safety and wellbeing of all pupils and staff is paramount. All members of staff have a duty to use reasonable force, in the following circumstances, to prevent a pupil from:

- Causing disorder
- Hurting themselves or others
- Damaging property
- Committing an offence

Incidents of reasonable force 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 parents (see appendix 4)
- When considering using reasonable force, staff should, in considering the risks, carefully recognise any specific vulnerabilities of the pupil, including SEND, mental health needs or medical conditions.

At Stanley Primary School we have members of staff trained in 'Teach Teach'. This is positive management of child aggression and disruption.

Please refer to our see our Physical Intervention Policy. (Appendix 5 shows how we record this).

CONFISCATION, SEARCHES, SCREENING

Searching, screening and confiscation is conducted in line with the DfE's [latest guidance on searching, screening and confiscation](#).

Confiscation

Any prohibited items (listed in section 3) found in a pupil's possession as a result of a search will be confiscated. These items will not be returned to the pupil.

We will also confiscate any item that is harmful or detrimental to school discipline. These items will be returned to pupils after discussion with senior leaders and parents, if appropriate.

OFF-SITE MISBEHAVIOUR

Consequences may be applied where a pupil has misbehaved off-site when representing the school. This means misbehaviour when the pupil is:

- Taking part in any school-organised or school-related activity (e.g. school trips)

- Travelling to or from school
- Wearing school uniform
- In any other way identifiable as a pupil of our school

Sanctions may also be applied where a pupil has misbehaved off-site, at any time, whether or not the conditions above apply, if the misbehaviour:

- Could have repercussions for the orderly running of the school
- Poses a threat to another pupil
- Could adversely affect the reputation of the school

Consequences will only be given out on school premises or elsewhere when the pupil is under the lawful control of a staff member (e.g. on a school-organised trip).

ONLINE MISBEHAVIOUR

The school may issue behaviour consequences to pupils for online misbehaviour when:

- It poses a threat or causes harm to another pupil
- It could have repercussions for the orderly running of the school
- It adversely affects the reputation of the school
- The pupil is identifiable as a member of the school

Consequences will only be given out on school premises or elsewhere when the pupil is under the lawful control of a staff member.

Please refer to our Mobile Technology User policy and Online Safety Policy.

SUSPECTED CRIMINAL BEHAVIOUR

If a pupil is suspected of criminal behaviour, the school will make an initial assessment of whether to report the incident to the police.

When establishing the facts, the school will endeavour to preserve any relevant evidence to hand over to the police.

If a decision is made to report the matter to the police, the headteacher/member of the senior leadership team or our PEO will make the report.

The school will not interfere with any police action taken. However, the school may continue to follow its own investigation procedure and enforce sanctions, as long as it does not conflict with police action.

If a report to the police is made, the designated safeguarding lead (DSL) will make a tandem report to children's social care, if appropriate.

ZERO-TOLERANCE APPROACH TO SEXUAL HARASSMENT AND SEXUAL VIOLENCE

The school will ensure that all incidents of sexual harassment and/or violence are met with a suitable response, and never ignored.

Pupils are encouraged to report anything that makes them uncomfortable, no matter how 'small' they feel it might be.

The school's response will be:

- Proportionate
- Considered
- Supportive
- Decided on a case-by-case basis

The school has procedures in place to respond to any allegations or concerns regarding a child's safety or wellbeing. These include clear processes for:

- Responding to a report
- Carrying out risk assessments, where appropriate, to help determine whether to:
 - Manage the incident internally
 - Refer to early help
 - Refer to children's social care
 - Report to the police

Please refer to our Child Protection and Safeguarding Policy for more information

MALICIOUS ALLEGATIONS

Where a pupil makes an allegation against a member of staff and that allegation is shown to have been deliberately invented or malicious, the school will consider whether to discipline the pupil in accordance with this policy.

Where a pupil makes an allegation of sexual violence or sexual harassment against another pupil and that allegation is shown to have been deliberately invented or malicious, the school will consider whether to discipline the pupil in accordance with this policy.

In all cases where an allegation is determined to be unsubstantiated, unfounded, false or malicious, the school (in collaboration with the local authority designated officer (LADO), where relevant) will consider whether the pupil who made the allegation is in need of help, or the allegation may have been a cry for help. If so, a referral to children's social care may be appropriate.

