Behaviour Policy and Statement of Behaviour Principles

Masefield Primary School

Approved by: A Done	Date: 01/09/2021
Last Review Date: 01/09/2021	
Next Review Due: 01/09/2022	

Contents

1. Aims

This policy aims to:

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

- Schedule 1 of the Education (Independent School Standards) Regulations 2014; paragraph 7 outlines a school's duty to safeguard and promote the welfare of children, paragraph 9 requires the school to have a written behaviour policy and paragraph 10 requires the school to have an anti-bullying strategy
- DfE guidance explaining that academies should publish their behaviour policy and anti-bullying strategy online

This policy complies with our funding agreement and articles of association.

3. Definitions

Misbehaviour is defined as:

- Disruption of lessons and learning, whether in the classroom, in corridors between lessons or at break and lunchtimes
- Non-completion of classwork or homework
- Poor attitude to work
- Incorrect uniform

- Moving unsafely on the school grounds
- Disrespecting others – including staff, pupils and visitors.

These form the basis to the **four key school rules**:

Treatment Rule: staff and pupils at Masefield treat others and equipment with respect.

Learning Rule: we respect everybody's right to learn and ensure that this right is not affected through disruption of lessons or refusal to work.

Talking Rule: staff and pupils at Masefield talk in a respectful manner to one another and listen at the appropriate times.

Movement Rule: staff and pupils move in a safe way around the school grounds, walking quietly when in the school building.

Serious misbehaviour is defined as:

- Repeated breaches of the school rules
- Any form of bullying
- Sexual assault, which is any unwanted sexual behaviour that causes humiliation, pain, fear or intimidation
- Vandalism
- Theft
- Fighting
- Smoking
- Racist, sexist, homophobic or discriminatory behaviour
- Possession of any prohibited items. These are:
  - Knives or weapons
  - Alcohol
  - Illegal drugs
  - Stolen items
  - Tobacco and cigarette papers
  - Fireworks

  - Pornographic images
  - Any article a staff member reasonably suspects has been, or is likely to be, used to commit an offence, or to cause personal injury to, or damage to the property of, any person.

- Any item which the school policy specifies as banned
  - Mobile phones or tablet devices
  - Audio recording devices
  - Cameras

4. Bullying

We define **bullying** as *'Behaviour by an individual or group, usually repeated over time, that intentionally hurts another individual or group either physically or emotionally.'*

Bullying is, therefore:

- Deliberately hurtful

- Repeated, often over a period of time

- Difficult to defend against

At Masefield Primary School we recognise that there are groups of pupils who may be more vulnerable to experiencing bullying. These include but are not exclusive to:

- Looked after pupils

- Gypsy, Roma and Traveller pupils

- Pupils with special education needs or disabilities (SEND)

- Pupils from ethnic minorities

- Pupils entitled to Free School Meals

- Pupils for whom English is an additional language

- LGBT (lesbian, gay, bisexual and transgender) pupils

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

Details of our school's approach to preventing and addressing bullying are set out in our Anti-bullying Policy.

5. Roles and responsibilities

5.1 The Governing Board

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

5.2 The Head of School

The Head of School is responsible for reviewing and approving this behaviour policy.

The Head of School 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 Behaviour Lead

The behaviour lead is responsible for reviewing this behaviour policy.

The behaviour lead 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.

5.4 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 with the support of the Inclusion Team through the referral process (see appendix 1)

- Recording behaviour incidents (see appendix 2)

- Updating behaviour levels at set times throughout the year to ensure pupils with behavioural needs are identified quickly and support is put in place

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

Pupils are expected to:

EYFS

- To respond positively to boundaries that are set by staff, with support where needed
- To listen to adults and each other

- To take part in activities that will help them understand their own needs and those of others
- To begin to think about others and show a developing awareness of other people's needs
- To play safely- indoors and outdoors
- To look after property
- To show kindness towards others and always use gentle hands

KS1 and KS2

- To treat everyone in the school community with respect
- To follow the whole school Behaviour Policy and Class Charter
- To know that consequences will be put in place if these expectations are not met and that these consequences must be accepted
- To listen to each other and to all the adults in the school
- To accept support, where needed, for making the right choices and understand that adults in school are looking after the best interests and rights of all children
- To arrive on time, move around school calmly and safely and enter the school ready to learn
- To wear the correct uniform at all times
- To respect the school environment and property
- To participate and play an active role within school
- To refrain from behaving in a way that brings the school into disrepute, including when outside school

7. Rewards and sanctions

7.1 KS1 and KS1

Rewards will be implemented for all children so that positive behaviour is acknowledged and celebrated.

Positive behaviour will be rewarded with:

- Class Dojo points may be given for:
  - Outstanding work
  - Good manners
  - Positive learning behaviours
  - Upholding the school's core values
  - Wearing the correct uniform
  - Completing homework
  - Reading at home each day (or in school if alternative arrangements are made)
  - Modelling the high expectations of the four school rules
  - Additional targets can be set to engage and meet the specific needs of a particular class
- Friday Good News Assemblies where certificates are given for:

- o Masefield Trier – two children from each class are selected, having modelled outstanding behaviour in relation to the work
- o Core Value Award - one child from each class are selected, having modelled outstanding behaviour in relation to the school's core values.
- o Bronze, Silver, Gold and Headteacher's Award Certificates – for achieving 50, 100, 200, 300, 400 and 500 Dojo points respectively throughout the school year. Two top scorers from each class receive a mystery prize.

