

Managing Behaviour Policy



| Behaviour Policy & GB Statement of Principles 2016/17- Document Status | | | |
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| Date of Policy Creation | Sept 2018 | Named Responsibility | Denise Garner |
| Inception of new Policy | October 2018 | Named Responsibility | Denise Garner HT |
| Date of review | Sept 2019 | Named Responsibility | Anthony Suddes |
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This policy should be read in conjunction with the following school documentation, which provides additional relevant information and guidance: Anti-Bullying Policy, Equalities Policy, and Policy for Personal, Social Health Education, T&W Physical Intervention Policy, Safeguarding Policy and Managing Children with Emotional and Behavioural Difficulties.

'Love, Laugh, Learn'

Respect, Resourcefulness, Reciprocity (Teamwork), Reflectiveness, Resilience

GOVERNING BODY'S STATEMENT OF BEHAVIOUR PRINCIPLES

The school is committed to safeguarding and promoting the welfare of children and expects all members of the school community to share in this commitment. Everyone at Wrockwardine Wood Infant School & Nursery wants the school to be a happy, successful and safe place to learn.

The Governing Body has therefore established the following principles upon which the Behaviour Management policy at Wrockwardine Wood Infant School & Nursery is based:

- The establishment of a strong behaviour policy to support staff in managing behaviour, including the use of school responsibilities (rules), rewards and sanctions. This policy is to be reviewed by the Governing Body annually.
- Recognition that it is the headteacher and staff's **statutory authority** to discipline pupils for misbehaviour which occurs in school and, in some cases, outside of school.
- Provision of a range of effective strategies to respond to different behavioural issues and which are proportionate to the level of misbehaviour that occurs.
- Provision of an effective **Anti-Bullying policy** giving specific guidance and support to prevent and deal with cases of bullying.
- Provision of a clear **Home School Agreement** setting out the expectations for all members of the school community.
- Requirement for the headteacher and staff to monitor and track key behavioural issues and maintain a continuous review of behaviour management procedures.
- Provision of appropriate behaviour management arrangements with regard to safeguarding and the promotion of the welfare of children and to its general duty to eliminate discrimination under Section 149 of the Equality Act 2010.
- Requirement for staff to follow the latest guidance concerning '**Use of Reasonable Force**', teachers' powers to screen and search pupils and the power to discipline beyond the school gate.
- Requirement for the headteacher to draw on advice set out in the '**Dealing with Allegations of Abuse against Teachers and Other Staff**' guidance when dealing with an investigation into staff misconduct.

This statement of principles is reviewed annually alongside the behaviour policy.

ETHOS

All members of our school community agree that we want our school to be a happy, calm, safe, secure environment which is welcoming and promotes a sense of belonging. We want to prepare our children for the future by teaching the life skills they will need to make a positive contribution to society. Good behaviour is one of these skills.

Our aims and values are reflected in our school's Golden rules.

We are gentle-*We don't hurt others*
We are kind and helpful-*We don't hurt anybody's feelings*
We listen- *We don't interrupt*
We are honest- *We don't cover up the truth*
We work hard-*We don't waste our own or others' time*
We look after property- *We don't waste or damage things*

FACTORS TO MAINTAIN GOOD BEHAVIOUR

- A fair and consistent approach to positive behaviour throughout school.
- Consistently deliver a carefully planned creative curriculum and skilful teaching which will inspire and motivate all children.
- Consistently teach the social and emotional aspects of learning.
- Positive praise to increase children's independence, self-esteem and respect for others so they are able to take responsibility for their own actions.
- High but realistic expectations of both learning and behaviour to ensure individual pupils' needs are taken into account.
- Preventative rather than reactive strategies when dealing with misbehaviour.
- Adults in school are examples of good behaviour and have good relationships with other adults and children.
- Parents have a clear understanding of what is expected from children and know how they can support their child.

HABITS OF TEACHERS WHO MANAGE BEHAVIOUR WELL

- They meet and greet at the door of the room
- They persistently catch children doing the right thing
- They teach children the behaviours that they want to see
- They teach children how they would like to be treated
- They reinforce conduct/attitudes that are appropriate to context
- They agree rules/routines/expectations with their children and consistently apply them with positive and negative consequences
- They sustain a passion for their teaching that breaks through the limiting self-belief of some children
- They relentlessly work to build mutual trust even when trust is broken, time is wasted and promises are not kept. They refuse to give up on any child.
- They keep their emotion for when it is most appreciated by children

EXPECTATIONS FOR BEHAVIOUR

At Wrockwardine Wood Infant School and Nursery our expectations are that children will:

- Respond positively to guidance, instructions and requests from all adults.
- Treat others with respect.
- Treat the nursery/school building and all property with respect.
- Help maintain a safe, calm and orderly environment by behaving well.
- Behave sensibly and appropriately in all workspaces, classrooms, assemblies, educational visits etc. so that they do not disturb others or prevent them from listening and learning.
- Enter and leave nursery/school sensibly.

