

# Behaviour and Discipline policy

Moat Farm Infant School



**Approved by:** Hannah Massey **Date:** November 2021

**Last reviewed on:** November 2021

## Contents

1. Aims .....	2
2. Legislation and statutory requirements.....	2
3. Definitions .....	3
4. Bullying .....	3
5. Roles and responsibilities .....	5
6. Pupil code of conduct .....	6
7. Rewards and sanctions .....	7
8. Behaviour management .....	12
9. Pupil transition .....	14
10. Training.....	14
11. Monitoring arrangements.....	14
12. Links with other policies.....	14
Appendix 1: written statement of behaviour principles.....	15
Appendix 2: staff training log .....	<b>Error! Bookmark not defined.</b>
Appendix 3: behaviour log .....	17
Appendix 4: letters to parents about pupil behaviour - templates .....	<b>Error! Bookmark not defined.</b>

---

## 1. Aims

This policy aims to:

- Provide a consistent approach to behaviour management
- Define what we consider to be unacceptable behaviour, including bullying and discrimination
- Outline how pupils are expected to behave
- Summarise the roles and responsibilities of different people in the school community with regards to behaviour management
- Outline our system of rewards and sanctions

## 2. 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](#)
- [Keeping Children Safe in Education](#)
- [Use of reasonable force in schools](#)
- [Supporting pupils with medical conditions at school](#)

It is also based on the [special educational needs and disability \(SEND\) code of practice](#).

In addition, this policy is based on:

- Section 175 of the [Education Act 2002](#), which outlines a school's duty to safeguard and promote the welfare of its pupils
- Sections 88-94 of the [Education and Inspections Act 2006](#), which require schools to regulate pupils' behaviour and publish a behaviour policy and written statement of behaviour principles, and give schools the authority to confiscate pupils' property
- [DfE guidance](#) explaining that maintained schools must publish their behaviour policy online

### 3. Definitions

**Inconsiderate behaviour** – This includes behaviours such as taking toys from another child, not waiting for a turn, pushing, being uncooperative, disrupting a game, hitting out against another. They are characterised by developmental immaturity whereby children are not at the stage where they can manage frustration or anger themselves, they may not have the language to express themselves, or may not understand and be able to keep to social rules. These behaviours are seen as mistakes that the child is making on the way to developing socially acceptable ways, particularly of dealing with conflict. We regard the child to be a learner of what is acceptable and in need of support, explanation, encouragement, positive modelling and guidance – just as in learning any other skill.

**Hurtful behaviour** – We take hurtful behaviour very seriously. Most children under the age of five will at some stage hurt or say something hurtful to another child, especially if their emotions are high at the time, but it is not helpful to label this behaviour as 'bullying' even if the behaviour is worryingly aggressive. For most children under five, hurtful behaviour is momentary, spontaneous and often without understanding of the feelings of the person whom they have hurt. Some children may engage in hurtful behaviour because they are deeply unhappy and they require support and care. However, hurtful behaviour has an impact for the child at the receiving end which is significant and this is also taken into consideration when responding to incidents of hurtful behaviour.

### 4. Bullying

**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. A child who is bullying has reached a stage of cognitive development where he or she is able to plan to carry out a premeditated intent to cause distress to another. This is rarely the case for children under five.

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

TYPE OF BULLYING	DEFINITION
Prejudice-based and discriminatory, including: <ul style="list-style-type: none"> <li>• Racial</li> <li>• Faith-based</li> <li>• Gendered (sexist)</li> <li>• Homophobic/biphobic</li> <li>• Transphobic</li> <li>• Disability-based</li> </ul>	Taunts, gestures, graffiti or physical abuse focused on a particular characteristic (e.g. gender, race, sexuality)
Sexual	Explicit sexual remarks, display of sexual material, sexual gestures, unwanted physical attention, comments about sexual reputation or performance, or inappropriate touching
Direct or indirect verbal	Name-calling, sarcasm, spreading rumours, teasing
Cyber-bullying	Bullying that takes place online, such as through social networking sites, messaging apps or gaming sites

### Telling

Children are also reminded that they must report any incident of bullying to the nearest member of staff or to an adult that they feel particularly comfortable speaking to. This will be investigated and recorded in the class behaviour log. Parents are also urged to report incidents.