- Individual class teachers may run their own rewards systems in addition to the whole school policy in order to meet the needs of individuals in their classes.

- Individualized reward systems may be implemented for children with behavioural needs to provide more immediate rewards for positive behaviour.

Additional whole class and house team rewards:

- When all pupils in a class achieve their Bronze Certificate, then the class receive a whole class reward (Bronze Party) selected by the class teacher with the Behaviour Lead.

- In KS2 pupils are assigned to a house team (St Andrews, St Georges, St Davids, St Particks). Upon receiving a certificate in the Good News Assembly, children gain a point for their house. These are totalled and a weekly house team winner is chosen. Over a term, the team that has won the greatest number of weeks receive a team award.

The school may use one or more of the following sanctions in response to unacceptable behaviour:

- At Masefield we recognise that consequences need to in proportion to the misbehaviour and that consistency is crucial.
  - o Consequence 1 – If a child has to be reminded about appropriate behaviour, they will receive a polite reminder (staff referring to the Class Charter or Four School Rules)
  - o Consequence 2 – If the behaviour persists, they will be given a further warning (staff again referring to the Class Charter or Four School Rules)
  - o Consequence 3 – Further misbehaviour will result in a child being sent to the Thinking Spot (one setup in each class), they will sign the Thinking Book referencing the rule broken. A Thinking Book Entry is recorded on CPOMs.
  - o Consequence 4 – Continuing misbehaviour will lead to an Exit. Children will sit at an Exit Spot outside their classroom. They will complete an Exit Slip (see appendix 3) to be taken home. The class teacher will notify a member of SLT, who will come to talk to the child. An Exit is recorded on CPOMs.
  - o Consequence 5 – Multiple Exits in a single day will result in a phone call to parents and recording on CPOMs.
  - o *Between each of these steps, staff use de-escalation techniques in order to avoid progression through the behaviour system.*
  - o *The warning system is restarted after each registration and does not carry over.*
  - o *These steps are followed consistently throughout the school day, other than at lunchtime.*
- If a child refuses to follow a direction, staff may choose to use a deferred consequence, allowing them to retain control, dignity and give the child time to take up the guidance.
- Some behaviour may warrant an immediate Exit or a Staff Help call:

  Violent behaviour

  Running away from the classroom

Where a child's behaviour continues to cause concern, alternative steps may be implemented.

- Once a child has had two Exits in a week and a phone call home has been made, any further Exits in the same week will be referred directly to SLT, who will consider a half-day, internal exclusion.

- If the behaviour lead or unit lead are concerned by the number of Exits from a single class, they will meet with the class teacher and record the outcome of the meeting on CPOMs.

- Extreme behaviours or multiple Exits in a week on a regular basis may lead to the child moving on to a graduated response (see appendix 4), this will be agreed upon following discussion with the behaviour lead.

- If behaviour does not alter, a child may be placed on report (praise book) to maintain regular dialogue with parents.

- Extreme or consistent misbehaviour may lead to a referral to the Inclusion Team using the referral document (see appendix 5), where alternative provision or strategies may be implemented.

- Consistently aggressive and/or physically violent and/or dangerous (putting other children, staff or themselves in danger) behaviour may lead to a fixed term or permanent exclusion.

7.2 EYFS

At Masefield we believe pupils benefit most when adults adopt a consistent and positive approach to the management of their behaviour. By establishing routines and clear boundaries according to the child's level of understanding they will become aware of what is expected of them. The procedures in EYFS are closely aligned with the rest of the school thus supporting transition through EYFS and into KS1.

The strategy for dealing with unwanted negative behaviour will be consistent throughout the EYFS. We will support the child's understanding by using hand gestures and visual reminders:

STOP (Open palm held up)

I DON'T LIKE THAT (Thumbs down)

I AM SAD (Sad face)

- Consequence 1 – Polite Reminder: a verbal warning to remind the children of the classroom rules.

- Consequence 2 – Thinking Chair: a child sits for between 2 and 5 minutes with a sand timer. Their name is put on the red (sad) face. A calming activity is provided and staff talk to the pupil about expectations and ways to improve their behaviour. Child goes back to the green face once the process is complete.

- Consequence 3 – Exit: if the behaviour continues following the Thinking Chair, the child is Exited to the EYFS lead. Staff will then discuss the reason for the Exit with the child and re-iterate expectations.

Biting

We understand that some children may go through a phase of biting. This is a normal developmental stage for children who are teething and still developing language skills. It is common for many toddlers, especially when playing alongside others but is a concern for the children, parents and staff.