The school will also consider the pastoral needs of staff and pupils accused of misconduct. Please refer to our child protection and safeguarding policy for more information on responding to allegations of abuse against staff or other pupils.

RESPONDING TO MISBEHAVIOUR FROM PUPILS WITH SEND

Recognising the impact of SEND on behaviour

The school recognises that pupils' behaviour may be impacted by a special educational need or disability (SEND).

When incidents of misbehaviour arise, we will consider them in relation to a pupil's SEND, although we recognise that not every incident of misbehaviour will be connected to their SEND. Decisions on whether a pupil's SEND had an impact on an incident of misbehaviour will be made on a case-by-case basis.

When dealing with misbehaviour from pupils with SEND, especially where their SEND affects their behaviour, the school will balance their legal duties when making decisions about enforcing the behaviour policy. The legal duties include:

- Taking reasonable steps to avoid causing any substantial disadvantage to a disabled pupil caused by the school's policies or practices ([Equality Act 2010](#))
- Using our best endeavours to meet the needs of pupils with SEND ([Children and Families Act 2014](#))
- If a pupil has an education, health and care (EHC) plan, the provisions set out in that plan must be secured and the school must co-operate with the local authority and other bodies

As part of meeting these duties, the school will anticipate, as far as possible, all likely triggers of misbehaviour, and put in place a personalised behaviour plan to support to prevent these from occurring.

Please refer to our SEND Policy.

MONITORING ARRANGEMENTS

Monitoring and evaluating school behaviour

The school will monitor and evaluate on the following:

- Behavioural incidents, including removal from the classroom
- Attendance, permanent exclusion and suspension
- Use of pupil support units, off-site directions and managed moves
- Incidents of searching, screening and confiscation
- Anonymous surveys for staff, pupils, governors, trustees and other stakeholders on their perceptions and experiences of the school behaviour culture

This information will be analysed from a variety of perspectives including:

- At school level
- By age group
- At the level of individual members of staff
- By time of day/week/term

- By protected characteristic

The school will use the results of this analysis to make sure it is meeting its duties under the Equality Act 2010. If any trends or disparities between groups of pupils are identified by this analysis, the school will review its policies to tackle it.

MONITORING THIS POLICY

This behaviour policy will be reviewed by the headteacher and the full governing board at least annually, or more frequently, if needed. At each review, the policy will be approved.


The written statement of behaviour principles (which can be found on our website) will be reviewed and approved by the full governing board annually.

LINKS WITH OTHER POLICIES


This policy has been written in consultation with the staff and governors of Stanley Primary School. It will be reviewed annually behaviour policy is linked to the following policies:

- Child protection and safeguarding policy
- Physical Intervention policy
- Anti Bullying Policy
- Home School Agreement Attendance Policy
- Child on Child abuse Policy
- SEND Policy
- Mobile Technology User Policy
- Online Safety Policy.

Appendix 1




What rewards can we earn?




Proud to be Purple - Class Weekly Award:

- All children will receive 10 mins of reward time for following our S.M.A.R.T.E.R values.



Star Writer:

- Each week, one piece of work from each class is chosen and displayed.




Pen License:


- Children in KS2 are awarded a pen license for continuous neat handwriting.

Y3 & Y4 TT Rockstar's Champion:


- Each week, Y3 & Y4 have a winning champion from each class and there is also a weekly winning which is totalled up over the half term - the winning class gets to choose a reward.




BRONZE AWARD



SILVER AWARD



GOLD AWARD



PLATINUM AWARD


NAME CLASS

HOUSE COLOUR DATE

Well done! S.M.A.R.T.E.R

House Points:

- Children are rewarded 'house points' for good behaviour and for following our S.M.A.R.T.E.R values.




HEADTEACHER'S AWARD

Well Done!