- Play in a kind and friendly way.
- Respect and take care of the nursery/school grounds.
- Follow nursery/classroom rules.

MANAGING BEHAVIOUR

The school agrees that the following factors are crucial to successfully manage behaviour.

- A fair and consistent approach to positive behaviour throughout school.
- Consistently deliver a carefully planned creative curriculum and skilful teaching which will inspire and motivate all children.
- Consistently teach the social and emotional aspects of learning through JIGSAW (a scheme of work to promote the Spiritual, Moral, Social and Cultural (SMSC) development of our children).
- Through positive praise increase children's independence, self esteem and respect for others so they are able to take responsibility for their own actions.
- High but realistic expectations of both learning and behaviour to ensure individual pupils' needs are taken into account.
- Use preventative rather than reactive strategies when dealing with misbehaviour.
- Adults in school are examples of good behaviour and have good relationships with other adults and children.
- Parents have a clear understanding of what is expected from children and know how they can support their child.

THE RIGHTS & RESPONSIBILITIES OF ALL MEMBERS OF THE SCHOOL COMMUNITY

Rights of Children

- To be made fully aware of the behaviour policy in a way they understand.
- To be helped and encouraged to develop high standards of behaviour.
- To be able to learn and to achieve their full potential.
- To be treated fairly with consideration and respect.
- To be listened to by the adults in the school/nursery.
- To feel safe and secure in nursery/school.

Responsibilities of Children

- To treat others with consideration and respect.
- To learn to manage and to accept responsibility for their own behaviour.
- To do their best and to let others learn.
- To follow instructions from teachers and other staff.

Rights of Parents

- To be fully aware of the policy and to be involved in its review.
- To be sure that their children are treated fairly and with respect.
- To know that their children are safe.
- To be able to raise concerns with staff and to be informed when there are difficulties.
- To be sure of confidentiality with discussions held in private

- To be treated with consideration and respect.

Responsibilities of the parents

- To work in partnership to support the implementation of the behaviour policy in maintaining high standards of behaviour.
- To treat children, staff and governors with respect.
- To ensure their children arrive and collected on time for nursery/school ready to work and play.
- To raise any concerns about behaviour with their child's teacher.

Rights of Staff

- To be fully aware of the policy and its implementation.
- To be fully involved in the establishment of the behaviour policy and its review.
- To receive appropriate training in positive behaviour management to support the policy.
- To be treated with respect by children, parents, governors and colleagues.
- To be able to teach and work without unnecessary interruption.

Responsibilities of Staff

- The headteacher, teachers, support staff, and volunteers will be responsible for ensuring that the policy and procedures are followed and consistently and fairly applied.
- To create a safe and stimulating environment in which the children can learn.
- To treat children with respect and consistency at all times.
- To treat parents colleagues and governors with respect.
- All teachers will keep parents fully informed of any incidents, which occur either in the classroom or on the playground.

Rights of Governors

- To be consulted and involved in the establishment of the behaviour policy and its review.
- To be treated with consideration and respect.

Responsibilities of Governors

- To establish in consultation with the headteacher, staff and parents the policy for behaviour and to keep it under review.
- To ensure the policy is non-discriminatory and the expectations are clear.
- To ensure the policy is communicated to parents and children.
- To support the school in maintaining high standards of behaviour.
- To ensure appropriate training is available to staff to support the implementation of the policy.
- To treat staff, children and parents fairly and with respect.

THE SCHOOL'S APPROACH TO BEHAVIOUR MANAGEMENT

Although our expectations are the same for all children, the strategies used to teach and ensure good behaviour need to be flexible to enable the needs of individual children to be met.

We recognise that children at our nursery/school are very young and need much support and guidance to learn about and to achieve good behaviour. As children mature and move through the school we encourage them to become increasingly independent in managing their own behaviour. Our aim is for every child to recognise that they have a personal responsibility for how they choose to behave.

We also:

- Recognise that low self esteem can be a cause of poor behaviour so a key feature of our behaviour teaching and management is to improve self esteem through encouragement, praise and positive approaches.
- Work together to ensure that both behaviour and approaches to behaviour management are consistent.
- Recognise the importance of the relationship between teacher and child and make time to talk with and listen to children so that all children feel equally valued.
- Help resolve behaviour problems by using our professional judgement and discussing those of a significant nature with parents in a partnership approach.
- Find all forms of bullying unacceptable and recognise that all children have a right to work and play without fear of verbal or physical aggression or threat from others.
- Expect all staff to adopt positive attitudes and agree in all our interactions with children and colleagues we will provide positive role models.
- Provide a learning environment that offers relevant and appropriately differentiated learning opportunities, which meet the needs of all children.

