



# **Promoting Positive Behaviour Policy**

**September 2023**

## Overview

At Our Lady & St Patrick's Catholic Primary Schools, we strive to provide a caring ethos where everyone in the school community feels safe, confident, valued and respected. We are committed to creating an environment whereby exemplary behaviour is at the heart of productive learning, enabling all to reach their full potential, emotionally, socially and intellectually.

As members of our community we adhere to the values of being: **'Ready, Respectful and Safe'**.

Our behaviour policy is underpinned by the Gospel Values and our Catholic ethos.

## Aims

We believe all children should be explicitly aware of the standards of behaviour expected of them and eventually take responsibility for promoting these standards. By encouraging positive behaviour, we promote good relationships throughout the school built on trust and understanding, and through the use of this policy we support our children in developing a high level of individual and social responsibility.

- To provide a safe, comfortable and caring environment where optimum learning takes place.
- To provide clear guidance for children, staff and parents of expected levels of behaviour.
- To provide a consistent and calm approach.
- All adults take responsibility for behaviour and follow-up personally.
- Adults use consistent language to promote positive behaviour.
- To use restorative approaches when following up behaviour incidents.
- To support all children in achieving high expectations with fairness and equality, whilst recognising that some children with special educational needs will need personalised provision.

## Purpose

To provide simple, practical procedures for staff and students that:

- Foster the belief that there are no 'bad' students, just 'bad choices'.
- Recognise all behaviour is communication.
- Encourage students to recognise that they can and should make 'good' choices.
- Recognise behavioural norms.
- Promote self-esteem and self-discipline.
- Teach appropriate behaviour through positive intervention.

**The school has 3 simple rules 'Be Ready, Be Respectful and Be Safe' which can be applied to a variety of situations and are taught and modelled explicitly.**

## Standards of behaviour

The school understands the first step to modelling good behaviour is to lead by example, which means that all staff, volunteers, and anyone else who comes to the school must act responsibly and professionally, and will never denigrate children or colleagues.

We expect all adults to demonstrate the following behaviours: calmness, consistency, positivity, kindness, laughter, gentleness, supportive, respect given no matter what and praise good conduct publicly.

We are a caring faith community where everyone feels valued, safe and adopts an "I can" attitude. All we do is underpinned by our gospel values which means we celebrate individuality and achievements through mutual respect and high aspirations. We believe that each one of us has the ability to achieve our highest potential and dreams, through a journey of life-long learning.

**All staff will:**

1. Meet and greet each child by name.
2. Refer to 'Ready, Respectful, Safe'
3. Model positive behaviours and build relationships.
4. Plan lessons that engage, challenge and meet the needs of all learners.
5. Use a positive praise system with dojo points.
6. Be calm and give 'take up time' when going through the steps. Prevent before sanctions.
7. Follow up every time, retain ownership and engage in reflective dialogue with learners.
8. Never ignore or walk past any learners who are not making appropriate choices.

**Senior leaders will:**

1. Meet and greet families at the beginning of the day on the school gate.
2. Be a visible presence around the school and especially at transition times.
3. Celebrate staff, leaders and learners whose effort goes above and beyond expectations.
4. Regularly share good practice.
5. Support staff in managing learners with more complex behaviours or children requiring individual behaviour plans.
6. Regularly review provision for learners who fall beyond the range of written policies.

Children are expected to:

- attend regularly and be punctual
- wear correct school uniform
- be honest and take responsibility for their behaviour
- be positive about learning and always try their best
- treat everyone and everything in the school community with consideration and respect
- always follow the school/site/classroom rules

Parents are expected to:

- ensure their child attends regularly and punctually
- ensure their child wears the correct uniform

- be positive about their child's learning and encourage them to always try their best
- treat everyone and everything in the school community with consideration and respect
- reinforce acceptable behaviour and the school rules

### Logging behaviour incidents

CPOMS is our school's online safeguarding software which is used by staff members to log behaviour incidents that arise in school. Each staff member has their own personal log in and every child is on the system. This is helpful in helping us to identify triggers and patterns in behaviours so we can better support each child.

