

Halton Lodge Primary School



Behaviour Management, Positive Handling and Child Restraint Policy

**Last Reviewed and Ratified: by the Full Governing Body on 18th October 2023
(FGB Meeting – Curriculum & Standards Focus)**

**Review Cycle: Recommended annually
(including 'Behaviour Principles Written Statement')**

**Approval Level: Statutory Policies
(Behaviour In Schools - Headteacher can delegate
Behaviour Principles Written Statement – Governing Body)**

Date of next review: Spring Term 2025

However, should the school convert to an academy before this date then this policy may be superseded by the Behaviour Policy set by the Multi-Academy Trust.

MISSION STATEMENT

The aim of our school is to create a happy, secure and stimulating learning environment in which all members of the school community can grow in self-esteem and develop their potential; learning together to achieve high standards.

N.B. Any reference in this policy to 'parents' also includes guardians/carers.

Behaviour Management Policy

The majority of our children are well behaved but we must address any negative behaviour issues that arise. Children must be made aware that their behaviour choices have consequences. There will be rewards for good behaviour but equally there has to be sanctions for poor behaviour.

At Halton Lodge Primary School we believe that:

- All behaviour is communication – so every effort must be made to understand it.
- The culture in the school is set by how the adults behave and the best schools have absolute consistency.
- All consequences should be reviewed as restorative conversations and/or practices – with appropriate responses that aim to scaffold a child’s behaviour to improve.
- All responses to unwanted behaviour should be immediate and consistent – and delivered in private wherever possible. The response must be appropriate, fair and targeted at helping the pupil(s) improve their behaviour.
- We need to teach (and reteach) the children the behaviours they need to be successful learners and caring (and respectful) individuals in our school.
- Behaviour management is everyone’s responsibility – everybody from governors to parents to staff to pupils. All have a fundamental role to play in developing and maintaining an effective school culture. All staff must deal with the behaviours they encounter. To get the behaviour we want, there can be no gaps in expectations or responses between the adults who work in a school on what matters. *Passing students up the hierarchy for them to be dealt with by someone else works against the certainty we are trying to create and can undermine a member of staff’s credibility and authority.*
- In order to move the school forward, to an improved state, school leaders must be ready to offer high levels of support to all members of the school community - so they understand the new systems and expectations. *This will include a commitment to continuing professional development to raise success in the staff’s collective skill base in eradicating poor behaviour and striving for, planning for and strategizing for excellence (increasing positive behaviour).*

Aims:

This policy aims to provide a **consistent approach** to behaviour management at Halton Lodge Primary School. It also aims to **define** what we, as a school, consider to be unacceptable behaviour (including bullying, sexual harassment, online sexual abuse and sexual violence) and outline how we expect the pupils who attend our school to behave. It summarises the **roles and responsibilities** of different people in the school community, with regards to behaviour management, and outlines our system of **rewards and sanctions** too.

Rights:

Rights of children

- To be respected and valued for their uniqueness
- To be educated in a safe learning environment
- To feel safe in school
- To have the behaviour policy/systems adapted to suit their needs.

Rights of staff

- To work in a safe environment
- To feel safe
- To feel respected and valued
- To receive professional development
- To have the right to teach

Rights of parents/carers

- To be informed
- To be listened to
- To be respected as the child's first educator
- To be involved in the solving of their child's misbehaviour

Expectations:

We believe that our pupils have the right to learn in a safe environment and believe they should feel and be safe at all times. To enable this to happen all members of the school community (pupils, staff, parents/carers and governors) must work together to promote and ensure that everybody:

“Treat others as you would wish them to treat you.” (The *Peace Mala* Golden Rule)

We understand that our pupils' happiness requires the presence of positive relationships – and 'Happy Learning Promotes Success'. Teachers and pupil relationships must be built on mutual respect and trust in the same way that we expect that pupils' relationships with their peers to be built upon respect, trust, friendship and tolerance for each other's thoughts, opinions and wishes.

At Halton Lodge Primary School, we believe in the power of positive and frequent praise for good and caring behaviour as a more effective way of improving standards and relationships between individuals; than repetitive or public criticism, condemnation and/or reprisal.

Adults within the school environment (staff members and volunteers) have a duty to provide positive role models in all areas of behaviour. Older pupils are encouraged to care for and support younger children, both inside and outside the school building, just as they would in the family home.

At our school, we aim to have a positive caring ethos and provide challenging, well-planned education. The goal is to produce caring, successful pupils with a high self-esteem and regard, as well as an awareness of appropriate behaviour in all social and academic contexts.

Written Statement of Behaviour Principles

The Governors at Halton Lodge Primary School believe that high standards of behaviour lie at the heart of a successful school and enables children to make the best possible progress in all aspects of their school life.

At our school, we value everyone as an individual, capable of growth, change and development. Our relationships are underpinned by the principles of justice, equality, mutual respect, fairness and consistency. We have high expectations that support the development of our pupils as effective and responsible citizens, championing British Values.

The purpose of this statement is to give guidance to the Headteacher in drawing up the Behaviour Policy - by stating the principles that the Governors expect to be followed.

Principles:

- Every pupil understands they have the right to feel safe, valued and respected – and learn free from the disruption of others.
- All staff and visitors also have the right to feel safe, at all times, in school.
- Halton Lodge is an inclusive school. All members of the school community – pupils, staff and visitors - should be free from any form of discrimination.
- Staff and volunteers in school should set an excellent example to pupils at all times.
- The school rules should be clearly set out in the Behaviour Policy and reinforced around school. Governors expect these rules to be consistently applied - through appropriate rewards, sanctions and use of reasonable force - by all members of staff.
- The behaviour policy is understood by all pupils and staff members; and pupils are helped to take responsibility for their actions.
- Families are involved in behaviour incidents to foster good relationships between the school and the pupils' home life.
- A wide range of rewards (consistently and fairly applied in such a way as to encourage and reward good behaviour around the school) are used by all members of staff.
- Sanctions for unacceptable/poor behaviour should be known and understood by all staff and pupils; and consistently applied by all staff. However, staff must take into account SEND, disability and the needs of vulnerable children when considering and applying sanctions (and offer additional support when necessary).
- The Governors feel strongly that exclusions, particularly those that are permanent, must only be used as the very last resort.
- The Governors expect pupils and parents to cooperate to maintain an orderly climate for learning.
- The Governors wish to emphasise that violence, threatening behaviour or abuse by pupils or parents towards the school's staff will not be tolerated. This may be in the form of verbal abuse, physical abuse or online abuse through Social Media. If a parent does not conduct himself/herself properly, the school may ban them from the school premises and, if the parent continues to cause disturbance, he or she may be liable to prosecution.
- The Governors expect the Headteacher to include guidance on the use of reasonable force, within the Behaviour Policy.

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

Roles and Responsibilities

The **governing body** is responsible for:

- reviewing and approving the written statement of behaviour principles,
- ensuring that a policy to promote good behavior and mental health is in place and followed,
- reviewing the behaviour policy in conjunction with the headteacher,
- monitoring the policy's effectiveness (and holding the headteacher to account for its implementation).

The **headteacher** is responsible for:

- reviewing the behaviour policy, in conjunction with the governing body, giving due consideration to the school's statement of behaviour principles,
- approving the behaviour policy and ensuring the school environment encourages positive behaviour,
- ensuring that all staff deal effectively with poor behaviour,
- monitoring how staff implement the behaviour policy (to ensure rewards and sanctions are applied consistently).

The **staff** (including all paid members of the school community and any person the headteacher has temporarily put in charge of pupils – such as unpaid volunteers, university students on placement at the school and people accompanying pupils on a school trip) are responsible for:

- knowing and working within the school's behaviour policy and practice,
- implementing the behaviour policy consistently and fairly,
- modelling positive behaviour,
- working in partnership with parents/carers to benefit each child's education,
- providing a personalised approach* to the specific behavioural needs of particular pupils and recording behaviour incidents using the proformas outlined in this policy.

** A personalised approach may include adapting the behaviour policy to create systems to suit the needs of children with SEMH and/or SEN (especially where a child has a recognised learning difficulty and/or disability).*

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

The **parents/carers** are expected to:

- support their child in adhering to the school rules,
- work in partnership with the school to benefit their child's welfare and education,
- inform the school of any change in circumstances that may affect their child's behaviour,
- discuss any behavioural concerns with the class teacher promptly (especially when contacted by a member of staff following a breach of the school's behaviour policy),
- be tolerant of all children in the school community by understanding that each child is unique and therefore may have their own bespoke behaviour card/system for their differing needs,
- support the school and decisions made in the child's best interest (including ensuring they wear the correct school uniform and take pride in their appearance and the school).

The **pupils** are expected to:

- follow all of the school rules (being ready to learn, being respectful to all and keeping themselves - and other people - safe at all times) in the classroom, when moving around school, in the dining hall and whilst outside – at playtimes,
- respect other pupils' rights to a safe learning environment,
- work hard (and to complete all of the work set),
- do as any adult (teacher, non-teaching staff, visitor and/or parent helper) ask,
- be honest with staff if an incident does occur,

- be tolerant of all children by understanding that each child is unique and, therefore, may have their own bespoke behaviour card/system.

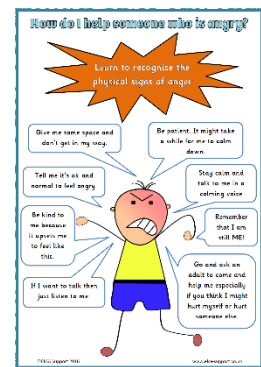
We also expect our pupils to 'go the extra mile' by demonstrating high levels of motivation and a strong desire to do well in school.