SUPPORTING CHILDREN WITH EMOTIONAL BEHAVIOURAL DIFFICULTIES

From our experience of supporting children with E.B.D we know how important the following considerations are in achieving success:

- A calm relaxed atmosphere in school
- A strong partnership with parents based on trust, honesty and understanding
- The work our Learning Mentor does supported by Integrated Services
- A range of strategies for diffusing situations calmly and quietly
- A range of strategies which avoid conflict and confrontation
- Support of all staff for the child and each other
- An agreement that no child will be humiliated or subjected to sarcasm

HOW THE SCHOOL ENCOURAGES GOOD BEHAVIOUR

The school encourages good behaviour by:

- Providing high quality teaching and learning, which meet the needs of individuals.
- Encouraging children to be assertive. "I don't like it when you ----- . Please don't do that because it makes me feel-----."
- Using positive role models.
- Acknowledging and praising good behaviour
- The sensitive pairing/partnering of children.
- Developing responsibility through choice. "**When you** have done ---**then you** will be able to----or-----"

- Developing social skills and self help skills so that children will feel able to share their worries and make sensible choices.
- Circle time through which specific issues can be explored
- Role play
- Providing visual clues of the Golden Rules for children to support what is expected

GOLDEN TIME

Each week children will be rewarded for keeping the Golden rules with Golden Time on a Friday afternoon (or as a shorter daily event for early years and children with Emotional Behavioural Difficulties). This is a special session where all children who have kept the Golden Rules all week (or all day) will be able to choose an exciting activity to participate in, and the whole school can celebrate together.

Children who break the rules will be given a visual warning, and if they continue to choose to break a rule, they will lose five minutes of Golden Time (only 1 minute in early years and for children with a specific behaviour plan)

REWARDS

The school rewards children through the use of:

- Discrete positive body language which children are skilled at interpreting e.g. a nod of the head, a wink or a smile.
- Thumbs up or handshake.
- Star Pupil Certificate
- Give yourself a clap/pat on the back.
- A public word of praise in front of a group or the class.
- Responding to children's work with positive comments in books.
- A visit to another member of staff and /or headteacher
- The child's name is put in the *Golden Book* and their success shared in Golden Assembly
- Informing/celebrating with parent. Commenting on annual reports.
- Collecting jewels/marbles in a jar
- Positive behaviour home/school book

RESPONSES TO UNWANTED BEHAVIOUR

At our school we observe children's behaviour carefully, noticing changes in behaviour and recognising cause of behaviour changes including anxieties.

When children become anxious and they begin to demonstrate unwanted behaviours we:

- Use a supportive and empathetic approach to prevent the unwanted behaviour escalating.
- 'down play' the unwanted behaviour
- Communicate with the child explaining or asking why things are happening?

If the unwanted behaviour continues we;

- state/tell the child **exactly** what we are expecting very clearly

- use prompts, gestures and praise to encourage the child to make the right choices and change their unwanted behaviour.

Where rules are contravened there must be a system of appropriate sanctions. Once consequences have been established, the children should be allowed to experience the 'action-reaction' sequence. The goal is for them to learn from this sequence of events to choose more appropriate behaviour in future.

A consequence is presented most effectively as a '**when-then**' statement. **When** you do this (Specific misbehaviour) **then** this (Specific consequence) will happen. Evidence suggests that 'when then' works better than 'if then.'

An effective consequence is **related, reasonable and respectful**.

Related Consequence

The more closely the consequence is related to the misbehaviour, the more valuable the experience for the child.

Reasonable Consequences

These are equal to the level of intensity of the misbehaviour.

Respectful Consequence

The consequence must be carried out in a way that preserves the child's self esteem. It is stated in polite, unemotional, matter of fact terms.

When consequences are not related, reasonable and respectful they turn into punishments. Punishments provoke hostility, antagonism and a sense of injustice which makes positive discipline impossible.

T&W guidance shows below the appropriate responses to unwanted behaviour at different levels of severity.

| Unwanted Behaviour | Response to Unwanted Behaviour |
|---|---|
| Level 1 | Level 1 |
| Running Play fighting Snatching/grabbing Pushing Crowding/invading space Needing constant reassurance Ignoring staff | Anticipate triggers Move the child Provide adult support Praise others sitting close by Pair with a good role model Use 'THE LOOK' Model appropriate behaviour Divert/distract the child Use 'I' statements Acknowledge feelings 'I know you are feeling...' Small group or 1:1 SEAL activities |
| Level 2 | Level 2 |
| Throwing equipment Answering back Shouting out and interrupting Swearing Spitting Running off Stealing/ taking/hoarding Making noises e.g. whistling/laughing Temper tantrums Whinging Being tearful Destroying work/equipment | Use circle time Remove the child from the group. Use professional judgement and if the behaviour persists inform parents. Small group or 1:1 SEAL activities See * Below. |
| Level 3 | Level 3 |
| Bullying Biting Kicking Hitting Refusing to comply Racial abuse | Involve a member of the Senior Management Team Involve parents Involve Learning Mentor Involve outside agencies Involve Governors Use a behaviour chart Exclude at dinner time Exclude for a defined period |

*At this stage informal discussions would be held between senior staff, class teacher, dinner supervisors, teaching assistants and any other adults working in school. A record will be kept detailing the frequency/ context of the incidents. Copies of these are kept in the *Vulnerable Children* file.