Our Rules	Visible Consistencies	Over & Above Recognition
1. Be Ready 2. Be Respectful 3. Be Safe	<ul style="list-style-type: none"> <li>• Daily meet &amp; greet</li> <li>• Dojo Point system used across the school and feed into school house point system.</li> <li>• Wonderful Walking</li> <li>• Calming Time to support good choice making</li> </ul>	<ul style="list-style-type: none"> <li>• Certificates at dojo/housepoint milestones. Bronze - 200 Silver - 500 Gold - 1000 Platinum - 2000</li> <li>• Awards are tied into the number of points.</li> <li>• Home contact</li> <li>• HT/SLT praise</li> <li>• Disciple of the Week</li> <li>• Star of the week</li> <li>• Hot Chocolate Reward half termly</li> <li>• 100% attendance rewards</li> </ul>

### Relentless Routines

**Praise in Public** (PIP)

**Restore in Private** (RIP) Restore and Repair in private. We walk with the children through their challenges as opposed to condemning them or forcing them along with us- 'We have a Lord who is capable of crying with us, capable of walking with us in the most difficult moments of life.' Pope Francis , Phillipines 2015

**Consistent Language**

Consequence Level	Action	Strategy/ Dialogue	Who	Next Step
Expectation	Rule Reminder	Remind the pupil of the high expectations of learning behaviour	Teacher	
Level C1	1 <sup>st</sup> negative behaviour warning	Pupil you have continued to talk across the classroom, you are now on level 1. Redirect the behaviour with T&L reminders/praise those working well	Teacher	
Level C2	2 <sup>nd</sup> negative behaviour warning	Pupil you have again continued to talk you are now on a level 2 Follow up by speaking privately with the child. Get to eye level and try to diffuse the 'whole class' feeling	Teacher	
Level C3	3 <sup>rd</sup> negative behaviour warning  Recorded at class level to observe patterns	Pupil you are on the verge of leaving the classroom because you are not behaving responsibly. Remind child it is their choice to break the rules and the rule they are breaking. Offer solutions <ul style="list-style-type: none"> <li>• time markers – you are here now, when I come back I want...</li> <li>• move seats</li> <li>• offer different activity</li> </ul> The adult could choose to revisit this with a pupil at the beginning of a break time.	Teacher	

#### **STOP and THINK POINT**

**Why is the child behaving like this?**

**Does the task need adjusting to meet their needs?**

**Does the child regularly get to this point? If, discuss the child with SENDCo.**

**This may result in parent being contacted to discuss how to break the cycle.**

It is paramount that the adult that has experienced the behaviour has the restorative conversation.

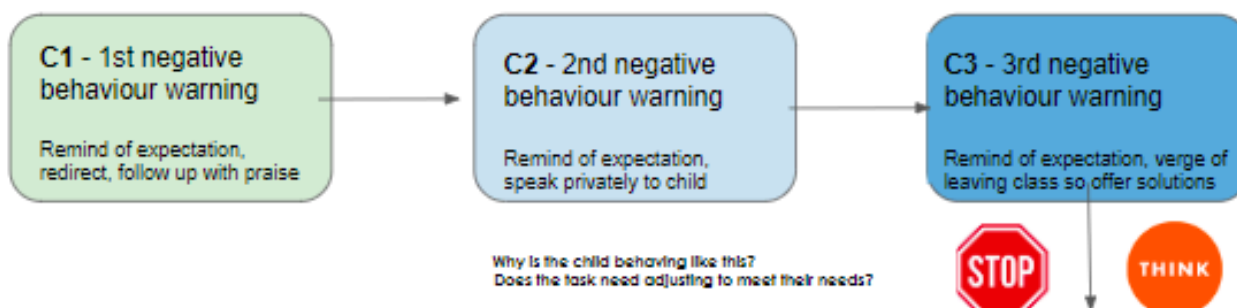
The conversation could include:

Level C4	<p>4<sup>th</sup> negative behaviour warning</p> <p>Recorded on CPOMS</p>	<p>Pupil you have now moved to level 4 because... which means you can no longer stay in the room.</p> <p>You need to go to another class.</p> <p>Child must leave and go to room x</p> <p>On return discuss behaviour and strategies that will help next time.</p> <p>Next lunchtime/breaktime may be missed and parents told.</p> <p>If 3 C4's over a 2-week period, parents called and informed and meeting is held and a behaviour log may be put in place with length of time to be agreed by SLT.</p>	Teacher/ Partner Teacher	<p>All classes to Year above, Y6 -Y3</p> <p>Learning taken.</p> <p>Missed learning will be sent home.</p>
Level C5	<p>5<sup>th</sup> negative behaviour/n ot complying at Level C4.</p> <ul style="list-style-type: none"> <li>• Immediate entry for behaviour that impacts on good order within the school.</li> <li>• Recorded on CPOMS</li> </ul>	<p>Child may have misbehaved in the other room or upon return to the classroom.</p> <p>SLT informed. SLT will decide where the child will be asked to work in isolation (appropriate to age) and for how long.</p> <p>Usually this will be the remainder of a session or the next half day.</p> <p>Lunchtime play will also be removed .</p> <p>Behaviour Log may be put in place with length of time to be agreed by SLT.</p>	Teacher SLT (immediate entry)	Parent informed
Level C6	<ul style="list-style-type: none"> <li>• Refusal to go to exclusion place</li> <li>• Other immediate reason deemed serious enough by SLT</li> <li>• Recorded on CPOMS</li> </ul>	<p>Level 6 can only be given once a child has worked through the previous levels (or if reason is extreme)</p> <p>If a suspension is warranted, this can be given.</p> <p>Teachers will issue a Level 6/ referral and immediately inform EHT who will decide next steps.</p>	<p>Person responsible for internal isolation decision/ SENDCo</p> <p>EHT will decide suspension/</p>	<p>Fixed term suspension</p> <p>Parent informed</p> <p>Provision considered</p>

		This will be a fixed term suspension or internal suspension.	exclusion.	
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Level C7	<ul style="list-style-type: none"> <li>• Either immediate reason deemed serious enough by the EHT or persistent and continuous behaviour not consistent with the schools expectations</li> <li>• Recorded on CPOMS</li> </ul>	Permanent Exclusion (see Plymouth CAST Exclusion Policy)	EHT	PTE form/process completed
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Always remind children of the expectations and ensure Ready, Respectful and Safe are on display. Uphold high expectations for behaviour. **C0**



**C4 - Child must leave room and go to X (another class)** On return discuss behaviour and strategies that will help next time. Next lunchtime/breaktime will be missed and parents told.

Child may have misbehaved in the other room or upon return to the classroom.

**C5 - SLT informed.** SLT will decide where the child will be asked to work in isolation (appropriate to age) and for how long. Lunchtime play will also be removed.

**C6 - Fixed term suspension/ internal suspension**

**C7 - Permanent Exclusion** (see Plymouth CAST Exclusion Policy)

**Important note**

Some children exhibit particular behaviours based on early childhood experiences and family circumstances. As a school we recognise that their behaviour is their way of communicating their emotions. We also understand that for many children they need to feel a level of safety before they exhibit extreme behaviours.

For some pupils, especially those with complex needs, including SEMH, the generic behaviour system/routines does not meet their individual support requirements. These pupils have an individual tailored behaviour plan developed for them by the SENDCo, to meet their individual needs. These plans are regularly reviewed and shared with the child, parents and staff. All staff are responsible to follow the plans consistently, correctly and to support or request updates when required.