Promoting High Standards of Behaviour

All staff at Halton Lodge Primary School will:

- Create and maintain a stimulating classroom environment that encourages pupils to be engaged in their learning and able to access lessons.
- Treat all pupils courteously and with respect. We will acknowledge and greet them when we pass them in corridors and model correct responses. *E.g. If a pupil responds with, "You all right?", we stop them and model the correct response – "Good morning Adam. How are you today?"*
- Promote this courtesy between and among all adults and pupils. We will also promote good manners, in and out of the classroom. This will be especially important at lunchtime and social times.
- Wherever possible, avoid shouting at a pupil, group of pupils or at a class. **However, there may be occasions where it may be necessary to shout – in order to maintain the safety of a child or group of children.** *A whole class should never be punished as a consequence of an individual or group of pupils' misconduct. Equally, shouting at an individual in front of their peers is not an appropriate way to model how to 'treat others as you would wish them to treat you' (or how we would want any of our pupils to behave either in school or at home).*
- Never ask a pupil a question as part of discipline - E.g. We don't ask, "What do you think you're doing?" Instead we recognise the unacceptable behaviour and re-state the appropriate expectation - "Everybody is quietly working, you are trying to catch Jason's attention. Now turn around, look at your work and get on quietly please. Thank you."
- Use non-verbal cues and the standard signal for being still and silent (raised hand). We will use it relentlessly and we expect it to be responded to consistently.
- Note that asking for silence is a red-line event. If compliance is not rapid, we do not continue with the raised hand, instead we use a verbal cue, E.g. "Eyes and ears this way, please." *If individuals or groups of children do not respond to requests for silence – and are not being respectful – they may be asked to practice sitting in silence during the following playtime(s); as appropriate, until they realise this is an expectation of all pupils at key times of the school day.*
- Always expect quiet, focused attention and body language in class, always bearing in mind the differential concentration spans of different age groups and the individual learning needs for those pupils on the SEND register. We expect chairs to be 'four legs on the floor'. We expect children to sit properly and not slump. We expect children to walk in school. We expect children to take pride in their appearance and the presentation of their work. We use the terms 'Ready', 'Respectful' and 'Safe'. This is not a discipline issue – it's training.

- Establish clear routines and ensure that these are consistent with the practices evident in all other classes (e.g. children to tidy their workspace and stand behind their chair before they are dismissed a table at a time at the end of the morning and afternoon session; children to line up at the classroom door before walking as a class to the hall / playground / computer suite in silence; children to stand and wait to be instructed to sit down in assembly (once they are all silent and stood exactly where they should sit).
- Always expect the children to 'freeze' (stop and stand still) once the first whistle is blown. On the second whistle they should walk quietly and safely to their classroom door (where they will be observed by their class teacher and/or teaching assistant enter the classroom in a calm and respectful manner).
- **Recognise their legal duty under the Equality Act 2010 to prevent pupils with a protected characteristic from being at a disadvantage. Fairness is not treating everyone the same, it is meeting the needs of every individual.** Consequently, the approach to challenging behaviour may be differentiated to cater for the needs of such pupils. *Staff are encouraged to liaise with the school's SENDCO to evaluate any pupil who exhibits challenging behaviour to determine whether they have any underlying needs that are not currently being met (and utilize the expertise of a specialist teacher, educational psychologist, medical practitioner and/or others, if necessary).*
- **Remember that five pillars underpin everything we do:**
 - Consistent, calm adult behaviour;**
 - First attention given to best conduct;**
 - Establish relentless routines;**
 - Scripting difficult interventions;**
 - Restorative follow up.**



Every day, every adult who works at our school will strive to:

- **Be calm, consistent and fair at all times (and be in control of themselves and their emotions before they address poor behaviour);**
- **Be relentlessly positive (and regularly remind our pupils of the high expectations we expect of all of them);**
- **Give their first attention to those pupils who exhibit the best behaviour and conduct;**
- **Build trusting relationships (by meeting and greeting pupils with a smile each morning, welcoming them to school and engaging in caring conversations);**
- **Routinely recognise pupils who go 'Above & Beyond'.**

Other examples of good practice:

- Use positive language whenever possible and as often as possible;
- Give frequent praise for good behaviour as well as for good work;
- Praise children who are doing the right thing as an incentive for others to follow;
- Be consistent whilst taking into account each child's individual needs.
- Think carefully about what you are saying and set realistic sanctions;
- Deal with situations in a calm, firm manner – avoiding confrontation where possible;
- Where possible try to deal with situations yourself to enhance your own credibility and authority;
- Don't leave children unsupervised as a punishment;
- No adult in school should ignore unacceptable behaviour and we should be giving as much praise as possible for any good behaviour we see.

Three Rules for Learners

- **READY to learn** Ready for learning, ready for the next activity.
- **RESPECTFUL to all** Respectful towards everybody in the school community and visitors, towards property and the school environment.
- **SAFE** Keeping ourselves and other people safe.

Relentless Routines

READY

- Walking calmly (and quietly) into the classroom at the start of the school day and after each break and lunch time. Class teachers must always be in the classroom ready to greet children, supervise their arrival and monitor their behaviour at each of these times. All staff must go outside to greet their class at the end of each playtime (before the whistle is blown) – so the transition from breaktimes is smooth, well-supervised and pupils know that their behaviour is being monitored.
- Using the Recognition Board systematically throughout the day to acknowledge the good behaviour of pupils who are displaying the expected behaviour. This can also be used as a reward (e.g. staff can select children from the board if there is a job to be done or to decide which pupils should be dismissed first). Staff should aim to get lots of names on board by the end of the day (provided this is justified).
- Discussing whether the children have earned their morning/afternoon stamp with the children on two separate occasions each day.

- Ensuring that all of the children line up and then walk calmly (and silently) when children are moving around the school as a group/class – from ‘point to point’ where appropriate. *When a group or a whole class are moving around the school, this should be overseen by an adult who ensures that all of the children have all of the equipment they need (and have tidied up) before they are asked to line up at the door, they walk sensibly and silently along the corridor (to ensure they do not disrupt the learning of other children along their route) and that they stop at any points where they would be out of sight before being instructed to proceed to the next point along the journey. This is what we mean by ‘point to point’.*
- Arrive at school appropriately dressed – in full school uniform – and with the necessary equipment required that day.
- Respond immediately to non-verbal cues – e.g. the whistle at breaktimes / hand up asking for silence in assembly – immediately.
- Tidy away all of their belongings and ensure the classroom is left neat and tidy (and ready to be cleaned) at the end of each lesson – but especially at the end of the morning session and the end of the school day.

RESPECTFUL

- Listening carefully when an adult is talking.
- Following instructions first time.
- Showing kindness and compassion to others.
- Speak politely to everyone at all times.
- Keeping the school clean and tidy – so it is a welcoming place for everyone.
- Asking for silence (and gaining the children’s attention and focus).
- Making positive phone calls, sending positive postcards and/or speaking with parents/carers for at least one child in each class, each week.
- Dining room etiquette (including taking coats off to eat, using a knife and fork to eat, maintaining an appropriate noise level and tidying away before they leave the dining room calmly).
- Children accept the decisions made by adults and wait their turn to share/talk.
- Apologise and/or putting things right (restorative practice) – and modify your behaviour – when this makes other people feel unsafe, scared or intimidated.
- Switch off the classroom lights (and interactive tv screen) whenever the class leaves the classroom. *The children should also be ‘trained’ to switch off (rather than log off) the iPads, laptops and desktop computers in the computer suite at the end of each session.*

SAFE

- Being in the right place at the right time.
- Kind hands and feet.
- Be honest when talking to adults about incidents that have happened.
- Use equipment appropriately and listen to instructions.
- Only walk when inside the school building.
- Freeze (stand still) when the whistle is blown – and to walk (without ‘pushing in’ or making any physical contact with any other child) when instructed to do so. The children should be expected to walk directly into their class and know whether they need to sit in their chair or sit on the carpet – supervised by an adult – and not line up at the classroom door (unless there is a justifiable reason for this – e.g. a science experiment has been set up and the children need a reminder on safety before they enter the classroom and/or the next lesson is to take place outside so it is not appropriate for the children to enter the classroom).

REWARDS: Ways we will recognise exemplary behaviour (‘Above & Beyond’), attitude and effort:

Our rewards system is aimed at encouraging both individual and collective responsibility amongst our pupils. We have high expectations of our pupils and attitudes to learning. Our strategies recognise that improvement means all pupils are equally challenged. The following rewards run alongside regular and frequent verbal praise and recognition of appropriate and high levels of behaviour, and the awarding of stickers and certificates, most appropriate to the age and stage of the children.

- Phone call / Postcard home / Positive Conversation with parents (carers) on the playground;
- Recognition in Assembly (or other whole school / key stage assemblies);
- Recognition Board – Positive names on the board. This will have a specific focus within each class - changed daily/weekly (e.g. Entering the classroom calmly; Working as a team; Stopping immediately when asked; etc) - to focus on the key behaviours the class teacher wishes to improve amongst the cohort of children
- Stamps for being recognized as ‘committed’ or ‘outstanding’ each morning / afternoon – see Appendix 1. *‘Outstanding’ should only be used to reward outstanding behaviour and/or exceptional effort. At the end of each half term, the children will be able to choose from a menu of ‘golden activities’ – based on the number of stamps they have earned during the half term, as a reward for their good behaviour in school.*
**Children in EYFS, Year 1 and the first term in Year 2 will have weekly Golden Time rather than needing to wait for up to 7 weeks to gain their reward.*
- House Points (HPs)/ Dojo Points – Awarded to pupils who show great effort, achievement and/or have a resilient attitude towards their learning. These can be recorded as dojo points and the daily total can be used to determine the ‘Star of the Day’. *These can be awarded in class time, in*

children's books or on pieces of work, during break times including lunch, in assemblies and for walking around the school appropriately. All members of staff around the school, including office staff, midday assistants, the premises manager and cleaners can give out house points. Typically only 1 House Point will be awarded at a time. However, in exceptional circumstances, 2 House Points can be awarded to a child at any one time.

The Houses are as follows: Bridge (red); Castle (blue); Mersey (green) and Priory (yellow);

- Class "Star of the Day" trophy – Awarded to the child in each class who has demonstrated the most improved and/or exceptional behaviour, attitude and effort;
- Kindness award – given each day to a child that has displayed kindness to another member of the school community.
- Hot Chocolate with the Headteacher;
- Lunchtime Award – awarded to the children in each class with the best manners, table etiquette and behaviour in the dining hall each week. *Each child who is recognised for this will have their name recorded on the Recognition Board in the hall and those with the most ticks next to their name will be invited to sit at 'The Top Table' the following week.*

What we will do when dealing with unacceptable behaviour:

- Keep calm and, where possible, match the child's eye level;
- PIP and RIP (Praise in Public, Reprimand in Private);
- Give the child choices and thinking time (to make an appropriate and acceptable decision);
- Remind the child of the rule they have broken and give examples of their previous good behaviour.