S.M.A.R.T.E.R


Superstar:

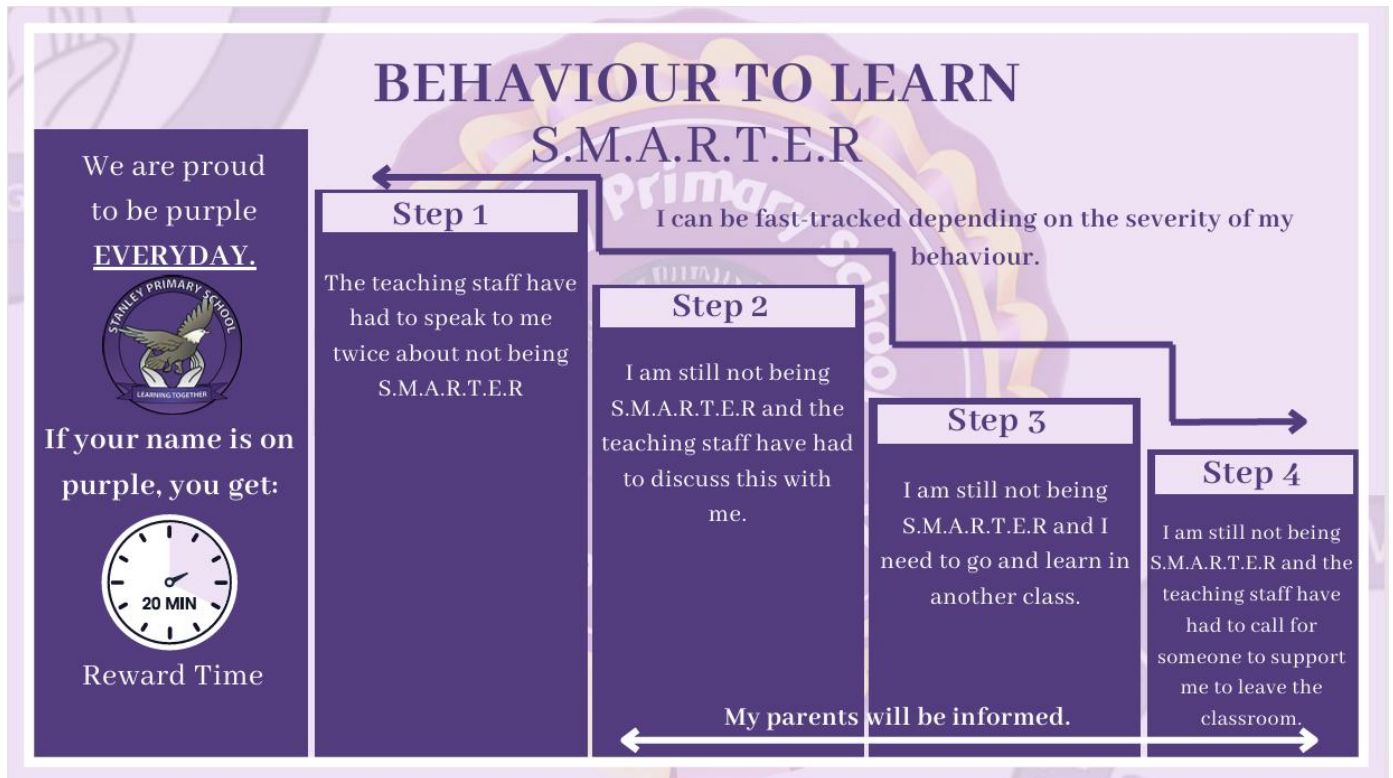
- Each week a child in each class is awarded the 'Superstar' for showing an exceptional attitude in all areas of school life.



Reading Awards:

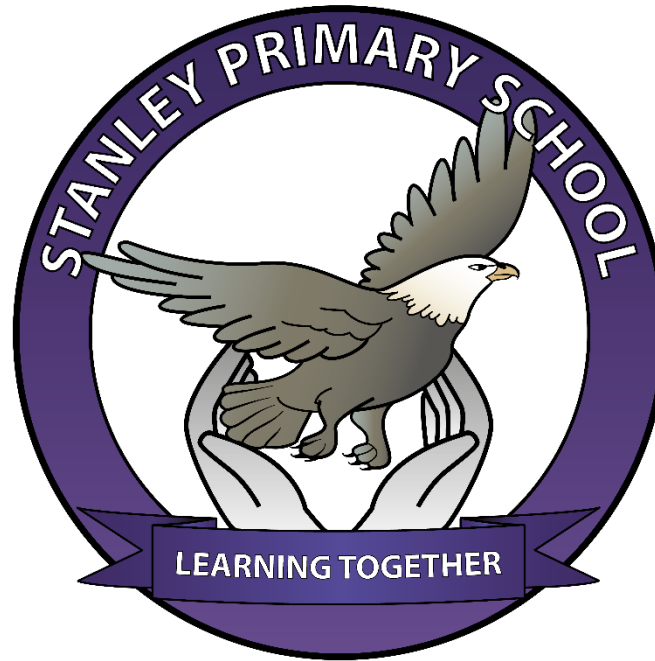
- Children are awarded reading tickets for reading 3 times a week at home.