### **Exclusions**

Exclusions will occur following extreme incidents at the discretion of the Head Teacher. A fixed-term exclusion will be enforced under these conditions:

- The child needs time to reflect on their behaviour with their parents
- To give the school time to create an individual plan that incorporates reasonable adjustments that will scaffold positive behaviours

We will always seek advice from the Inclusion Team and other external agencies for children who are at risk of exclusion.

Permanent Exclusion is an extreme step and will only be taken in cases where:

- Repeated incidents of challenging behaviour is not improving as a result of the reasonable adjustments employed on the individual behaviour plan.
- The safety and learning of others is persistently disrupted.
- The risk to themselves, staff and/or other pupils is too high.

Permanent exclusion will be a last resort and the school will endeavour to work with the family to complete a managed transfer to a more suitable setting.

In all instances, what is best for the child will be at the heart of all our decisions.

### **Physical Intervention and Use of Reasonable Force**

#### **1. DEFINITIONS**

- **'Reasonable force'** - actions involving a degree of physical contact with pupils; it can be used to prevent pupils from hurting themselves or others, damaging property, or causing disorder
- **'Force'** can mean guiding a pupil to safety, breaking up a fight, or restraining a student to prevent violence or injury
- **'Reasonable in the circumstances'** means using no more force than is needed 'Control' is either passive – e.g. standing between pupils, or active e.g. leading a pupil by the arm out of a classroom
- **'Restraint'** means to hold back physically or to bring a pupil under control

#### **2. THE LEGAL POSITION**

Who can use reasonable force?

All members of school staff have a legal power to use reasonable force, and it can apply to other adults, e.g. unpaid volunteers or parents accompanying students on a



school trip. Only adults who have received de-escalation and safer handling training will physically restrain, this will only be used as a last resort to keep the child and others safe.

Schools do not require parental consent to use force on a pupil.

### **3. WHEN CAN PHYSICAL FORCE BE USED**

Schools can use reasonable force to:

- Remove disruptive pupils if they have refused to follow an instruction to leave

Prevent a pupil:

- who disrupts a school event, trip or visit by putting themselves and/or others at risk.
- leaving the classroom where this would risk their safety
- from attacking someone

- Restrain a pupil at risk of harming themselves through physical outbursts

**Schools cannot use force as a punishment – this is always unlawful.**

The school will record all serious behaviour incidents on CPOMS and any restraints using a Physical Intervention Report Form (Appendix 3).

### **Searching and Confiscation**

Head teachers and staff authorised by them have a statutory power to search pupils or their possessions, without consent, where they have reasonable grounds for suspecting that the pupil may have a prohibited item.

Prohibited items are:

- knives or weapons
- alcohol
- illegal drugs
- stolen items
- tobacco and cigarette papers
- fireworks
- pornographic images
- any article that the member of staff reasonably suspects has been, or is going to be used: to commit an offence, or to cause personal injury to, or damage to the property of, any person (including the pupil)

Mobile phones must only be brought into school if the child is walking home alone and must be stored in the office. If children do not hand over their mobile phones they will be confiscated and handed back to the parents at the end of the day.

## Anti-bullying Policy

### Aims

- To promote a secure and happy environment free from threat, harassment and any type of bullying behaviour.
- To show commitment to overcoming bullying by using restorative practices that support the social development and maintenance of dignity of all individuals involved.
- To develop procedures for noting and reporting incidents of bullying behaviour.
- To provide support for both victim and perpetrator in line with our Catholic Virtues and values.

### Objectives

- All governors, teaching and non-teaching staff, pupils and parents here at our schools will have an understanding of what bullying is.
- All governors, teaching and support staff will know what the school policy is on bullying, and follow it when accusation of bullying is made.
- All pupils and parents will know what the school policy is on bullying and what they should do if bullying arises.
- As a school we take bullying seriously: pupils and parents will be assured that they will be supported when bullying is reported.
- Bullying will not be accepted.

