Brougham Primary School

Promoting Positive Behaviour Policy February 2021

Contents

1. Legislation and statutory requirements

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

- Behaviour and discipline in schools
- Searching, screening and confiscation at school
- The Equality Act 2010
- 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.

2. Aims

In Brougham Primary School we understand that good behaviour is a necessary condition for learning. This policy aims to ensure that all leaders and staff create a **safe**, **calm**, **orderly** and **positive environment** through the use of a **clear** and **consistent** approach to promote positive behaviour whilst having a strong focus on **attendance** and **punctuality**.

2.1 At Brougham Primary School, we aim to:

- To promote and develop effective relationships with pupils and staff to understand all pupils and their influences.

- Teach learning behaviours and routines alongside managing misbehaviour this includes defining what we consider to be unacceptable behaviour.

- Ensure everyone feels safe and secure and pupils learn in a calm, organised whole school environment.

- Set clear and consistent routines and expectations for the behaviour of pupils and staff across all aspects of school life.

- Encourage pupils to become positive, responsible and independent members of the school community, whilst acquiring the necessary interests, attitudes, values and personal resources that they may become responsible citizens in a rapidly changing world.

3. Whole School Behaviour Management Approach

Our whole school behaviour approach is much more that this policy. It is about what everyone in the school does, how they behave, and what expectations are set and taught. It is also about the values and ethos of the school.

We recognise that in order to improve and maintain positive behaviour in our school, all staff must know and understand their pupils and their influences. When required, pupils will have an advocate, someone who will listen to them, someone who is determined to help them overcome that barrier.

Issues of discipline and control cannot be divorced from systems of good management and the provision of quality education. If the individual needs of pupils are met, incidents of challenging behaviour can be kept to a minimum. Therefore, the quality of relationships between staff and pupils are a major determinant of good behaviour and a positive ethos in the school.

We recognise that good order is unlikely to be achieved unless all staff adhere to the established school discipline plan, agreed routines and individual boundaries of behaviour, which are well defined and understood by both staff and pupils.

Parents and carers' contribution is acknowledged as an essential part of the effective management of behaviour in school. It is important that parents/carers and staff are working towards common goals and through consultation aim to ensure management strategies are agreed and supported.

We know that motivation, praise and responsibility are effective tools in generating good behaviour. Therefore, staff use a variety of methods to motivate and encourage children to work and behave appropriately, ranging from verbal praise, stickers, the award of Marvellous Me badges and phone calls home to parents.

No physical punishment by any staff is permissible. If physical intervention is necessary then staff will follow agreed guidelines contained in this document. Shouting at children is also undesirable and should be avoided whenever possible. Our school sanctions are listed in this document under the School Discipline Plan and are dependent on the seriousness of the incident.

3.1 Good relationships matter:

All staff in Brougham Primary School understand the importance of good relationships with pupils and staff. We adopt the *Establish-Maintain-Restore (EMR)* method to support these vital relationships, this involves focusing on the pupils who it is most difficult to connect with, who may be most in need of a consistent, positive relationship.

	Establish	Maintain	Restore (R³)
Definition	*Intentional practices to cultivate a positive relationship with each student (i.e. build trust, connection & understanding)*	*Proactive efforts to prevent relationship quality from diminishing over time (i.e. ongoing positive interactions)*	*Intentionally repairing harm to the relationship after a negative interaction (i.e. reconnecting with student)*
Practical strategies	Set aside window of time to spend with student Inquire about student's interests Communicate positively: Open ended questions Affirmations Reflexive listening Validation Reference student info Deliver constructive feedback wisely	5-to-1 ratio of positive to negative interactions Positive notes home Greet students at the door Relationship check-in Random, special activities	R³ = Reconnect, Repair, Restore Take responsibility for negative interaction Deliver an empathy statement Let go of the previous incident & start fresh Communicate your care for having the student Engaging in mutual problem solving

*Reflexive listening is a type of listening that involves paying respectful attention to the content and feeling expressed in another persons' communication. Reflexive listening is hearing and understanding, and then letting the other know that he or she is being heard and understood.

3.2 Understanding influences on behaviour:

All staff understand that there are influences on behaviour which teaching staff can affect directly, others where there is a potential for teaching staff to influence or advise, and a third category where influences may be outside the influence of teaching staff. All staff understand the risk factors and protective factors that can affect pupil's mental health and in turn affect pupil behaviour.

Risk Factors	Protective factors
• Bullying including online (cyber)	• Clear policies on behaviour and bullying
• Discrimination	• Staff behaviour policy (also known as code of conduct)
• Breakdown in or lack of positive friendships	• 'Open door' policy for children to raise problems
• Deviant peer influences	• A whole-school approach to promoting good mental health
• Peer pressure	• Good pupil to teacher/school staff relationships
• Peer on peer abuse	• Positive classroom management
• Poor pupil to teacher/school staff relationships	• A sense of belonging
	• Positive peer influences
	• Positive friendships
	• Effective safeguarding and Child Protection policies
	• An effective early help process
	• Understand their role in and be part of effective multi-agency working
	• Appropriate procedures to ensure staff are confident to raise concerns about policies and processes, and know they will be dealt with fairly and effectively

NB: All staff should consider whether the behaviour under review gives cause to suspect that a child is suffering, or is likely to suffer, significant harm. Where this may be the case, school staff should follow the schools' Child Protection policy.

4. Early Years Focus

At Brougham Primary School, we understand that children's personal, social and emotional development (PSED) is crucial for children to lead healthy and happy lives, and is fundamental to their cognitive development. Underpinning their personal development are the important attachments that shape their social world. Strong, warm and supportive relationships with adults enable children to learn how to understand their own feelings and those of others. In our Early Years children are supported to manage emotions, develop a positive sense of self, set themselves simple goals, have confidence in their own abilities, to persist and wait for what they want and direct attention as necessary. Through adult modelling and guidance, they will learn how to manage their personal needs independently. Through supported interaction with other children

they learn how to make good friendships, co-operate and resolve conflicts peaceably. These attributes will provide a secure platform from which children can achieve at school and in later life.

The following information are areas of Personal, Social and Emotional Development that directly link to a child's positive behaviour development and are an integral part of the teaching and learning in our Early Years.