Biting is usually triggered by frustration at being unable to communicate a need, conflict over a toy or coping with a challenge or stress. It can happen quickly and without warning and can provoke strong

emotional response from the victim, the child who has bitten, parents and adults dealing with the situation. The same behaviour management protocol is followed with priority to treating the child who has been bitten. Parents of both children are informed at the end of session with a clear explanation of what action preceded incident and how it was dealt with. Confidentiality of all children concerned will be maintained.

7.2 Off-site behaviour

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

7.3 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 Safeguarding Policy for more information on responding to allegations of abuse.

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

8. Behaviour management

8.1 Classroom management

Teaching and support staff are responsible for setting the tone and context for positive behaviour within the classroom, this will be established through the creation of a Class Charter at the beginning of the academic year.

They will:

- Create and maintain a stimulating environment that encourages pupils to be engaged
- Display the Four School Rules and their own Class Charter
- Develop a positive relationship with pupils, which may include:
    - Greeting pupils in the morning and afternoon
    - Establishing clear routines, displaying the day's timetable in the classroom
    - 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
    - Maintaining a consistent approach to using the school's behaviour system

8.2 Physical restraint

The use of physical intervention should be avoided wherever possible. Planning appropriate strategies, controlling the environment, setting appropriate expectations, etc., should be the way we positively and pro-actively manage behaviour. Children who are deemed at risk of violent outbursts or of putting themselves in unsafe situations, will have a Positive Handling Plan and Risk Assessment completed.

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

- Serious breakdown of discipline

- Injury to themselves or another
- Serious damage to 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

Staff will only be authorised to use physical intervention if they have completed the MAPA training used throughout school.

8.3 Confiscation

Any prohibited items (listed in section 3) 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 the Inclusion Team, specialist teachers, Behaviour Support, 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 Behaviour Levels

Behaviour levels are used to monitor behaviour across school and to identify pupils/classes with behavioural needs. These are updated termly. (See appendix 6 for guidance.)

9. Pupil transition

To ensure a smooth transition to the next year, pupils have transition sessions with their new teacher. 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.

10. Training

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

Specialist staff are provided with training to meet the needs of their role within school.

Behaviour management will also form part of continuing professional development.