Discussions with children

We have agreed that following an incident of misbehaviour we should encourage children to reflect upon/discuss the issue.

We need to:

- establish that the child knows why the behaviour was unacceptable
- explore the effect the behaviour has on others
- examine strategies for avoiding the same situation in future
- encourage consideration of alternative ways of behaving

For health and safety reasons we have agreed that no child should ever be excluded from the classroom and left unsupervised e.g. left to stand outside the classroom door or given work to complete in the classroom at playtime/lunchtime. There is always a danger that the child may run off or have an accident. The head and deputy will willingly support staff should the need arise.

REPORTING AND RECORDING INCIDENTS

Behaviour incidents

The school keeps a variety of records of incidents of behaviour. This helps the governors to monitor the successful implementation of the behaviour policy and any areas for improvement. All records are kept in the ***Vulnerable Children*** file. All adults have a responsibility to read the *Vulnerable Children* file daily so they are well informed about children who made need extra support at playtime/lunchtime or other times of day.

- The class teacher or other adults records incidents in relationship to the level of behaviour and the action taken in the *Vulnerable Children* file and this is communicated to all staff (see **APPENDIX 1**).
- It is important that the level of behaviour a child is displaying is monitored carefully and the appropriate response is given to the child (see **APPENDIX 2**). Adults must use this guidance to add the Level of behaviour to the log and to check that the response/consequence given is appropriate.
- If repeated incidents occur these should be recorded on an *Individual Behaviour Incident Report* (see **APPENDIX 3**).
- If the behaviour is homophobic or racist this is recorded and given to the headteacher (see **APPENDIX 4**)
- An **ABC** sheet should be completed when repeated behaviours occur to identify the **A**ntecedent, **B**ehaviour and **C**onsequence. This has been recommended by the Educational Psychologist and will help to identify what is causing the pattern of behaviour. The SENCO will support this process (see **APPENDIX 5 a,b,c,d**)
- A *Behaviour Plan* is completed for children who have EBD (Emotional Behavioural Difficulties) so improvement of behaviour can be measured over a specific time (see **APPENDIX 6**).

PHYSICAL INTERVENTION

STATEMENT FOR PARENTS IN SCHOOL PROSPECTUS

'The use of physical intervention is very rare and is, wherever possible avoided. There may be occasions where the use of restrictive physical intervention is appropriate e.g. if a child is hurting his/her self or others. Any intervention used will always be minimal and in proportion to the circumstances of the incident.'

Even when really good support plans are in place, there may be times when challenging behaviours occur. At our school physical intervention is seen as only one part of a wider comprehensive behaviour management strategy.

Key Points on the Use of Physical Intervention:

- Appropriate training for staff
- Practice which is always in the best interests of the child or young person concerned
- Minimal use of force
- The avoidance of injury to child or young person and employee wherever possible
- The continual maintenance of the dignity of the child or young person and member of staff
- Techniques which are based in the context of positive behaviour management and can be applied and retained easily
- The recognition that the use of **inappropriate restraint** may lead to **disciplinary consequences**
- Reassurance and support for staff involved in a stressful task
- The care, welfare, safety and security of all involved

The deputy headteacher and the nurture group staff have received **MAPA** training, (*The management of Actual or Potential Aggression*). The physical interventions taught within this training will only be used by adults who have received this training. The training is compliant with the *UK National Physical Interventions Accreditation Scheme. (PIAS)*.

Physical Interventions are used only where there is a prevailing or perceived actual or significant risk of harm and when all other reasonable non-physical approaches have been exhausted and failed to prevent the situation from occurring.

Where a physical intervention is necessary it is used in a way that maintains the dignity and safety of all concerned.

At such times, adults intervene in order to prevent harm to the person concerned, other people in close proximity, or to themselves. Whilst physical intervention may occasionally be necessary, it is:

- a last resort,
- is least restrictive,
- uses the minimum reasonable force for the shortest possible time
- is proportionate to the level of risk behaviour.

Definitions

Positive Handling

The positive use of touch is a normal part of human interaction. Touch might be appropriate in a range of situations:

- Giving guidance to children (such as how to hold a paintbrush or when climbing)
- Providing emotional support, (such as placing an arm around a distressed child)
- Physical care, such as first aid or toileting.

Restrictive Physical Intervention. refers to the use of force to:

- Restrict movement;
- Restrict mobility
- Disengage from dangerous or harmful physical contact.

Reasonable Force

'The degree of force employed must be in proportion to the circumstances of the incident and the seriousness of the behaviour or the consequences it is intended to prevent. Any force used should be the minimum needed to achieve the desired result'. (Telford and Wrekin Physical Intervention Policy).