Birth to Three- Babies toddlers and young children will be learning to:	Examples of how to support this:
Find ways to calm themselves, through being calmed and comforted by their key person.	When settling a toddler into nursery, the top priority is for the key person to develop a strong and loving relationship with the young child.
Find ways of managing transitions, for example from their parent to their key person.	Young children need to feel secure as they manage difficult emotions. Provide consistent and predicable routines, with flexibility when needed
Thrive as they develop self- assurance.	Provide consistent, warm and responsive care. At first, centre this on the key person. In time, children can develop positive relationships with other adults.
Feel strong enough to express a range of emotions. Grow in independence, rejecting help ("me do it"). Sometimes this leads to feelings of frustration and tantrums.	Show warmth and affection, combined with clear and appropriate boundaries and routines. Develop a spirit of friendly co-operation amongst children and adults Encourage children to express their feelings through words like 'sad', 'upset' or 'angry'. Toddlers and young children may have periods of time when their favourite word is 'no' and when they want to carry out their wishes straight away. Maintain sensible routines and boundaries for children during these testing times. Negative or harsh responses can cause children to feel unduly anxious and emotionally vulnerable
Begin to show 'effortful control'. For example, waiting for a turn and resisting the strong impulse to grab what they want or push their way to the front. Be increasingly able to talk about and manage their emotions.	When appropriate, notice and talk about children's feelings. For example: "I can see it's hard to wait, just a minute and then it's your turn to go down the slide." Model useful phrases like "Can I have a turn?" or "My turn next."

Develop friendships with other children.	Support children to find ways into the play and friendship groups of others. For example, encourage them to stand and watch from the side with you. Talk about what you see, and suggest ways for the child to join in
Are talking about their feelings in more elaborated ways: "I'm sad because…" or "I love it when …".	Recognise, talk about and expand on children's emotions. For example, you might say: "Sara is smiling. She really wanted a turn with the truck."

3 & 4 year olds will be learning to:	Examples of how to support this:
Help to find solutions to conflicts and rivalries. For example, accepting that not everyone can be Spider-Man in the game, and suggesting other ideas.	Notice children who find it difficult to play. They may need extra help to share and manage conflicts. You could set up play opportunities in quiet spaces for them, with just one or two other children. You may need to model positive play and co-operation. Teach children ways of solving conflicts. Suggestion: model how to listen to someone else and agree a compromise.
Increasingly follow rules, understanding why they are important. Do not always need an adult to remind them of a rule	Explain why we have rules and display a small number of necessary rules visually as reminders. Suggestion: display a photo showing a child taking just one piece of fruit at the snack table
Develop appropriate ways of being assertive. Talk with others to solve conflicts. Talk about their feelings using words like 'happy', 'sad', 'angry' or 'worried'.	Children with high levels of negative emotion need **clear boundaries and routines**. They also need practitioners to interact calmly and sensitively with them. Model ways that you calm yourself down, such as stopping and taking a few deep breaths. This can help children to learning ways to calm themselves. If adults are excessively challenging or controlling, children can become more aggressive in the group. They may increasingly 'act out' their feelings. For example, when they feel sad, they might hit another child to make that child feel sad as well.
Begin to understand how others might be	Help children explore situations from different points of view. Talk together about how others

feeling.	might be feeling. Bring these ideas into children's pretend play: "I wonder how the chicken is feeling, now the fox is creeping up on her?"

Note: Staff to watch out for children who seem worried, sad or angry for much of the time, children who seem to flit from one thing to the next or children who seem to stay for over-long periods doing the same thing, and become distressed if they are encouraged to do something different You will need to work closely with parents and other agencies to find out more about these developmental difficulties.

Children in reception will be learning to:	Examples of how to support this:
Build constructive and respectful relationships.	Make sure children are encouraged to listen to each other as well as the staff.
	Ensure children's play regularly involves sharing and cooperating with friends and other peers.
	Congratulate children for their kindness to others and express your approval when they help, listen and support each other.
	Allow children time in friendship groups as well as other groupings.
	Have high expectations for children following instructions, with high levels of support when necessary
Express their feelings and consider the feelings of others.	Model positive behaviour and highlight exemplary behaviour of children in class, narrating what was kind and considerate about the behaviour.
	Encourage children to express their feelings if they feel hurt or upset using descriptive vocabulary. Help and reassure them when they are distressed, upset or confused.
	Undertake specific activities that encourage about talk about feelings and their opinions.

Identify and moderate their own feelings socially and emotionally.	Give children strategies for staying calm in the face of frustration. Talk them through why we take turns, wait politely, tidy up after ourselves and so on. Encourage them to think about their own feelings those of others by giving explicit examples of how others might feel in particular scenarios. Give children space to calm down and return to an activity. Support all children to recognise when their behaviour was not in accordance with the rules and why it is important to respect class rules and behave correctly towards others.
Think about the perspectives of others.	Use dialogic story time (talking about the ideas arising from the story whilst reading aloud) to discuss books that deal with challenges, explaining how the different characters feel about these challenges and overcome them. Ask children to explain to others how they thought about a problem or an emotion and how they dealt with it.

Early Learning Goals linked to behaviour:

Self-Regulation:

- Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly.

- Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate

- Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions

Managing Self:

- Explain the reasons for rules, know right from wrong and try to behave accordingly.

Building Relationships:

- Work and play cooperatively and take turns with others.

- Form positive attachments to adults and friendships with peers.

- Show sensitivity to their own and to others' needs

5. School Behaviour Definitions and School Rules

In Brougham Primary School, we adopt three whole school rules – **Ready, Respectful** and **Safe**. We believe the three rules underpin all behaviours that all stakeholders will exhibit.

Disrespectful Behaviour can be defined as:

- Shouting out
- Talking over the teacher
- Disrespectful verbal outbursts and physical mannerisms (answering back, rolling eyes and shrugging shoulders) towards peers and staff
- Being verbally un kind to a peer
- Not sharing
- Inappropriate sarcasm (Laughing at others expense)
- Purposely leaving someone out
- Swinging on chair
- Snatching resources from a peer
- Getting up out of seat without asking to get something (if not appropriate)
- Dishonesty
- Disruption in lessons, in corridors between lessons, and at break and lunchtimes
- Non-completion of classwork or homework
- Poor attitude
- Racist, or discriminatory behaviour (See Anti- Racism Policy and Single Equality Plan for further details)

Unprepared and Disinterested Behaviour (not ready) can be defined as:

- Being off task
- Not listening to the teacher
- Refusal to complete a task
- Distracting others
- Poor punctuality
- High levels of absence

Unsafe Behaviour can be defined as:

Level 1:

- Walking away from a member of staff

- Swearing

Level 2:

- Refusal to follow a reasonable instruction from a member of staff

Level 3:

- Extremely disruptive (shouting at peers/teacher, banging on desk, circling the room)

Level 4:

- Unsafe Destructive behaviour (Destroys/throws work, Vandalism, Theft, Kicks chairs, Kicks doors, fighting)

Level 6

- Unsafe Harmful behaviour (Pushes Staff, Hits/Kicks staff, Crisis)

- Absconding from school

6. Clear and Consistent Routines

We recognise that simple taught sequences of behaviours (routines) are the building blocks of our school behaviour ethos. All staff will ensure that these routines are maintained and will take time to teach the pupils each routine so they understand what is expected of them. We will maintain and build routines through consistent teaching and practicing of each element of the routine until it becomes a deeply ingrained habit.