### The role of governors

This policy makes it very clear that the governing body does not allow bullying to take place in our school, and that any incidents of bullying that do occur are taken very seriously and dealt with appropriately. The governing body monitors the incidents of bullying that occur and require the head teacher to keep accurate records of all incidents. The governing body responds within ten days to any request from a parent to investigate incidents of bullying. In all cases, the governing body notifies the Head teacher and asks him/her to conduct an investigation into the case and to report back to a representative of the governing body.

### The role of the Head teacher

It is the responsibility of the head teacher to implement the school anti-bullying strategy and to ensure that all staff (both teaching and non-teaching) are aware of the school policy and know how to deal with incidents of bullying. The head teacher reports to the governing body about the effectiveness of the anti-bullying policy on request.

The head teacher ensures that all children know that bullying is wrong, and that it is unacceptable behaviour in this school. The head teacher draws the attention of children to this fact at suitable moments. Every term there are assemblies to highlight the schools Behaviour Code of Conduct.

### The role of staff members

- Whenever incidents of bullying are brought to the attention of staff, the matter will always be taken seriously and will be reported to a senior member of staff. The incident will be recorded in a behaviour logbook. The child's class teacher and the Head teacher must be informed immediately.
- Records should indicate the incident, date, time and name of staff member completing log. The information contained in these reports may help to establish any patterns. The logs will also make reference to any sanctions that is to be imposed and must report whether parents or carers are to be informed.
- Following the recording of any incident the victim should be assured that the matter will be taken seriously and that it will be investigated.
- At dinnertime there are two designated dinner supervisors known to the children who will deal with any bullying incidents.

### **The role of parents**

- Parents should look for signs and systems of bullying, and should listen sympathetically and take seriously, children distressed by bullying. They should listen, support and offer advice to their children. Parents of children who bully should be equally sensitive to the child's problems; many bullies are bullied themselves
- Parents have a responsibility to support the school's anti-bullying policy and to actively encourage their child to be a positive member of the school.

### **The role of Pupils**

- Bullied pupils should always tell and trust staff to take appropriate action.
- All pupils, including "Playground Buddies" should tell staff of any pupil who is suffering from bullying, even if they do not name the bully responsible.

### **Guidance and help**

This may involve counselling and support for the victim of the bullying, and punishment for the child who has carried out the bullying. We spend time talking to the child who has bullied: we explain why the action of the child was wrong, and we endeavour to help the child change their behaviour in the future. If a child is repeatedly involved in bullying other children, we inform the Head teacher and the Special Needs Co-ordinator. We then invite the child's parents into the school to discuss the situation. In more extreme cases, for example where these initial discussions have proven ineffective, the Head teacher may contact external support agencies such as social services. At all times the school's behaviour and sanctions policy will be followed.

## **5. Roles and responsibilities**

### **5.1 The governing board**

The governing board is responsible for reviewing and approving the written statement of behaviour principles (appendix 1).

The governing board will also review this behaviour policy in conjunction with the headteacher and monitor the policy's effectiveness, holding the headteacher to account for its implementation.

### **5.2 The headteacher**

The headteacher is responsible for reviewing this behaviour policy in conjunction with the governing board giving due consideration to the school's statement of behaviour principles (appendix 1). The headteacher will also approve this policy.

The headteacher will ensure that the school environment encourages positive behaviour and that staff deal effectively with poor behaviour, and will monitor how staff implement this policy to ensure rewards and sanctions are applied consistently.

### **5.3 Staff**

Staff are responsible for:

- › Implementing the behaviour policy consistently
- › Modelling positive behaviour
- › Providing a personalised approach to the specific behavioural needs of particular pupils
- › Recording behaviour incidents (see appendix 3 for a behaviour log)
- › To have high expectations of behaviour and to ensure that the school rules are followed
- › Ensuring that children behave in a responsible manner during lesson times and around school.
- › Treating each child fairly and consistently and with respect and understanding

- › Liaising with external agencies, as necessary, to support and guide the progress of each child.
- › Reporting to parents about the progress of each child in their class, in line with the whole-school policy.