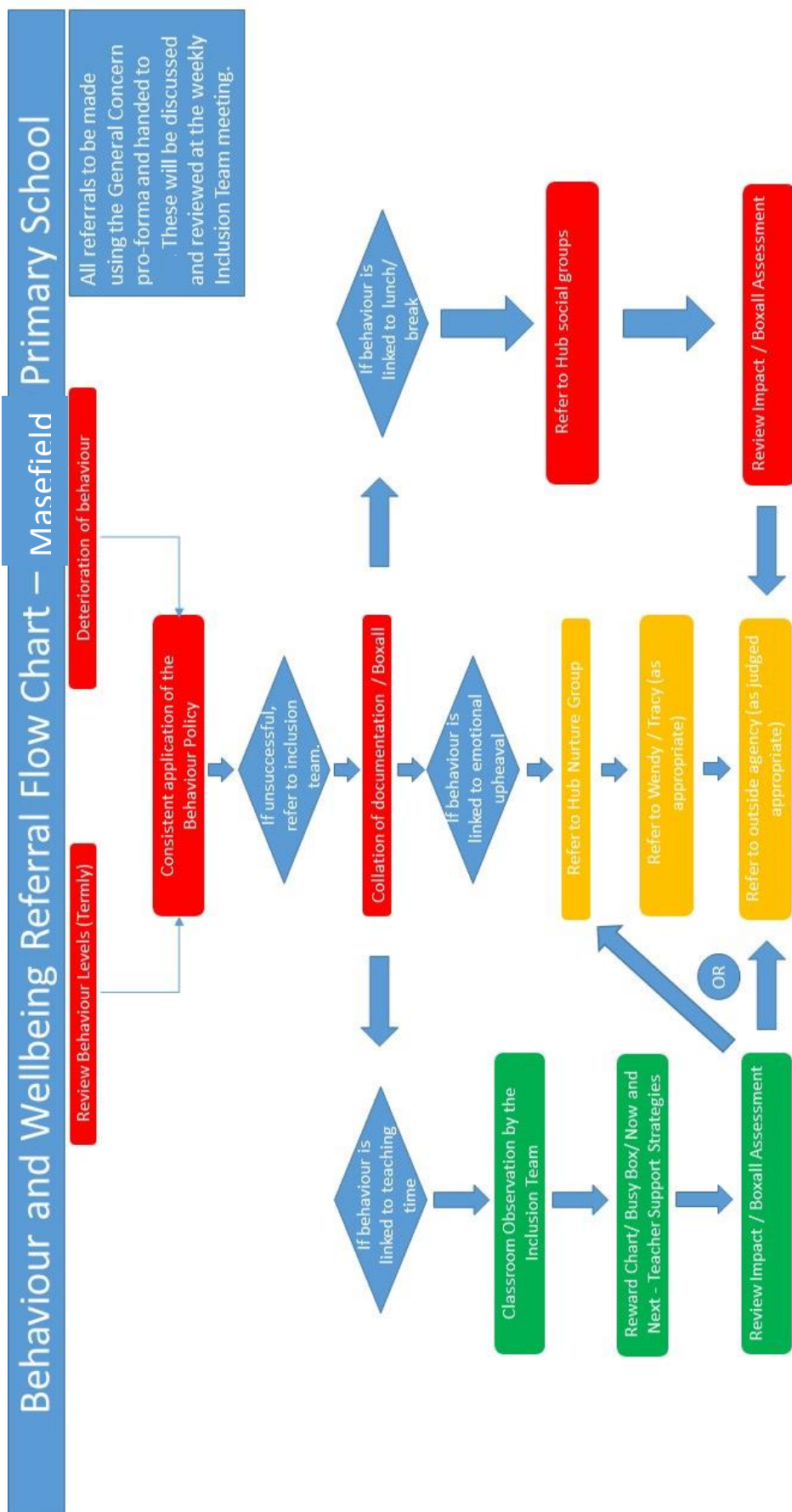## 11. Monitoring arrangements

This behaviour policy will be reviewed by the behaviour lead, headteacher and board of trustees every year. At each review, the policy will be approved by the headteacher.

12. Links with other policies

This behaviour policy is linked to the following policies:

- Exclusions Policy
- Safeguarding Policy
- Anti-bullying Policy
- Inclusion Pathway Document
- SEN Policy

Appendix 1 – The Behaviour and Wellbeing Referral Flow Chart

Behaviour and Wellbeing Referral Flow Chart – Masefield Primary School

All referrals to be made using the General Concern pro-forma and handed to . These will be discussed and reviewed at the weekly Inclusion Team meeting.

Review Behaviour Levels (Termly)

Deterioration of behaviour

Consistent application of the Behaviour Policy

If unsuccessful, refer to inclusion team.

Collation of documentation / Boxall

If behaviour is linked to emotional upheaval

If behaviour is linked to lunch/ break

Refer to Hub social groups

Review Impact / Boxall Assessment

Refer to Hub Nurture Group

Refer to Wendy / Tracy (as appropriate)

Refer to outside agency (as judged appropriate)

If behaviour is linked to teaching time

Classroom Observation by the Inclusion Team

Reward Chart/ Busy Box/ Now and Next - Teacher Support Strategies

Review Impact / Boxall Assessment

OR

Appendix 2 – Warning System and Incident Recording Overview

Warning System ⬇ Polite Reminder ⬇ Thinking Spot(sign book) ⬇ Exit Slip and send for SLT	Our dojo system is used for outstanding work, good manners and good learning behaviours. The website is www.classdojo.com and our login is…
These children have a slightly different system: Please ask the class TA for more information.	If incidents happen in class when the class is being covered by a supply teacher then a paper version of events must be left with the class TA before leaving. The class teacher must then enter onto CPOMS.

CPOMS

When to fill in CPOMs

1. For thinking spot
2. For an EXIT
3. Racial incident/ discriminatory comments
4. For lunchtime yellow and red cards (make sure info is added for all incidents) (click yellow/ red card/ lunch exclusion)

Bullying/ cyberbullying issues to be investigated initially and passed on to SLT the same day.

When to speak to parents

1. 3 thinking spots in one week
2. An exits has taken place
3. When there has been a racist/ derogatory comment

If incidents happen when the class teacher is not in class (PPA), it is the responsibility of the PPA teacher to fill in the appropriate files and records.

Appendix 3 - Exit Slip

Name……………………………………….   Date…………………………………………

Class……………………………………….   **Exit Slip**

I was exited because…….

……..

……

School Rule(s) Broken………..