Lining up inside and travelling around school

Pupils should:

- Always line up quietly

- Avoid placing their hands in their pockets

- Avoid leaning on walls

Adults should:

- Always lead at the front of the line of pupils

Leaving the classroom for Break, Lunchtime and at the end of the day

Pupils should:

- Always line up quietly in their classroom

- Walk quietly through school

- Keep to the left and walk single file especially through doorways to allow for those travelling in the opposite direction

- When inside the cloakroom, avoid standing on others coats that have fallen on the floor in the cloakroom

Adults should:

- Always lead at the front of the line of pupils
- Ensure that pupils are managed well in the cloakrooms and pupils enter the space in small group's not whole classes to avoid crowding.

Lining up at end of Break and Lunch time:

Pupils should:

- Stand still on hearing the first whistle
- Walk quietly to their class lines on the second whistle
- Stand quietly in their class lines until their teacher leads them into school

Adults should:

- Ensure that they are out on the yard to collect their class on time
- Ensure their class is quiet and ready to walk through school appropriately before entering school

Entering and Leaving Assembly:

Pupils should:

- Always line up quietly in their classroom
- Walk through school quietly
- Enter the hall silently
- Sit down in straight class rows, arms folded and legs crossed and wait until the assembly begins

Adults should:

- Always lead their class into assembly at the front of the line of pupils
- Ensure that their class are on time for assembly
- Ensure that the class are silent and sitting ready for the start of assembly before leaving the hall
- Ensure that they are on time to collect their class at the end of assembly

Early Years Accessing Outdoor Space:

Pupils should:

- Put their coats on and as independently as possible fasten them.
- Line up quietly

Adults should:

- Always lead the children outside from the front of the line

- Gather the children to complete warm activity before the children have free choice of outdoor area

7. Rewards and Sanctions Overview

At Brougham Primary School, we, try to strike the right balance between:

- Rewards and sanctions;

- Rewarding consistently good behaviour and rewarding improved behaviour;

- Monitor distribution of rewards by age, ethnicity, gender, special educational needs and disability.

First and foremost, we promote positive behaviour as an effective behaviour management strategy. We adopt the **RIP (Reprimand in Private)** and **PIP (Praise in Public)** approach to behaviour management. We ensure that pupils understand that they are responsible for their own behaviour. All staff reinforce to the pupils that it is their chosen behaviour at that time that is incorrect; staff will not use the word *'naughty'*. Pupils will understand that their chosen negative behaviour does not define them; it will be used as a learning point instead. When there have been incidents, pupils are always encouraged to tell the truth and reminded that if they are dishonest, it could lead to further consequences. Pupils will always be expected to make a sincere apology to the appropriate staff or peers when appropriate.

8. Rewards

Positive behaviour will be rewarded with:
- Positive Praise/Verbal acknowledgement/Gesture
- STARS Awards
- Badges on Marvellous Me
- Stickers
- Phone call home or"Quick" note home to parents/carers
- Acknowledgement shared on Twitter
- Personal acknowledgement by the HT/DHT

9. Sanctions:

Principles and Law:
• Teachers have statutory authority to discipline pupils whose behaviour is unacceptable, who break the school rules or who fail to follow a reasonable instruction (Section 90 and 91 of the Education and Inspections Act 2006). The power also applies to all paid staff (unless the headteacher says otherwise) with responsibility for pupils, such as teaching assistants.

• Sanctions must be reasonable, proportionate and fair to the circumstances of the case.

• Schools should monitor the use of sanctions by age, ethnicity, gender, special educational needs (SEN) and disability.

At Brougham Primary School, we believe that sanctions are more likely to promote positive behaviour if pupils see them as fair. When applying a sanction or sanctions, staff should always take care that they:

- Make clear they are dealing with the behaviour, rather than stigmatising the person;
- Avoid early escalation to severe sanctions, reserving them for the most serious or persistent misbehaviour;
- Avoid sanctions becoming cumulative and automatic (sanctions should always take account of individual needs, age and understanding);
- Avoid whole group sanctions that punish the innocent as well as the guilty;
- (wherever possible) Use sanctions that are a logical consequence of the pupil's inappropriate behaviour (for example, if work is not finished in class the teacher might make the pupil stay behind at break time to finish it off);
- Use sanctions to help the pupil and others to learn from mistakes and recognise how they can improve their behaviour (i.e. a learning outcome);
- (when appropriate) Use sanctions to put right harm caused;
- Never issue a sanction that is humiliating or degrading;
- Use sanctions in a calm and controlled manner;
- Ensure that sanctions are seen as inevitable and consistent (pupils should know that a sanction, when mentioned, will be used) and that they attempt to link the concept of sanctions to the concept of choice, so that pupils see the connection between their own behaviour and its impact on themselves and others, and so increasingly take responsibility for their own behaviour.

10. Repeated breaches of the school rules

- If the child continues, over a period of time, to display low level negative behaviours and time has been taken from their break, lunchtime or after school has no impact, this must be logged on CPOMs and a discussion held between the staff member and DSL to identify any safeguarding issues that could be causing the behaviour. If no safeguarding issues are identified, parents must be contacted by the class teacher and teacher to work with parents to see if a solution can be found.
- Following this, if no improvement in behaviour is seen, parents to be contacted my class teacher and informed by the class teacher that the situation has not improved, so they will be seeking further advice from the team leader to resolve the issue. It will then be reported to the team leader, via email, for further support and advice.
- Once the team leader has dealt with the issue, they must inform the staff member of the outcomes, via email or verbally. Team leader to add an action on CPOMS.
- If, despite email reminders, the issue has not been dealt with, by the team leader, within 48 hours, they must report this via email to the Lead Practitioner of SEND.
- If the team leaders require support, they can seek advice from the Lead Practitioner of SEND.
- The team leader may decide to put the child 'on report'. This report card for behaviour monitoring must be presented to the team leader at the end of each day for a week, the child will be sent to the HT or DHT (if the HT/DHT deem that there has been no improvement in the pupil's behaviour a formal meeting will be held with the pupils parents). The team leader may decide that pupil works in isolation in the area next to the Lead Practitioner of SEND, with a

member of support staff to supervise. For Early Years and KS1, this might mean working with the team leader. Alternatively, the team leader may decide that the child loses a privilege.