The senior leadership team will support staff in responding to behaviour incidents.

## 5.4 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

## 6. Pupil code of conduct

SCHOOL CODE OF CONDUCT: (Whole school rules as agreed with children).

At Moat Farm Infant School we try our best to:

BE PROUD OF OUR SCHOOL AND OURSELVES: This means that we:

Take care of our own things such as coats, book-bags, water bottles, P.E bags etc.

Keep our school tidy

Use equipment properly

Don't drop litter – we put it in the bin

BE SAFE: This means that we:

Listen to and follow instructions

Walk around school and look where we are going

Line up sensibly when asked

Use toilets appropriately, remembering to wash our hands thoroughly and press the flush

Don't wear jewellery (except small stud earrings, watches and religiously significant items)

BE CARING IN WHAT WE SAY AND DO: This means that we:

Tell the truth

Are kind and polite to everyone

Always share and take turns

Say sorry when we should and mean it

Respect each other

Know how to be good friends

ALWAYS TRY TO DO OUR BEST: This means that we:

Listen carefully to instructions so that we know what to do

Take care of our work and be proud of it

Always have a go and persevere even when things get 'tricky'

Work within an appropriate noise level (adults should not have to shout to make themselves heard)

Every child in school will be given a copy of the 'code of conduct' to take home. This ensures a home/school partnership, encouraging shared ideas, beliefs and expectations. Different aspects of the rules will be displayed around the school to reinforce the expected behaviour. A display of rules should be evident to reinforce the importance of the code and there will be an assembly theme every term.

#### **GUIDELINES FOR GENERAL CONDUCT WHEN MOVING AROUND SCHOOL:**

- Children should always walk around school
- Coats, lunch boxes and PE bags should be kept tidy and children should be encouraged to pick up items that have fallen to the floor or close lockers that have been left open
- Children should be encouraged to stand sensibly in a line (when required)
- All children should be expected to be polite and courteous towards each other and adults and kind gestures such as holding the door open should be encouraged
- Children should be expected to walk to and from the hall quietly and sensibly (for assemblies or P.E sessions etc.)
- In assembly children should be expected to sit appropriately and remain calm

## **7. Rewards and sanctions**

#### **CLASSROOM RULES:**

These are agreed between staff and children at the beginning of each academic year and reflect the 'Code of Conduct'. Classroom rules are revisited regularly as required.

#### **EARLY YEARS FOUNDATION STAGE (under 3 year olds)**

When children under three behave in inconsiderate ways we recognise that strategies for supporting them will need to be developmentally appropriate and differ from those for older children. We recognise that very young children are unable to regulate their own emotions, such as fear, anger or distress, and require sensitive adult interventions and support to help them learn to do this. Common inconsiderate or hurtful behaviours of young children include tantrums, biting or fighting. Staff are calm and patient, offering comfort to intense emotions, helping children to manage their feelings and talk about them to help resolve issues and promote understanding.

#### **EARLY YEARS FOUNDATION STAGE (under 5 year olds)**

At Moat Farm Infant School and Nursery we believe that children flourish best when their personal, social and emotional needs are met and where there are clear and developmentally appropriate expectations for their behaviour. We aim to teach children to behave in socially acceptable ways and to understand the needs and rights of others. The principles guiding management of behaviour exist within the EYFS curriculum for supporting personal, social and emotional development. We recognise that young children require help in understanding the range of feelings experienced. We help children to express them, making a connection verbally between the event and the feeling. 'Joe took your car, didn't he and you were enjoying playing with it. You didn't like it when he took it, did you? It made you feel angry, didn't it, and you hit him'.

All staff will have responsibility for supporting personal, social and emotional development, including issues concerning behaviour. We require all staff, volunteers and students to provide a positive model of behaviour by treating children, parents and one another with friendliness, care and courtesy.