Unacceptable behaviour is defined as:

- Disruption in lessons, and at break and lunchtimes;
- Non-completion of classwork or homework;
- Breaches of the school rules (not being ready, not being respectful and not being safe);
- Poor attitude.
- Use of foul language (not towards an individual)

Serious misbehaviour is defined as:

- Any form of bullying (*see section below*);
- Violence (including verbal abuse including foul language) towards other pupils, staff and/or visitors to the school;
- Sexual assault, which is the unwanted sexual behaviour that causes humiliation, pain, fear or intimidation;
- Sexual harassment, online sexual abuse or sexual violence;
- Vandalism;
- Theft;
- Fighting and/or any physical aggression;
- Racist, sexist, homophobic or discriminatory behaviour;

- Possession of prohibited items, including knives or weapons, alcohol, illegal drugs, stolen items, tobacco, fireworks, pornographic images or any item a staff member reasonably suspects has been, or is likely to be, used to commit an offence or cause personal injury to (or damage to the property of) any person; including the pupil;
- Malicious allegation against a member of staff, or other adult working at the school;
- *Repeated breaches of the school rules.*

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

Bullying is, therefore, deliberately hurtful, repeated (often over a period of time) and difficult to defend against. It 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 |

Stepped Consequences - Making eye contact (or use of an alternative visual cue) and moving to a different part of the room – to make the pupil(s) aware that their behaviour is not what we expect at our school - is likely to have taken place prior to the following:

- (i) **REMINDER OF THE RULE – A reminder of the three simple rules (ready, respectful, safe) delivered privately wherever possible. Repeat reminders if reasonable adjustments are necessary – this could be non-verbal. Take the initiative to keep things at this level.**
- (ii) **VERBAL WARNING / CAUTION – A clear verbal caution (or warning) delivered privately wherever possible, making the pupil aware of their behaviour and clearly outlining the**

consequences if they continue. *Consider using the 30 second intervention and include the phrase: "Think carefully about your next step."*

- (iii) **SCRIPTED INTERVENTION (LAST CHANCE)** – using microscripts and mantras (therapeutic response from TPC therapy). Speak to the pupil(s) privately and give them a final opportunity to engage. Offer a positive choice to do so and refer to previous examples of good behaviour. Use the 30 second scripted intervention and always attach, "Stay behind two minutes at the end of this lesson" to this step. That two minutes owed when the child reaches this step, is not part of some future negotiation on behaviour. It cannot be removed, reduced or substituted.
- (iv) **TIME OUT*** – Time out might be a short time on the thinking spot (infants) or thinking chair (juniors) / side of field of play/ in the main corridor (supervised by the adult sanctioning the time out). It is a few minutes for the child to calm down, breathe, look at the situation from a different perspective and compose themselves. The child must remain within the class teacher's sight at all times – and no child should ever be sent out of a class, unsupervised, for any period of time.
- (v) **REPAIR / RESTORATIVE CONVERSATION*** – This might be a quick chat at break time, in the playground or classroom, or a more formal meeting with the child (restorative conversation). It may be deemed appropriate for the child to miss some minutes from playtime to complete their learning – supervised by the class teacher. Learning may be sent home when not completed in school. *Members of the school's Senior Leadership Team are available every lunchtime, on a rota basis, to assist with restorative conversations, when necessary.*

** Both of these steps should also include an informal conversation with the child's parent/carer.*

If we feel the class sanctions are becoming ineffective, we will take the following steps (in stages) to help resolve the situation and ensure all of our pupils understand that the way they behave in school is extremely important and only high levels of positive behaviour are acceptable.

Pupils should always be given the opportunity to move back to the blue zone (Making The Right Choices) section of the Behaviour Chart when their behaviour rapidly improves after receiving a sanction – so they have the opportunity to rectify their behaviour immediately.

STAGE ONE:

Key Person(s) = Class Teacher (with the support of the Phase Leader and/or SENDCO)

- (vi) **SENT TO NEIGHBOURING CLASS FOR A FIXED AMOUNT OF TIME**.** A record of the number of occasions this step is reached must be maintained by each class teacher (see Appendix 2). *The Assistant Headteacher (SENDCO) will monitor these sheets every half term, as a minimum.* Once a child reaches this stage, a Pastoral Support Plan (Appendix 3) must be considered, along with any barriers to learning (including SEND). It may also be deemed appropriate to develop a 'child profile' by (i) completing and analysing a Boxall profile, (ii) the evaluation and revision (or implementation) of an Individual Support Plan and/or Individual Behaviour Plan (Appendix 4) with appropriate targets, (iii) access to positive interventions (e.g. access to positivity zone – e.g. colouring club or sports activity at lunchtime, etc) and (iv) the use of the ABC Evaluation document to identify trends, patterns and the effectiveness of the strategies implemented. Furthermore, if the support package does not achieve the desired impact and not prove to be successful, a Child At Risk of Exclusion (C.A.R.E.) Schedule must be started (appendix 13).

All of the above should be completed by the class teacher, in consultation with the child's phase leader. The SENDCO should also be consulted – and is available to support staff with completing any of these essential documents.

Please note: When a child has behaved in an unsafe manner during a playtime or lunchtime, it may be more appropriate for them to spend time away from their peers during this time – with their class teacher encouraging them to reflect on their behaviour and how it can be improved. *To enable the supervision of pupils during the lunchtime period, any lunchtime sanction must be planned carefully to determine the best environment for the child to reflect on their behaviour, the most appropriate length of the sanction and which member(s) of staff will provide the supervision (and whether this can be done safely on a 1:1 basis).*

ANY CHILD AT RISK OF RETURNING TO THIS STAGE, OR WHO MAY PROCEED TO STAGE TWO, MUST HAVE AN INDIVIDUAL BEHAVIOUR PLAN (IBP) – see Appendix 4. THIS MUST BE BASED ON AN ANALYSIS OF THEIR BEHAVIOUR (based on the child's Behaviour incident logs on CPOMS – which should be recorded, wherever possible, as A (Antecedents), B (Behaviour) and C (Consequences) – or using Appendix 5 if necessary) AND A POSITIVE HANDLING PLAN (OR RISK ASSESSMENT – see Appendix 6/7).

IT IS ALSO ESSENTIAL FOR ANY PHYSICAL INTERVENTION REQUIRED TO BE RECORDED IN THE RED BOUND & NUMBERED INCIDENT BOOK – with the adults involved in the intervention recorded (including, when a two person hold is utilised, which adult was supporting the child's left and right arms, etc).

STAGE TWO:

Key Person(s) = Class Teacher and Phase Leader (with the support of the Deputy Headteacher and Assistant Headteacher (SENDCO))

- (vii) LAYERED, TARGETED SANCTIONS ** - Particularly for pupils in KS2 - but also for pupils in EYFS and KS1 who display violent or extreme behaviour - provided a Behaviour and Risk Assessment (see Appendix 6/7) has been completed and the C.A.R.E. schedule is underway. If there is no (or little) improvement in the child's behaviour, the child, parent/carer and school will discuss the layered, targeted sanctions model as part of the review of the child's Behaviour and Risk Assessment.**

In this instance, the child's three most common disruptive behaviours (e.g. hurting another child or member of staff; swearing at other children or at staff; refusal to stay in the classroom during lessons) will be discussed. The child, parent/carer and school then agree that if the child does one of these things we follow the sanctions below:

First instance: One week of after-school detentions (from 3:10pm to 3:25pm) – at the end of which the child must be collected by their parent/carer. *It must be assessed and agreed who will supervise the child during any after-school detention sessions – based on the needs of the child / risks presented – when the Behaviour and Risk Assessment is completed. This should be a collective responsibility amongst all adults involved in the child's education and care – and MUST take place away from the classroom (as other children will be being supervised leaving school at the end of the school day).* At the first detention a Reflection Form (Appendix 8) should be completed to support the child to reflect on their behaviour.

For children in Reception and Year 1, it is likely to be deemed more appropriate to have up to three consecutive lunchtime detentions – lasting at least 15 minutes.

Second instance: Two days 'internal exclusion' – whereby the child will spend a period of time away from the class – and/or 'educated off-site'. *This step can only be implemented if sanctioned by the Headteacher.* A record of a pupil's internal exclusion is kept by the class teacher and the school is aware that this may also require the redeployment of staff to implement this sanction. ***If it is deemed necessary for the child to spend lunchtimes at home, this is classed as a FIXED TERM EXCLUSION**, and again can only be sanctioned by the Headteacher.*** Internal Exclusions will predominantly be supervised by a Phase Leader and/or other member of the Senior Leadership Team and may take place in an intervention room, an office space and/or another classroom.

Third instance: Reduced Timetable – If a child reaches this stage of the layered, targeted sanctions, then we would hold a meeting to formulate a plan of support to prevent the possibility of suspension from happening. If it is deemed appropriate, a reduced timetable may need to be put in place to ensure that the child's needs are being met safely in school (see Appendix 9).

The C.A.R.E. schedule (appendix 13) must be completed when a child reaches Stage Two.

Please note: If at any point the child starts to exhibit new behaviors, these should be dealt with using the normal classroom sanctions and/or at stage 1 of the behaviour policy (as with any new incident). However, if these are deemed to be more concerning than the behaviours identified on the child's IBP, the IBP should be reviewed and amended accordingly – so the actions and strategies that will be used to support the child to behave in a more acceptable way (and the agreed consequences and/or sanctions) are known to the child, their parent(s)/carer(s) and all the adults in school who support the child.