### Definition of Bullying

- Abusing the rights of another through **repeated deliberate** acts that cause physical or emotional harm on that person.
- Bullying is the **repeated use of aggression** with the **intention** of hurting another person.
- Bullying results in pain and distress to the victim.
- Not all conflicts, arguments or fights are bullying

### Bullying can be:

**Emotional:** being unfriendly, excluding, tormenting (e.g. hiding books, threatening gestures), deliberately frightening others;

**Physical:** pushing, kicking, hitting, punching or any use of violence, racial taunts, graffiti, gestures;

**Homophobic:** taunts, graffiti, gestures, e.g. using the term 'gay' as a negative description, verbal name-calling, sarcasm, spreading rumours, teasing;

**Cyber bullying:** sending unpleasant messages using texts, e-mail, X-box, social media etc.

### Is it bullying?

Not everything that may seem mean, is bullying. The chart below can help us understand the difference between a 'mean moment', conflict and bullying.

A 'mean' moment	* One time * On purpose * Hurtful * One sided
Conflict	* Occasional * Hurtful * On Purpose * Both parties involved *
Bullying	* Repeatedly * On purpose * Hurtful * One-sided*

## Preventing Bullying

We aim to prevent bullying by:

- Explicitly teaching children to live as Jesus would through the Gospel virtues and Gospel values in our liturgies, daily prayer, PSHE lessons, RE lessons and opportunities within the wider curriculum.
- Highlighting anti-bullying messages through 'Anti Bullying Week' and other opportunities to promote anti-bullying (e.g., Outside agencies such as NSPCC leading assemblies).
- As a school, we recognise the vulnerability of children with additional needs- all staff work to support children with additional needs in a supportive and compassionate manner.
- All staff working with children report any concerns to the class teacher or a member of the senior leadership team depending on the severity of the incident.

## Addressing incidents of bullying

Reported bullying incidents are addressed by the Head teacher/Head of School or Assistant Head teacher. All incidents of bullying are logged on CPOMS.

<b>Reassure</b>	Reassure the child who has reported bullying that they have done the right thing, that the bullying will be investigated and stopped quickly.
<b>Establish</b>	Discussion about the circumstances and nature of the incident with those involved- including all pupils, witnesses, teachers or other adults to establish the incident as bullying.
<b>Restore</b>	Talking to, and advising those children involved- initially through a restorative approach. All parents are informed by the class teacher.
<b>Restore</b>	If further incidents occur the perpetrator would miss part of a break time to write a letter of apology to the victim. All parents are informed by the class teacher.
<b>Meeting with parents</b>	Should behaviour continue, Head teacher/Head of School/Assistant Head teacher to arrange separate meetings with the parents of both the perpetrator and the victim to discuss the ongoing behaviour and put in place targeted strategies of support.
<b>Risk of exclusion</b>	In the event of continued bullying the pupil may face a fixed-term exclusion. Any exclusion is always a last resort.

## Cyber Bullying

Cyber bullying is defined as: "Bullying that is carried out through an internet service, such as email, chat room, discussion group or instant messaging. It can also include bullying through mobile phone technologies such as short messaging service (SMS). Examples of cyber bullying include teasing, spreading rumours online, ending unwanted messages, or defamation."

We take this bullying as seriously as all other types of bullying and, therefore, will deal with each situation individually following the steps above.

To prevent Cyber bullying, we teach pupils how to:

- understand how to use these technologies safely and know about the risks and consequences of misusing them,
- know what to do if they or someone they know are being cyber bullied, report any problems with cyber bullying.

Parents are advised on how they can access support, e.g. contact the school, the police, the mobile network (for phone) or the Internet Service Provider (ISP). We provide support for parents and pupils if cyber bullying occurs by; assessing the harm caused, identifying those involved; taking steps to repair harm and to prevent recurrence as described in the chart above.