11. Sanctions for Serious Misbehaviors

- After-school detention for an agreed period (see below)
- Loss of attendance on school trip
- Time Out (see below)
- Special provision – i.e. Behavior, Care and Wellbeing Plan sanction
- Review Behaviour, Care and Wellbeing Plan
- Formal warning letter from Headteacher (See Appendix 4)
- Fixed term exclusion
- Permanent exclusion

12. Detentions

<u>Principles and Law</u>

School staff have a statutory power to put pupils aged under 18 in detention after school sessions and on some weekend and non-teaching days.

Detentions are lawful if:

- pupils and parents have been informed that the school uses detentions as a sanction and

- The times outside normal school hours when detention can be given (the 'permitted day of detention') include: a) Any school day where the pupil does not have permission to be absent; b) Weekends - except the weekend preceding or following the half term break; and c) Non-teaching days – usually referred to as 'training days', 'INSET days' or 'noncontact days'.

At Brougham Primary School, the Head teacher allows all teachers and support staff to issue detentions on any school day. As with any disciplinary penalty and as outlined in the School Discipline Plan, the member of staff issuing the detention must ensure that the punishments is proportionate. In determining whether a punishment is reasonable, section 91 of the Education and Inspections Act 2006 says the penalty must be reasonable in all the circumstances and that account must be taken of the pupil's age, any special educational needs or disability they may have, and any religious requirements affecting them.

Whilst we acknowledge that is best practice to give parents and their child 24 hours advance notice of a detention, In Brougham Primary School try whenever possible to apply sanctions on the same day a misdemeanor has taken place. Because of this we ask parents that if a pupil is to have detention it should be carried out on the day of the misdemeanor. We will telephone parents and inform them that a detention is to take place. If a parent does not wish detention to place that day then a suitable alternative time will be sought.

Lunchtime Detentions: Staff should allow reasonable time for the pupil to eat, drink and use the toilet.

Detentions outside of school hours: When issuing a detention outside of school hours the member of staff should consider the following points:

• Whether the detention is likely to put the pupil at risk.

• Whether the pupil has known caring responsibilities which mean that the detention is unreasonable.

• Whether suitable travel arrangements can be made by the parent for the pupil. It does not matter if making these arrangements is inconvenient for the parent.

13. Time Out

The school has a statutory power to remove pupils from the ordinary classroom environment for a period of time deemed appropriate to the safety of the other pupils (as well as the staff) or the class and the ordered continuation of lessons. This "withdrawal" to work in another area/space within school (known as 'Time Out') means that the relevant pupil will work with his/her assigned member of staff on work set by the teacher and usually lose breaks as part of the sanction.

A 'Time Out' period will usually be the result of a pupil's violence towards staff or other pupils but may be the result of any behaviour deemed to threaten the safety of pupils or staff and/or the ordered continuation of learning in the classroom.

14. Off-site behaviour (Educational Visits)

Sanctions may be applied where a pupil has misbehaved off-site when representing the school, such as on a school trip or on the bus on the way to or from school.

In the event of a pupil misbehaving when representing the school on an educational visit off site, the Headteacher must be informed immediately by the party leader and the Headteacher may contact the parents of the pupil may be informed to collect their child from the locations to maintain the safety of their child and that of others.

15. Pupils' conduct outside the school gates.

Teachers have the power to discipline pupils for misbehaving outside of the school premises 'to such an extent that is reasonable'.

At Brougham Primary School we aim to develop all pupils into positive, responsible and independent members of the school community, and therefore in response to non-criminal bad behaviour and bullying which occurs off the school premises and which is witnessed by a staff member or reported to the school, after consultation with the pupils parents, may result in the issuing of a school-based sanction according to the severity of the incident.

The Headteacher, Deputy Head Teacher or members of the SLT may discipline pupils for:

Mis-behaviour when the pupil is:

- Taking part in any school-organised or school-related activity;
- Travelling to or from school or wearing school uniform;
- In some other way identifiable as a pupil at the school.

or misbehaviour at any time, whether or not the conditions above apply, 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.

16. Prevention and De-escalation Strategies

Prevention begins with the consistent implementation of a whole school policy and the application of a clearly defined structure for the management of behaviour. The most successful way to deal with any potentially difficult situation is to plan alternative strategies, to avoid occurrences of unacceptable behaviour. Individual pupils who present a challenge should have individualised strategies for responding to incidents of violence and aggression and where appropriate should include directions for using physical interventions – Individual Behaviour Plan and if necessary Risk Assessment. Staff and parents should agree this management plan and a copy placed in the pupil's file and sent to parents. It is the class teacher's responsibility to ensure all adults working with the pupil are familiar with the management programme.

Staff should recognise that incidents of unsafe behaviour are rare and that an identification of pupils and specific situations can encourage positive management and ensure that these incidents remain rare.

The following strategies may be helpful in diffusing a potentially difficult situations:

- Avoid confrontation. Maintain a calm manner and speak slowly and quietly. Be aware of your body language, adopt non-threatening posture.

- Keep your distance. Try to maintain a distance of at least one metre between you and the pupil and avoid speedy movements.

- Avoid physical contact. This may irritate or annoy the pupil.

- Respond in a non-violent manner. If the pupil grabs your clothing or touches you, a calm response is essential. Simple slow movements can be very effective.

17. Physical Intervention/Positive Handling/Reasonable Force

Principles and Law

School staff have a statutory power to use physical intervention:

- To prevent pupils from hurting themselves or others

- To prevent from damage property

- To prevent a pupil from causing disorder or committing a criminal offence.

Schools CANNOT use force as a punishment.