All members of a school staff have the **legal powers** to use reasonable force to prevent pupils committing an offence, injuring themselves or others, or damaging property, and to maintain good order and discipline in the classroom. Situations where this may be necessary are to:

- *remove a disruptive pupil from the classroom where he/she has refused an instruction to do so*
- *prevent a pupil behaving in a way that disrupts a school event, learning or a school visit*
- *prevent a child leaving the classroom where allowing the child to leave would risk their safety or lead to the behaviour disrupting the behaviour of others*
- *prevent a pupil attacking a member of staff or another pupil, or to stop a fight in the playground; and*
- *restrain a pupil at risk from harming themselves or others from physical outbursts*

A detailed report of any incident where reasonable force is used must be completed and a copy retained by the Headteacher. The report must include the names of all parties involved, when and where the incident took place, the names of witnesses, the reason that reasonable force was necessary, how the incident began and progressed, the child's response and the outcome of the incident with details of any injuries. **All physical restraint incidents must be recorded on the *Physical Intervention Monitoring Form* (see APPENDIX 7).**

If the Headteacher considers it necessary a '**Use of reasonable force to restrain or control children**' form will also be completed (see APPENDIX 8).

If the incident results in injury an '**Accident**' form (see APPENDIX 9) or '**Violent Incident Reporting**' form (see APPENDIX 10) must be completed.

These forms are for internal use but the LEA, police and social services would have access to the report if investigating a complaint.

Staff may find it useful to have the help of a senior leader when writing the report. Staff involved should also keep a copy of the report.

Reasonable Force **will not** result in any future change in the pattern of a child's behaviour. The goal is to restore safety, both for the child and those around him or her.

Following the use of physical Intervention we will ensure that staff and children concerned are supported and nurtured, as well as analysing how physical intervention could be prevented next time.

RACIST AND HOMOPHOBIC INCIDENTS

The Stephen Lawrence Enquiry report defined **racism** as 'conduct or words which advantage or disadvantage people because of their colour, culture or ethnic origin'. A **racist incident** is defined as 'any incident' which is perceived as racist by the victim or any other person'.

Homophobia is a dislike or fear of someone who is lesbian, gay or bisexual (LGB). At its most benign it involves passive resentment of LGB men and women. In its most destructive form it involves active victimisation. Such attitudes can also affect anyone who is perceived to be homosexual or who does not conform to stereotypical standards of masculine or feminine behaviour.

Homophobic behaviour can start in the early years of primary school, when children frequently misuse words such as 'gay' as a generic insult or term of abuse.

All racist incidents must be reported in writing to the headteacher (see APPENDIX 3).

The Headteacher will:

- investigate the matter and complete the appropriate form to the LA and to governors;
- investigate incidents and evaluate them in the light of the school's risk assessment procedures, disseminating any conclusions reached;
- initiate appropriate follow-up with the child involved and others present if appropriate;
- notify parents/carers of the action taken and initiate follow-up; and
- offer support to the staff involved as appropriate.

Safeguarding

All staff should be aware that safeguarding issues can manifest themselves via peer on peer abuse. This is most likely to include, but may not be limited to:

- bullying (including cyberbullying);
- physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm;

- sexual violence and sexual harassment;
- sexting (also known as youth produced sexual imagery); and
- initiation/hazing type violence and rituals.

All staff should be clear as to the school's procedures with regards to peer on peer abuse.

Working with parents

At Wrockwardine Wood Infant School and Nursery we work closely in partnership with parents and take into account the following when managing behaviour:

- Children don't change but social circumstances do.
- Sometimes the expectations for behaviour at school are different from that at home. The two worlds can often collide and cause confusion for a child.
- Sometimes problems at school may not be causing problems at home and visa versa.

For these reasons we need an ongoing honest dialogue with parents that will ensure the strategies employed at school are fully understood and endorsed by parents.

Induction Week and Stay and Play Sessions at Nursery

The schools approach to behaviour management is shared with parents at these sessions. The policy is available for parents to see and discuss and staff are available to answer any questions or queries. Opportunities are provided for staff to model what the policy looks like in practice.

Induction to School

The behaviour policy is introduced to all new parents at the first of the induction sessions for children starting full time school. Parents are also given a 'Caring for your child' leaflet which outlines the key points of the policy and the way the school deals with bullying.

The school prospectus

The School Prospectus entitled 'Information for parents' contains a section on the importance of a positive approach to managing behaviour. It outlines the expectations the school has and is given to the parents of every child on admission to school. The value the school places on the home/school partnership is implicit throughout the document.

Ongoing liaison with parents

Whenever the school has a concern about a child's behaviour parents are informed immediately. In this way incidents may be discussed and diffused before they have a chance to escalate.

Monitoring and Evaluating

The headteacher will monitor the implementation of the policy in the following way:

- Recognise and celebrate what is going well and build on this.
- Check to ensure adults and children feel supported by the School Leadership Team.