Pupil's Signature……………………………………..   Class Teacher's Signature…………………………………………………

Appendix 4 – Graduated Response (Example)
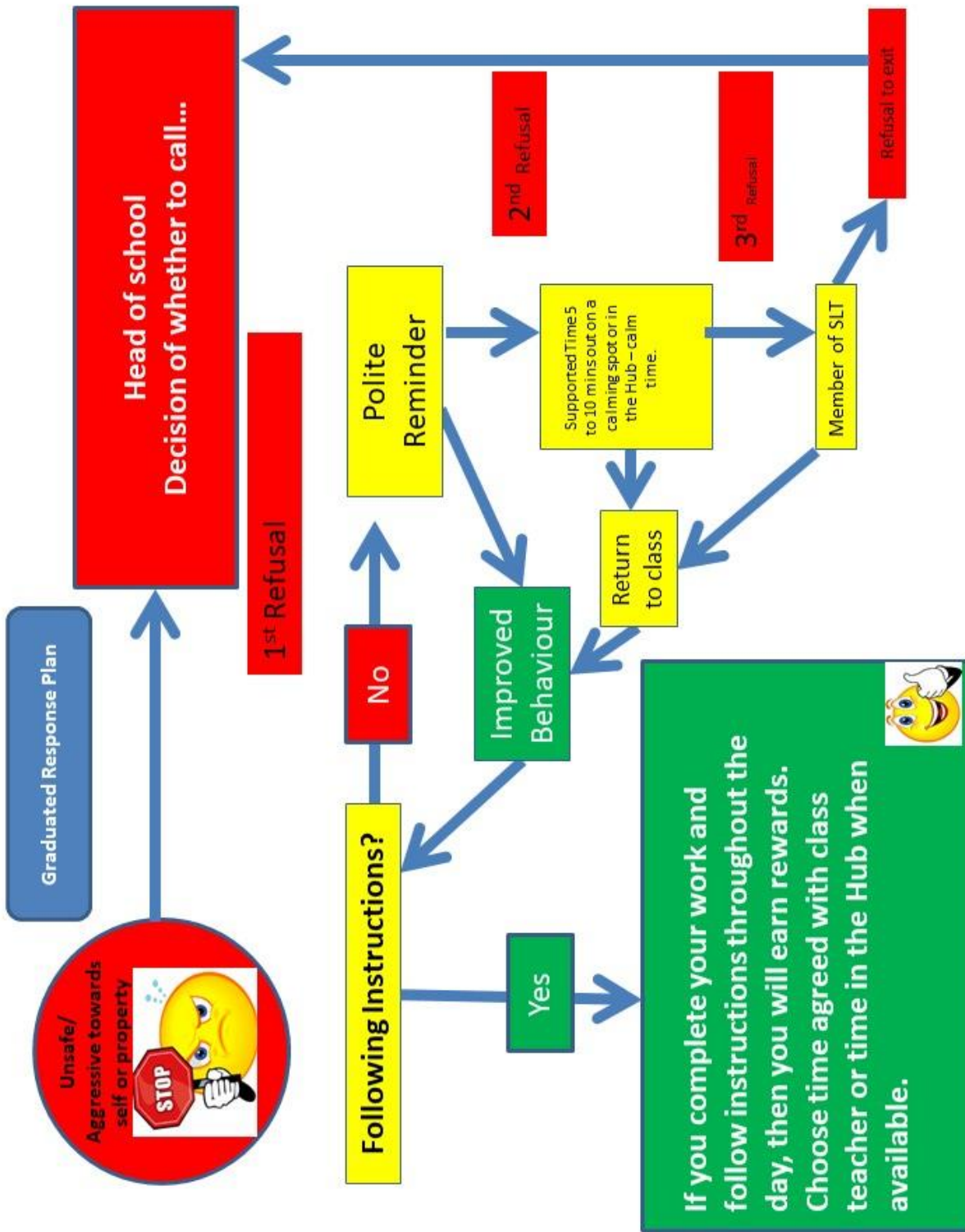
Appendix 5 – General Concern Referral Form

Concern Referral Form

Child's Name………………………………………………..

Class……………………………………………………….

Description of the concern:

Strategies already in place:

Review and agreed actions: *(to be completed by the Inclusion Team)*

Teacher (signature)…………………………………   **Leader(signature)**……………………………………………

Appendix 6 – Behaviour Levelling Criteria

Level	Observed behaviours	Interventions
1	Not on task Disrupting another child; chatting in class Distraction Interruption Answering back Not taking instruction Telling lies or getting others in trouble Verbal abuse, minor bad language Unsafe movement around classroom/ school Unsafe behaviour Careless damage Destruction of property Playtime incident Repeated entry into thinking time book (3+ time in a half term) Occasional exit from class(no more than once in a half term) Occasional yellow card at lunch	Children who are identified as a Level 1 will have a concern form completed, highlighting the key difficulties and interventions that will be implemented to address these issues. These are signed by parents
2	Deliberate incomplete tasks Refusal to work Leaving lesson without consent Defiance Deliberate destruction of others' work Minor vandalism Stealing/ intent to steal Direct verbal/ racial abuse Threatening behaviour Isolated acts of violence Bullying/ persistent name calling Repeated yellow cards at lunch with occasional red card Repeated exits from class (2+ in a half term)	Teachers need to speak to parents if a child exhibits these behaviours as parents will want to know. Children who are highlighted as a Level 2 (or repeated Level 1) will have a Learning Plan completed outlining specific targets and support mechanisms. These will be signed by parents. Children moving to level 2 will be discussed through the Inclusion Team, identifying alternative provision/strategies.
3	Major disruption of class activity Vandalism of school and/ or buildings Stealing or intent to steal (persistent) Repeated incidents of bullying Persistent bad language and verbal/racial abuse Violent hitting, kicking and fighting Aggressive violent behaviour causing deliberate injury Abuse/ threatening behaviour towards staff/ parents Dangerous refusal to obey instruction Leaving school premises without consent Repeated exits from class	Level 3 behaviours are isolated. These children will have a Learning Plan and will need a positive handling individual behaviour plan. Children will have been assessed using the Boxhall profile. Parents will be heavily involved and there will have been a referral to behaviour support and possible referral to the Forward Centre. At this level, school will be looking at alternatives to permanent exclusion and fixed term exclusions may be necessary.

Appendix 7 – Lunchtime

The vast majority of children at Masefield are well behaved at lunchtimes. Children who experience social and emotional difficulties are allocated a keyworker for support at lunchtimes. Staff are encouraged to use their support staff creatively to provide extra support for identified children during these times.