In accordance with DfE statutory requirements, which state that:

"There are circumstances when it is appropriate for staff in schools and colleges to use reasonable force to safeguard children and young people. The term 'reasonable force' covers the broad range of actions used by staff that involve a degree of physical contact to control or restrain children. This can range from guiding a child to safety by the arm, to more extreme circumstances such as breaking up a fight or where a young person needs to be restrained to prevent violence or injury. ***'Reasonable' in these circumstances means 'using no more force than is needed'*** *The use of force*

may involve either passive physical contact, such as standing between pupils or blocking a pupil's path, or active physical contact such as leading a pupil by the arm out of the classroom

('Keeping Children Safe in Education' – Revised Guidance January 2021, Page 32, Paragraph 127)

And in accordance with DfE advice for schools on the *Use of Reasonable Force in Schools July 2013 which states:*

Schools can use reasonable force to:

• remove disruptive children from the classroom where they have refused to follow an instruction to do so;

• prevent a pupil behaving in a way that disrupts a school event or a school trip or visit;

• prevent a pupil leaving the classroom where allowing the pupil to leave would risk their safety or lead to behaviour that disrupts the behaviour of others;

• prevent a pupil from attacking a member of staff or another pupil, or to stop a fight in the playground; and

• restrain a pupil at risk of harming themselves through physical outbursts.

In Brougham Primary School, we follow the principles of the Team Teach approach to behaviour management. A number of staff in school are trained in Team Teach Physical Intervention strategies. Individual pupils who are known to present a challenge will have individualised strategies for responding to incidents of violence and aggression, and, where appropriate, include directions for using physical interventions, Individual Behaviour Plans and if necessary Individual Risk Assessments.

The Headteacher has authorised all teaching staff (including all Teaching Assistants) who have up-to-date training, to use physical intervention. This must be within the guidelines of the Team Teach approach and all staff are fully trained in the use of Team Teach.

Physical intervention should be avoided wherever possible and should at no time be used as a threat or punishment to the pupil. On occasions staff may be required to physically intervene to prevent pupils from threatening the safety of themselves or others, damage to property, pupils from committing a criminal offence and/or to prevent a pupil from causing disorder within a classroom or the wider school (including school premises).

Physical intervention should be used rarely and only as a last resort when all other courses of action have failed.

If physical intervention is necessary it is important that it happens quickly, smoothly, confidently and successfully and is recorded correctly. Parents or Carers will be informed as soon as practically possible in each and every instance (unless they have otherwise requested).

Once a member of staff has decided to intervene physically in order to prevent injury occurring to any person, or damage to property, then she/he should:

- give clear instructions, warning the pupil of the consequences of failure to comply and

- remain calm throughout, explaining to the pupil that they are unable to allow them to damage or hurt others, and once they have calmed down and are no longer posing a threat, they will be able to cease the intervention and

- summon another member of staff, a solitary person is in a very exposed position. A second member of staff may be able to reduce the risk of the initial member of staff suffering bodily harm. There will also be a witness if the pupil or parents/carers subsequently make allegations of assault.

When using physical intervention the following principles should be observed

- Staff should clearly understand under which circumstances it is acceptable and that it should not be used as punishment.

- The pupil, as far as age and emotional state permit, should be made fully aware of the significance and implications of his/her behaviour and be warned orally that unless he/she conforms physical intervention will be applied.

- It must not be used in an oppressive, intimidating, bullying manner, to threaten or cause harm. Only the necessary minimum force, to prevent injury or damage, should be used.

- Staff should be aware of their own feelings and how they may affect the situation, i.e. staff should avoid restraining a pupil out of feelings of anger.

- Central concern must be to return to normal as quickly as possible.

- All incidents requiring physical intervention should be reported to a senior member of staff and recorded as soon as possible after the incident on the relevant school's own Incident Report Form which are reviewed/updated on a termly basis. (See appendix 3 for a behaviour log)

Team-Teach techniques seek to avoid injury to the child, but it is possible that bruising or scratching may occur accidentally, and these are not to be seen necessarily as a failure of professional technique, but a regrettable and infrequent side effect of ensuring that the child remains safe.

18. Use of the 'Safe Space'

The Safe Space is to support pupil safeguarding. The 'Safe Space' is a place in school (Community Area) can be used as a quiet location for pupils. Pupils may use this location if they are distressed or in crisis or to avoid a crisis situation. All class staff should always be made aware if a pupil from their class is using the Safe Space.

Important definitions:

- Depravation of liberty: being physically prevented from free movement.

- Seclusion: being forced to spend time alone against your will (requires statutory powers other than in an emergency).

- Time out: restricting positive reinforcement as part of a planned behavioural programme (requires written agreed plan – Behaviour Plan)

- Withdrawal: extended removal from a situation as part of a planned behaviour intervention programme and with support for the continuation of work.

<u>Review</u>

It is important following any incident that every effort is made to discuss what happened and why. An opportunity for this is included in the Incident Report which will be completed following the use of Team Teach and/or the Safe Space.

Support will be needed to focus on the staff and pupil directly involved, to discuss what provoked the incident. It is important that the pupil faces up to the problem and its consequences and is helped to realise that a more positive and acceptable approach could have been adopted and therefore an opportunity for pupil reflection is built into the incident report form.

It is important for staff to reflect on the incident and their own management.

19. Confiscation (Including Retention and Disposal) of Inappropriate Items

• Schools can include confiscation of pupils' property as a disciplinary sanction in their behaviour policy.

• To be lawful, confiscation must be a reasonable sanction in the circumstances of the particular case.

• Decisions about retention and disposal of confiscated property must also be reasonable in the circumstances of the particular case.

• The Education and Inspections Act 2006 includes a specific statutory defence for school staff who have reasonably confiscated pupils' property.

Brougham Primary School Staff may confiscate items if:

- an item poses a threat to others;
- an item poses a threat to good order and/or learning;
- an item is against school uniform rules;
- an item poses a health or safety threat;
- an item which is counter to the ethos of the school: for example material which might cause tension between one community and another or
- it is illegal for a child to possess such an item.

20.1 What to do with Confiscated Items

Staff should keep records of confiscated items and the grounds for the action, so that they may justify them later if challenged. A message should be sent home to parents/carers inform them that an item has been confiscated and why as well as how the item may be returned.

Pupils have a right to expect that confiscated items (especially those of monetary or emotional value) will be stored safely until they can be returned. Items of obvious value should be appropriately stored (for example, in a safe or the head teacher's office). All reasonable steps should be taken to make such arrangements secure. If similar items have been confiscated from several pupils staff should take care to ensure that they are clear which item belongs to which pupil. There may be some instances when the school chooses not to return an item to the pupil:

- Items of no value, such as an inappropriate message scrawled on a piece of paper, may simply be disposed of. However, staff should keep in mind that some items of seemingly no value may have emotional value to the child – staff should establish if this is the case before deciding whether or not to dispose of the confiscated item;

- Items of value which the pupil should not have brought to school or has misused in some way should be stored safely in school until a responsible family adult can come to retrieve them.