- Look for evidence of the policy being implemented in nursery/classrooms e.g. rules displayed for all to see.
- Through discussions with children assess whether they know and understand our expectations of behaviour.
- Use a scrutiny of children's work to judge whether marking reflects the policy.
- Monitor the responses to unwanted behaviour during nursery/classroom observations.
- During nursery/classroom observations assess whether there is consistency of expectation of behaviour and employment of agreed strategies.
- Use incident forms to look for and address patterns of unwanted behaviour

The headteacher monitors the effectiveness of this policy on a regular basis and report regularly to the governing body on the effectiveness of the policy. If necessary the headteacher makes recommendations for further improvements.

The governing body monitor exclusion rates to ensure the school policy is implemented fairly and consistently.

For further guidance and reporting formats see *Telford & Wrekin Handbook on Behaviour Policies and Practices* and appendices

APPENDIX 1
RECORDED LOG OF VULNERABILITY OR BEHAVIOUR

| DATE | NAME OF CHILD/CHILDREN | CLASS | CONCERN <i>For inappropriate behaviour say whether it was L1, L2 or L3</i> | ACTION <i>List the actions you took to de-escalate the inappropriate behaviour. Is the child clear about the consequence you have given?</i> |
|-----------|------------------------|-------|--|---|
| | | | | |
| SIGNATURE | | | | |

APPENDIX 2

| LEVELS OF BEHAVIOUR WITH APPROPRIATE RESPONSES | |
|---|--|
| Unwanted Behaviour | Response to Unwanted Behaviour |
| Level 1 | Level 1 |
| Running Play fighting Snatching/grabbing Pushing Crowding/invading space Needing constant reassurance Ignoring staff | Anticipate triggers Move the child Provide adult support Praise others sitting close by Pair with a good role model Use 'THE LOOK' Model appropriate behaviour Divert/distract the child Use 'I' statements Acknowledge feelings 'I know you are feeling...' Small group or 1:1 PSHE activities |
| Level 2 | Level 2 |
| Throwing equipment Answering back Shouting out and interrupting Swearing Spitting Running off Stealing/ taking/hoarding Making noises e.g. whistling/laughing Temper tantrums Whinging Being tearful Destroying work/equipment | Use circle time Remove the child from the group if safe to do so. Use professional judgement and if the behaviour persists inform parents. Small group or 1:1 PSHE activities See * Below. |
| Level 3 | Level 3 |
| Bullying Biting Kicking Hitting Refusing to comply Racial or homophobic abuse | Ensure others children and adults are safely away from the child displaying inappropriate behaviour. Involve a member of the Senior Management Team Involve parents Involve Learning Mentor Involve outside agencies Involve Governors Use a behaviour chart Exclude at dinner time Exclude for a defined period |

APPENDIX 3

| INDIVIDUAL BEHAVIOUR LOG | | | Child's name: |
|---------------------------------|-------------|---|---------------------------|
| DATE | TIME | BEHAVIOUR Please record antecedent and Level of behaviour (see Behaviour Policy appendix 1) | ACTION/CONSEQUENCE |
| | | | |
| | | | |
| | | | |
| | | | |

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|-------------------|
| MONITORING |
|-------------------|

APPENDIX 4

Prejudice Related Incident Report *(Protected characteristics -age, being or becoming a transsexual person, being married or in a civil partnership, being pregnant or on maternity leave, disability, race including colour, nationality, ethnic or national origin, religion, belief or lack of religion/belief, sex, sexual orientation)*

| | |
|--|--|
| VICTIM(S) | PERPETRATOR(S) |
| Name of child/children or person/people | Name of child/children or person/people |
| DATE | LOCATION INCIDENT OCCURED (observed behaviour, discussion, disclosure) |
| INCIDENT/CONCERN (record factual information) | |
| SIGNATURE | DATE |
| ACTION TAKEN BY HEADTEACHER | OUTCOME |
| Full details of the DfE <i>guidance document of Equality Act 2010 (updated in May 2014)</i> can be found at: https://www.gov.uk/guidance/equality-act-2010-guidance | |

APPENDIX 5 (a)

| ABC FUNCTIONAL ASSESSMENT CARD | | |
|--|--|---|
| CHILD'S NAME: <i>Insert the child's first name or initials in this section.</i> | | |
| GENERAL CONTEXT: <i>This box will be used to track the setting events—activity, location, people involved, and materials, etc.</i> | | |
| OBSERVER: <i>Put your name here.</i> | | DATE and TIME: <i>This should include the date, time, and how long the occurrence lasted.</i> |
| Antecedent: <i>What happened before?</i> | Behaviour: <i>What did you see or hear?</i> | Consequence: <i>What followed?</i> |
| <i>In this box, you will record everything that happened immediately before the behaviour. What was the child doing? What were others doing? Where was the child, and who else was present?</i> | <i>What specifically happened? Who, if anyone, was the target of the behaviour? A note about the intensity of the behaviour might be included.</i> | <i>In this section, you will include whatever happened immediately following the behaviour. This might include environmental events or reactions of teachers, other children, and the child involved.</i> |
| Fill this section later: Circle the function(s) demonstrated by this behaviour: <i>Make your "best guess" about the function served by the behaviour.</i> Escape/avoidance Get Attention Get desired object/activity Self-stimulation | | |