STAGE THREE:

Key Person(s): Class Teacher, Phase Leader and Headteacher (with the support of the Deputy Headteacher and Assistant Headteacher (SENDCO))

(viii) FOLLOW THE LOCAL AUTHORITY EXCLUSION PROCEDURES / PROTOCOL (if and where appropriate).** There are two types of exclusion: (i) Fixed Term Exclusion – This can be for part of a school day (including lunchtime) or for whole school days. Schools can issue up to 45 days of fixed term exclusions to a child in a year but must provide education from day 6 of a fixed term exclusion. Fixed term exclusions do not have to be for a continuous period. (ii) Permanent Exclusion – In the most serious cases, it may be necessary to permanently exclude a child from the school. The decision to permanently exclude is never taken lightly and has to be ratified by the governing body. Only the headteacher has the authority to exclude a pupil. Advice from the Behaviour Support Service should also be sort at this stage. *The LA Exclusion Protocol is available to staff via the school shared drive at all times (or by request from the Assistant Headteacher). It is also included as an appendix to the SEN Policy.*

** All of these steps MUST include a **formal** discussion with parents/carers, the Assistant Headteacher (SENDCO) must be informed and all paperwork should be reviewed and evaluated to ensure it is up-to-date and still relevant. *This is essential prior to completing the LA Exclusion Protocol (as evidence of three cycles of the 'Assess, Plan, Do, Review' (APDR) cycle are expected to show that all steps have been taken to avoid a fixed term or permanent exclusion from taking place; and to maintain the appropriate support and reasonable adjustments for SEND pupils).* **For ALL serious misbehaviour offences, the stepped consequences should start at step (vii) LAYERED TARGETTED SANCTIONS.**

Microscripts - Therapeutic Response (30 second intervention to support good behaviour choices):

NAME "Eddie"

FEELING "You are/ feeling..."

BEHAVIOUR "I can tell because..."

ENCOURAGE "You are/ have..."

BOUNDARY "I need you to..."

TEACH "Next time say..."

Restorative Questions (using up to 5 questions from the following will usually be sufficient):

- 1) What happened?
- 2) What were you thinking at the time?
- 3) What have you thought since?
- 4) How did this make people feel?
- 5) Who has been affected?
- 6) How have they been affected?
- 7) What should we do to put things right?
- 8) How can we do things differently in the future?

See Appendix 10 for a prompt to remembering which questions to use during restorative conversations with pupils.

Tracking and Monitoring

Pupils who demonstrate that they are Ready, Respectful and Safe will be rewarded with a 'stamp' for the morning and afternoon session each day. Furthermore, pupils who go 'Above & Beyond' and are rewarded by being placed on 'outstanding' are recorded each week on the behaviour sheets in each classroom; and in the Certificates Book every Friday.

Incidents of serious misbehaviour must be recorded on the most appropriately on CPOMS. This recording should be used to enable trends, patterns and triggers for repeated inappropriate behaviours to be analysed; and to enable any necessary alterations to prevent further incidents from arising being implemented. Records of any incidents that involved any restraint or restriction of a pupil must be recorded in the school's Bound & Numbered (Red) Incident Book. *A copy of the information that needs to be recorded is given in Appendix 11.* These records are reviewed and evaluated every half term, as a minimum, by the Headteacher and/or Assistant Headteacher (Senior Safeguarding Lead).

Any pupil who reaches step (vi) of the Stepped Consequences should have an Individual Behaviour Plan (see Appendix 4). These should be reviewed regularly to ensure that actions agreed are having a positive

impact and an improvement in behaviour, over time, is evident. It is the class teacher(s) responsibility to draft, implement and regularly review the IBP. However, support from the Phase Leader, Assistant Headteacher, Deputy Headteacher and/or Headteacher is always available on request. IBPs must be approved by the Assistant Headteacher (SENDSCO) prior to being shared with parents, the pupil and any other agencies.

The Legal Position

Teachers can discipline pupils at any time the pupil is in school or elsewhere under the charge of a teacher, including on school visits.

Teachers can also discipline pupils for misbehaviour outside school.

Teachers have a specific legal power to impose detention outside school hours.

Teachers can confiscate pupils' property. However, a teacher's actions must not breach any other legislation (for example in respect of disability, special educational needs, race and/or other equalities and human rights) and it must be reasonable in all circumstances.

Equally, a punishment must be reasonable and proportionate. In determining whether a punishment is reasonable, section 91 of the Education and Inspections Act 2006 says the penalty must be reasonable in all circumstances and that account must be taken of the pupil's age, any special educational needs or disability they may have, and any religious requirements affecting them.

Subject to the school's behaviour policy, the teacher may discipline a pupil for any misbehaviour when the child is:

- taking part in any school-organised or school-related activity or
- travelling to or from school or
- wearing school uniform or
- in some other way identifiable as a pupil at the school.

Or misbehaviour at any time, whether or not the conditions above apply, that:

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

School staff have the right to screen and search any pupil **with consent**. They also have the right to search pupils without consent if they suspect that the pupil is carrying any prohibited item. Any prohibited items - including knives or weapons, alcohol, illegal drugs, stolen items, tobacco, fireworks, pornographic images or any item a staff member reasonably suspects has been, or is likely to be, used to commit an offence or cause personal injury to (or damage to the property of) any person; including the pupil – found in the pupil's possession will be confiscated. These items will not be returned to the pupil.

School staff will liaise with the police and other agencies if a pupil is found to be in possession of any illegal item (including data, images or videos on their mobile phone or other electronic device). We also reserve the right to delete any data or files from a pupil's mobile phone if we believe there is a good reason to do so – although this will usually be done in discussion with the child's parent/carer.

We will also confiscate any item which is harmful or detrimental to school discipline. These items will be returned to the pupil after discussion with senior leaders and parents, if appropriate. This would include mobile phones, recording devices and unauthorised toys brought into school from home.

This policy has been developed 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](#); [Exclusions Guidance](#); [Special educational needs and disability \(SEND\) code of practice](#).

It is also on Section 175 of the [Education Act 2002](#) (which outlines a school's duty to safeguard and promote the welfare of its pupils) and Sections 88-94 of the [Education and Inspections Act 2006](#) (which require schools to regulate pupils' behaviour, publish a behaviour policy and written statement of behaviour principles, and give schools the authority to confiscate pupils' property).

Positive Handling and Restraint Policy

Rationale

At Halton Lodge Primary School positive handling and restraint of children will only ever be used as a last resort. It will only be used when all other strategies have failed – or to prevent injury or harm to the child or other people at the school – and this policy is supported by the DfE guidance (July 2013) on the use of reasonable force. It is also endorsed by the governing body through their written statement of behaviour principles.

Any member of staff may be required to physically intervene with a pupil who is endangering themselves or others – and may be in breach of their duty of care if they do not. If a member of staff ever needs to intervene physically, they must follow the school's Positive Handling Policy. However, we would expect members of staff who have undergone accredited training (such as Team Teach) to take over as soon as possible. *Further details of the Team Teach approach can be found on the Team Teach website: www.team-teach.co.uk*

The term 'positive handling' includes a wide range of supportive strategies for managing challenging behaviour. The term 'physical restraint' is used when force is used to overcome active resistance.

A clear and consistent positive handling policy supports pupils who have social, emotional and behavioural difficulties within an ethos of mutual respect, care and safety.

Halton Lodge Primary School takes its duty of care to pupils, employees and visitors to the school seriously. The first and paramount consideration is the welfare of the children in our care. However, at Halton Lodge Primary School, it is recognised that the welfare and protection of the adults who look after them is of great importance too.

Section 93 of the Education and Inspections Act 2006 enables a school's staff to use such force as is reasonable – see *The Use of Force to Control or Restrain Pupils* below.

Before Using Physical Controls

In line with Team Teach, we understand that over 90% of situations can be dealt with through the utilisation of de-escalation techniques. It is, therefore, important for staff to:

- Show care and concern by acknowledging unacceptable behaviour and requesting alternatives using negotiation and reasoning;
- give clear direction for the pupil(s) to stop;
- remind the child(ren) of the rules and the likely outcome if they continue to behave in such a manner;
- remove any audience and take vulnerable pupils to a safe place;
- make the environment safer by moving furniture (if necessary) and removing objects which could be used as weapons;
- use positive guidance to escort the pupil to somewhere less pressured;
- ensure that colleagues know what is happening and call for help or assistance.

The Use of Force to Control or Restrain Pupils

Section 93 of the Education and Inspections Act 2006 makes it clear that all members of school staff 'have a legal power to use reasonable force' in order to prevent a pupil from - or continue - 'hurting themselves or others, from damaging property, or from causing disorder'. This also includes preventing a child from committing a criminal offence (or, for children under the age of criminal responsibility, behaving in a way that would be an offence if they were older).

School can use reasonable force to:

- remove disruptive children from the classroom where they have refused to follow an instruction to do so;
- prevent a pupil behaving in a way that disrupts a school event or a school trip or visit;
- prevent a pupil leaving a classroom where allowing the pupil to leave would risk their safety or lead to behaviour that disrupts the behaviour of others;
- prevent a pupil from attacking a member of staff or another pupil, or to stop a fight in the playground; and
- restrain a pupil at risk of harming themselves through physical outbursts.

Schools cannot:

- use force as a punishment – it is always unlawful to use force as a punishment.

* This power applies to any member of staff at the school. It can also apply to people whom the Headteacher has temporarily put in charge of pupils such as unpaid volunteers or parents accompanying students on a school organised visit.

We focus on using de-escalation strategies and the positive handling of any situations that arise. This also involves strategies and advice on the use of reasonable force (see below).

Working Realities: *“Techniques (used) seek to avoid injury to the service user, but it is possible that bruising or scratching may occur accidentally, and these are not to be seen necessarily as a failure of professional technique, but a regrettable and infrequent side effect of ensuring that the service user remains safe.”* (Team Teach).

Any adult who uses a restraint or positive handling technique MUST record this in the Bound and Numbered Log Book – which is kept in the Assistant Headteacher’s Office. Any serious incident involving pupils should also be recorded in this book – so records and patterns can be effectively tracked and monitored.

SITUATIONS IN WHICH PHYSICAL INTERVENTION MAY BE NECESSARY

This applies to a wide variety of situations in which the use of reasonable force might be appropriate, for example:

- a pupil attacks a member of staff or another pupil;
- pupils are fighting;
- a pupil is engaged in, or about to commit, deliberate damage or vandalism to property;
- a pupil is causing, or at risk of causing, injury or damage by accident (e.g. by rough play or the misuse of dangerous materials or objects);
- a pupil is running on a corridor or stairway in a way which might cause an accident or injury;
- a pupil persistently refuses to obey an order to leave the classroom. (Although, where possible, the rest of the class would normally be removed – for their own safety - rather than a violent or disobedient pupil);
- a pupil is behaving in a way that is seriously disrupting a lesson;
- a pupil absconds from a class or tries to leave the school and could be at risk if not kept there.