We aim to use positive pro-active strategies to promote positive behaviour in children. These include:

- Supporting each child in developing self-esteem, confidence and feelings of competence.
- Supporting each child in developing a sense of belonging in our group, so that they feel valued and welcome.
- Acknowledging considerate behaviour such as kindness and willingness to share.
- Acknowledging children's considerate behaviour towards another who is hurt or upset.
- Providing activities and games that encourage co-operation and working together.
- Support children in finding a solution to a problem (conflict resolution).
- Ensure a child has a turn, after it has been said that they are next.
- Avoiding creating situations in which children receive adult attention only in return for inconsiderate behaviour.
- Support children to recognise, talk and label their feelings, and understand how actions can make others feel. Such solutions might include, for example, acknowledgement of feelings, explanation as to what was not acceptable and supporting children to gain control of their feelings so that they can learn a more appropriate response.

## 7.1 List of rewards and sanctions

### BEHAVIOUR BOARDS IN EYFS CLASSES:

In nursery children are rewarded using 'Going for Gold'. Children are rewarded for good learning and behaviour such as tidying, being helpful and being caring to their friends. Children have their name written on the 'Going for Gold' sign in class and are rewarded with a gold star.

In Reception children are also rewarded using 'Going for Gold' for good learning. For behaviour children use the 'Weather' behaviour boards and these are used in a very similar way to the 'Good to be Green' boards in KS1. The aim is to stay on the 'blue sky' level all day or move higher up the board to 'sunny' level in recognition of extra good behaviour. Children who achieve this receive praise from adults and are rewarded with a sticker at the end of the day. Children start on the 'blue sky' level each day.

In the event of inappropriate behaviour children receive:

Step 1	Verbal warning
Step 2	Emotion coaching is used to talk about the behaviour and feelings and why this is inappropriate
Step 3	Behaviour will be discussed with a member of Senior Leadership Team

If a child displays physically or verbally aggressive (or offensive) behaviour towards others they would immediately be spoken to by a member of SLT. The consequence/sanction will be determined according to the seriousness of the incident, age of the child and any additional needs or circumstances. This may include: the parent being invited in to discuss behaviour concerns with a member of SLT and an individualised behaviour plan may be put into place to support the child.

Reception staff will inform parent/carers at the end of the day if a child has been spoken to by a member of SLT.

#### 'GOOD TO BE GREEN' IN KS1:

'Good to be Green' is a simple and effective approach to positive behaviour management used in Years 1 and 2. The 'Good to be Green' class wall chart is displayed so that it is clearly visible in each classroom. All children start the day with a green card displayed in their named pocket and the aim is to stay on green each day in recognition of good behaviour. Any yellow or red cards issued are logged by the class teacher.

In the event of inappropriate behaviour children receive:

Step 1	Verbal warning
Step 2	Yellow card 1
Step 3	Yellow card 2
Step 4	Red card and 5 mins thinking time in Head Teacher's or Deputy Head's office

If a child displays physically or verbally aggressive (or offensive) behaviour towards others they would receive an immediate red card. KS1 staff will inform parents/carers at the end of the school day if any red cards have been issued.

Red card incidents will be investigated thoroughly by one of the SLT and recorded in the 'Red card folder'. The child will complete a 'reflection sheet' with a member of SLT. The consequence/sanction will be determined according to the seriousness of the incident, age of child and any additional needs or circumstances. This may include: the parent being invited in to discuss behaviour concerns with the head teacher and an individualised behaviour plan may be put into place to support the child.

A referral to our Family Support Worker and/or the LA support team will be considered if a child repeatedly receives red cards.

#### REWARDS:

Rewards are used to encourage positive behaviours and should be given as soon as possible after the event. Rewards will include the following:

Verbal praise – all adults in the school are encouraged to offer specific praise to any child as appropriate e.g. at play time, in class, walking around school, lunch time etc.

Stickers - A range of stickers are given to children to acknowledge appropriate behaviours in and around school.

'Good to be Green in KS1' – as explained earlier

'Sunny' on the weather behaviour board in Reception – as explained earlier

'Going for Gold' – In EYFS and KS1 each child has a booklet to collect stamps and special stickers for good effort, work etc. When the booklet is full the children get to share their booklet with a member of SLT and they are given a special sticker to complete their booklet. The children then get given their completed booklet in our special assembly and they get to choose a prize. (in class for children in EYFS).