Lunchtime Behaviour Overview

Lunchtime Book
- Child's name recorded in book if there has been an incident e.g. not following rules, unsafe behaviour.   - Lunchtime staff reports incident to class teacher at the end of lunchtime.   - Lunchtime Books are handed to Lunchtime Lead at the end of each lunchtime for monitoring.   - Lunchtime Lead to discuss incidents with Head of School during weekly catch up

Yellow Card
- Issued if there is a second incident within a 5 day period.   - AD will inform staff/children when a yellow card has been issued.   - AD will inform parents via letter/phone call   - Child's name and date the yellow card started is written on the card in classroom.   - Whilst child is on the yellow card, lunchtime staff will make a note of their behaviour in their lunchtime book each day (there will be a key adult assigned to the child to do this).   - One day is to be spent inside the hall as an opportunity to reflect.   - If there are no further incidents within a 5 day period, name is removed from card.

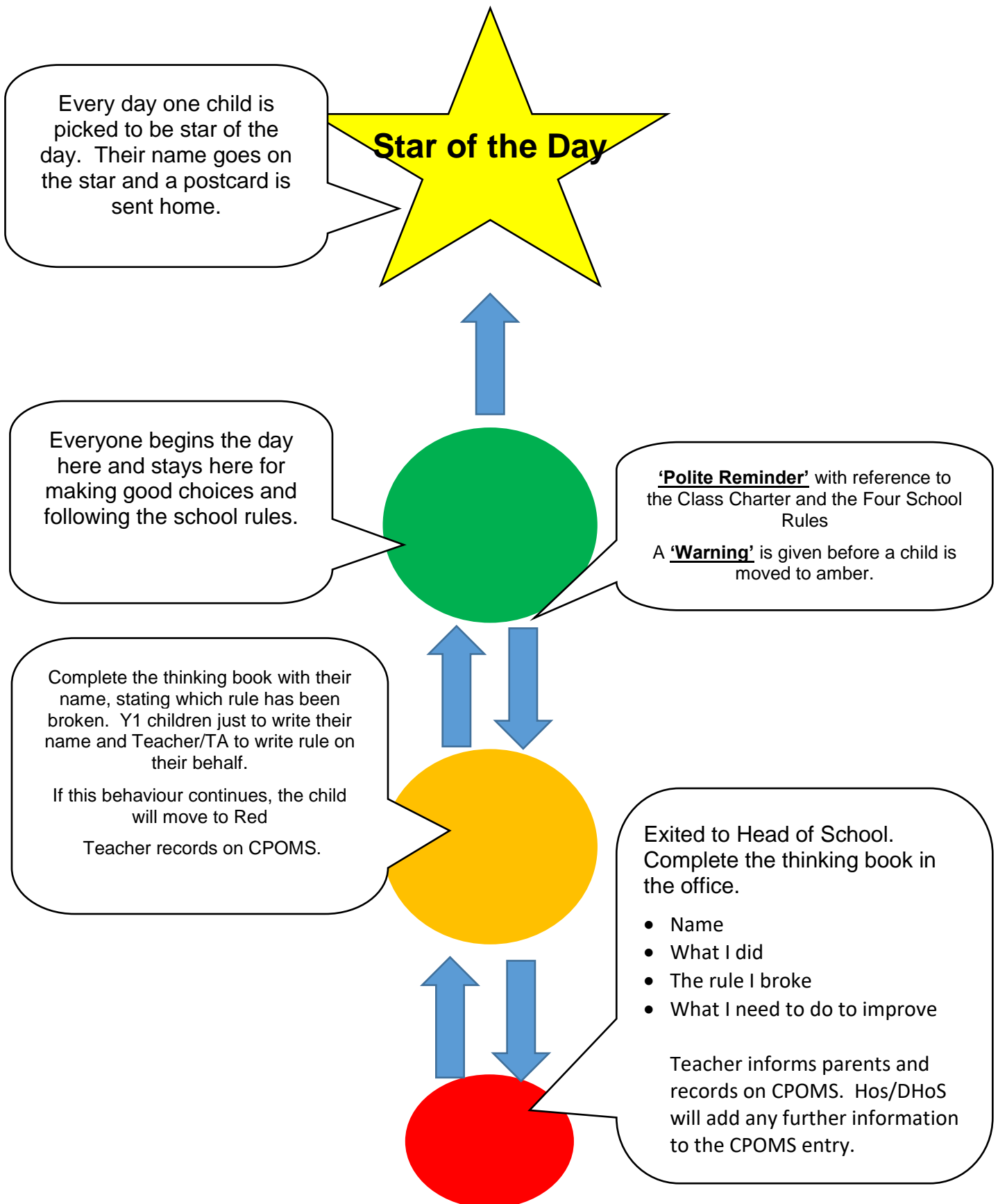| **Red Card** |
|---|
| Issued if there are further instances of misbehaviour whilst on a yellow card. Lasts for 10 days AD will inform staff when one is issued and this is recorded on the red card in classroom (child's name, date issued). AD will inform parents via letter and phone call. Lunchtime staff will make a note of their behaviour in their lunchtime book each day (there will be a key adult assigned to the child to do this). Two days of the red card will be spent in the hall as an opportunity to reflect. If there is no more than one day of misbehaviour during the ten day period, name is removed from card. If there are two instances of poor lunchtime behaviour a 2 day internal exclusion with AD is issued. The children then continue on the red card outside for the remainder of the ten days. |