Before intervening physically, a member of staff should tell a pupil to stop misbehaving, aim to de-escalate the situation (by helping the child to calm down) and, if necessary, explain what will happen if the child does not start to behave appropriately.

If the pupil insists on running out of the school grounds - **do not give chase** – as this could escalate the situation and lead to an unnecessary accident taking place. Observe from a distance – to ensure the pupil is safe - inform the Headteacher (or member of Senior Leadership Team) and then telephone the parent and, if necessary, the police.

Members of staff should only use restraint as a last resort. If restraint becomes necessary then the member of staff **should make sure he/she has adult help and/or an adult witness**, and should attempt to communicate with the pupil throughout the incident and make it clear that physical restraint will stop as soon as it ceases to be necessary.

Members of staff will inform the Headteacher or member of the Senior Leadership Team straight after an incident, where restraint or force has been used.

Members of staff will then record the incident in the Red (Bound & Numbered) Book – which is kept in the Assistant Headteacher’s Office) – see Appendix 11. The Headteacher, member of Senior Leadership Team, or class teacher, will then inform the child’s parents as soon as possible on that day.

The Headteacher will ensure that each incident is reviewed and ascertain whether further action is required.

Post Incident Debrief

Following a serious incident, it is the policy of the school to offer support to all involved.

This is an opportunity for learning and time needs to be given for following up incidents so that pupils have an opportunity to express their feelings, suggest alternative courses of action for the future and appreciate other people’s perspectives.

As individuals we all vary in how much support we need after an unpleasant incident so it is difficult to devise a framework of support that meets the need of all staff. However, in general, a member of the Senior

Leadership Team would be expected to talk to the staff and children involved after any incidents involving violence. Equally, if members of staff need time to rest or compose themselves, the Headteacher or Deputy Headteacher will make arrangements for the class, group or individual to be supported during this time.

Any complaints regarding the positive handling or restraint of a child must follow the school's Complaints Procedure.

PARENTAL INVOLVEMENT

We encourage parental involvement in all aspects of school life, especially where the behaviour of their children is concerned. If a pupil is persistently behaving badly and/or showing a bad attitude to their work, other children or adults, their parents are involved and may be required to stay with their child until he/she behaves in accordance with school rules. In addition, all future behaviour will be monitored, using an IBP (Individual Behaviour Plan – see Appendix 4) agreed with the parent(s).

Consequences for inappropriate behaviour in The Fawns (SEMH Resource Base Provision)

We understand that children may make inappropriate behaviour choices at times of crisis. Equally, all staff in The Fawns are trained to ensure that they can meet the children's needs and keep everyone safe. Furthermore, at the time of transition to The Fawns, it has been agreed by various professionals that:

- the child is cognitively and/or physically able to benefit from at least aspects of a mainstream curriculum;
- the severity and frequency of the incidents could be managed in a Resource Base sited in a mainstream school.

However, there may be times when a child's behaviour is considered to be unacceptable.

At Halton Lodge Primary School, we do not accept:

- Planned attacks on a member of staff or a pupil;
- Serious damage to school property or people's personal belongings;
- Causing serious injury to another pupil or staff member;
- Using weapons to cause serious injury.

The consequence for any of these action could be:

- Time Out (away from their peers);
- A reduced timetable in The Fawns class (with it being the parents' responsibility to arrange alternative transport if the times are not at the time of arranged transport with an escort and taxi driver);

- Suspension from school.

The actions are at the Headteacher's discretion, in discussion with The Fawns class teacher. It is likely the Deputy Headteacher (as Behaviour Lead) and Assistant Headteacher (as DSL and SENCO) will also take part in these decisions.

CONCLUSION

If we are to achieve our objectives, then we need to work together as a whole school. The success of the policy depends upon regular and consistent praise or reward and from the common understanding of the rules, rewards and consequences. The Governors are responsible for upholding the Behaviour Policy and may, if necessary, request a meeting with parents to discuss a plan to support improved pupil behaviour in school.

It is hoped that all parents will welcome and support this approach, which should ensure that we create a well ordered, secure and friendly environment for all our pupils.

Behaviour Training Log:

(a) Staff at our school who have received additional training from Halton's Lead Educational Psychologist on **What Is Behaviour?** (12th December 2018) and **Demand Avoidance: Working with Avoidant Children** (20th March 2019) – 2 x 1.5 hours

December 2018 (What Is Behaviour? – 1.5 hours) and March 2019 (Demand Avoidance – 1.5 hours):

| | | |
|--------------------|---------------|-------------|
| Mrs Bickerton | Mrs Birchall | Mrs Burge |
| Miss Clemson-Banks | Mrs Harvey | Mr Hilldrup |
| Miss Hunt | Miss Ingram | Mrs Moss |
| Miss Roberts | Miss Stephens | Mrs Whiting |

(b) Staff at our school who have received **Team Teach Training**

September 2019 (Team Teach Training – 2 x 3 hours):

| | | |
|--------------------|------------------|--------------|
| Mrs Bickerton | Mrs Birchall | Mrs Burge |
| Miss Clemson-Banks | Mrs Dixon-Gibbon | Mrs Farrar |
| Mrs Harvey | Miss Hunt | Miss Ingram |
| Mr Hilldrup | Mrs Moss | Miss Roberts |
| Miss Stephens | Mrs Whiting | Mrs Williams |

(c) Staff at our school who received additional training from Halton's Positive Behaviour Support Service (PBSS) on **Problem Behaviour, Functional Assessments and the ABC of Behaviour**

October 2019 (Problem Behaviour – 2 x 1.5hours):

| | | |
|--------------|--------------------|------------------|
| Mrs Burge | Miss Clemson-Banks | Mrs Dixon-Gibbon |
| Mrs Farrar | Mrs Harvey | Miss Hunt |
| Miss Ingram | Mr Hilldrup | Mrs Moss |
| Miss Roberts | Mrs Whiting | Mrs Williams |

(d) Staff at our school who received **Pivotal TRAIN THE TRAINER Training** on Tuesday 10th December 2019 and Wednesday 11th December 2019 (2 day course):

| | |
|------------------|-------------|
| Mrs Dixon-Gibbon | Mr Hilldrup |
|------------------|-------------|

(e) Staff at our school who received in-house **Pivotal Training (Unit 1)** on Wednesday 15th January and Wednesday 22nd January 2020 – delivered by Mrs Dixon-Gibbon and Mr Hilldrup:

| | | |
|--------------------|--------------|-------------|
| Mrs Bickerton | Mrs Birchall | Mrs Burge |
| Miss Clemson-Banks | Mrs Doolan | Mrs Farrar |
| Mrs Harvey | Miss Hunt | Miss Ingram |
| Mrs Moss | Miss Roberts | Mrs Whiting |
| Mrs Williams | | |

(f) Staff at our school who received in-house **Pivotal Training (Unit 2)** on 14/10/20 and 11/11/20 – delivered by Mrs Dixon-Gibbon and Mr Hilldrup:

| | | |
|--------------------|--------------|-------------|
| Mrs Bickerton | Mrs Birchall | Mrs Burge |
| Miss Clemson-Banks | Mrs Doolan | Mrs Farrar |
| Mrs Harvey | Miss Hunt | Miss Ingram |
| Mrs Moss | Miss Roberts | Mrs Whiting |
| Mrs Williams | | |

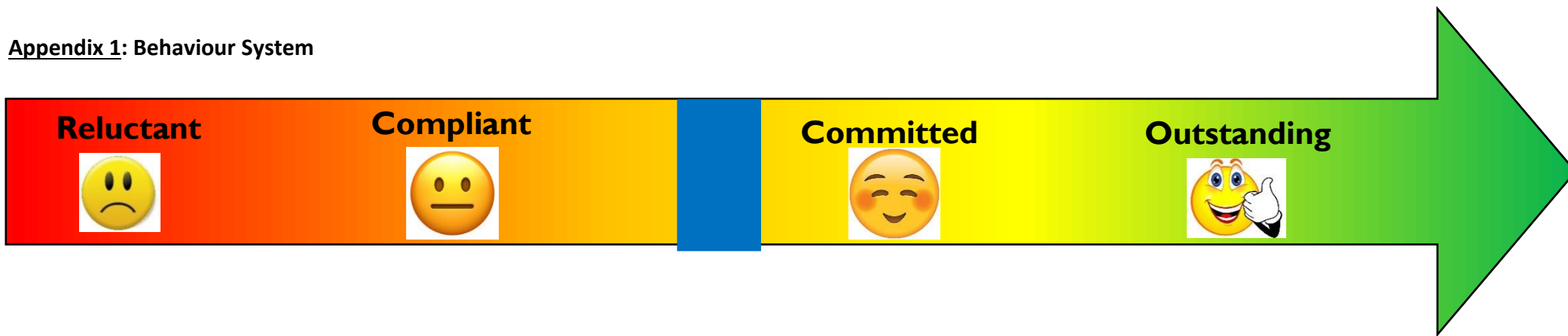
(g) Staff at our school who received **Team Teach Training** on 6th and 9th September 2021:

| | | |
|--------------------|------------------|--------------|
| Mrs Bickerton | Mrs Birchall | Mrs Burge |
| Miss Clemson-Banks | Mrs Dixon-Gibbon | Mrs Doolan |
| Mrs Farrar | Mrs Harvey | Miss Hunt |
| Miss Ingram | Mrs Moss | Miss Roberts |
| Mrs Whiting | Mrs Williams | |

(h) Staff at our school who have completed all 6 modules of **TPC Therapy** – **(i) Childhood Trauma and the Brain** (December 2021), **(ii) Attachment Disorder In The Context Of the Classroom** (January 2022), **(iii) Therapeutic Teaching Skills** (April 2022), **(iv) Creating a Therapeutic Environment** (July 2022), **(v) Creating An Emotionally Intelligent Class** (September 2022) and **(vi) Connection v Disconnection When Approaching Behaviour** (December 2022):

| | | |
|--------------------|--------------|------------------|
| Mrs Bickerton | Mrs Birchall | Mrs Burge |
| Miss Clemson-Banks | Miss Dewell | Mrs Dixon-Gibbon |
| Mrs Doolan | Mrs Farrar | Mrs Harvey |
| Miss Hunt | Miss Knight | Mrs Lomax |
| Mrs McCartney | Mrs Moss | Mrs Murphy |
| Miss Roberts | Mrs Whiting | Mrs Williams |