- Other items which the pupil should not have had in their possession – particularly of an unlawful or hazardous nature – may be given by the school to an external agency for disposal or further action as necessary. This should always be followed by a letter to the parents confirming that this has taken place and the reasons for such action.

21. Searching Pupils for Weapons, Drugs and Other Dangerous Materials

Legislation allows the Head Teacher and named staff to search pupils for weapons, drugs or other dangerous materials. It is the policy of Brougham Primary School that those nominated to authorise a search are the head teacher and/or the Deputy Head teachers. The person authorising the search must be present during the search along with at least one other member of staff nominated by the SLT. A search such as this can only be carried out with the compliance and co-operation of the pupil. If deemed necessary and appropriate (before, during or after the search) parents will be informed.

If the pupil does not consent to the search then the police will be called to carry out the search in which case, parents will be informed.

Searching and screening pupils is conducted in line with the DfE's latest guidance on searching, screening and confiscation.

22. Pupils Leaving School Grounds

If pupils leave school property when they are angry or distressed then our general policy is not to follow them. If children are distressed and they are followed then they may run onto nearby roads or place themselves in other danger without thinking.

Action will only be taken to intercept a child who has absconded if it is deemed to be absolutely safe and/or if it is to prevent an even greater danger than would be presented by allowing the child free movement off school premises.

Experience has shown that on most occasions children will return to the school grounds of their own accord. If a child leaves the school grounds and a member of staff observes this then he/she will continue to observe the pupil if at all possible.

The class teacher is responsible for ensuring that the child continues to be observed and for monitoring the situation. The class teacher is also responsible for ensuring that SLT are kept informed if a child moves away from the perimeter and can no longer be observed.

If a child moves away from the school perimeter and staff can no longer monitor their whereabouts then it is the school's policy to immediately inform the local police and the parents/carers of the situation. This will be done by a member of staff and the oversight will be the responsibility of the class teacher.

NB. In the highly unlikely event of a younger child and/or a child with severe learning difficulties leaves the school grounds then staff will take immediate steps to ensure that they are brought safely back onto the premises.

22.1 Missing Child Off-site

It is the party leader's responsibility to ensure that children do not go missing. In order to do this, it is our responsibility to ensure that:

- We regularly count the children when on trips, particularly when moving from one place to another.
- Inform children what to do in the event that they become separated from the group school /setting party
- Remind children to stay close to you at all times.
- Inform children where they can and cannot go without your permission.
- Try to make children distinguishable from others by means of hats/tabards/bands etc. But do not identify with name badges.
- Check the register/take a name call if you are in any doubt that a child may be missing.

If a child goes missing off-site the following procedures will be activated:

- The member of staff will inform the HT immediately.
- Ask other staff if they have seen the child and instigate a search of the area (as missing child on site).
- Ensure there is suitable supervision for the other children and ensure staff ratios are maintained at all times.
- If after **15 minutes** of thorough searching the child is still missing, the manager will inform the local police and the child's parents/carer (or emergency contact if they are unobtainable).
- At least one member of staff will remain at the scene whilst others return to the setting with the children.
- The remaining member of staff will meet the police and parents/carers when they arrive at a designated point.
- Once the incident is resolved, the manager and the staff team will review relevant policies and procedures and implement any necessary changes.
- Inform all relevant parties of findings, implications and outcomes of review.
- All incidents of children going missing will be recorded on an incident form, Ofsted will also be informed by telephone within 14 days if an early year's provision (3.8 Allegations against staff and 3.51 notification of a serious incident).

- Do not talk to the press. Be careful who you discuss the situation with.
- The School or setting need to be prepared for press interest and a script for the whole workforce would need to be prepared in conjunction with the Trust CEO and other critical incident support

22.2 Missing Child On-Site

It is the Headteacher responsibility to ensure that children do not go missing.

We have the highest regard for the safety and welfare of the children in our care. Staff will always be extremely aware of the potential for children to go missing during sessions of our day.

Systems are in place to register attendance during the school day. Staff are responsible for those young people in their care and should undertake periodic head counts. There are occasions when young people may leave a learning environment to carry out a task, visit the toilet, receive specialist support and are unsupervised. These children are still the member of staff's responsibility, particularly should an evacuation of the building occur.

If for any reason a member of staff cannot account for a child's whereabouts during a session the following procedure should be activated:

- The member of staff will inform the Head teacher/Team Leader and the rest of the staff team that the child is missing.
- A thorough search of the entire premises will be commenced. The staff team will be careful not to create an atmosphere of panic and to ensure that the other children remain safe and adequately supervised.
- If the child is not on the premises the search will be widened to include the surrounding area.
- If after **15 minutes** of thorough searching the child is still missing, the HT will inform the police and then the child's parents/carer.
- While waiting for the police and the missing child's parents/carer, searches for the child will continue. During this period other members of staff will maintain as normal a routine as is possible for the rest of the children. The correct adult child ratios will be maintained at all times.
- The HT will be responsible for meeting the police and the missing child's parent/carer. They will co-ordinate any actions instructed by the police, and do all they can to comfort and reassure the parents/carers.
- Once the incident is resolved, the HT and the staff team will review relevant policies and procedures and implement any necessary changes (paying particular attention to reviewing security on site).
- Inform all relevant parties of findings, implications and outcomes of review.
- All incidents of children going missing from the setting will be recorded on an incident form, Ofsted will also be informed within 14 days if an Early Years Provision (3.8 Allegations against staff and 3.51 notification of a serious incident).

23. Bullying

In Brougham Primary School we have a zero tolerance for bullying, peer on peer abuse and discrimination. **Staff deal with issues quickly and effectively** (where they occur).

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

Bullying is, therefore:

- Deliberately hurtful

- Repeated, often over a period of time

- Difficult to defend against

Bullying can include:

Type of bullying	Definition
Emotional	Being unfriendly, excluding, tormenting
Physical	Hitting, kicking, pushing, taking another's belongings, any use of violence
Racial	Racial taunts, graffiti, gestures
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

23.1 Objectives of this School's Policy with Regard to Bullying

- All governors, teaching and non-teaching staff, pupils and parents should have an understanding of what bullying is.

- All governors and teaching and non-teaching staff should know what the school policy is on bullying, and follow it when bullying is reported.

- All pupils and parents should 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 should be assured that they will be supported when bullying is reported.

- Bullying will not be tolerated.