There may be certain situations where children have to fast track through this card system, for example instances of violence towards others. This is to be agreed between the lead lunchtime supervisors and the SLT.
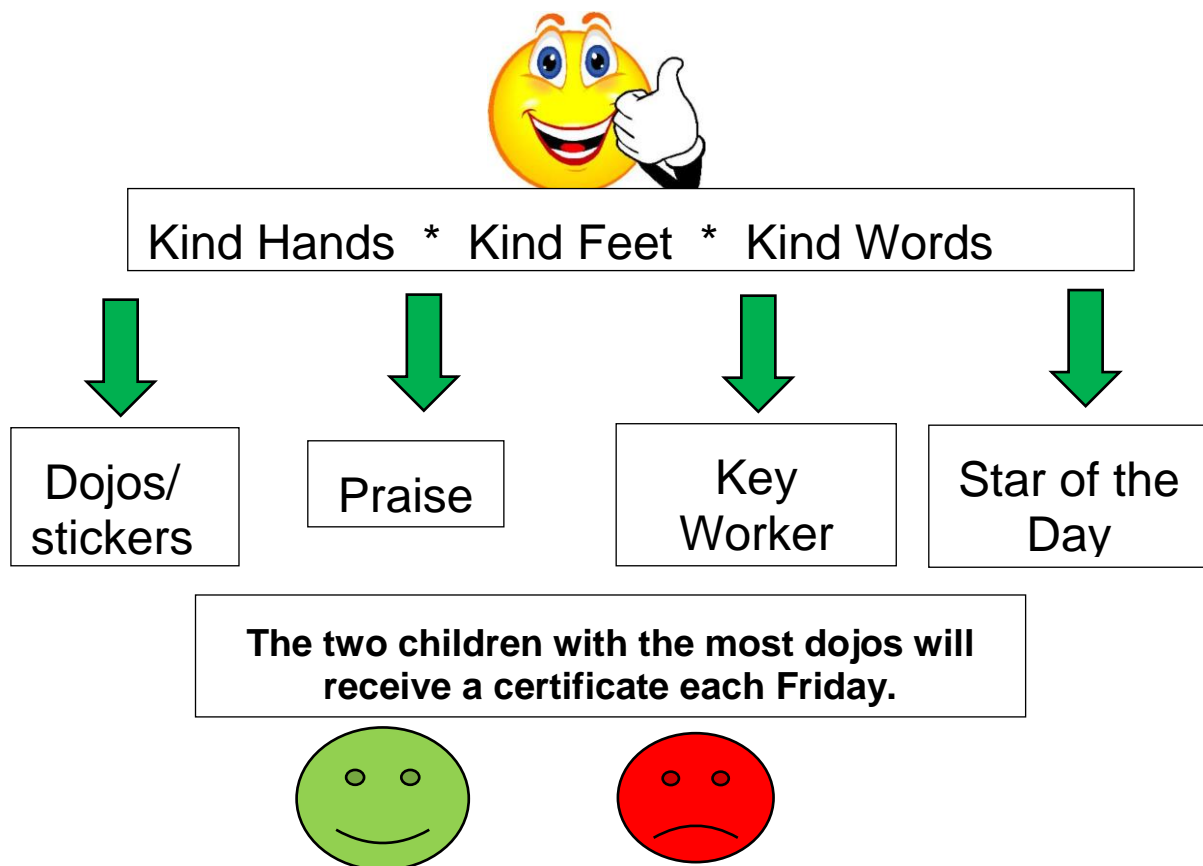
During fortnightly Inclusion Meetings, a record is produced by the Head of School to provide an overview of the children being recorded on the lunchtime/playtime logs and the reasons for these. Children on the card system are also identified along with children who are causing concern. Children who are causing concern are discussed and the inclusion in a nurture group is planned wherever possible, to address specific social needs.

Where children persistently using a yellow card (3+ times per term), these children will receive a lunchtime report book for the remainder of the term. This will be shared with parents by the class teacher on a weekly basis.

Appendix 8 – Traffic Light System

Star of the Day

Every day one child is picked to be star of the day. Their name goes on the star and a postcard is sent home.

Everyone begins the day here and stays here for making good choices and following the school rules.

'Polite Reminder' with reference to the Class Charter and the Four School Rules

A **'Warning'** is given before a child is moved to amber.

Complete the thinking book with their name, stating which rule has been broken. Y1 children just to write their name and Teacher/TA to write rule on their behalf.

If this behaviour continues, the child will move to Red

Teacher records on CPOMS.

Exited to Head of School. Complete the thinking book in the office.

- Name
- What I did
- The rule I broke
- What I need to do to improve

Teacher informs parents and records on CPOMS. Hos/DHoS will add any further information to the CPOMS entry.