APPENDIX 5 (b)

| ABC FUNCTIONAL ASSESSMENT CHART | | |
|---|---|--|
| CHILD'S NAME: <i>Amanda</i> | | |
| GENERAL CONTEXT: <i>at the sink with her teacher, Karen.</i> | | |
| OBSERVER: | | |
| Antecedent: What Happened Before? | DATE and TIME: <i>8:20, Tuesday morning</i> | Behaviour: What Did You See or Hear? |
| <i>Karen instructed Amanda to wash her hands...</i> | | <i>Amanda screamed and stomped her foot...</i> |
| | Consequence: What Followed? | <i>spoke to her calmly and redirected her to pick up the soap... - Amanda continued to scream even louder...</i> |
| Fill this section later: Circle the function(s) demonstrates by this behaviour: | | |
| <u>Escape/avoidance</u> | Get Attention | Get desired object/activity Self-stimulation |

APPENDIX 5 (c)

What should I look for when analysing the ABC sheets?

It is important to look for any patterns or common trends, such as patterns in the days of the week, or times of the day when the problem behaviour occurs. You will also want to think about when the behaviour *does not* occur. This may give you additional clues about contributing factors.

Questions to ask include:

- Is the behaviour happening during the same activity and/or with the same materials?
- Does the behaviour occur with specific people? (e.g., mom, child care teachers)
- Are there certain events or conditions that lead up to or happen -before the behaviour?
- Is there a consistent consequence?
- Does the behaviour stop after a particular consequence? If this is consistent, does this mean anything about the function or purpose of the behaviour?
- Consider other personal factors that may be influencing the behaviour such as illness, tiredness, or hunger.

Analysing all the information that you gather and record using the ABC Assessment Cards will allow you to make a “best guess” regarding the function or purpose of the behaviour. Your next task will be to plan for change!

APPENDIX 5 (d)

| ABC FUNCTIONAL ASSESSMENT CHART | | |
|---|--|---------------------------------------|
| CHILD'S NAME: | | |
| OBSERVER: | DATE/S: | TIME/S: |
| ANTECEDENT: What happened before? | BEHAVIOUR: What did you see or hear? | CONSEQUENCE: What followed? |
| | | |
| <p>FILL THIS SECTION LATER: Circle the function(s) demonstrated by this behaviour.</p> <p style="text-align: center;"> ESCAPE/AVOIDANCE GET ATTENTION GET DESIRED OBJECT/ACTIVITY SELF-STIMULATION </p> | | |

APPENDIX 6

| BEHAVIOUR INTERVENTION PLAN | | | | | | | |
|--|------------------------------------|-----------------------------------|--|-----------------------------------|--|--------------------------|---|
| CHILD'S NAME | | DATE | | | CLASS | | |
| INAPPROPRIATE BEHAVIOUR/S | | LEVEL (Refer to behaviour policy) | | | EXPECTED BEHAVIOUR/S | | |
| Please highlight any strategies being used and add own comments where necessary. | | | | | | | |
| METHOD OF TEACHING How will the school teach the desired behaviour And who will teach it? | CLASSROOM PROGRAMME | | LEARNING MENTOR PROGRAMME | | BEHAVIOUR SUPPORT (EARLY INTERVENTION/FAIR ACCESS PANEL) | | |
| | Golden Time | SEAL/ Circle time | <i>FRIENDS</i> | <i>JIGSAW SEAL</i> | 1:1 support Small group work | | |
| | Relax Kids | | 1:1 | Build to express | Mini gold | Build to express | |
| | Social stories | Other | YOGA | CAF/TAC | Other | | |
| | Good role model | | Social skills | Counselling | | | |
| | | | Family SEAL | <i>Incredible Years Parenting</i> | | | |
| | | | | | | | |
| ACCOMODATIONS, ADJUSTMENTS, INTERVENTIONS What help will we give the child to succeed? It is very important that these recommendations are followed consistently by all adults in school. | Communicate regularly with parents | | Reprimand child privately | | Specified learning area | Provide cooling off area | |
| | Frequent reminders prompts | | Modify work | | Clear concise directions | Avoid strong criticism | |
| | Frequent brain breaks | | Review Golden Rules and expectations | | Predictable routine | Visual timetable | |
| | 1:1 adult support | | Provide alternative playtime/lunchtime | | Preferential seating | Avoid power struggles | |
| | Other | | Specifically define choice so 'win win' for both adult and child ' <i>You can do ... and ... but not ...</i> ' | | | Avoid physical contact | Highly structured activities in and out box |
| | | | | | | | |