23.2 Possible Signs and Symptoms of Bullying

A child may indicate by signs or behaviour that he or she is being bullied. Adults should be aware of these possible signs and that they should investigate if a child:

- is frightened of walking to or from school;

- begs to be driven to school; changes their usual routine;

- is unwilling to go to school (school phobic);

- begins to truant;

- becomes withdrawn anxious, or lacking in confidence;

- starts stammering; attempts or threatens suicide or runs away;

- cries themselves to sleep at night or has nightmares;

- feels ill in the morning; begins to do poorly in school work;

- comes home with clothes torn or books damaged;

- has possessions which are damaged or "go missing";

- asks for money or starts stealing money (to pay bully);

- has dinner or other monies continually "lost";

- has unexplained cuts or bruises;

- comes home starving (money / lunch has been stolen);

- becomes aggressive, disruptive or unreasonable;

- is bullying other children or siblings;

- stops eating;

- is frightened to say what's wrong;

- gives improbable excuses for any of the above;

- is afraid to use the Internet or mobile phone and/or

- is nervous and jumpy when a cyber message is received

23.3 Procedures with Regard to a Report of Bullying

All cases of alleged bullying should be reported to the Headteacher/Deputy Headteacher

In any case of alleged bullying, either the Class teacher, the Headteacher, or a senior member of staff should first establish the facts, and build an accurate picture of events over time, through speaking to the alleged perpetrator(s), victim(s) and adult witnesses, as well as parents and pupil witnesses if necessary and appropriate.

If the allegation of bullying is upheld, the Headteacher (or senior leader) should seek to use a restorative approach with the perpetrator(s) and victim(s) together. The perpetrator(s) should

fully understand the consequences of their actions on the victim(s), and apologise without reservation. Both parties should be clear that a repeat of these behaviours will not be acceptable.

All bullying incidents must be recorded. Parents of both parties should be informed.

If the situation does not improve, the Headteacher (or senior leader) should meet with the parent(s) of the bullying child (ren) and agree clear expectations and boundaries which would be shared with the pupils involved. Any further incidents should lead to intervention (e.g. through outside agencies), further monitoring, support and punitive sanctions as deemed necessary. Any necessary action should be taken until the bullying has stopped

In serious cases of bullying, if necessary and appropriate, police will be consulted.

23.4 Outcomes

- The bully/bullies may be asked to genuinely apologise and additional consequences may also be appropriate.

- In serious cases, suspension or even exclusion will be considered.

- If possible, the pupils will be reconciled.

- After the incident/incidents have been investigated and dealt with, each case will be monitored to ensure repeated bullying does not take place.

23.5 Prevention

The following methodologies can be adapted and/or adopted in the prevention of bullying:

- Regular assemblies themes about bullying and its impact on other

- writing stories or poems or drawing pictures about bullying;

- reading stories about bullying or having them read to a class or assembly;

- participate in anti-bullying week;

- Having class discussions about bullying and why it matters.

- PSHCE lessons on anti-bullying (See PSHCE Curriculum Map)

- RSE Lessons on positive relationships in person and online (See RSE Curriculum Map)

- Taking part in lessons to understand cyber bullying through resources from Project Evolve (backed by the UK council for Internet Safety (UKCIS)

23.5 Role of Parents with regard to bullying

Parents have an important part to play in our anti bullying policy. We ask parents to:

- Look out for unusual behaviour in their child – for example not wanting to attend school, feeling ill etc;

- Regular failure to complete work to their usual standard;

- Always take an active role in their child's education, enquire how their day has gone, who they have spent time with etc;

- Not approach another child with regard to any bullying incident (even if you think that this is the bully);

- Not advise your child to fight back or to repeat the bully's behaviour as this very often makes the situation worse for all parties and much harder to deal with in the longer term.

24. Promoting Positive Behaviour Roles and responsibilities of Stakeholders

24.1 The governing board

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

24.2 The Headteacher

The Headteacher is responsible for reviewing and approving this policy and ensuring that all elements of the Promoting Positive Behaviour Policy is implemented consistently throughout the whole school.

The Headteacher will ensure that the school environment encourages positive behaviour and that staff deal effectively with inappropriate behaviour, and will monitor how staff implement this policy to ensure rewards and sanctions are applied consistently. The Headteacher and Deputy Headteacher will monitor the climate of behaviour through planned and unplanned learning walks throughout all areas of school.

24.3 Staff

Staff are responsible for:

- Fully understanding all aspects of the behaviour policy

- Implementing the behaviour policy consistently

- Through positive attitude, values and behaviours develop effective relationships with colleagues and pupils

- Following the agreed school discipline plan and procedures for reporting inappropriate behaviour to relevant colleagues

- Providing a personalised approach to the specific behavioural needs of particular pupils in conjunction with the Lead Practioner of SEND through the development of targeted approaches to meet the needs of the individuals

- Recording behaviour incidents (see appendix 3 for a behaviour log)

- When managing behaviour that challenges, celebrate the small positive steps to get parents on board.

- Evaluating and reviewing their Classroom management and Quality First Teaching in relation to the behaviour of pupils regularly through setting the tone and context for positive behaviour within the classroom.

To achieve this they will:

- Create and maintain a stimulating environment that encourages pupils to be engaged

- Display the school rules in their own classroom

- Ensure that agreed school routines are taught and reviewed regularly

- Access support to identify underlying factors that may be influencing negative behaviour (e.g. this may be through discussions with DSL or Lead Practitioner of SEND)

- Consider that behaviour is a means of communication and negative behaviour can often be a way of communicating an unmet need. Review differentiation techniques and consider pupils with communication difficulties are supported.

- Ensure resources are readily available

- Have an effective seating plan

- Meet the needs of those pupils with SEND effectively

- Develop a positive relationship with pupils, which may include:

  o Greeting pupils in the morning/at the start of lessons

  o Establishing own classroom routines (e.g. distributing resources, group working etc)

  o Communicating expectations of behaviour as part of the curriculum and in ways other than verbally (e.g. direct teaching via PSHCE and RSE lessons where appropriate)

  o Using positive reinforcement through highlighting and promoting good behaviour

  o Concluding the day positively and starting the next day afresh

24.4 Parents

Parents are expected to:

- Support their child in adhering to the pupil code of conduct

- Inform the school of any changes in circumstances that may affect their child's behaviour

- Discuss any behavioural concerns with the class teacher promptly

- Support school with any chosen sanctions given by the school

- Model expected behaviours when on the school premises

- Ensure they are contactable at all times and ensure that their contact details are up to date.