### **The Role of Parents**

Parents, who are concerned that their child might be bullied, or who suspect that their child may be the perpetrator of bullying, should contact their child's class teacher immediately. We ask that parents advise the school of their concerns and work with the school to address them, rather than make direct contact with other parents in an attempt to solve the problems.

Parents have a responsibility to support the school's Anti Bullying Policy and to actively encourage their child to be a positive member of the school.

### **The Role of Governors**

The role of the Governors is to support the senior leadership team in all attempts to eliminate bullying from the school. This policy statement makes it clear that the governing body does not allow bullying to take place in the school and that any incidents of bullying that do occur are taken very seriously and dealt with appropriately as stated above.

### **Bullying Between Adults**

We recognise that all adults provide powerful role models to children by their actions and words. All adults are expected to set good examples in their relationships with pupils and with each other. We do not tolerate any form of bullying between staff or between parents and staff. We expect all adults to treat each other respectfully in accordance with our ethos and Mission Statement. Rudeness, name calling, personal comments and sarcasm will not be accepted. This extends to using social network sites to make disparaging remarks.

Any member of staff or parent who feels that they have been bullied by another adult, be they a member of staff or parent, may approach the Executive Head Teacher/Head of School/Assistant Head teacher or the Chair of Governors if the complaint is against the Head Teacher. The school has a Confidential Reporting (Whistle Blowing) policy.

## **Rewards and consequence procedures at lunch times, before and after school clubs**

### **Rewards**

Meal Time Assistants (MTAs), and any staff providing before and after school clubs, should follow the agreed reward systems.

### **Consequence procedures**

MTAs should follow the procedure below when tackling unacceptable behaviour at lunch time. To prevent poor behaviour, remind children how we play, suggest games, etc. If you can foresee a situation arising, take immediate action to diffuse the situation.

Consequence systems will be designed by each individual school but may include:

- Rule reminder (C1)
- Verbal warning (C2)
- Time out on the playground (C3)
- Sent in from playground (C4)

If required, MTAs are to seek support from an identified teacher or school leader and are to inform class teachers at the end of lunch if a child has been sent in from the playground.

### **Praise and Reward System**

At OLSP we support a 'House' system, where each child at school is allocated a 'House' group led by House Captains in Year 6. Our 'House' groups are named after our nation's saints: St Patrick, St George, St Andrew and St David. Dojo Points can be awarded by all staff to children for a variety of reasons. For example:

- Polite, well-mannered behaviour
- Demonstrating a caring attitude towards peers
- Working to the best of their ability
- Putting special effort into a piece of work
- Neatly presented work
- Positive attitude towards work
- Sporting or ARTS achievement
- Taking part in competitions and events

- Helpful approaches to different situations

Dojo points can be awarded by any member of staff that work within the school.

Every week, the points are counted by our House Captains and a weekly winner is announced during our Celebration Assembly every Friday. The points are then tallied over the course of the academic year and the winner is announced with the children in that house rewarded with a special event or treat and also will be awarded their ribbons on the House Cup.

As well as the points, the following are used towards our positive behaviour system each week as part of our Celebration Assembly on a Friday afternoon.

- Each week a child from each class are awarded with a 'Star of the week' certificate for an exceptional piece of learning or behaviour that week.
- A Disciple of the Week certificate is awarded to a child in each class for living out the value or virtue focused on that week.
- Lunchtime rewards/stickers for good behaviour and manners in the lunch hall given by Meal Time Assistants.
- Special responsibilities are given within the class e.g. taking the register.
- Each class will have smaller reward systems. For example, doubling their dojo points
- All pupils have the opportunity to achieve special stickers from the Assistant Head, or Executive Head Teachers for exceptional behaviour or learning.
- We believe that nurturing children's sense of responsibility and willingness to lead and serve others is a key element of preparing children to become productive and considerate citizens in the wider world. In Years 5 and 6, we encourage children to widen their responsibilities across the school and take on leadership roles to assist in the smooth running of the school. For examples, play leaders, tour guides.