Star Learner: In KS1 each class teacher chooses 1 child who has worked consistently well all week. A certificate is given out in a class Celebration Assembly and parents are invited to watch them receive this. A photograph of each child is displayed in the Hall. In EYFS each class teacher chooses 1 child who has tried really hard with their learning throughout the week. A class trophy is given out on a Friday in a class celebration, which can be taken home for the weekend.

Care Bears: In Reception classes each teacher chooses a child who has been extremely kind, considerate, and helpful or has used good manners. The chosen child takes home a bear for the weekend to look after (to be returned the following Monday).

Marvellous Me: In Reception classes, each teacher chooses a child each week who has showed resilience and a good attitude towards their learning in both adult led and child led play. The child takes a box home to put some special things in which they then bring into school to share and talk about in a class 'show and tell'. In KS1 children may be chosen to receive a Marvellous Me badge if they demonstrate in class or around school any of our core values (collaboration, respect, perseverance, responsibility, friendship, positivity).

Sports Award: In KS1 each week a class gets to choose a child to receive a special certificate for someone who has worked particularly hard in PE. This is given out in our special assembly.

Presentation Award: In KS1 each week all classes choose someone who has demonstrated excellent presentation. Their work is photocopied and displayed in the hall and the children receive a certificate in our special assembly. The children are then invited to 'Afternoon Tea' with the headteacher and receive a special handwriting pencil.

#### SANCTIONS:

As per the 'Good to be Green'/'Weather Board' procedures.

As a result of children being spoken to by a member of SLT in EYFS/KS1 the following options will be considered:

Child will be asked to make things right with whoever has been upset – this could be a verbal or written apology

Loss of play time or part of lunch time play

Loss of other class-based privileges

And in exceptional circumstances:

Fixed-term exclusion from school (see Exclusions Policy)

Permanent exclusion from school (see Exclusions Policy)

## **RECORDING INCIDENTS OF UNACCEPTABLE BEHAVIOUR:**

A **behaviour log** is kept on our school system. The adult who dealt with the incident must record it in the folder and inform the class teacher who will use the information to monitor the child's behaviour and speak to parents when necessary.

A log is also kept in the headteachers office of anyone that has received a red card.

Any sanctions should always be carried out as soon as possible after the unacceptable behaviour has occurred, taking care to focus on the misbehaviour not the child!

## **7.2 Zero-tolerance approach to sexual harassment and sexual violence**

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

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

The school's response will be:

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

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

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

Please refer to our child protection and safeguarding policy for more information.

## **7.3 Off-site behaviour**

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

- Taking part in any school-organised or school-related activity (e.g. school trips)
- Travelling to or from school
- Wearing school uniform

- In any other way identifiable as a pupil of our school

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

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

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

## 7.4 Malicious allegations

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

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

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

The school will also consider the pastoral needs of staff and pupils accused of misconduct.

Please refer to our child protection and safeguarding policy.

## 8. Behaviour management

**OUR PRINCIPLES:** At Moat Farm Infant School and Nursery we believe and acknowledge that:

- Good behaviour is essential if effective learning is to take place
- All children have the right to feel safe all of the time and that they can talk about anything even if it is awful or small
- All members of the school community should treat each other with respect and consideration
- We all (Governors, staff, parents and partners in other organisations) need to have a shared commitment to empower children to manage and take responsibility for their own behaviour
- What we do, as adults, can have a positive or negative impact on children's behaviour
- Clear systems and procedures are essential
- All children should be treated fairly and consistently
- All children are unique and may, at times, need 'additional and different' to what we routinely offer

### 8.1 Classroom management

Teaching and support staff are responsible for setting the tone and context for positive behaviour within the classroom.

They will:

- Create and maintain a stimulating environment that encourages pupils to be engaged
- Display the pupil code of conduct or their own classroom rules
- Develop a positive relationship with pupils, which may include:
  - Greeting pupils in the morning/at the start of lessons
  - Establishing clear routines
  - Communicating expectations of behaviour in ways other than verbally
  - Highlighting and promoting good behaviour
  - Concluding the day positively and starting the next day afresh
  - Having a plan for dealing with low-level disruption
  - Using positive reinforcement

## 8.2 Physical restraint

In some circumstances, staff may use reasonable force to restrain a pupil to prevent them:

- Causing disorder
- Hurting themselves or others
- Damaging property

Incidents of physical restraint must:

- Always be used as a last resort
- Be applied using the minimum amount of force and for the minimum amount of time possible
- Be used in a way that maintains the safety and dignity of all concerned
- Never be used as a form of punishment
- Be recorded and reported to parents (see appendix 3 for a behaviour log)

For more information refer to the Physical Intervention Policy.