25. Pupil code of conduct

Pupils are expected to follow the three school rules – **Ready, Respectful** and **Safe** by:

- Being honest at all times

- Behaving in an orderly and self-controlled way

- Taking responsibility for their own behaviour

- Being respectful towards members of staff, each other and themselves

- Follow and adhere to school and classroom routines

- To comply with reasonable requests or instruction made by staff on the first time of asking.

- In class, make it possible for all pupils to learn

- Moving quietly around the school

- Treating the school buildings and school property with respect

- Wearing the correct uniform at all times

- Accepting sanctions when given

- Refraining from behaving in a way that brings the school into disrepute, including when outside school

26. Malicious allegations

Where a pupil makes an accusation against a member of staff and that accusation is shown to have been malicious, the Headteacher will discipline the pupil in accordance with this policy.

Please refer to our Child Protection policy for **dealing** with allegations of abuse against staff for more information on responding to allegations of abuse.

The Headteacher will also consider the pastoral needs of staff accused of misconduct.

27. Pupil support

The school recognises its legal duty under the Equality Act 2010 to prevent pupils with a protected characteristic from being at a disadvantage. Consequently, our approach to challenging behaviour may be differentiated to cater to the needs of the pupil.

The Headteacher or Lead Practitioner of SEND will evaluate a pupil who exhibits challenging behaviour to determine whether they have any underlying needs that are not currently being met.

Where necessary, support and advice will also be sought from specialist teachers, an educational psychologist, medical practitioners and/or others, to identify or support specific needs.

When acute needs are identified in a pupil, we will liaise with external agencies and plan support programmes for that child. We will work with parents to create the plan and review it on a regular basis.

28. Pupil transition

To ensure a smooth transition to the next year, pupils have transition sessions with their new teacher(s). In addition, staff members hold transition meetings.

To ensure behaviour is continually monitored and the right support is in place, information related to pupil behaviour issues may be transferred to relevant staff at the start of the term or year. Information on behaviour issues may also be shared with new settings for those pupils transferring to other schools.

29. Exclusions – Fixed Term and Permanent (See Exclusions Policy for further details)

Exclusions will the last resort after all possible support has been put in place for a pupil. We will work closely with appropriate agencies and parents to meet the needs of any individual at risk of exclusion.

Only the Headteacher can exclude a pupil form school. The headteacher may exclude a pupil for one or more fixed periods, for up to 45 days in any one school year and may also exclude a pupil permanently.

If a pupil is excluded then:

- Parents are informed immediately with reasons for the exclusion which is followed up in writing. For a fixed term exclusion a return to school meeting is arranged for the pupil, parents/carers and the school. The headteacher will inform parents that they can appeal against the exclusion and the process for how this is done.
- The headteacher will follow LA guidelines for reporting of an exclusion. All exclusions will be reported to the governing body.

A decision to exclude a pupil permanently should only be taken:

- in response to a serious breach, or persistent breaches, of the school's behaviour policy
- Where allowing the pupil to remain in school would seriously harm the education or welfare of the pupil or other in the school

Useful guidance:

DFE – Exclusion from maintained schools, Academies and pupil referral units in England – a guide for those with legal responsibilities in relation to exclusions.

30. Staff Training

Our staff are provided with training on managing behaviour, including proper use of restraint, as part of their induction process.

Behaviour management will also form part of continuing professional development.

31. Monitoring arrangements

This behaviour policy will be reviewed by the Headteacher and full governing body yearly. At each review, the policy will be approved by the Headteacher.

32. Links with other policies

This behaviour policy is linked to the following policies:

- Exclusions policy
- Child Protection policy
- Anti-Racism Policy
- Single Equality Plan
- Attendance Management Policy

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Appendix 1: Written Statement of Behaviour Principles

Every pupil understands they have the right to feel safe, valued and respected, and learn free from the disruption of others

All pupils, staff and visitors are free from any form of discrimination

Staff and volunteers set an excellent example to pupils at all times

Rewards, sanctions and reasonable force are used consistently by staff, in line with the behaviour policy

The behaviour policy is understood by pupils and staff

The exclusions policy explains that exclusions will only be used as a last resort, and outlines the processes involved in permanent and fixed-term exclusions

Pupils are helped to take responsibility for their actions

Families are involved in behaviour incidents to foster good relationships between the school and pupils' home life

The governing board also emphasises that violence or threatening behaviour will not be tolerated in any circumstances.

Appendix 2: Staff Training Log

Training received	Date completed	Trainer/training organisation	Trainer's signature	Staff member's signature	Suggested review date

Appendix 3: Behaviour Log for CPOMS/Team Leader

Pupil's name:	
Name of staff member reporting the incident:	
Where did the incident take place?	
When did the incident take place? (Before school, after school, lunchtime, break time)	
What happened?	
Who was involved?	
What actions were taken, including any sanctions?	
Is any follow-up action needed? If so, give details	
People informed of the incident (staff, governors, parents, police):	

Appendix 4: **First Letter to parents/phone call script that can be used by Class Teacher/Lead Practitioner when informing parents**

Dear parent,

Recently, your child, _____, has not been behaving as well in school as they could.

It is important that your child understands the need to follow our pupil code of conduct, and I would appreciate it if you could discuss their behaviour with them.

If your child's behaviour does not improve, I will contact you again and suggest that we meet to discuss how we can work together. However, at this stage I am confident that a reminder of how to behave appropriately will be sufficient.

Yours sincerely,

Class teacher name:
_____

Class teacher signature:
_____

Date: _____

Behaviour letter – return slip

Please return this slip to school to confirm you have received this letter. Thank you.

Name of child:
_____

Parent name:
_____

Parent signature:
_____

Date: _____

Second letter to parents/phone call script that can be used by Class Teacher/Lead Practitioner when informing parents

Dear parent,

Following my previous letter regarding the behaviour of _____, I am sorry to say that they are still struggling to adhere to our pupil code of conduct.

I would appreciate it if you could arrange to meet me after school so we can discuss a way forward.

Yours sincerely,

Class teacher name:

_____

Class teacher signature:

_____

Date: _____

Third Second letter to parents/phone call script that can be used by HT/DHT

Dear parent,

I am sorry to report that, despite your meeting with the class teacher to discuss your child's behaviour, _____, has continued to misbehave.

He/she would now benefit from a more structured approach to help improve their behaviour in school.

I would be grateful if you could attend a meeting with their class teacher, Lead Practitioner of SEND and myself to discuss how we can best support your child in improving their behaviour.

Insert details of the meeting time, date and location, as necessary, or how to contact the school to arrange the meeting.

Yours sincerely,

Class teacher name:
_____

Class teacher signature:
_____

Date: _____