Appendix 1: Behaviour System



| Reluctant | Compliant | Making The Right Choices | Committed | Outstanding |
|--|--|-----------------------------------|--|--|
| <p>I do not try to complete my work and display a lack of motivation.</p> <p>I refuse to follow the instructions I am given – and demand too much of the teacher / teaching assistant’s time.</p> <p>I need to be reminded about the school rules: Ready, Respectful and Safe.</p> | <p>I do what is asked -but not always to my full ability.</p> <p>I do not have a negative impact on others.</p> <p>I have kept to the school rules: Ready, Respectful and Safe</p> | | <p>I am hard-working and fully engage in lessons.</p> <p>I demonstrate a desire to do well and put considerable effort into my work.</p> <p>I have kept to the school rules: Ready, Respectful and Safe</p> <p>I have earned my name on the Recognition Board.</p> | <p>I am highly aspirational and go the extra mile.</p> <p>I complete all of my work to the best of my ability and enjoy taking on any extra challenges that I am set.</p> <p>I am a role model for others – Ready, Respectful and Safe – and quickly get my name on the Recognition Board.</p> |

Appendix 2: Step (vi) and Step (vii) Tracking Sheet

| Record of pupils removed to another class / Internal Exclusion | | | | | | | | | | | | | | | | | | | |
|--|---------------|----------|---|---------------|---|-------------------------------|---|---|-------|--|--|--|--|-------|-------|-------|-------|-------|-------|
| Year: | | R | 1 | 2 | 3 | 4 | 5 | 6 | Term: | | | | | Aut 1 | Aut 2 | Spr 1 | Spr 2 | Sum 1 | Sum 2 |
| Date | Name of Pupil | Time out | | Time returned | | Reason for removal from class | | | | | | | | | | | | | |
| | | | | | | | | | | | | | | | | | | | |
| | | | | | | | | | | | | | | | | | | | |
| | | | | | | | | | | | | | | | | | | | |
| | | | | | | | | | | | | | | | | | | | |
| | | | | | | | | | | | | | | | | | | | |
| | | | | | | | | | | | | | | | | | | | |
| | | | | | | | | | | | | | | | | | | | |
| | | | | | | | | | | | | | | | | | | | |
| | | | | | | | | | | | | | | | | | | | |
| | | | | | | | | | | | | | | | | | | | |
| | | | | | | | | | | | | | | | | | | | |
| | | | | | | | | | | | | | | | | | | | |
| | | | | | | | | | | | | | | | | | | | |
| | | | | | | | | | | | | | | | | | | | |
| | | | | | | | | | | | | | | | | | | | |
| | | | | | | | | | | | | | | | | | | | |
| | | | | | | | | | | | | | | | | | | | |
| | | | | | | | | | | | | | | | | | | | |

Please return to the SENCo and arrange discussion around Individual Behaviour Plans for children who are causing concern.

Appendix 3 – Pastoral Support Plan

| | | | | | |
|-----------------------|--|---------------|--|--------------|--|
| Name of pupil: | | Class: | | Date: | |
|-----------------------|--|---------------|--|--------------|--|

| TARGETS | SUPPORT STRATEGIES | PERSON / AGENCY RESPONSIBLE | EXPECTED OUTCOMES / IMPROVEMENTS |
|----------------|---------------------------|------------------------------------|---|
| | | | |
| | | | |
| | | | |

Review date:

| ADDITIONAL COMMENTS AND/OR EVALUATION | | |
|--|------------------|------------------|
| Target 1: | Target 2: | Target 3: |
| | | |

| SIGNED | | | |
|------------------------|---------------|--|---|
| Parent / Carer: | Pupil: | Class Teacher (and Phase Leader): | Assistant Headteacher (SEND/CO): |
| | | | |
| Date: | Date: | Date: | Date: |
| | | | |

Appendix 4: Individual Behaviour Plan



HALTON LODGE PRIMARY SCHOOL – MY INDIVIDUAL BEHAVIOUR PLAN (IBP)

NAME:

Date of Birth:

| | | | |
|--|--|--|---|
| <p>(Please highlight one) * School Support * School Support Plus * Additional Agencies * Discretionary Top Up Funding * Under Statutory Assessment * EHCP</p> | <p>Date started: Date to be reviewed: Date completed:</p> | <p>What do I need support with?</p> | <p>My SEN Need is... (highlight)</p> <ul style="list-style-type: none"> ● Communication & Interaction ● Cognition and Learning ● Social Emotional & Mental Health ● Physical & Medical |
|--|--|--|---|

| | BEHAVIOUR TARGETS What do I need to do? | How will I know I have achieved my targets? | How will people help me to do this? | How can my family help me? | Did I achieve my targets? |
|---|---|---|-------------------------------------|----------------------------|---------------------------|
| 1 | | | | | |
| 2 | | | | | |
| 3 | | | | | |

| | |
|--------------------------------------|---|
| <p>What can I do to help?</p> | <p>Next Steps (including referrals to other agencies)?</p> |
|--------------------------------------|---|

| | |
|--|--|
| <p>My signature: _____</p> | <p>Parent(s) Signature: _____</p> |
| <p>Class Teacher Signature: _____</p> | <p>SENCO Signature: _____</p> |

Appendix 5: ABC Behaviour Evaluation Document and Plan

Name of Pupil:

Class:

Name of Class Teacher(s):

Antecedent(s)



Behaviour(s)



Consequence(s)

Altering the antecedent(s)



Appropriate Alternative Behaviour(s)



Consequence(s) of alternative behaviour

New Consequence(s) for problem behaviour

Name of all staff consulted:

Appendix 6: Behaviour and Risk Assessment

| | |
|---|--|
| Pupil's Name: | Overview of behaviours and main concerns: |
| | |
| School: | |
| Halton Lodge Primary School | |
| Class Teacher (and Phase Leader): | |
| | |
| Date of Risk Assessment: | |
| | |
| Risk Assessment completed by (Assessor's name(s)): | |
| | |
| Review Date: | |
| | |

Pupil Risk Assessment – Evaluation

| Hazard / Behaviour | Is it a known (K) hazard or an opinion (O)? | Hazard / Behaviour Type: - Deliberate (D) - Accidental (A) - Involuntary (I) | Who is at risk? - Child - Peers - Staff - Others (please specify) | Likelihood (A) 1 (Low) 5 (High) | Severity (B) 1 (Low) 5 (High) | Risk Rating (A x B) |
|---|---|---|---|---------------------------------------|-------------------------------------|---------------------|
| Harm to self | | | | | | |
| Harm to peers | | | | | | |
| Harm to staff | | | | | | |
| Damage to property | | | | | | |
| Class disruption | | | | | | |
| Absconding – external | | | | | | |
| Absconding - internal | | | | | | |
| Ability to evacuate safely | | | | | | |
| Tolieting | | | | | | |
| Onset of medical condition (acute) | | | | | | |
| Management of chronic medical condition | | | | | | |
| Allegations against staff | | | | | | |
| Fighting | | | | | | |
| Under achievement | | | | | | |
| Other hazards/behaviours (please specify) | | | | | | |

Appendix 7: Pupil Risk Assessment – Positive Handling Plan

| | | | |
|---|--|--------------------------------------|--|
| Pupil: | | Year Group / Class: | |
| Date of Plan: | | Review Date: | |
| Behaviour Pattern: | | | |
| Aims of Intervention (success Criteria): | | | |
| PROACTIVE STRATEGIES (Actions) | | REACTIVE STRATEGIES (Actions) | |
| Environmental Factors | Teaching Strategies | | Coping Strategies |
| | | | |
| Further intervention required? YES / NO | | | |
| INTERVENTION | By | Date | Outcome |
| iCART referral | | | |
| CAMHS referral | | | |
| Speech & Language referral | | | |
| Discretionary Top-Up Funding | | | |
| EHCP application | | | |
| Other (please specify) | | | |
| PLAN APPROVED BY: | | Class Teacher: | Assistant Headteacher (SENDCO): |
| Parent/Carer Signature: | | Phase Leader: | Any other consulted staff: |

Appendix 8: Reflection Feedback Form

REFLECTION FEEDBACK FORM

Name:..... Class:..... Teacher:.....

| |
|------------------------|
| What did I do and why? |
| |
| |
| |
| |
| |
| |

| |
|----------------------------------|
| What should I have done instead? |
| |
| |
| |
| |
| |
| |

| |
|---|
| Who was hurt or upset when I did this and to whom do I need to say sorry? |
| |
| |
| |
| |
| |
| |

| |
|----------------------------------|
| Which school rule have I broken? |
| |
| |
| |
| |
| |
| |

Signed:.....

Date:.....

Appendix 9: Not in receipt of full time education form (including parent consent form)

NIROFTE (not in receipt of full time education) form

This form must be completed as fully as possible with all relevant information included.

| | |
|--|--------------|
| Name of Pupil: | Unique ID: |
| Date of Birth: | Year Group: |
| Address: | Postcode: |
| Main School: | Dual School: |
| Name(s) of Parent/Carers 1) 2) | |
| Please state who the child lives with: | |
| Please state SEND | |
| N = No special provision, SS =-SEN support or EHCP | |
| Is the pupil in receipt of SEN Top-Up Funding? | YES/NO |
| Is the pupil open to Children Social Care (CSC)? | |
| Please indicate to identify if CIN (Child in need), CIN level 3, CP (child Protection) level 4, CIC/LAC (child in care/looked after) | |
| Does the pupil have a current open MAP for Early Help? | YES/NO |

Week 1

Please provide details of the pupils NIROFTE time-table e.g. hour per session. If none, please write none.

| Monday | Tuesday | Wednesday | Thursday | Friday |
|--------|---------|-----------|----------|--------|
| am: | am: | am: | am: | am: |
| pm: | pm: | pm: | pm: | pm: |

Total Number of expected learning hours per week:

Start date:

Review date: *(no later than 2 weeks from start date)*

Please state clearly where the learning will take place e.g. school, home, alternative provision details, The Bridge etc.