. Pupils from Year 2 and above are encouraged to join a variety of school leadership groups which include the Pupil Leadership Team, Eco Rangers, School Chaplains and Play Leaders.

We wish our children to show independence and a sense of responsibility. Our ultimate aim is to develop children's self-discipline so that they behave with care, courtesy and good manners, showing respect for other people and property. Unacceptable antisocial behaviour is not tolerated.

### **What is Unacceptable Behaviour?**

Behaviour that challenges the normal order and efficient running of the school, behaviour that is prejudicial to learning of self or others, or behaviour resulting in harm to people or property, whether physical, mental or emotional, is considered unacceptable.

Unacceptable behaviour may include some of the following:

- Refusal to co-operate or act in accordance with the instructions of a member of

staff.

- Swearing, hitting, kicking, pinching or spitting at another child, member of staff or school property.
- Verbal abuse, racist comments or aggression to a member of staff or another pupil.
- Physical assault perpetrated against a member of staff or a pupil.
- Vandalism towards or misuse of school property.
- Acting in an unsafe manner that is considered prejudicial to the health and safety of the individual or the wider school community.

### Suspension and Exclusion

Continuing incidents of unacceptable behaviour, or anyone serious incident, may result in a fixed term suspension following discussion with the parent and the Executive Head. See Plymouth CAST exclusion policy.

### **Behaviour in After-School Clubs**

Usual school behaviour applies in all clubs. If rules are broken, the following action will be taken:

- A warning – time out is given.
- 2 warnings – parents/carers are involved.
- 3 warnings – excluded from 1 club session. Consistent inappropriate behaviour could result in a total ban.

## **Our School Rules: Ready, Respectful, Safe**

### **Ready**

We arrive at school on time.

We get to lessons on time.

We wear our uniform with pride and have the right clothes for PE and playing outdoors.

We make sure we have the right equipment for all lessons and are ready to learn.

We take part fully in lessons and show resilience.

### **Respectful**

We always listen when others are talking.

We are polite and show good manners to everyone.

We respect difference and know we are all equal.

We look after our equipment and share it.

We look after our environment, including the toilets and never drop litter.

We queue sensibly in the dining area and always tidy up.

We respect others' privacy.

We respect others' right to learn.

### **Safe**

We follow instructions – first time, every time.

We stand up for our own and others' rights.

We walk sensibly around our school.

We know who to go to for help and support.

We stay safe online and outside school.



## Appendix 2 - Minor and Major behaviour classification

	Minor Behaviours	Major Behaviours  <i>Parents informed. Consequence straight to C4</i>	<i>Expected Behaviour</i>
<b>Inappropriate language</b>	Offensive remarks or gestures in a casual manner inappropriate, Repeated pattern of any inappropriate language*.	Swearing used to harass, intimidate, show defiance, create an unsafe climate. Sexual language*	<i>Language that is socially appropriate and respectful.</i>
<b>Fighting/Physical Aggression</b>	Rough play Prefight aggressive posturing, wrestling, bumping into others.	Hitting or kicking; encouraging another to fight; retaliating	<i>Respect for others' personal space. Walking away and reporting possible conflicts.</i>
<b>Defiance/Disrespect/ Noncompliance</b>	Passive refusal to participate, extremely slow in response to request, Ignoring reasonable request to stop low level disruption; overt refusal to participate.	Repeated refusal, ignoring reasonable request that leads to escalation and/or to an unsafe situation	<i>Acting in a cooperative manner respectful of school and classroom expectations. Responding appropriately when addressed</i>
<b>Disruption</b>	Noise making; outside talk; attention getting behaviours (e.g. silly answers); provoking others. Repeated pattern of any disruptive behaviours;	Behaviour that stops the learning in class and the effective running of the school; defiant repetition of behaviour following correction	<i>Cooperative behaviours. Turn taking. Contributing appropriately to class discussions and activities</i>
<b>Harassment/Teasing/ Taunting</b>	Annoying on purpose; altering names; "Put downs"; threatening and/or disrespectful body language/posturing; targeted insults	Threat; racist/socioeconomic status/sexual/religious/disability/ethnicity/sexual orientation/cultural remarks; continued pattern of Minor offenses; continued proximity after separation; cyberbullying/intimidation	<i>Language that honours and validates others and their values and beliefs</i>
<b>Property Damage</b>	Not returning items to appropriate places. Thoughtlessly or accidentally damaging property.	Theft, purposefully damaging or defacing property.	<i>Respect personal and school property. Using equipment in an appropriate manner.</i>
<b>Lying/Cheating/Theft</b>	Borrowing without asking, refusing to return a borrowed item, substituting someone else's work for your own	Taking another's property, , not telling the truth when it involves someone's personal safety or property damage	<i>Being honest in words and actions</i>
<b>Possession of a banned/illegal item</b>	Inappropriate references to an illegal/banned item*.	Possession of a banned or illegal item including weapons and look alike weapons.	<i>Show an informed point of view.</i>