Appendix 9 – EYFS Rewards & Consequences

| Kind Hands * Kind Feet * Kind Words |

| Dojos/stickers | Praise | Key Worker | Star of the Day |

The two children with the most dojos will receive a certificate each Friday.

All children start the morning or afternoon session on green.

1. Polite reminder (no colour just a verbal prompt)

"Child's name that's a polite reminder because you ..."

2. Thinking Chair (red sad face)

"Child's name you've had a polite reminder and I don't like xxxxx, go and sit on the thinking chair and think about …."

Child sits on the chair for 3/4/5 minutes (based on their age) with sand timer. Name is put on the red sad face. Calming activity available. Staff to discuss behaviour and ways to improve before child returns to activity. Child goes back to green face.

3. Exit to EYFS Lead or HofS

This is the last resort for serious behaviour that continues after being on the thinking chair. Child is to sit on the thinking chair in the office and then discuss behaviour.

Appendix 10 – Dojo Rewards

Co-operation	Communication	Equality	Forgiveness	Mutual Respect	On Task	Passion	Resilience
Growth Mindset	Home Learning	Home Learning 1	Honesty	Smart Uniform	Superstar	Thankfulness	Working Hard

50 Dojos	100 Dojos
HEAD TEACHER'S AWARD	BRONZE AWARD

200 Dojos	300 Dojos	400 Dojos
SILVER AWARD	GOLD AWARD Presented to	PLATINUM AWARD Presented to

500 Dojos Tea at 2	The two children with the highest number of dojos at the end of the year in each class will receive a Mystery Prize!

When <u>all the children</u> in class have achieved a bronze award then <u>the whole class receive a reward!</u>

Appendix 11 – Adjustment Plan

Name of Child and Class:	
Time of day for adjustments to cover-	
Outline of adjustments to be made (including any staffing considerations)	
Date to commence:	
Date to review:	
Review comments: **Completed by:**	

Appendix 12 – Positive Handling Plan

Name of Pupil:	
Class:	
Date Plan Written:	
Contributors to the Plan:	
Review Date:	

Reasons for the Plan – identified risks

Additional Information
(medical information – asthma, medication etc)

Targets / Objectives

Likes/ Interests/ Motivators

Triggers and Incidents that have/may lead to Physical Intervention

Details of in class provision/ strategies in place
(e.g. Now and Next, Task plans, graduated response etc)

Signed (staff working with pupil)	
Signed (Parent)	
Signed (Inclusion Lead, SENCO, Head of School)	

Review

Date of review:	
Present at the review:	
Evaluation of Targets	
Physical Interventions Carried Out (dates)	
Changes to be made following review	

Signed (staff working with pupil)	
Signed (Parent)	
Signed (Inclusion Lead, SENCO, Head of School)	

Appendix 13 – Physical Intervention Record

Name of Pupil:	
Names of all staff involved inc role e.g observer:	
Date:	
Time:	
Location of incident:	

Brief factual account of the incident
(including perceived trigger)

Brief description of Supportive and Directive Approaches

MAPA Techniques Used	
Small Child (U3/ N/ Rec)	**Other (Rec, Y1-6)**
Standing position • Low □ • Medium □ • High □ Seated position • Low □ • Medium □ • High □	Standing position • Low □ • Medium □ • High □ Seated position • Low □ • Medium □ • High □ Transition • from standing to seated □ • to a different location □

Disengagement Techniques (tick to indicate)
Arm   Clothing   Hair   Neck   Hair   Bite   Body **LOW   MEDIUM   HIGH**

Details of any injuries to pupil or staff	
As a result of MAPA technique:	**As part of the escalation of crisis:**
Signed (by all staff involved)	

Senior Leader Review

Have 2 or more physical interventions been completed for this pupil in the last 28 days?	
Does the Positive Handling Plan need reviewing? If yes- when and by who?	
Designated Safeguarding Lead informed? By who?	
Does the incident need to be recorded in any other way (Racial/discriminatory incident, Health and Safety)	
Date, Time and Who informed parents	
Have staff had debrief following the incident?	
Any further actions required:	
SLT Signature:	
Date:	

Crisis Development Model	
Crisis development/ Behaviour Level	**Staff Approach**
1. Anxiety - a change in behaviour	Supportive – an empathic, non-judgemental approach
2. Defensive – beginning to lose rationality	Directive – decelerating an escalating behaviour (limit setting, graduated response, choices)
3. Risk behaviour – behaviour that presents imminent or immediate risk to self or others	Physical intervention – disengagement and or/ holding skill to manage risk behaviour
4. Tension reduction – decrease in physical and emotional energy	Therapeutic Rapport – re-establish communication

OUR BEHAVIOUR SYSTEM

Year	Polite Reminder	Warning	Thinking Book	Exit	HoS
					Go to Head of School

Appendix 7- Statement of Behaviour Principles

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

- o Every pupil understands that they have a right to feel included and involved fully with school life

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

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

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

- o The behaviour policy is understood by pupils and staff

- o 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

- o Pupils are helped to take responsibility for their actions

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