| | | | |
|--|---|-------------------------------------|--------------------|
| | | | |
| | | | |
| PROGRESS How will we know if it is working or not? | Outcomes of behaviour review meeting | Entries in vulnerable children file | |
| | SENCO reviews show targets being met | Golden Time/Jewels | |
| | Direct observations by an adult | Good Behaviour Book (home/school) | |
| | Accident/Restraint/Violent Incident reports | Exclusion/Modified timetable | |
| LENGTH OF BEHAVIOUR PLAN | 1 week | 2 weeks | 3 weeks |
| | | | other Half term |
| | | | |
| POSITIVE CONSEQUENCE FOR APPROPRIATE BEHAVIOUR (Please tick) | Verbal praise-describe appropriate behaviour | Positive message home | |
| | Golden Time | Positive visit to headteacher | |
| | Tangible privileges or rewards | Golden Assembly | |
| | Computer/ I Pad | Other | |
| | | | |
| NEGATIVE CONSEQUENCES FOR INAPPROPRIATE BEHAVIOUR (Please tick) | Loss of <i>Golden Time</i> | Time out | |
| | Meeting with parents | Removed from area | |
| | Red card sent to SLT member | Loss of privilege | |
| | Loss of playtime/lunchtime | Exclusion/Modified timetable | |
| REASONABLE FORCE (A detailed report of any incident where reasonable force is used must be completed and a copy retained by the Headteacher) | <p>All members of a school staff have the legal powers to use reasonable force to:</p> <ul style="list-style-type: none"> remove a disruptive pupil from the classroom where he/she has refused an instruction to do so prevent a pupil behaving in a way that disrupts a school event, learning or a school visit prevent a child leaving the classroom where allowing the child to leave would risk their safety or lead to the behaviour disrupting the behaviour of others prevent a pupil attacking a member of staff or another pupil, or to stop a fight in the playground; and restrain a pupil at risk from harming themselves or others from physical outbursts | | |
| SIGNATURES | TEACHER | PARENT | |
| | SENCO | DATE | |

| | | |
|-----------------------|----------------------|--|
| | | |
| TEACHER REVIEW | HALF TERM | |
| | | |
| | Any Further Actions: | |
| SENCO REVIEW | HALF TERM | |
| | | |

APPENDIX 7
PHYSICAL INTERVENTION MONITORING FORM

| | | | |
|--|--------------------|--------------------|--------------------|
| CHILD'S NAME | | | |
| | RESTRAINT 1 | RESTRAINT 2 | RESTRAINT 3 |
| INCIDENT DATE & TIME | | | |
| EMPLOYEES NAME | | | |
| BRIEF OVERVIEW OF INCIDENT | | | |
| LOCATION | | | |
| DURATION OF HOLD | | | |
| RISK ASSESSMENT IN PLACE? | | | |
| SEND? | | | |
| ANY INJURIES SUSTAINED CHILD/ADULT? | | | |
| ACCIDENT FORM COMPLETED? | | | |
| Monitoring (SLT) | | | |

APPENDIX 8

INCIDENT RECORD USE OF REASONABLE FORCE TO CONTROL OR RESTRAIN CHILDREN

| | | | |
|---|---|---|--------------------------------|
| NAME OF CHILD | | CLASS | |
| DATE | TIME | LOCATION | |
| Names of staff involved (Directly or as a witness) | | Names of children involved (SEN, disability, medical, social) | |
| Description of incident (Reason for using force and description of force used.) | | | |
| De-escalation techniques used prior to restraint (Please tick) | | | |
| Verbal advice and support | | Physical intervention (excluding restraint) | |
| Time out directed | | Non threatening body language | |
| Distraction | | Warning | |
| Calm talking | | Time out offered | |
| Humour | | Reassurance | |
| Step away | | Support system | |
| Options offered | | Instruction | |
| Negotiation | | Other (please specify | |
| | | | |
| Any injury suffered by staff (description) FIRST AID | Any injury suffered by pupils (description) FIRST AID | First aid and/or medical attention required. | Accident form completed |
| Have concerns been shared with staff (entry in vulnerable children book) | Name agencies informed (SEND officer, SIP, BEHAVIOUR SUPPORT, SOCIAL WORKER, EARLY INTERVENTION WORKER) | Parents informed (comment) | |
| Follow up (including post incident support and any disciplinary action against child/children) | | | |
| Has any complaint been lodged (details should not be recorded here)? | | | |
| Report compiled by: Name and role: Signature: Date: | | Report countersigned by: Name and role: Signature: Date: | |

APPENDIX 9

| Date | Child's Name | Parents Concern | Action |
|-------------|---------------------|------------------------|---------------|
| | | | |
| | | | |
| | | | |
| | | | |

APPENDIX 10

[Accident Report Form MASTER.docx](#)

APPENDIX 11

[Violent Incident Form MASTER.doc](#)