## 8.3 Confiscation

**Any prohibited items found in pupils' possession will be confiscated.** These items will not be returned to pupils.

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

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

## 8.4 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 school's special educational needs co-ordinator 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.

## 8.5 Safeguarding

The school recognises that changes in behaviour may be an indicator that a pupil is in need of help or protection. We will consider whether a pupil's misbehaviour may be linked to them suffering, or being likely to suffer, significant harm. Where this may be the case, we will follow our child protection and safeguarding policy.

## 9. 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.

## 10. Training

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

Specific staff in school are trained in Team Teach to support positive behaviour approaches.

Behaviour management will also form part of continuing professional development.

## 11. Monitoring arrangements

This behaviour policy will be reviewed by the headteacher and full governing board annually. At each review, the policy will be approved by the headteacher.

The written statement of behaviour principles (appendix 1) will be reviewed and approved by the governing board annually.

## 12. Links with other policies

This behaviour policy is linked to the following policies:

- Exclusions policy
- Child protection and safeguarding policy
- Anti-Bullying
- Physical Intervention
- Health and Safety
- SEN and Inclusion
- PSHE
- Covid-19 Additional Behaviour Policy

## 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.

This written statement of behaviour principles is reviewed and approved by the full governing board annually



Appendix 3: behaviour log



Behaviour Log

Child's name:	Date:
Incident reported by:	Time:

Parents informed? Yes/No

Sanctions:

Signed: \_\_\_\_\_



## RECORD OF POSITIVE PHYSICAL HANDLING

Child's Name:		Date:
Time:	Location of incident:	Report completed by:

**ANTECEDENTS:** (Briefly describe events leading up to the incident):

**BEHAVIOUR:** (How did the pupil respond? Describe what actually happened):

**CONSEQUENCES:** (how did staff intervene, how did the pupil respond, how was the situation resolved?):

NAMES OF THOSE INVOLVED (staff and pupils):

NAMES OF WITNESSES (staff and pupils):

---

WHAT DE-ESCALATION TECHNIQUES WERE USED PRIOR TO PHYSICAL CONTROLS? (tick below):

verbal advice and support [ ]	choices/limits/consequences [ ]	humour [ ]
reassurance [ ]	distraction [ ]	
calm talking/stance [ ]	planned ignoring [ ]	transfer adult [ ]
time out directed [ ]	take up time [ ]	success reminder [ ]
time out offered [ ]	negotiation [ ]	other (pls specify)

WHY WAS THE DECISION MADE TO USE RESTRAINT?

- To prevent child from causing injury to him/herself? [ ]
- To prevent child from causing injury to others? [ ]
- To prevent child from causing damage to property? [ ]
- To prevent child from causing serious disruption? [ ]
- To prevent child from running away? [ ]
- Other? (Please specify) [ ]

DESCRIPTION OF PHYSICAL RESTRAINT HOLDS USED AND LEVEL OF RESTRICTION:

**Low/Medium/High:** (Please include approx. time span of any holds)

- Help hug ( )
- Guiding elbows ( )
- Single elbow (though second adult must be present) ( )
- Double elbow ( )
- Figure of four ( )

Did the child suffer any injuries as a result of this incident?

Injury location and description:

Did staff or others suffer any injuries as a result of this incident?

Injury location and description:

**POST-INCIDENT INFORMATION**

Was any post-incident support requested by and given to member of staff / other adult?

- a) De-brief with colleague [ ]
- b) De-brief with Head Teacher [ ]
- c) Occupational Health consultation [ ]
- d) Not requested [ ]

**Note: A debrief with the child will be undertaken once the child is emotionally ready.**

Parent(s) Signature. \_\_\_\_\_ Date \_\_\_\_\_