Week 2

Please provide details of the pupils NIROFTE time-table e.g. hour per session. If none, please write none.

| Monday | Tuesday | Wednesday | Thursday | Friday |
|--------|---------|-----------|----------|--------|
| am: | am: | am: | am: | am: |

| | | | | |
|-----|-----|-----|-----|-----|
| pm: | pm: | pm: | pm: | pm: |
|-----|-----|-----|-----|-----|

Total Number of expected learning hours per week:

Last review date:

Next review date: *(no later than 2 weeks from last review)*

Please state clearly where the learning will take place e.g. school, home, alternative provision details, The Bridge etc.

Week 3

| | | | | |
|--|---------|-----------|----------|--------|
| Please provide details of the pupils NIROFTE time-table e.g. hour per session. If none, please write none. | | | | |
| Monday | Tuesday | Wednesday | Thursday | Friday |
| am: | am: | am: | am: | am: |
| pm: | pm: | pm: | pm: | pm: |

Total Number of expected learning hours per week:

Last review date:

Next review date: *(no later than 2 weeks from last review)*

Please state clearly where the learning will take place e.g. school, home, alternative provision details, The Bridge etc.

Week 4

| | | | | |
|--|---------|-----------|----------|--------|
| Please provide details of the pupils NIROFTE time-table e.g. hour per session. If none, please write none. | | | | |
| Monday | Tuesday | Wednesday | Thursday | Friday |
| am: | am: | am: | am: | am: |
| pm: | pm: | pm: | pm: | pm: |

Total Number of expected learning hours per week:

Last review date:

Next review date: *(no later than 2 weeks from last review)*

Please state clearly where the learning will take place e.g. school, home, alternative provision details, The Bridge etc.

Week 5

| | | | | |
|--|---------|-----------|----------|--------|
| Please provide details of the pupils NIROFTE time-table e.g. hour per session. If none, please write none. | | | | |
| Monday | Tuesday | Wednesday | Thursday | Friday |
| am: | am: | am: | am: | am: |

| | | | | |
|-----|-----|-----|-----|-----|
| pm: | pm: | pm: | pm: | pm: |
|-----|-----|-----|-----|-----|

Total Number of expected learning hours per week:

Last review date:

Next review date: *(no later than 2 weeks from last review)*

Please state clearly where the learning will take place e.g. school, home, alternative provision details, The Bridge etc.

Week 6

| | | | | |
|--|---------|-----------|----------|--------|
| Please provide details of the pupils NIROFTE time-table e.g. hour per session. If none, please write none. | | | | |
| Monday | Tuesday | Wednesday | Thursday | Friday |
| am: | am: | am: | am: | am: |
| pm: | pm: | pm: | pm: | pm: |

Total Number of expected learning hours per week:

Last review date:

Part time timetable end date:

Please state clearly where the learning will take place e.g. school, home, alternative provision details, The Bridge etc.

| | | | |
|---|--------------------------|------------------------|--------------------------|
| Reason for pupil being NIROFTE. Please tick appropriate box and attach professional or medical evidence if appropriate | | | |
| Medical Needs | <input type="checkbox"/> | Emotionally Vulnerable | <input type="checkbox"/> |
| Other (please specify) | <input type="checkbox"/> | School support plan | <input type="checkbox"/> |
| Reintegration into education plan | <input type="checkbox"/> | Managed transfer plan | <input type="checkbox"/> |
| Please use this space to expand on the above reason if appropriate: | | | |
| Please provide details of any off-site tuition arrangements e.g. Name of person/agency delivering the tuition, where this will take place (home, library etc) | | | |
| | | | |

Please provide details of any relevant other professionals involved e.g. SEND Service, EPs, Health, CSC, Early Help, CAHMS etc.

Please provide details of the Alternative Provision Provider:

Name:

Address:

Provision offered:

Please confirm that you have completed a risk assessment and are content with the provider's policies for Safeguarding, Health and Safety, Attendance and Behaviour.

Please confirm that you have checked, and are content with, the Educational Standards.

Please confirm that you have checked the suitability of the provision to meet the pupil's needs.

Signed:

Date:

Reduced Time-Table Parent/Carer Consent Form

| | | | |
|-------------------|--|----------------------|--|
| Pupil Name | | Date of Birth | |
| UPN | | Ethnicity | |
| Gender | | Year Group | |

Has the pupil been on a reduced timetable before? YES/NO If yes, when, why and what was the outcome

| | |
|---|--|
| | |
| Name of parents/carers: | |
| Name of lead person in school: | |
| Name of social worker: (if applicable) | |
| Name of SEN Assessment Co-ordinator: (if applicable) | |
| Name of Virtual School rep: | |

| | |
|-------------------------------------|--|
| (if applicable) | |
| Other (please specify role): | |

| |
|---|
| Reason the reduced timetable is being implemented: |
| |

| |
|--|
| Objectives of the reduced timetable |
| |

| |
|---|
| Any other comments relating to the reduced timetable |
| |

Parent/Carer Agreement:

I understand my child has been placed on a reduced timetable for a limited period of time. I have discussed the matter fully with the school and agree, during the period of the reduced time table to:

- Take full responsibility for my child during the hours when not attending
- Ensure there is a supervision of school work during those hours
- Ensure there is a flow between school and home for marking and guidance
- Take full responsibility for the health and safety on my child when they are not in school

| | |
|---------------------------------|--|
| Parent/carers signature: | |
| Date: | |

During the period of the part-time timetable the school will:

- Monitor the effectiveness of the reduced timetable
- Hold a review on the agreed date

| | |
|--------------------------|--|
| School signature: | |
| Date: | |

Other signatures (if required):

| | | | |
|------------------------------|--|-------|--|
| SEN Assessment Co-ordinator: | | Date: | |
| Social Worker: | | Date: | |
| Virtual School: | | Date: | |
| Other (please specify | | Date: | |

1. What happened?

2. What were you thinking about at the time?

3. What have your thoughts been since the incident?

4. Who do you think has been affected by your actions? In what way were they affected?

5. What do you need to do now to make things right?

Restorative Practice in School

www.elsa-support.co.uk

Images from My cute graphics

Appendix 11: Copy of 'Risk Assessment & significant Incident / Restraint / Restriction Record'

BOUND AND NUMBERED BOOK v6

10

RISK ASSESSMENT AND SIGNIFICANT INCIDENT / RESTRAINT / RESTRICTION RECORD
For Additional Details Refer To Supporting Documentation

Name of the child or young person concerned: _____ Age: _____

Name of the person using the measure: _____

Names of any other people present: _____

Name of person completing this record: _____

Date: _____ Time: _____ Location: _____

Details of the behaviour leading to the use of the measure (what the child or young person was doing or saying):

Details of any methods used to avoid the need to use that measure (what you did - what you said - what you tried):

- Humour Verbal advice and support Firm clear directions Negotiation Limited Choices Distraction Diversion
- Reassurance Planned Ignoring Contingent Touch Calm talking Calm Stance Patience Withdrawal Offered Withdrawal Directed Swap Adult Reminders about Consequences Success Reminders

Why Was The Measure Necessary? - (describe your dynamic risk assessment and why you honestly believed that the measure you chose was in the best interests of the child or young person)

- Risk to Self Risk to Others Risk to Safe Physical Environment Risk to Safe Psychological Environment Prevention of Psychological Distress Prevention of Physical Harm Prevention of Criminal offence Temporary Loss of Competence or Capacity

A description of the measure used (what you did and what you said): _____

The effectiveness of the measure: _____

Duration of any measure of physical restraint or restriction in minutes and any time intervals between provision of active support: _____

Any consequences of the use of the measure: _____

A description of any injury to the child concerned or any other person: _____

A description of any medical treatment offered or administered: _____

External Agencies Informed and supporting records: _____

- Medical Referral _____ (Date and/or log number)
- Social Worker _____ (Date and/or log number)
- Health & Safety Report (RIDDOR) _____ (Date and/or log number)
- LADO _____ (Date and/or log number)
- Safer Schools Partnership Support Officer _____ (Date and/or log number)
- Placing Authority _____ (Date and/or log number)
- Responsible Parent _____ (Date and/or log number)

Confirmation that the person authorised to make the official record has spoken to the child or young person concerned and the person using the measure about the use of the measure and the feelings of both of them.

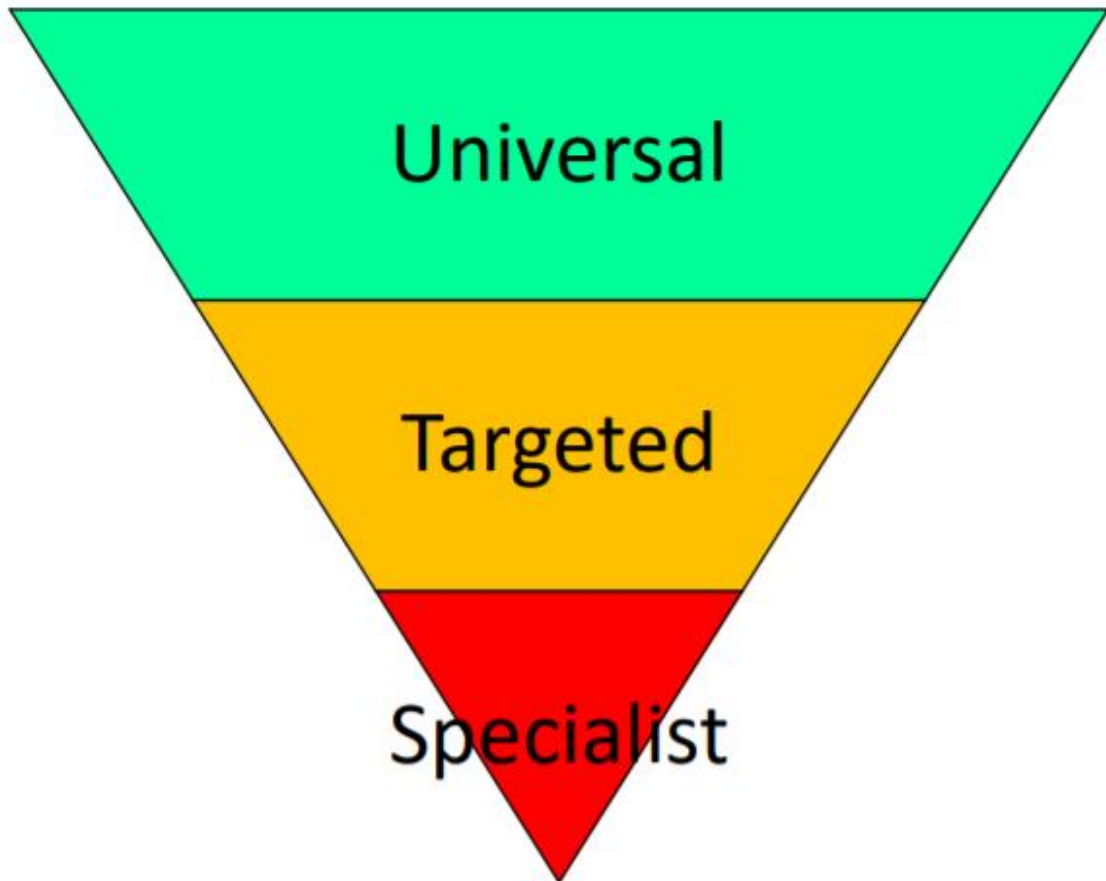
Views of the young person and any additional comments: _____