Appendix 3

| Antecedents | | | Behaviour | | Consequences |
|-----------------------|------------------------------|---|----------------------------|-------------------------|--|
| 1 | 2 | 3 | 4 | 5 | 6 |
| Day & Time | Where Did It Happen ? | What Happened Before the Behaviour ? | What Did _____ Do ? | What Did You Do? | What Happened As A Result Of What You Did ? |
| | | | | | |
| | | | | | |
| | | | | | |



PERSONALISED REGULATION PLAN

NAME:

PLAN NUMBER:

Pupil Profile Strengths:

Interests and activities:

What helps me succeed:

Important information about me:

Pupil Voice:

What makes things hard for me...

What helps me when I feel stressed or upset...

What I would like adults to understand about me...

What helps me to feel safe and calm in school..

Parent/Carer Voice:

What strategies work well at home:

What concerns or insights do you have..

What would you like communication to look like between home and school...

Anything else:

Plan 1 CURRENT AIMS:

IDENTIFIED TRIGGERS:

Strategies:

Red

Amber

Blue

Green

Firm, clear direction

Losing minutes from playtimes

Calm talking, stance

Limited choices given (Two choices)

Reminders of expectations – talking through this with her making her aware of what might happen if she doesn't follow the instructions being asked of her.

Reminders of sanctions

Distraction

Humour

Tactically ignore

Read a book

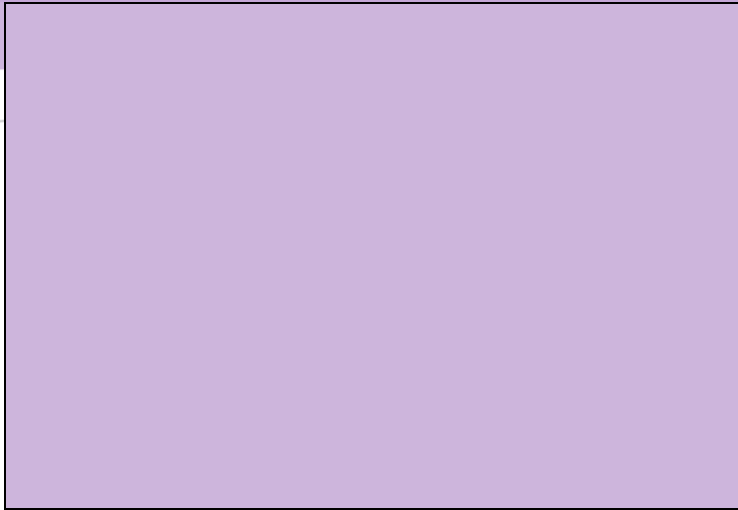
Contingent touch

Withdrawal offered

Withdrawal directed

Change of face

Other:



Empty rectangular box for notes or additional information.

Empty rectangular box for notes or additional information.

| | | |
|-------------------------|--|--|
| Rewards / Consequences: | | |
|-------------------------|--|--|

Prevalent Behaviours/Support Strategies

What kind of behaviours will be being displayed and proven strategies that have been proven successful?

| | Reactive Strategies – Potential risk | URGENT/HIGH RISK (Physical Intervention Guidance) | Reactive Strategies - Moving to no risk or going to risk | NO RISK |
|--|--------------------------------------|--|--|---------|
| <i>What my behaviour might look like..</i> | | | | |
| <i>What I can do to help myself</i> | | | | |
| <i>What you can do to help me</i> | | | | |

Development Plan

| Term | Aims | Actions | Interventions & Support | Review Date |
|----------|------|---------|-------------------------|-------------|
| Autumn 1 | | | | |
| Autumn 2 | | | | |
| Spring 1 | | | | |
| Spring 2 | | | | |
| Summer 1 | | | | |
| Summer 2 | | | | |