\*Safeguarding would be followed up as appropriate.

### Appendix 3 - Physical Intervention Log

<b>Name of child</b>			<b>Year Group</b>	
<b>When did the Incident occur?</b>	<b>Date</b>	<b>Day of the Week</b>	<b>Time</b> <small>(to include length of hold)</small>	<b>Where</b>

#### Staff Involved

Name	Role	Trained in handling	Involved Physically (p) or observer (o)	Staff signature

#### Why was a decision made to use restraint? - Please tick

To prevent child from causing injury to self	
To prevent child from causing injury to others	

#### Please describe the incident and include:

1. What was happening before? 2. What do you think triggered this behaviour? 3. What de-escalating techniques were used prior to physical intervention? 5. Any other information relevant to include.

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Please give details of hold used e.g. Standing escort, sitting hold, single elbow, double elbow, wrap etc.

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Has the child been held before?	YES/NO
<i>A child/young person should have an individual plan clearly detailing reactive strategies and physical intervention approaches if they have been involved in physical interventions on more than one occasion.</i>	
Does the individual plan/risk assessment need to be reviewed as a result of this incident?	YES/NO
Was there medical intervention needed?	YES/NO
If Yes, include names of any injured persons and a brief description of injuries	

Parents/carers were informed:

Date	Time	By Whom?	Via direct contact, telephone, letter

Form completed by:

Name	Role	Date	Time

Parents/Carers signature \_\_\_\_\_ Date \_\_\_\_\_

Head/Assistant Head/SENCo signature \_\_\_\_\_ Date \_\_\_\_\_



## Individual Behaviour plan

Pupil Details			
Name: Class: Year Group: Date of Birth:		Medical conditions/identified needs: Staff:	
Date plan starts:		Review date:	
Triggers	Challenging behaviour	Behaviour Targets	
What can trigger challenging behaviour?	What does this look like?	What are we working towards?	
Strategies for positive behaviour		Strategies to avoid	
How do we maintain positive behaviour? <ul style="list-style-type: none"> <li>Phrases to use</li> <li>Rewards/motivators</li> </ul>		What strategies are likely to cause behaviour to escalate? Eg, shouting reprimanding in public.	
Early warning signs		Positive reactive strategies	
<ul style="list-style-type: none"> <li>How do we prevent incidents from escalating?</li> <li>What to look out for?</li> <li>How to respond (eg, reminders, alternative environment)?</li> </ul>		<ul style="list-style-type: none"> <li>How do we diffuse the situation?</li> <li>What to do</li> <li>Phrases to use</li> <li>Calming techniques</li> </ul>	
Support after incident			
How do we support the pupil to reflect and learn from the incident? Is there anything that the staff can learn about working with the pupil?			
Agreement			
Parent name		Staff name and role	
Parent Signature		Staff signature	
Date		Date	