Name and signature of the person authorised to make this record: _____

Name, signature and designation of person monitoring the records: _____ Date Checked: _____

CARE Flow Chart

Behaviour Strategies:



The flow chart would be used alongside a school's behaviour policy.

The CARE profile is designed to support schools in collecting evidence to support professionals in:

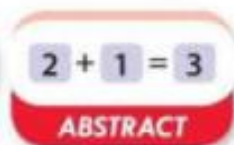
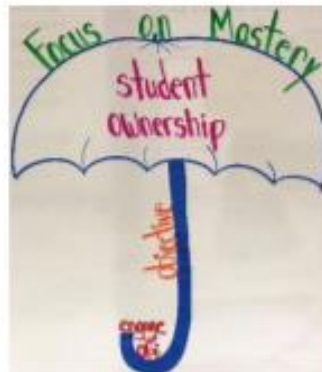
- understanding the child's behaviour and associated needs
- gathering evidence
- making judgements about actions to be taken to support the child.

A decision to exclude rests with HT and Governors – the CARE profile is not intended to 'permit' exclusion. The LA are available to discuss evidence and support prior to an exclusion decision being made.

- ❖ Child is displaying challenging behaviour.

Universal Intervention Stage: Level 1

School applies universal strategies which focus on Quality First Teaching strategies and makes use of the Graduated Approach.



- SEMH QFT strategies from updated Graduated Approach – launch Spring 2021
- High quality, inclusive teaching promoting high expectations and participation from all.
- Directly teach and then promote school behaviour expectations e.g., 'Be safe be kind, be respectful'.
- Incorporate positive behaviour strategies from school's policy e.g., shout out boards, praise point rewards, embellished countdowns etc.
- Use of natural consequences e.g., reward time not earned, work time extends into playtime for incomplete work.

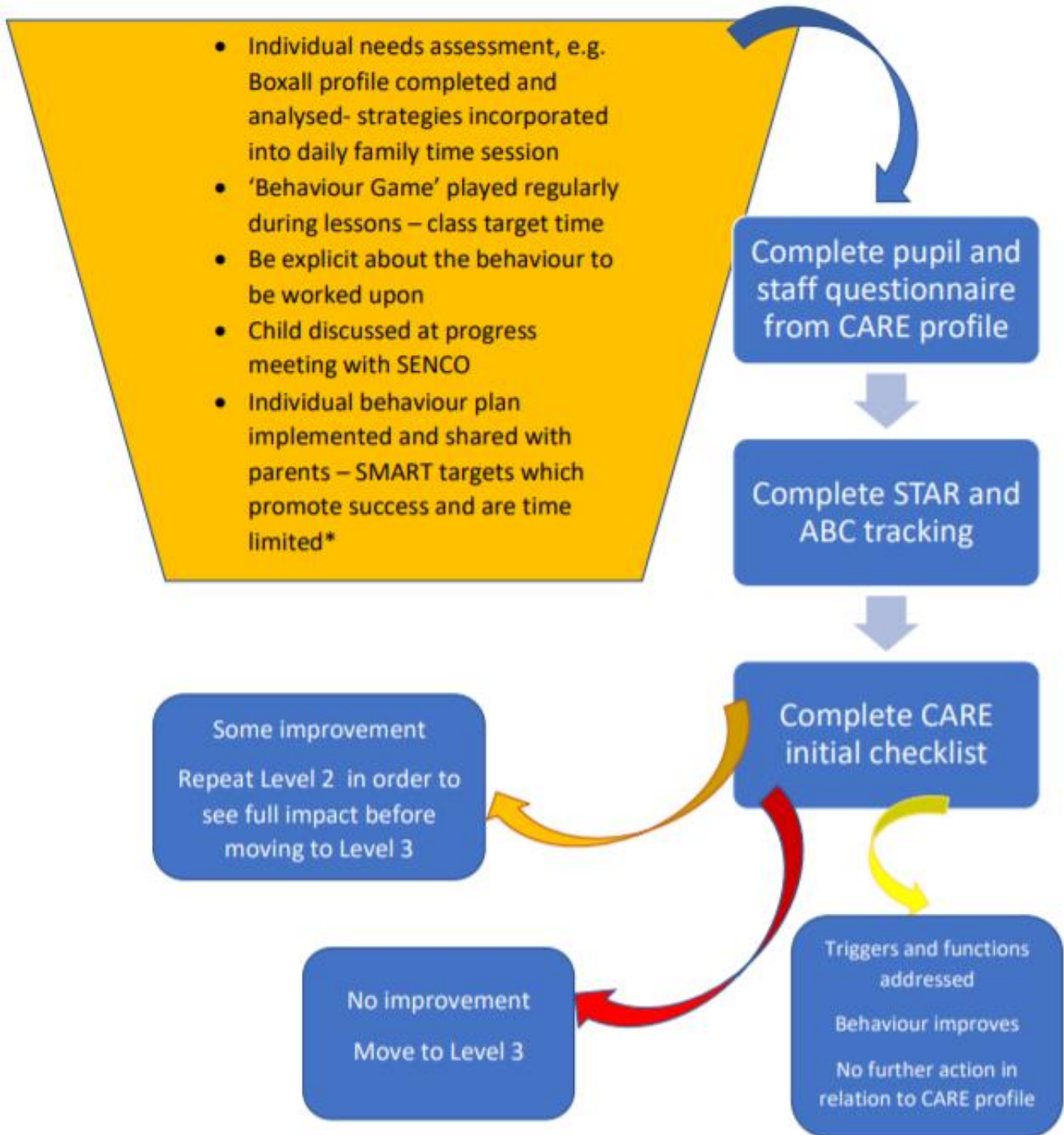
No improvement
Move to Level 2

Pupil re-engages
Behaviour improves
No further action

❖ Child is displaying more frequent or escalating challenging behaviour.

Targeted Intervention Stage: Level 2 (*3-4 weeks)

School applies targeted intervention strategies which focus on tracking behaviour and identifying triggers and functions. Use SEMH SEND support strategies from Graduated Approach



Specialist Intervention Stage: Level 3

School applies specialist strategies as part of SEN Support Plan or IBP, following the Graduated Approach, to begin behaviour specific cycles of APDR.

- Functional assessment of behaviour
- Observations and discussions with SENCO, parents and HT
- Plan includes personalised reward system
- No longer than 2 cycles of APDR
- Support from external agencies e.g. HBSS specialist teacher, EP, HBSS Family Liaison.
- Application for discretionary top up funding (Primary) Outreach (KS3)

SMART targets with opportunities for success

Completion of Parent/carer questionnaire and meeting with SENCO & teacher

EP Group consultation and/or referral

Revisit CARE checklist and update actions/outcomes

Share evidence of checklist with HBSS for analysis and decision on school or pupil-facing support

No improvement
Consider EHCP assessment for SEMH



THE C.A.R.E Schedule Initial Checklist

| | |
|---|-----------------|
| Name: | |
| School/College: | |
| Date of Birth: | Form/Year Group |
| Completed by: | |
| Date: | |
| What do you consider to be the possible needs that are underlying the pupil's behaviours? | |
| List the Interventions (formal and informal) that have taken place. How are your actions/interventions supporting the identified needs? | |
| List any testing or investigations that have taken place | |
| Current level on the school's Behaviour for Learning Policy | |
| List any agencies (LA or otherwise) who are currently involved with this child and their family | |

Checklist

| | | | |
|--|--|-----|----|
| Is there evidence that discussion with the SENCO has taken place and has informed consequent strategies, targets and outcomes? | | Yes | No |
| SEN children only | Do we need to escalate support for this child? | Yes | No |
| | Can we demonstrate that the nominal £6000 SEN funding has been spent meeting this child's needs? | Yes | No |
| | Is there any additional funding available to support this child's needs? | Yes | No |
| | Is there robust evidence of cycles of APDR? | Yes | No |
| Has this child been raised with the EP through conversation, group consultation or individual consultation? | | Yes | No |
| Is there evidence that analysis of behavioural triggers has taken place over a period of time and has informed interactions with this child? | | Yes | No |
| Is there evidence that, despite implementation of strategies, concerns still prevail? | | Yes | No |
| Has the parent been informed of any concerns and given the opportunity to share their views and wishes? | | Yes | No |
| Has the child been given opportunity to share their views and had those views taken into account? | | Yes | No |
| Is this child working at expected level for their age? | | Yes | No |
| Has this child made sufficient progress since the last progress point? | | Yes | No |
| Are there any safeguarding concerns? | | Yes | No |
| Are there any CCE/CSE concerns? | | Yes | No |
| Are there any attendance concerns within the family unit? | | Yes | No |
| Do you think that Family Liaison Officer support would benefit in this case? | | Yes | No |
| Is the EWO involved? | | Yes | No |
| What are the child's strengths? Have the school taken opportunities to allow the child to work to these strengths? | | | |