RECORD OF THE USE OF PHYSICAL INTERVENTION

| | | |
|-------------------------------|------------------|-------------------|
| Record Seen HT/DHT | Date Seen | Log Number |
|-------------------------------|------------------|-------------------|

Section 1

| BASIC INFORMATION | | |
|--------------------------|--------------|------------------------------|
| Name of Pupil: | | Year Group: |
| | | Class: |
| Date of Incident: | Time: | Location of Incident: |
| | | |

Section 2

| DE-ESCALATION TECHNIQUES USED & EFFECTIVENESS RATING | | | | | |
|--|--|------------------|--|---|--|
| Reassurance | | Distraction | | Behaviour Expectation Given | |
| Verbal Advice & Support | | Humour | | Make Environment Safe | |
| Step Away | | Choices Given | | Tactical Ignore | |
| Calm Talking | | Time Out Offered | | Time Out Directed | |
| Clear warning of intervention being used has been given: <input type="checkbox"/> Yes <input type="checkbox"/> No If no, explain why | | | | Any strategy NOT to be used again for this child: | |

Section 3

| STAFF INVOLVED | | | | | |
|---------------------------|----------------------------------|----------------------------------|-----------|----------|------------------|
| | Name of Team Teach trained staff | Name of Team Teach trained staff | Hold Used | Location | Duration of Hold |
| 1 | | | | | |
| 2 | | | | | |
| 3 | | | | | |
| 4 | | | | | |
| 5 | | | | | |
| Total time in hold | | | | | |

Section 4

| JUSTIFICATION FOR HOLD | | | | |
|---|--|--------------------------|--|-------------------|
| <i>Please state the reason for the intervention</i> | | | | |
| Prevent/interrupt absconding | | Damage to property | | Violence to pupil |
| Assaulting/violence to staff | | Immediate danger to self | | Throwing missiles |
| Disruption to other pupils | | | | |

Section 5

| BEHAVIOUR MANAGEMENT PLAN | |
|--|--|
| No plan was in place | |
| Yes, and was adequate to manage the incident | |
| Yes, but additional measures were needed and a review of the BMP is required | |

Section 6

| DETAILS OF INCIDENT |
|-------------------------------|
| <i>Describe the incident:</i> |
| |

| | |
|--|----|
| <i>Has an observation sheet been completed and attached?</i> | |
| Yes | No |

Section 7

All signatures must be completed before RPI is returned

| PARENTS/CARERS CONTACTED | |
|---------------------------------|-------|
| Parent/Carer informed by: | Date: |
| How contacted: | Time: |

| SIGNATURES | | |
|---|---------|----------------------|
| Staff who called for assistance: | Signed: | |
| Staff who responded/completing the form: | Signed: | Time form completed: |
| OBSERVER | | |
| Staff who observed: | | |
| I observed this incident and agree that this is a true record of the holds used and timings are as stated. | | |
| Signed: _____ | | |

Section 8

Please do not returned the RPI until all of the above has been completed

| Action | Carried out by (initial) | Not applicable (please tick) |
|--|-----------------------------|---------------------------------|
| Carried out medical checked (if required) | | |
| Accident form completed (if required) | | |
| Has everyone signed the RPI? | | |
| Observation sheet attached | | |
| Child given the opportunity to talk it through | | |
| Staff debriefed as a team | | |
| Parents/carers informed | | |

Section 9

Post incident learning – to be completed during a team debrief

| | |
|---------------------------------------|--|
| What did we learn from this incident? | |
| What needs to change? | |
| How can this be implemented? | |

| | | |
|--|--|----------------------------|
| | | |
| Names of people present during the debrief | <table border="1" data-bbox="1429 343 1899 405"><tr><td data-bbox="1429 343 1899 405">Debrief carried out by SLT</td></tr></table> | Debrief carried out by SLT |
| Debrief carried out by SLT | | |



OBSERVER'S RECORD OF PHYSICAL INTERVENTION

| | | | |
|--|----------------------|----------------------------|------------------------|
| Name of Pupil: | | Date: | |
| Time began: | | Time finished: | |
| Safety checks: Supervising staff should observe at all times. Please log all the behaviours displayed and staff's responses. | | | |
| Time | Staff Initial | Behaviours observed | Staff responses |
| | | | |
| | | | |
| | | | |
| | | | |

Signed: _____